

Exhibit B

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed Charter School: _____

Proposed Charter School location:* _____

**Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.*

School district of proposed location: _____

Legal name of group applying for Charter: _____

Designated representative: _____

Contact Information (Phone & Email): _____

Planned opening year for the school: _____

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) _____

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Target student population (if any): _____

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): _____

Submission date(s): _____

For Experienced Operator Applications:

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation? Yes No

If Yes, please provide the following information:

Identify the ESP or partner organization. _____

Is Charter School proposing to replicate a proven school model? Yes No

If yes, provide the name and location of at least one school where the model is in use. _____

If the applicant or its ESP or other partner organization currently operates one (1) or more Charter Schools within or without Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:

Indiana Charter School Board (ISCB) 317.232.7585

Trine University/Education One 260.665.4600

Central Michigan University 989.774.2100

Signature of Applicant's Designated Representative



Signature

Date



PHALEN LEADERSHIP ACADEMIES GOVERNING BOARD

Proposed Resolution Number: 2019_1024

Subject: PLA's Approval to Activate an Unused Charter to Open in SY 2020-2021

Whereas, Phalen Leadership Academies ("PLA") has several un-activated charters through Indiana Charter School Board ("ICSB"), the Governing Board desires to activate an approved charter contract. Upon activation, said school shall open during the 2020-2021 school year.

Whereas, the Governing Board of PLA seeks to serve the needs of families in the community, the Board believes that opening a high school next year, will support the educational advancement of scholars, in furtherance of PLA's mission and vision.

NOW, THEREFORE, IT IS RESOLVED, the Governing Board shall move to approve activation of a charter for opening in school year 2020-2021.

A handwritten signature in blue ink, reading "Earl Martin Phalen", is written over a horizontal line.

Name: Earl Martin Phalen
Title: Board Chair

**ICSB Charter Activation Request
James and Rosemary Phalen High School**

Activation Request Overview

Phalen Leadership Academies (PLA) is a non-profit network of public schools working to raise the educational achievement of children living in low-income communities. We are honored to submit a charter activation request to the Indiana Charter School Board, which would allow us to provide the high school campus at James and Rosemary Phalen Leadership Academy (JRP) its own charter.

1. A resolution from the governing board of the organizer approving the activation and expansion.

Please see attached.

2. A 5-year Pro-Forma budget for the new school by completing ICSB's "Budget and Staffing Workbook" and a consolidated budget including all schools operated by the organizer within Indiana which can be found here.

Please see attached.

3. The last three years of audited financial statements and management letters of the school.

Please see attached.

4. A detailed budget narrative that provides a high-level summary of the budget. The narrative should specifically address:

Please see attached budget workbook. Additionally, we address the application guidance in the following ways:

a. The degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising)

Both the school budget and the network budget for PLA are financially sustainable on recurring public funding. Additionally, we reinforce this core framework through the following strategies:

- Ensure positive net income for our schools so that they are sustainable on public funding only;
- Utilize robust student enrollment strategies for year-to-year growth;
- Work towards building a three-month cash reserve;
- Ensure capacity-building initiatives and value-add programs are given priority and are fully funded;
- Allocate at least 85% of school budget to planned expenses; and
- Secure state and federal grants with balanced budgets that allocate over 80% to planned expenses including systems that are embedded into the school for long-term, sustainable impact.

b. The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than the estimated budget

We have several mechanisms in place to address potential shortages in revenue:

- As our school-level budget demonstrates, we use non-competitive public funding and highly conservative estimates as the only primary source of revenue. Using this approach, each new school will develop a financial model that is low-risk and well-positioned to address downward pressures on revenue;
- The enrollment set in the Pro-forma employs conservative ADA figures;
- We are conservative in funding estimates and hold them at current levels without any projected increases for future years;
- PLA schools maintain a healthy reserve of at least 60 days of cash at the end of each year; and
- PLA schools have the ability to achieve budget efficiencies while maintaining academic rigor and financial stability.

The plan and priorities to ensure fiscal sustainability are to:

- Maintain a full year monthly cash flow projection to identify any variances against budget and allow time to adjust;
- Staff based on actual enrollment only;
- Evaluate all budgeted expenses again as they arise during the operational year to ensure that they are still necessary and the best use of funds; and
- Adjust for any unexpected increases in expenses or decreases in funding by reducing non-essential operating expenses that do not impact the scholar experience and reducing non-essential staff expenses that do not impact the scholar learning environment.

Accordingly, we will ensure that there are sound contingency plans to meet the budget requirements should anticipated revenues not be generated. At PLA schools, financial responsibilities have been consistently managed with success, including overseeing financial operations, grant allocations, forecasting, budgeting, and long-term strategic financial planning. As a result, financials at our schools show a positive trajectory moving from pre-operational planning through startup and growth to capacity.

c. How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) special education costs, (b) transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

As we shared earlier, we utilize a comprehensive process for developing sustainable budgets for our schools. This includes sufficient and compatible allocation of state and federal grants towards anticipated expenses, ranging from special education, transportation and retirement plan contributions. Our staffing assumptions are based on proven experience operating financially sustainable schools in the state, and we have thoroughly incorporated the required retirement plan

contributions in our calculation of benefits. For special education, we will ensure that the combination of basic grant and federal funds are sufficiently allocated to the school's SPED program expenses. We will also utilize the general operating budget to cover any remaining SPED expenses. We expect IPS to provide transportation services to the school.

5. A description of the organizer's current or planned capacity to manage multiple schools.

Through our track record of improving student achievement, PLA demonstrates capacity to successfully manage multiple schools. Below please find a few highlights about PLA:

- A non-profit organization founded in 2013;
- Currently serving 1,761 scholars across four schools in Indianapolis;
- Over 90% of PLA scholars come from low-income families; and
- A proven operator with a strong track record of success whose model has transformed five F-rated schools into A-rated schools.

The PLA educational model has several unique elements that drive academic growth of our scholars. Our educational model empowers both educators and students to grow and take ownership of learning. As a result, PLA schools consistently demonstrate improved student outcomes. An educational model that supports success leads to greater capacity to sustain and grow excellence over time. Rigorous curriculum, high quality professional development, a coaching cycle that develops teachers, enrichment opportunities for scholars, and authentic partnership with families are just a few of the elements that help us ensure the success of PLA students.

Scholar success will be the primary focus of JRP HS. Implementation of the PLA model has helped children achieve significant gains, including:

- Outperforming the state at our flagship school on the ELA ISTEP, math ISTEP and IREAD assessments;
- Scoring an average of 92% passing on IREAD at our flagship school over four years;
- Achieving outstanding growth: in 2017-18, 74% of Indianapolis PLA scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 69% showed standard to high growth in math;
- Earning school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1% increases in state test score proficiency growth, respectively); and
- Empowering Indianapolis PLA scholars in grades K-6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on STAR Reading and Math, a nationally normed assessment.

Furthermore, our leadership team offers exceptional experience in a wide range of functional areas, allowing our school leaders and teachers to focus fully on the academic success of our scholars. These include the implementation of on-site instructional reviews, climate and culture staff surveys, interviews, comparative analysis, and more in our Comprehensive Analysis framework; talent sourcing and staff recruitment for effective classroom instruction; creating and coordinating year-round, intensive and robust professional development including trainings; supporting operational management and enrollment efforts; establishing strategic community partnerships that support

scholar success; securing and allocating state and federal grants; and organizational capacity-building through the development of performance management and project execution dashboards.

The success of PLA scholars can be attributed to the comprehensive, high-quality services that PLA provides to its school partners and scholars. While some educational management organizations only offer human resources and accounting support, PLA provides the spectrum of support that a school needs to thrive:

- An outstanding educational program (i.e., research-based curriculum, pacing guides, and assessments);
- Pre-service professional development and an on-going coaching cycle for teachers, as well as an online educator development portal (PLA University);
- Operational support—including payroll, accounting, HR, policy development, legal counsel, and grants management—so that our educators can maximize their efforts in delivering a high-quality educational experience to scholars;
- On-site quality assurance monitoring and support;
- Behavior and classroom management systems; and
- Parental engagement framework.

In addition to an exceptional team, PLA has built an extensive portfolio of tools and processes that support the success of our schools. A few examples of the tools used by our schools include:

- State-aligned weekly assessments, developed using Edulastic, which enable our schools to gauge scholar progress in vocabulary, grammar, cold reads and math, and then use this data to inform instructional decisions;
- Framework for effective Tier 2 instruction, supporting daily small group instruction for every scholar;
- Framework for effective PLCs, ensuring that weekly planning meetings are focused on data and leveraged to consistently improve student performance;
- PLA Teacher Coaching Cycle;
- PLA University;
- PLA Teacher Evaluation framework;
- PLA Leader Evaluation, a rubric outlining the successful behaviors of turnaround school leaders;
- PLA Leadership Coaching Cycle, which systematically supports the development of leaders;
- Pathways to Leadership, which is a uniquely designed fellowship program tailored to building the capacity of aspiring teachers and school leaders; and
- PLA Leadership Institute, a week-long intensive leadership training institute for school leaders.

Moreover, PLA ensures our capacity to successfully manage multiple schools by utilizing procedures and structures already in place to ensure student safety; healthy school finances; and federal, state, authorizer, and local compliance.

School Operations: As a result of the support provided to each school by the central office, we have

the capacity and processes in place to ensure the successful operation of multiple schools. The school administration, staff and school leaders will be supported by the central office, whose support services include professional development, payroll, policy development, legal counsel, and grants management. Through this support system, the central office will be able to manage the operational elements of running a school so that our educators can focus their efforts on what they do best—educating children. The strong leadership of our functional teams—development, compliance, finance, and operations—ensures effective coordination with school personnel to obtain the proper information and data points necessary to complete any reporting requirements. These teams use real-time collaborative project management tools to oversee all school support activities. This is one of PLA’s key strengths: since the central office takes on this responsibility, the school can efficiently provide data when needed and focus their energy primarily on instruction. By implementing a process where school leaders and central office teams can effectively communicate and collaborate, we can ensure that our scholars will benefit from the increased capacity of PLA.

School Finance: A core strength of PLA is our implementation of financial processes and procedures that not only improve the efficiency of school financial operations but also provide strong separation of responsibilities, a clean audit trail, and clear processes for all financial transactions. At our schools, financial responsibilities have been consistently managed with success, including overseeing financial operations, grant reporting, forecasting, budgeting, and long-term strategic financial planning. As a result, financials have steadily improved from pre-operational planning through startup and growth to capacity. PLA schools have successfully managed federal, state, and local funding and have been able to meet all audit requirements.

Statutory, Regulatory, and Authorizer Compliance: PLA schools have a proven track record of compliance with state statutes, authorizer standards, and federal grant regulations, including:

- Maintaining no open corrective action items with the IDOE.
- Submitting 100% on-time, accurate, and compliant authorizer reports and state compliance requirements.
- Meeting standards according to Indiana’s K-12 Accountability System (A-F ratings) under PL 221.
- Consistently receiving full accreditation status and showing compliance with all legal standards.

Student Safety: Schools implementing this model have met all key metrics for student rights and safety for the past three years, according to authorizer ratings from the Indiana Charter School Board (ICSB) and IPS. Our safety practices represent the most up-to-date research on risk-reduction measures. PLA’s student safety systems and processes have proven effective; safety measures include a single point of entry for each school, required check in and identification for all visitors, camera surveillance systems, and extensive safety training and drills (threat assessment/awareness, violence prevention, security procedures, and emergency planning). PLA has been, and will continue to be, in compliance with all applicable laws, rules, regulations, and provisions of its charter agreement relating to safety, security, and health related services.

Finally, we ensure the successful management of multiple schools through the excellence of our team. The PLA team is composed of leaders with high levels of expertise in school operations, finance, fund development, grant compliance, and authorizer compliance. The PLA central office

has established clear policies, procedures, and guidelines to ensure adherence to all operational requirements. School leaders and central office staff conduct regular monitoring calls and hold biweekly walkthroughs to anticipate, identify, and resolve any potential operational challenges. With these procedures, policies, and systems in place, our team will be able to provide similarly strong oversight and operational performance at JRP High School while continuing to ensure the success of existing PLA schools.

6. Academic data from the organizer’s current schools operating within Indiana by completing the “Academic Performance Workbook.”

Please see attached Academic Performance Workbook, and additional contextual information below.

PLA manages four Indianapolis schools. Table 1 summarizes our student demographics.

Table 1. PLA Demographics	Year PLA Management Commenced	Enrollment	Free/reduced price meals	Students of Color	Students in Special Education	English Language Learners
George and Veronica Phalen Leadership Academy (GVP)	2013	368	77%	98%	6%	0%
PLA@Francis Scott Key School #103 (PLA@103)	2015	490	78%	97%	9%	15%
PLA@George H. Fisher School #93 (PLA@93)	2016	434	71%	91%	12%	12%
James and Rosemary Phalen Leadership Academy	2017	469	79%	97%	19%	9%

Below you can find the track record of academic growth for each school:

George and Veronica Phalen Leadership Academy (GVP)

- Earned an A-rating from the state, receiving 92 overall points on the 2017-18 Academic Performance Report;
- Scholars achieved a 92% passage rate on IREAD during the 2017-18 school year—more than 20% above our host district, IPS, and 4% above the state average;
- Students exceeded the ISTEP passage rate of our host district by 25% for ELA and math in 2017-18;
- 10% more scholars passed the ELA ISTEP test in the 2017-18 school year than in the previous year;
- The percentage of scholars passing the math ISTEP test increased 7% from 2016 to 2018;
- Scholars gained an average of 1.6 years of annual growth toward grade-level proficiency on the 2017-18 STAR math end-of-year assessment;
- Overall, math ISTEP passing rates increased 22% over a two-year period (2016-2018); and
- Overall, combined ELA/math ISTEP passing rates increased 11% over a two-year period (2016-2018).

PLA at Francis Scott Key School #103 (PLA@103)

- Earned an A-rating from the state on the 2017-18 Academic Performance Report;
- Overall, math ISTEP passing rates improved 18% from 2015-16 to 2017-18;
- Fourth and fifth graders showed the most progress in math: Math ISTEP passing rates for fourth graders increased by 13% from 2016-17 to 2017-18. Math ISTEP passing rates for fifth graders increased from 2015-16, when not one scholar in the fifth grade passed, to 22% in 2017-18;
- Overall, combined ELA/math ISTEP passing rates increased 9% from 2015-16 to 2017-18;
- Fourth graders made the greatest progress in improved scores overall in year-to-year growth; combined ELA/math ISTEP passing rates for the fourth grade increased by 8% from 2016-17 to 2017-18;
- In 2017-18, 73% of PLA@103 scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 66% of scholars showed standard to high growth in math; and
- Students of all grades showed 1.4 years of annual gains toward grade-level proficiency on the STAR math assessment for the 2017-18 school year, and fifth graders showed 1.7 years of annual growth.

PLA at George H. Fisher School #93 (PLA@93)

- Scholars outperformed their peers in the local district by 18% in math and 5% in ELA on the ISTEP in 2017-18;
- The percentage of students passing both the ELA and math portions of the ISTEP in 2017-18 was almost 9% higher than the IPS average;
- In the 2015-16, 2016-17 and 2017-18 school years, IDOE gave the school an A-rating after five consecutive years of failing ratings;
- In 2017-18, scholars scored the highest ISTEP passing rates of all Far Eastside elementary schools;
- In 2016-17, PLA@93 students scored the highest math passing rate of all Far Eastside schools by nearly 20%;
- In 2017-18, 67% of PLA@93 scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 71% of scholars showed standard to high growth in math; and
- Over the course of two years (2016-18), IREAD passing rates increased 17%; in 2017-18, 83% of PLA@93 scholars passed the IREAD.

James and Rosemary Phalen Leadership Academy Middle School (JRP)

- JRP opened in the fall of the 2017-18 school year; during the school's inaugural year, JRP scholars in seventh grade outpaced their IPS peers by 11% on the ELA ISTEP assessment, 3% on the math ISTEP assessment, and 6% on the combined ISTEP metric;
- During the 2017-18 school year, eighth graders at JRP outpaced their IPS peers by 4% on the ELA ISTEP assessment;
- In 2017-18, 81% of JRP scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 76% of scholars showed standard to high growth in math;
- Earned an A-rating from the state on the 2017-18 Academic Performance Report;
- Scholars showed 1.5 years of annual gains toward grade-level proficiency on the STAR math assessment for the 2017-18 school year;

- In the seventh grade, students showed 1.7 years of annual gains toward grade-level proficiency on the STAR math assessment for the 17-18 school year; and
- In 2017-18, scholars showed a 50% student growth percentile (SGP) on the STAR ELA assessment and a 59% SGP on STAR math (i.e., students at JRP have achieved more growth than 50% and 59%, respectively, of their academic peers nationwide).

Overall, these academic data show that PLA’s educational model is positively impacting children who come from some of the most economically distressed communities in Indiana. As a result of continuous improvement processes built into our model, we expect our scholars to continue to make academic gains. Our support staff, teachers, school leaders, central office staff, and leadership have the skills, experience, and passion needed to truly make a difference in young people’s lives. Taken as a whole, PLA’s educational model, team, and infrastructure have built a strong capacity for raising student achievement.

7. Information demonstrating the need for the new school in the proposed location, including whether or not a facility has been identified.

JRP High School (JRP-HS) will be located within a severely educationally underserved and economically distressed community—Indianapolis’ Far Eastside. High-quality educational options are needed in this community to help more children meet Indiana’s challenging academic standards. As Table 2 illustrates below, most of the schools in the Far Eastside neighborhood are struggling:

Table 2: Far Eastside School Demographics and Performance					
School	School Rating 17-18	Grades Served	Students of Color	Free/Reduced Meals	Enrollment
James & Rosemary Phalen Leadership Academy	A	7-10	97%	79%	466
Stonybrook Middle School	D	7-8	88%	81%	618
Andrew J. Brown Academy	C	K-8	94%	97%	667
George S. Buck School 94	F	K-6	93%	72%	355
Charles Warren Fairbanks School 105	F	K-6	95%	87%	351
Sunny Heights Elementary School	F	K-4	96%	87%	477
Stonybrook Intermediate Academy	D	5-6	91%	90%	576
Winding Ridge Elementary School	C	1-6	94%	87%	625
Francis Scott Key School PLA@103	A	K-6	97%	78%	490
George H. Fisher School PLA@93	A	K-6	91%	71%	434
Averages/Totals			93%	84%	5,059

Of the ten schools serving grades K-10 in the Far Eastside community, five earned either a D- or F-rating from IDOE in 2017-18. The only schools to earn A-ratings for the 2017-18 school year were PLA-managed with JRP, PLA@103 and PLA@93. These ten schools serve populations of children that are already vulnerable; 93% of the children attending these schools are students of color, and 84% qualify for the free/reduced-price meal program. When these percentages are converted into numbers of real students, we find that as many as 2,377 children on the Far Eastside are attending under-performing schools. These numbers look even bleaker in terms of the historical track records of these schools:

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
James & Rosemary Phalen Leadership Academy							A
Stonybrook Middle School	D	D	C	C	C	F	D
Andrew J. Brown Academy	B	D	F	F	C	C	C
George S. Buck School 94	F	D	D	D	F	F	F
Charles Warren Fairbanks School 105	F	B	C	C	D	F	F
Sunny Heights Elementary School	C	D	D	D	D	F	F
Stonybrook Intermediate Academy	C	D	D	D	D	F	D
Winding Ridge Elementary School	B	C	C	D	D	D	C
Francis Scott Key School PLA@103	F	F	F	F	D	A	A
George H. Fisher School PLA@93	F	F	F	C	A	A	A

The need for high quality public schools is made stronger by deep-rooted challenges on the Far Eastside that our children face every day. Instances of criminal homicides across the city have increased by more than 10% since 2014 (U.S. Census Bureau, 2018). In 2017, approximately 38,000 residents of the Far Eastside faced a steadily increasing poverty rate of 29%, which is 15 percentage points higher than the poverty rate of the Indianapolis metropolitan area (The Polis Center, 2018). The 2018 unemployment rate for the Far Eastside was 14%, which is more than double the unemployment rate of Indiana. Polis Center data states that only 43% of Far Eastside families have easy access to food. In 2018, the rate of violent crimes per 1,000 people was as high as 32. Under severe socio-economic stress, the life expectancy for residents on the Far Eastside is nearly a decade shorter than for the rest of the state (Weathers et al., 2015).

These facts illustrate a stark reality—kids living on the Far Eastside are being left behind. Children who are already dealing with the challenges that accompany living in poverty deserve extra care and attention from adults who share their background and possess the expertise to guide them to success. PLA has developed the educational model to meet these needs. As illustrated by Table 4 (below), the demographics of current PLA schools in Indiana are strikingly similar to the demographics of the schools located in the Far Eastside of Indianapolis. PLA has achieved remarkable success working within communities with these demographics. Furthermore, PLA is led by a highly diverse leadership team dedicated to serving children of color. PLA’s organizational leadership reflects the community we serve: our organization is one of the very few public-school networks serving children of color in the country that is led primarily by people of color. We understand the needs of our community because we come from the neighborhoods we serve.

Table 4: Demographics—Indiana PLA Schools and Far Eastside K-6 Schools				
School group	Free/reduced price meals	Students of Color	Students in Special Education	English Language Learners
PLA Schools	84%	97%	10%	12%
Far Eastside Schools	82%	94%	15%	12%

As an independent charter school, JRP High School will provide the high-quality, dedicated educational program for high school scholars on the Far Eastside that they deserve. Serving high school scholars is a complex endeavor, with many unique conditions that require specific programming, resources, and systems aligned to the needs of our scholars.

First, we will address the unique learning needs of high school students by providing a personalized learning experience for scholars, using small-group stations and adaptive learning programs to complement high quality teacher instruction. JRP HS having its own charter will help facilitate our ability to customize the daily schedule to the specific curriculum and pacing for our high school scholars. Having a separate charter will also enable us to more effectively develop and implement our staffing plan for the high school. This is in turn connected to our capacity to schedule specialized training and professional development for our educators. Our training modules will focus on strategies and resources that are specifically tailored to serving high school scholars, including data-driven instruction, student ownership of learning, student engagement, and college and career readiness.

Similarly, being a standalone charter school will also provide us the capacity to schedule and design afternoon enrichment programming in accordance to the needs and interests of our high school scholars. We have started working towards providing career tracks that allow our scholars to learn specific trades and earn professional certifications at the end of the course. Possible tracks include Technology (Junior Coding); Health (Certified Nursing Assistant); Trade (HVAC, welding, electrician and plumbing); and Cosmetology. These courses are designed specifically for high school scholars and require the schedule and staffing to match.

Outside the classroom, scholars will have the opportunity to embark on college visits and participate in workshops led by guest speakers who can nurture scholar preparation for college and careers. Our scholars will meet with role models and professionals who come from fields such as medicine, law, business, and engineering. To maximize impact, we will work to ensure that out-of-classroom experiences are tightly coordinated with in-classroom learning, reinforcing the connection between academic success and future opportunities.

Having a separate charter will therefore allow our school to make impactful adaptations both within and outside our classrooms to effectively serve the needs of high school scholars. When families understand our commitment to serving the specific needs and interests of their scholars, they are more likely to enroll their scholars in our school, and scholars are more likely to persist through graduation. The potential increase in enrollment and retention will also strengthen the school’s financial viability – creating a positive cycle of sustainable impact.

Finally, our school will also realize operational efficiencies that will enhance overall performance. For example, having its own school number will facilitate the school’s ability to effectively manage inventory and supplies, making it more efficient to track purchases and manage vendors. Most

importantly, this strengthens our capacity to allocate resources to educational priorities. With a separate charter, our school will be able to tap into additional state and federal funding sources, as well as philanthropic support that requires the school to be its own entity. This additional funding will provide additional resources that we will need to help students catch up academically and access enrichment experiences crucial to their future success.

8. A plan to engage the targeted community, including a description of community engagement efforts to date.

PLA has in place extensive community engagement strategies to ensure buy-in from families and community members. We plan to use this expertise for JRP HS leading up to the 2020-21 school year. Through our proven outreach process, parents and community members are actively engaged in the implementation of the well-rounded school model. This process includes informing parents and community partners of the school's plans through advertisements, hosting events, and surveying parents during these meetings regarding their children's enrichment interests and needs. Research bears out the importance of parental involvement. When parents are involved, students have higher test scores, increased motivation, and better attendance (Rose et al., 1997). Family participation is in fact twice as predictive of students' academic success as family socioeconomic status (Walberg, 1984). PLA staff members have built relationships of trust with Far Eastside scholars and families which, in turn, will benefit JRP HS in terms of recruitment, enrollment, and family outreach efforts.

We deploy a comprehensive family engagement plan comprised of a variety of tried and true strategies. Prior to the start of the school year, we host events like the ice cream social which serves as an opportunity for parents to meet teachers and school administrators. This event is typically well attended; in 2015, over 200 families at just one school attended. We then hold an open house to familiarize parents with the core school components as well as expectations. We hold one-on-one parent-teacher meetings each month, called Parents-In-Touch days, where teachers provide an in-depth look at each child's performance and behavior. We place a strong importance on these events, and teachers are required to have 100% attendance from the parents of their students. Additional family events include All-Pro Dads breakfasts and Muffins with Moms, which provide a warm environment to get to know our parents, answer their questions and share how we will support their children. We also create and distribute an FAQ document to our families. Our community engagement team ensures that families know about upcoming changes and can express any concerns.

We plan to supplement the comprehensive needs assessment that PLA has already conducted on the Far Eastside (administered in preparation for launching JRP). We will analyze the needs of our children by reviewing student achievement data; holding further interviews with stakeholders; conducting further focus groups with scholars, families, and community members; visiting schools; and observing classrooms. School leaders, instructional leaders, and educators will attend pre-service trainings and biweekly meetings to give input on the school's conversion. Our leaders will also meet with Indianapolis PLA students and school leaders to incorporate best practices and further customize our approach.

We will actively engage parents and community members by circulating flyers and posters in highly visible locations in the community, such as community bulletin boards, churches, libraries, and parks. Building on the robust family engagement already in place at JRP, our leaders will continue to make personal phone calls and coordinate automated outbound calls to keep families informed on

PLA's plans for the 2020-21 school year. To provide a comprehensive view of the plan for the upcoming year, admission policy, and enrollment process, parents and community members will be actively engaged through town hall events and community meetings in which parents and key programmatic partners will have the opportunity to learn about the elements of our instructional approach.

PLA has implemented these outreach strategies at other PLA schools, and they have proven effective. Parent satisfaction is measured by regularly administered surveys. To date, our surveys report strong parent satisfaction with our efforts to engage them. We treat our parents as the critical partners to their children's success that they truly are. Survey results show:

- Ninety-three percent (93%) of families indicated that they were very pleased with their school and the quality of education that their child received.
- Ninety-four percent (94%) of parents would strongly recommend their school to other parents.

To ensure a high level of community engagement, we plan to build on our successful community model and identify community partnerships that provide meaningful support to our scholars. Our partnerships typically focus around enrichment services, socio-emotional support, extended learning time services, and family support. Beyond formal partnerships, we want our community partners to participate in the life of our school. By maintaining an open-door policy and inviting the community to school events where they can meaningfully engage with our scholars, our community members can positively impact the life of our school.

Finally, our coordinated marketing and communications strategy will round out our community engagement efforts. PLA is committed to achieving excellence and building strong relationships with our communities through open, honest and ongoing communications. With the support of our communications and marketing department, JRP school leaders will coordinate a strategic outreach effort to ensure that the community is well informed. The following list details PLA's external communication channels, which will be deployed to promote JRP HS:

- Formal and informal community outreach: We will notify local churches, community organizations, and after-school programs about JRP's opening, send letters home, conduct phone blasts, and hold events.
- In person, door-to door outreach: We will engage in canvassing and handing out pamphlets to every home in the area.
- Involvement in the community: We will attend meetings and visit community organizations serving our target population, such as YMCAs, Boys and Girls Clubs, home-school associations, and local churches.
- Strong community network of more than 2,000 families: We never underestimate the power of a parent network that strongly supports the school. PLA parents talk to neighbors, friends and co-workers about PLA's A-rated schools; these positive, first person accounts help spread the word.
- News/media: We pitch two news stories to the press per month and collaborate with the media on coverage within our schools.

- PLA online presence: Phalen Leadership Academies uses its main web page, social media platforms (Facebook, Twitter, Instagram, and a YouTube Channel with features from our schools), and the PLA Mobile App to share news, updates, and events with the community.
- Network external newsletters: Community members have the opportunity to register to receive our e-newsletters. Twice per month, we send out news about the schools and the PLA network.
- Targeted mailers, radio campaigns, and billboards: Many Far Eastside community members listen to Hot 96.3 Radio, and this station has been a particularly effective vehicle for getting the word out about PLA.

9. A completed “Experienced Operators Proposal Overview.

Please see attached.

10. A description of any planned changes from the approved school model(s) in the organizer’s original Charter Application.

We have no plans to change the approved school model in PLA’s original Charter Application.

11. A detailed start-up plan for opening the new school, including specific planning tasks by month, and the individual or individuals responsible for each task.

Having launched multiple schools, PLA has fine-tuned its start-up plan, processes, and implementation. The following chart identifies key planning tasks. This timeline is tentative and subject to change if necessary.

Table 5: Start-Up Plan for Opening JRP HS											
Personnel: Planning Task	2019			2020							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Governance and Management											
CEO & Development: Charter activation application and approval											
Operations: Register for corporation and school numbers, as well as access to IDOE and U.S. ED online portals											
Legal: Finalize agreement with authorizer											
Operations & Compliance: Ensure Board of Directors is fully staffed and submit list of board members to ICSB, including resumes & contact information											
Legal & Compliance: Complete state and federal filing requirements—registering as state vendor, ensuring good standing for IN Secretary of State, etc.											
HR: Provide written notice that principal has been hired to ICSB along with a copy of the head of school’s resume											
HR: Provide ICSB with updated organizational chart including names of specific individuals occupying key leadership roles at the school											
HR: Conduct expanded background check results for any new Board members; keep documentation on file and submit to ICSB											
Operations & Compliance: Ensure board member names are posted and up to date on the school’s website, per Indiana statute											
Legal & Compliance: Submit to ICSB a copy of ratified board by-laws (if ICSB does not have ratified copy already or if changes have been made)											

Operations, Compliance: Submit to ICSB minutes from one Board meeting within the 60 days preceding the pre-opening site visit												
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Staffing												
Director of Recruitment: Recruit and hire key staff, including Principal and School Secretary												
HR: Conduct expanded background check for school leadership; submit to ICSB and keep documentation on file												
Principal & Secretary: Start date for key staff												
Director of Recruitment: Recruit all staff, including hiring or contracting school nurse as required by Indiana administrative code												
HR: Conduct expanded background checks for staff and volunteers (including parents) who have contact with children; submit to ICSB and keep on file												
HR: Provide a copy to ICSB of signed contract for certified Special Education staff, speech and language therapists, occupational and physical therapists, etc.												
HR: Provide a copy to ICSB of signed contract for qualified English Language Learner staff as required to meet the needs of enrolled students												
Director of PD: Coordinate PD for all staff, including training on FERPA, serving SPED students, and health record procedures												
HR: Create written staffing plan with number of teachers by grade level, subject area, and title, as well as admin positions; submit to ICSB and keep on file												
HR & Compliance: Obtain copy of valid Indiana teacher's license for on-staff special education teacher of record; submit to ICSB and keep on file												
HR & Compliance: Submit copies to ICSB of valid Indiana teacher's licenses with certification areas or proof that individual is obtaining license; keep on file												
Director of Instruction and Curriculum & Director of PD: Begin ongoing coaching for teachers (Coaching Cycles)												
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Curriculum and Instruction												
Principal & Compliance: Prepare master school year calendar and daily class schedule and submit to ICSB												
Principal: Complete preparations to provide instruction in each approved grade												
Principal: Finalize lesson plans and pacing guides												
Principal & Secretary: Order and appropriately distribute curricular materials, computers, and supplies												
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Families, Students, and Community Engagement												
PLA COT¹: Community outreach and marketing (please see question 6 in this document for a full description)												
Legal: Submit student enrollment policy to ICSB, including enrollment deadlines, capacity by grade level, limitations per state law, and lottery process												
Legal: Submit written policies/procedures to ICSB for services to SPED students, student discipline, grievances, FERPA, and state Public Access laws												
Legal: Update Student and Family Handbook with above policies (including suspension/expulsion, school health records, and Board Meeting policies)												
PLA COT: Student recruitment and enrollment												
Legal & Director of SPED: Ensure Staff Policies & Procedures Manual (SPPM) is aligned with IDEA/Article 7 in serving SPED students												
Legal & Director of SPED: Ensure the school's health record procedures are included in the SPPM												
Legal: Ensure required staff procedures consistent with FERPA for storage/handling of student files are included in the SSPM; submit to ICSB												

Principal & Secretary: Implement electronic system for maintaining student records												
Principal & Secretary: Request and process student records, including immunization records/exemptions & records for students with special needs												
Principal & Secretary: Secure student academic, attendance, discipline, test records, and (separately) health records in locked cabinets												
PLA COT & all school staff: Host parent and community events												
Legal & Compliance: Provide written assurances to ICSB regarding student records and electronic data system												
PLA COT: Ensure that master school year calendar and daily class schedule is available in both English and Spanish and distributed to all families												
PLA COT: Ensure that Student and Family Handbook is available in both English and Spanish and distributed to all families												
Compliance: Submit to ICSB any documents pertaining to enrollment lotteries held and keep on file												
Compliance: Submit to ICSB enrollment stats, including number of enrolled students, number of students on waiting list, and student rosters by grade level												
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Operations												
Operations & Secretary: Coordinate services with supplemental services providers/partners												
Legal & Operations: Create specific written plan for preparing and responding to emergencies; post copies in the school and submit to ICSB												
Secretary: Ensure that Department of Public Works has installed school zone and speed limit signs												
Legal, Operations & Secretary: Finalize food vendor and transportation services contracts per IDOE requirements; submit to ICSB												
HR, Compliance, & Secretary: Obtain copies of expanded background checks for employees of supplemental service providers; submit to ICSB												
Operations & Secretary: Coordinate appropriate state and local health department inspections and licenses; ensure compliance and submit to ICSB												
SPED Director: Submit to ICSB agreement with transportation provider regarding homeless students and students with transportation accommodations												
Legal & Compliance: Provide ICSB with written assurance that updated school administration contact information has been provided to IDOE staff												
Legal: Submit written plan to ICSB for medication administration and provision of required health services (student hearing and vision)												
Operations & Compliance: Submit to ICSB evidence that health services are available (e.g., school nurse on staff or contract, contract with health care clinic)												
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
Finance												
CFO: Create budget for school												
CFO & Compliance: Submit to ICSB documented fiscal management policies and accounting system with internal controls; keep on file												
CFO: Establish JRP HS bank account												
CFO, HR, & Compliance: Provide to ICSB evidence of employment of accountant												
CFO, Board Chair, & Compliance: Provide ICSB with a copy of the initial statement adopted by the Board of Directors												
CFO & Legal: Provide written assurance to ICSB that JRP HS has contracted a Certified Public Accounting firm to complete Independent Accountant's Report												
CFO & Compliance: Provide ICSB with a copy of deduction policy and proof of contract with payroll company												
CFO: Develop and review cashflow framework for the school												

Finance and Development: Confirm all funding sources that JRP HS is now eligible for as a charter school													
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug		
Pre-Opening Site Visit and Final Items													
Legal & Compliance: Submit a letter of assurance to ICSB, signed by the Board Chair and School Leader, stating that all Prior Actions are complete													
CEO & Principal: Host pre-opening site visit													
Principal & Compliance: Obtain Prior Action Completion Letter from ICSB to verify that school meets all criteria specified in the Prior Action Checklist													
Personnel: Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug		
Anticipated Opening Day: August 17, 2020													
Scholars & all Staff: School opening													

1. **PLA COT** = PLA Community Outreach Team, **PLAFC** = PLA Facilities Committee