

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Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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
ICSB Charter Activation Request
Phalen Leadership Academy at 93**

Overview:

Phalen Leadership Academies (PLA) is a non-profit network of charter and turnaround schools that works to ensure that children living in communities served by underperforming schools have options to attain the high-quality education that all children deserve. We are pleased to submit this request to the Indiana Charter School Board to activate one of our charters in order to convert what is currently PLA@93 George H. Fisher School (an IPS Innovation Network School) into an Innovation Charter School. The new Innovation Charter School will be tentatively named James and Rosemary Phalen Leadership Academy at 93 (PLA@93). Indianapolis Public Schools has given verbal agreement to converting 93 into a PLA Innovation Charter School. The school will remain in the same location and continue to serve approximately 400 students in kindergarten through sixth grade.

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

Please see the attached document.

2. A budget for the new school and a consolidated budget including all schools operated by the organizer within Indiana.

Please see attached documents.

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

The success of the fourteen schools we manage demonstrates that the organization has great capacity to manage multiple schools. PLA is:

- A non-profit organization founded in 2013.
- Currently serving over 5,000 children in fourteen schools nationwide.
- Currently serving six schools in Indiana in three cities: Indianapolis, Fort Wayne and Gary.
- Dedicated to serving low-income families; over 90% of PLA scholars are eligible for free lunch.
- A proven operator with a strong track-record of success whose model has transformed five F-rated schools into A-rated schools—all within three years of taking over leadership.

The PLA educational model has several unique elements that drive the strong growth of our scholars. This educational model empowers both educators and students to grow and take ownership of that growth; as a result, PLA schools consistently demonstrate improved student outcomes. An educational model that supports success leads to greater capacity and empowers the organization to bring our model to additional schools. Rigorous curriculum, high quality professional development, a coaching cycle that develops teachers, enrichment opportunities for scholars, and authentic partnerships with parents are just a few of the elements that help us ensure the success of PLA students.

Scholar success will be the primary focus of our charter school PLA@93. The most powerful indication of our capacity to manage multiple schools and deliver strong student achievement outcomes is the model's proven track record. Implementation of the PLA model has helped children achieve remarkable success, 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 the last 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).
- Demonstrating the highest standardized test growth at PLA@93 for all schools in central Indiana in 2015 – 16 on state ELA and math assessments.
- Empowering Indianapolis PLA scholars in grades K – 6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on the 2017-18 math STAR end-of-year assessment.

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 also provides:

- 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.
- Parental engagement framework.

PLA also ensures that the organization continues its 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. The schools have managed five years of clean audits and met or exceeded financial goals each year.

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 the PLA@93 school while continuing to ensure the success of existing PLA schools.

4. Academic data from the organizer's current schools operating within Indiana.

To give context to academic data for PLA schools in Indiana, the table below illustrates demographics of the students we serve. As Table 1 illustrates, PLA serves at-risk student

populations in three cities in Indiana. Of the 2,835 Indiana children who we serve, 83% qualify for free or reduced-price meals, 97% are students of color, 12% are students in special education programs, and 10% are English language learners. In comparison, in the state of Indiana 48% of children qualify for free or reduced-price meals, 32% are students of color, 15% are students in special education programs, and 5% are English language learners. In all demographics but special education, PLA serves significantly larger proportions of these vulnerable sub-populations.

Table 1: Indiana PLA Schools—Demographics							
School	Year PLA Management Commenced	City	Enrollment	Free/reduced price meals	Students of Color	Students in Special Education	English Language Learners
George and Veronica Phalen Leadership Academy (GVPLA)	2013	Indianapolis	350	83%	99%	6%	0%
PLA@Francis Scott Key School #103 (PLA@103)	2015	Indianapolis	460	61%	97%	12%	14%
Thea Bowman Leadership Academy (TBLA)	2016	Gary	1,100	79%	100%	11%	0%
PLA@George H. Fisher School #93 (PLA@93)	2016	Indianapolis	415	82%	93%	15%	8%
James and Rosemary Phalen Middle School (JRPLA)	2017	Indianapolis	200	93%	96%	20%	7%
Timothy L. Johnson Academy Elementary School (TLJ)	2017	Fort Wayne	310	99%	98%	7%	31%

To date, PLA has founded two Indiana charter schools (GVPLA and JRPLA) and serves as a turnaround manager for four other schools (PLA@103, PLA@93, TBLA, and TLJ), two of which are Innovation Network Schools (PLA@93 and PLA@103). Academic data for PLA schools (below) highlights results from the ISTEP assessment, IREAD assessment, and/or the STAR assessment, a nationally-normed exam administered at PLA schools three times per year (as a diagnostic/formative assessment at the beginning of the school year, as a benchmark/interim assessment at mid-year, and as a summative assessment at the end of the year).

Two of our most established schools, GVPLA and PLA@93, have shown the most growth; notable growth at PLA schools includes:

George and Veronica Phalen Leadership Academy (GVPLA):

- 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 the 2016 – 17 school year.
- For the 2016 – 17 school year, our scholars’ strong academic progress resulted in the school earning a B-rating from the IDOE (only missing an A-rating by 2%).
- 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.
- Students demonstrated a 46% student growth percentile (SGP) on the ELA STAR assessment and a 54% SGP on the math STAR assessment, i.e., achieved more growth than 46% and 54%, respectively, of their academic peers nationwide.

- Overall, math ISTEP passing rates increased 22% over a two-year period.
- Overall, combined ELA/math ISTEP passing rates increased 11% over a two-year period.

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% more than the percentage for IPS as a whole.
- In both the 2015 – 16 and 2016 – 17 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.
- Over the course of two years, IREAD passing rates increased 17%: in 2017 – 18, 83% of PLA@93 scholars passed the IREAD.

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

- 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.
- 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.
- 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.

Thea Bowman Leadership Academy (TBLA):

- TBLA scholars achieved an 87% passing rate on the 2017 – 18 IREAD assessment.
- 65% of TBLA scholars in grades 9 – 12 demonstrated standard to high growth in math on the ISTEP assessment, and 74% of scholars showed growth overall.
- 55% of TBLA scholars in all grades demonstrated standard to high growth in ELA on the ISTEP assessment, and 79% of scholars showed growth overall.
- Students in the fifth grade demonstrated the greatest growth in the school on the ELA ISTEP: passing rates increased by 8% from 2016 – 17 to 2017 – 18.
- Students in the third grade showed the greatest growth in the school on the math ISTEP: ISTEP passing rates increased by 12% from 2016 – 17 to 2017 – 18.
- Scholars showed a 45% student growth percentile (SGP) on the STAR ELA assessment for 2017 – 18 and a 48% SGP on STAR math (i.e., students at TBLA have achieved more growth than 45% and 48%, respectively, of their academic peers nationwide).

James and Rosemary Phalen Leadership Academy Middle School (JRPLA):

- JRPLA opened in the fall of the 2017 – 18 school year; during the school’s inaugural year, JRPLA 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 JRPLA outpaced their IPS peers by 4% on the ELA ISTEP assessment.
- 81% of JRPLA scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 76% of scholars showed standard to high growth in math.
- 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 same year.
- Scholars showed a 50% student growth percentile (SGP) on the STAR ELA assessment and a 59% SGP on STAR math (i.e., students at JRPLA have achieved more growth than 50% and 59%, respectively, of their academic peers nationwide).

Timothy L. Johnson Leadership Academy (TLJ):

- PLA took over management of TLJ as of August of the 2017 – 18 school year. School turnaround is a greater challenge than opening a new school. Even in our first year, however, we can show evidence of progress from both ISTEP and STAR assessment results.
- For the 2017 – 18 school year, 79% of TLJ scholars demonstrated standard to high growth in ELA on the ISTEP assessment, and 71% of scholars showed standard to high growth in math.
- Scholars in the second grade showed the most growth toward grade equivalency: second graders showed 1.2 years of annual gains toward grade-level proficiency on the STAR math assessment for the 2017 – 18 school year.
- Scholars showed a 44% student growth percentile (SGP) on the STAR ELA assessment (i.e., students at TLJ have achieved more growth than 44% of their academic peers nationwide).
- Students showed a 43% SGP on the STAR math assessment (i.e., scholars at TLJ have achieved more growth than 43% of their academic peers nationwide).
- Scholars in the third grade achieved the highest SGPs in the school for ELA and math, with 54% and 56%, respectively.

Overall, these statistics 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 even greater 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 successfully managing multiple schools.

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

The charter for which we are requesting activation 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 K-6 Schools' Demographics and Performance						
School	2016 – 17*	2017 – 18				
	School Rating	Grades Served	Passing ISTEP ELA/ Math	Students of Color	Free/ Reduced Meals	Enrollment
George S. Buck School 94	F	K-6	10%	94%	81%	393
Charles Warren Fairbanks School 105	F	K-6	11%	96%	83%	402
Sunny Heights Elementary School	F	K-4	18%	95%	88%	503
Stonybrook Intermediate Academy	F	5-6	26%	90%	13%	598
Winding Ridge Elementary School	D	1-6	22%	94%	86%	692
Francis Scott Key School PLA@103	A	K-6	14%	97%	61%	460
George H. Fisher School PLA@93	A	K-6	33%	93%	82%	415
Averages/Totals			19%	94%	71%	3,462

* While 2017-18 state rating data is currently embargoed, we are thrilled about the significant growth of our scholars across all four of our Indianapolis schools.

Of the seven schools serving grades K – 6th in the Far Eastside community, four earned an F-rating from IDOE in 2016 – 17, and one more school earned a D. The only schools to earn A-ratings for the 2016 – 17 school year were both PLA-run Innovation Schools, PLA@103 Francis Scott Key School and PLA@93 George H. Fisher School. These seven schools serve populations of children that are already vulnerable; 94% of the children attending these schools are students of color, and 71% qualify for the free/reduced-price meal program. The average passing rate for the ISTEP ELA/Math assessment is 19%, with one school scoring only 10%. When these percentages are converted into numbers of real students, we find that 2,735 of the 3,462 children in these Far Eastside schools are performing below grade-level proficiency. These numbers look even bleaker in terms of the historical track records of these schools:

Table 3: Far Eastside Historical School Ratings and Averages						
School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
George S. Buck School 94	F	D	D	D	F	F
Charles Warren Fairbanks School 105	F	B	C	C	D	F
Sunny Heights Elementary School	C	D	D	D	D	F
Stonybrook Intermediate Academy	C	D	D	D	D	F
Winding Ridge Elementary School	B	C	C	D	D	D
Francis Scott Key School PLA@103	F	F	F	F	D	A
George H. Fisher School PLA@93	F	F	F	C	A	A

Table 3 shows that over the course of six years of ratings for these seven Far Eastside schools (42 individual ratings), 30 of the 42 ratings (71%) were D- or F-ratings, and only three of the 42 ratings were A-ratings (PLA@103 in 2016 – 17 and PLA@93 in both 2015 – 16 and 2016 – 17; these schools' ratings improved after becoming PLA schools). Fully 88% of the ratings (37 out of the 42) were Cs, Ds, and Fs.

These facts illustrate a stark reality—kids in 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; moreover, three of our current six schools are located in the Far Eastside. 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. More than 70% of school leaders and PLA leadership are people of color, and our current board of directors is comprised of more than 50% 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
6 Indiana PLA Schools	83%	97%	11%	10%
7 Far Eastside Schools	71%	94%	15%	12%

As we shared earlier, IPS has verbally agreed to the conversion of PLA@93, currently an Innovation Network School, into an Innovation Charter School. We will remain in the current IPS building, located at 7151 East 35th Street in the Far Eastside and continue to serve approximately 400 scholars in grades K – 6.

6. 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 PLA@93 leading up to the 2019-20 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 the PLA@93 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 an 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 in the Far Eastside (administered in preparation for launching JRPLA). 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 PLA@93, our leaders will continue to make personal phone calls and coordinate automated outbound calls to keep families informed on PLA's plans for the 2018-19 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. Our parent satisfaction outcomes demonstrate this fact:

- 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, PLA@93 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 PLA@93:

- Formal and informal community outreach: We will notify local churches, community organizations, and after-school programs about PLA@93'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 500 families: We never underestimate the power of a parent network that strongly supports the school. PLA parents in the Far Eastside 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.

7. A completed "Proposal Overview."

Please see attached form.

8. 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.

9. 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 started up multiple schools already, PLA has fine-tuned its start-up plan, processes, and implementation. The following chart identifies all planning tasks, specifies the month(s) when each task will be implemented, and assigns each task to the personnel who will be responsible. This proposed timeline is currently tentative and subject to change if necessary.

Table 5: Start-Up Plan for Opening James and Rosemary Phalen Elementary School at 93

Personnel: Planning Task	2018			2019							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Government and Management											
CEO & Development: Charter activation 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											

