

## **ICSB Charter Activation Request Phalen Leadership Academy at School 103**

### **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 convert PLA at Francis Scott Key School #103 (PLA@103), currently an Innovation Network School, into an Innovation Charter School. Building on our long-standing partnership with Indianapolis Public Schools, we anticipate reaching contract agreement on Innovation Charter status for PLA@103. PLA@103 will remain in the same building and continue to serve approximately 450 students in kindergarten through sixth grade.

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

Please see attached.

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

Please see attached.

### **3. 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 ten schools in Indiana in four cities: Indianapolis, Fort Wayne, Gary and Merrillville.
- Currently serving over 7,000 children in nineteen schools nationwide.
- Over 90% of PLA scholars come from low-income families.
- 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 PLA@103. 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).
- 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.
- 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 the PLA@103 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 high-need students in four cities in Indiana.

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 (GVP)	2013	Indianapolis	368	77%	98%	6%	0%
PLA@Francis Scott Key School #103 (PLA@103)	2015	Indianapolis	490	78%	97%	9%	15%
Thea Bowman Leadership Academy (Elementary, Middle and High School)	2016	Gary	1,082	99%	100%	9%	0%
PLA@George H. Fisher School #93 (PLA@93)	2016	Indianapolis	434	71%	91%	12%	12%
James and Rosemary Phalen Leadership Academy (Middle and High School)	2017	Indianapolis	469	79%	97%	19%	9%
Timothy L. Johnson Academy (Elementary and Middle School)	2017	Fort Wayne	470	100%	99%	5%	47%
Higher Institute of Arts & Tech (HIAT)	2018	Merrillville	247	82%	97%	8%	0%

Within Indiana, PLA has launched two charter schools (GVP and JRP) and serves as a turnaround

manager for five other schools (PLA@103, PLA@93, TBLA, TLJ, and HIAT), two of which are Innovation Network Schools (PLA@93 and PLA@103). Below you can find the track record of academic growth at our Indiana schools<sup>1</sup>:

#### 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).
- Overall, combined ELA/math ISTEP passing rates increased 11% over a two-year period (2016-2018).

#### 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.
- Over the course of two years (2016-18), 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)

- 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.

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<sup>1</sup> We started management of HIAT in the 2018-19 school year, and 2018-19 state test data is not currently available.

- 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.
- 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.
- In 2017-18, 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.
- In 2017-18, 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 (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.
- 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).

#### Timothy L. Johnson Leadership Academy (TLJ)

- 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.
- In 2017-18, 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).
- In 2017-18, scholars 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).
- In 2017-18, scholars in the third grade achieved the highest SGPs in the school for ELA and math, with 54% and 56%, respectively.

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.

**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	School Rating 17-18	Grades Served	Students of Color	Free/Reduced Meals	Enrollment
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
<b>Averages/Totals</b>			<b>94%</b>	<b>82%</b>	<b>3,308</b>

Of the seven schools serving grades K-6 in the Far Eastside community, four 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 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 82% qualify for the free/reduced-price meal program. The average passing rate for the ISTEP ELA/Math assessment is 18%, with one school scoring only 10%. When these percentages are converted into numbers of real students, we find that 2,701 of the 3,308 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	2017-18
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 elementary 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%

Building on our long-standing partnership with Indianapolis Public Schools, we anticipate reaching contract agreement on Innovation Charter status for PLA@103. We will remain in the current IPS building, located at 3920 Baker Drive on the Far Eastside and continue to serve approximately 450 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@103 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 PLA@103 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 PLA@103, 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, PLA@103 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@103:

- Formal and informal community outreach: We will notify local churches, community organizations, and after-school programs about PLA@103'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 3,000 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.

**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 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 PLA@Francis Scott Key School #103											
Personnel: Planning Task	2019			2020							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
<b>Governance and Management</b>											
<b>CEO &amp; Development:</b> Charter activation application and approval											
<b>Operations:</b> Register for corporation and school numbers, as well as access to IDOE and U.S. ED online portals											
<b>Legal:</b> Finalize agreement with authorizer											
<b>Operations &amp; Compliance:</b> Ensure Board of Directors is fully staffed and submit list of board members to ICSB, including resumes & contact information											
<b>Legal &amp; Compliance:</b> Complete state and federal filing requirements—registering as state vendor, ensuring good standing for IN Secretary of State, etc.											
<b>HR:</b> Provide written notice that principal has been hired to ICSB along with a copy of the head of school’s resume											
<b>HR:</b> Provide ICSB with updated organizational chart including names of specific individuals occupying key leadership roles at the school											
<b>HR:</b> Conduct expanded background check results for any new Board members; keep documentation on file and submit to ICSB											
<b>Operations &amp; Compliance:</b> Ensure board member names are posted and up to date on the school’s website, per Indiana statute											
<b>Legal &amp; Compliance:</b> Submit to ICSB a copy of ratified board by-laws (if ICSB does not have ratified copy already or if changes have been made)											

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
<b>Operations, Compliance:</b> Submit to ICSB minutes from one Board meeting within the 60 days preceding the pre-opening site visit											
<b>Personnel: Planning Task</b>											
<b>Staffing</b>											
<b>Director of Recruitment:</b> Recruit and hire key staff, including Principal and School Secretary											
<b>HR:</b> Conduct expanded background check for school leadership; submit to ICSB and keep documentation on file											
<b>Principal &amp; Secretary:</b> Start date for key staff											
<b>Director of Recruitment:</b> Recruit all staff, including hiring or contracting school nurse as required by Indiana administrative code											
<b>HR:</b> Conduct expanded background checks for staff and volunteers (including parents) who have contact with children; submit to ICSB and keep on file											
<b>HR:</b> Provide a copy to ICSB of signed contract for certified Special Education staff, speech and language therapists, occupational and physical therapists, etc.											
<b>HR:</b> Provide a copy to ICSB of signed contract for qualified English Language Learner staff as required to meet the needs of enrolled students											
<b>Director of PD:</b> Coordinate PD for all staff, including training on FERPA, serving SPED students, and health record procedures											
<b>HR:</b> 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											
<b>HR &amp; Compliance:</b> Obtain copy of valid Indiana teacher's license for on-staff special education teacher of record; submit to ICSB and keep on file											
<b>HR &amp; Compliance:</b> Submit copies to ICSB of valid Indiana teacher's licenses with certification areas or proof that individual is obtaining license; keep on file											
<b>Director of Instruction and Curriculum &amp; Director of PD:</b> Begin ongoing coaching for teachers (Coaching Cycles)											
<b>Personnel: Planning Task</b>											
<b>Curriculum and Instruction</b>											
<b>Principal &amp; Compliance:</b> Prepare master school year calendar and daily class schedule and submit to ICSB											
<b>Principal:</b> Complete preparations to provide instruction in each approved grade											
<b>Principal:</b> Finalize lesson plans and pacing guides											
<b>Principal &amp; Secretary:</b> Order and appropriately distribute curricular materials, computers, and supplies											
<b>Personnel: Planning Task</b>											
<b>Families, Students, and Community Engagement</b>											
<b>PLA COT<sup>1</sup>:</b> Community outreach and marketing (please see question 6 in this document for a full description)											
<b>Legal:</b> Submit student enrollment policy to ICSB, including enrollment deadlines, capacity by grade level, limitations per state law, and lottery process											
<b>Legal:</b> Submit written policies/procedures to ICSB for services to SPED students, student discipline, grievances, FERPA, and state Public Access laws											
<b>Legal:</b> Update Student and Family Handbook with above policies (including suspension/expulsion, school health records, and Board Meeting policies)											
<b>PLA COT:</b> Student recruitment and enrollment											
<b>Legal &amp; Director of SPED:</b> Ensure Staff Policies & Procedures Manual (SPPM) is aligned with IDEA/Article 7 in serving SPED students											
<b>Legal &amp; Director of SPED:</b> Ensure the school's health record procedures are included in the SPPM											
<b>Legal:</b> Ensure required staff procedures consistent with FERPA for storage/handling of student files are included in the SPPM; submit to ICSB											

<b>Principal &amp; Secretary:</b> Implement electronic system for maintaining student records												
<b>Principal &amp; Secretary:</b> Request and process student records, including immunization records/exemptions & records for students with special needs												
<b>Principal &amp; Secretary:</b> Secure student academic, attendance, discipline, test records, and (separately) health records in locked cabinets												
<b>PLA COT &amp; all school staff:</b> Host parent and community events												
<b>Legal &amp; Compliance:</b> Provide written assurances to ICSB regarding student records and electronic data system												
<b>PLA COT:</b> Ensure that master school year calendar and daily class schedule is available in both English and Spanish and distributed to all families												
<b>PLA COT:</b> Ensure that Student and Family Handbook is available in both English and Spanish and distributed to all families												
<b>Compliance:</b> Submit to ICSB any documents pertaining to enrollment lotteries held and keep on file												
<b>Compliance:</b> Submit to ICSB enrollment stats, including number of enrolled students, number of students on waiting list, and student rosters by grade level												
<b>Personnel: Planning Task</b>	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
<b>Operations</b>												
<b>Operations &amp; Secretary:</b> Coordinate services with supplemental services providers/partners												
<b>Legal &amp; Operations:</b> Create specific written plan for preparing and responding to emergencies; post copies in the school and submit to ICSB												
<b>Secretary:</b> Ensure that Department of Public Works has installed school zone and speed limit signs												
<b>Legal, Operations &amp; Secretary:</b> Finalize food vendor and transportation services contracts per IDOE requirements; submit to ICSB												
<b>HR, Compliance, &amp; Secretary:</b> Obtain copies of expanded background checks for employees of supplemental service providers; submit to ICSB												
<b>Operations &amp; Secretary:</b> Coordinate appropriate state and local health department inspections and licenses; ensure compliance and submit to ICSB												
<b>SPED Director:</b> Submit to ICSB agreement with transportation provider regarding homeless students and students with transportation accommodations												
<b>Legal &amp; Compliance:</b> Provide ICSB with written assurance that updated school administration contact information has been provided to IDOE staff												
<b>Legal:</b> Submit written plan to ICSB for medication administration and provision of required health services (student hearing and vision)												
<b>Operations &amp; Compliance:</b> Submit to ICSB evidence that health services are available (e.g., school nurse on staff or contract, contract with health care clinic)												
<b>Personnel: Planning Task</b>	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
<b>Finance</b>												
<b>CFO:</b> Create budget for school												
<b>CFO &amp; Compliance:</b> Submit to ICSB documented fiscal management policies and accounting system with internal controls; keep on file												
<b>CFO:</b> Establish PLA@103 bank account												
<b>CFO, HR, &amp; Compliance:</b> Provide to ICSB evidence of employment of accountant												
<b>CFO, Board Chair, &amp; Compliance:</b> Provide ICSB with a copy of the initial statement adopted by the Board of Directors												
<b>CFO &amp; Legal:</b> Provide written assurance to ICSB that PLA@103 has contracted a Certified Public Accounting firm to complete Independent Accountant's Report												
<b>CFO &amp; Compliance:</b> Provide ICSB with a copy of deduction policy and proof of contract with payroll company												

<b>CFO:</b> Develop and review cashflow framework for the school												
<b>Finance and Development:</b> Confirm all funding sources that PLA@103 is now eligible for as a charter school												
<b>Personnel:</b> Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
<b>Pre-Opening Site Visit and Final Items</b>												
<b>Legal &amp; Compliance:</b> Submit a letter of assurance to ICSB, signed by the Board Chair and School Leader, stating that all Prior Actions are complete												
<b>CEO &amp; Principal:</b> Host pre-opening site visit												
<b>Principal &amp; Compliance:</b> Obtain Prior Action Completion Letter from ICSB to verify that school meets all criteria specified in the Prior Action Checklist												
<b>Personnel:</b> Planning Task	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
<b>Anticipated Opening Day: August 17, 2020</b>												
<b>Scholars &amp; all Staff:</b> School opening												

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

# Board Resolution



## PHALEN LEADERSHIP ACADEMIES GOVERNING BOARD

Proposed Resolution Number: 2019\_0901

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 new school (K-6) 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.

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Name: Earl Martin Phalen

Title: Founder & CEO



# School Budgets

**PLA 103**

Enrollment

450

**Budget 2020-21**

<u>Sub Cat</u>	<u>Revenue</u>	
1A	State - Basic Grant	3,105,900
1B	Federal - School Lunch	429,312
1C	Federal - SPED	65,000
1D	Federal - Title I	291,176
1E	Federal - Title II, Title IV	37,059
1F	Other	350,000
1G	Textbook/Technology	14,500
1I	In-Kind	-
1J	Philanthropy/Comp Grants	-
1K	State Facility Grant	337,500
<b>Total Revenues</b>		<b>4,630,448</b>
<b>Expenses</b>		
2A	Regular Ed Instructors	1,051,310
2B	Teachers Assistants	304,377
2C	Special Ed Instructors	200,895
2D	Specials Instructors (Music, Art, Spanish, PE)	150,000
2E	Library	-
2F	Reading Intervention/Resource Teacher/HA Coord/Ac. Coach	-
2G	Additional Teachers (account for uneven splits)/Title I Teachers	-
2H	Teaching Fellows/Interns	-
2I	Additional Tas / Special Ed Para Professionals	-
2J	Enrollment	-
2K	Principals	195,383
2L	Assistant Principals/Instructional Coaches	-
2M	Director of Operations	-
2N	Administrative/Clerical Staff	273,699
2O	Other student services staff (Social Worker/Counselor)	-
2P	Behav. Coord/Non-Instructional Aide/Parent Advocate/	-
2Q	Nurse	-
2S	Dean of Students	-
2T	Director of Special Education	-
<b>Total Wages</b>		<b>2,175,663</b>
3A	Benefits	652,699
3B	PTO Buyout	-
3C	Substitutes	-
3D	Professional Development	6,668
<b>Total Personnel</b>		<b>659,367</b>
4A	Textbooks	24,280
4B	Library, periodicals, etc	-
4C	Technology	-
4D	Assessment materials	-
4E	Computers	-
4F	Software	2,691
4G	Other classroom supplies	34,571
4H	Field trips, other unclassified items	11,588
4I	Co-curricular & Athletics	-
<b>Total Instructional Supplies and Resources</b>		<b>73,129</b>
5A	Administrative Computers	2,575
5B	Administrative Software	16,737
5C	Administration Dues, fees, misc expenses	-
5D	Office supplies	20,527
5E	Office Equipment (copier/scanner/fax)	-
<b>Total Support Supplies and Resources</b>		<b>39,839</b>
6A	Charter Board Services, including Board Training, retreats	-
6B	Charter Board Supplies & Equipment	-

**PLA 103**

Enrollment

	450
	<b>Budget 2020-21</b>
6C Charter Board Dues, fees, etc	1,545
<b>Total Board Expenses</b>	<b>1,545</b>
7A Legal Services	-
7B Audit Services	8,000
7C Payroll Services	28,021
7D Accounting System/Services	18,665
7E Printing/Newsletter/Annual Reports	183
7F Consultants	5,000
7G Internet Services & Support	29,312
7H Telephone/Telecommunication Services	24
7I Total Insurance Costs	44,904
7J Travel	6,129
7K Postage	773
7L Special Education Services	26,400
7M Data Warehouse & Student Information Systems	8,000
7N Food service	386,381
7O Transportation	-
7P Other	-
7Q Student Recruitment	-
7S Staff Recruitment/Training	4,645
7T Business Registration & Filing Fees	-
7U School Events	-
7V Marketing & Website	5,150
7W Banking	267
<b>Total Professional Purchased or Contracted Services</b>	<b>571,855</b>
8A Facility	-
8B Furniture & FF&E	15,000
8C Gas/electric	-
8D Water/Sewer	-
8E Grounds Keeping	23,170
8F Maintenance Services	-
8G Custodial	159,744
8H Waste disposal	-
8I Technology Wiring, etc	-
8J Security	5,000
<b>Total Facilities</b>	<b>202,914</b>
9A Reserve	50,000
9B IPS Provided Serv (Est. In-Kind) - <i>see note at bottom</i>	-
9C Indiana Charter School Board Administrative Fee	92,609
9D Building Interest Expense	-
9E Depreciation	184,516
9F CMO/EMO Fee	555,654
<b>Total Fee &amp; Reserve</b>	<b>882,778</b>
<b>Total Expenses</b>	<b>4,607,090</b>
10 <b>Total Other Expense</b>	<b>-</b>
<b>NET INCOME</b>	<b>23,357</b>

Assumes:

IPS Provides: Facility, Utilities, Transportation, Grounds & Facility Maintenance, Tech Support, Security

## Consolidated Indianapolis (GV, JR, 93, 103)

Enrollment

1775

### Budget 2020-21

#### Sub Cat Revenue

1A	State - Basic Grant	12,682,569
1B	Federal - School Lunch	1,406,631
1C	Federal - SPED	235,510
1D	Federal - Title I	1,344,282
1E	Federal - Title II, Title IV	185,107
1F	Other (SIG, CSP, TAG)	1,065,000
1G	Textbook/Technology	77,731
1H	Other	-
1I	In-Kind	-
1J	Philanthropy & New Competitive Grants	1,750,000
1K	State Facility Grant	1,331,250
<b>Total Revenues</b>		<b>20,078,079</b>

-

#### Expenses

2A	Regular Ed Instructors	4,441,310
2B	Teachers Assistants	979,377
2C	Special Ed Instructors	479,395
2D	Specials Instructors (Music, Art, Spanish, PE)	685,000
2E	Library	50,000
2F	Reading Intervention/Resource Teacher/HA Coord/Ac. Coach	225,000
2G	Additional Teachers (account for uneven splits)/Title I Teachers	-
2H	Teaching Fellows/Interns	65,000
2I	Additional Tas / Special Ed Para Professionals	-
2J	Enrollment	75,000
2K	Principals	599,143
2L	Assistant Principals/Instructional Coaches	315,100
2M	Director of Operations	216,300
2N	Administrative/Clerical Staff	518,583
2O	Other student services staff (Social Worker/Counselor)	-
2P	Behav. Coord/Non-Instructional Aide/Parent Advocate/	236,200
2Q	Nurse	51,500
2S	Dean of Students	145,000
2T	Director of Special Education	-
<b>Total Wages</b>		<b>9,081,907</b>

3A	Benefits	2,724,572
3B	PTO Buyout	-
3C	Substitutes	-
3D	Professional Development	27,230
<b>Total Personnel</b>		<b>2,751,802</b>

4A	Textbooks	135,179
4B	Library, periodicals, etc	-
4C	Technology	-
4D	Assessment materials	-
4E	Computers	-
4F	Software	120,654
4G	Other classroom supplies	235,003
4H	Field trips, other unclassified items	35,283
4I	Co-curricular & Athletics	62,853
<b>Total Instructional Supplies and Resources</b>		<b>588,972</b>

5A	Administrative Computers	14,189
5B	Administrative Software	66,260
5C	Administration Dues, fees, misc expenses	-
5D	Office supplies	92,335
5E	Office Equipment (copier/scanner/fax)	32,173
<b>Total Support Supplies and Resources</b>		<b>204,956</b>

**Consolidated Indianapolis (GV, JR, 93, 103)**

Enrollment		1775
		<b>Budget 2020-21</b>
6A	Charter Board Services, including Board Training, retreats	-
6B	Charter Board Supplies & Equipment	-
6C	Charter Board Dues, fees, etc	-
<b>Total Board Expenses</b>		<b>-</b>
7A	Legal Services	8,240
7B	Audit Services	32,000
7C	Payroll Services	154,466
7D	Accounting System/Services	69,950
7E	Printing/Newsletter/Annual Reports	7,032
7F	Consultants	46,379
7G	Internet Services & Support	102,541
7H	Telephone/Telecommunication Services	36,136
7I	Total Insurance Costs	189,887
7J	Travel	22,943
7K	Postage	1,858
7L	Special Education Services	104,855
7M	Data Warehouse & Student Information Systems	32,000
7N	Food service	1,279,103
7O	Transportation	901,711
7P	Other	-
7Q	Student Recruitment	-
7S	Staff Recruitment/Training	16,960
7T	Business Registration & Filing Fees	-
7U	School Events	-
7V	Marketing & Website	47,450
7W	Banking	1,500
<b>Total Professional Purchased or Contracted Services</b>		<b>3,055,012</b>
8A	Facility	391,077
8B	Furniture & FF&E	50,000
8C	Gas/electric	258,685
8D	Water/Sewer	32,890
8E	Grounds Keeping	62,503
8F	Maintenance Services	18,355
8G	Custodial	841,344
8H	Waste disposal	7,785
8I	Technology Wiring, etc	-
8J	Security	93,273
<b>Total Facilities</b>		<b>1,755,914</b>
9A	Reserve	25,000
9B	In-Kind	-
9C	Indiana Charter School Board Administrative Fee	401,562
9D	Building Interest Expense	-
9E	Depreciation	758,109
9F	CMO/EMO Fee	1,091,188
<b>Total Fee &amp; Reserve</b>		<b>2,275,858</b>
<b>Total Expenses</b>		<b>19,714,421</b>
10	<b>Total Other Expense</b>	<b>266,611</b>
<b>NET INCOME</b>		<b>97,048</b>

# Experienced Operators Proposal Overview

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