EDUCATION ONE
AT TRINE UNIVERSITY

Charter School Application

Providing high-quality educational opportunities
for students in the state of Indiana

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Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by a board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative(s).

Applicants who should use this application are those who have been identified as an approved partner by Education One and meet all eligibility criteria. This application allows for approval of up to five new charters, with the understanding that each charter follows a similar high-quality model, at its core. Any fundamental differences in the applicant's model for each of the proposed charters should be identified throughout the application for each school.

Education One utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Applicant Submits Letter of Intent:
Recommended Timeline for Submission: 12-18 Months Prior to Start of School
Interested candidates must submit a Letter of Intent to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:
Recommended Timeline for Submission: 12-18 Months Prior to Start of School
Following the submission of a Letter of Intent, an applicant will submit an Initial Proposal, describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Executive Director (Q & A):
Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application and Participates in Capacity Interview:
Recommended Timeline for Submission: 9-12 Months Prior to Start of School
Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

After an initial review of the application, the Executive Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed. Preferred Partners are required to submit an Implementation Schedule, as an attachment to this application, to outline the criteria a school will follow for identifying when to activate additional charters.

Application Specification and Submission Instructions
● The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
● The application narrative should not exceed 75 pages. Attachments do not count toward the page limit.
● When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
● Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
● Review your application for completeness before submitting. Each subsection provides a list of what should be included in an answer(s) to meet expectation standards.
● Upload a complete copy of the application as one PDF in your Application folder.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's

Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

School Board Meeting:
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Prior to recommending approval of an application, the Executive Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

Public Hearing:
Recommended Timeline for Submission: At Least Nine Months Prior to Start of School
Prior to recommending approval of an application, a public hearing will be scheduled in each community where a school is being proposed, in accordance with Indiana Code 20-24-3-5.5. During the Public Hearing applicants will present their proposal to the community in a public forum. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be granted. Education One will also accept written forms of support and/or opposition from the public through an online forum, which will be shared publicly, prior to the hearing.

Education One Board Meeting:
Recommended Timeline for Submission: At Least Eight Months Prior to Start of School
The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote. While multiple charters may be approved by the board at one time, applicants are required to go through an additional Charter Activation process in order to execute a previously approved charter.

Activation of Additional Characters Granted:
Recommended Timeline for Submission: Ongoing
In accordance with an organizer's Implementation Schedule for activating a previously approved charter, Preferred Partners must follow the Charter Activation process, which includes the submission of additional information for each charter being activated. In accordance with state law, an additional Public Hearing will be held for each school, prior to charter activation being granted. Based on the additional information submitted, and evidence collected as a part of the Public Hearing, the decision to activate a charter will be granted at the discretion of Education One.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials**. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
    - Right click on the attachment PDF saved in the Application Attachments folder.
    - Click "Get shareable link."
    - Click the drop down arrow next to "Restricted" and choose "Anyone with the link."
    - On the right, make sure "Viewer" is chosen.
    - Click the blue "Copy Link" button.
    - Paste the link into the table.
    - Add a space after the link to activate for viewers to click and be directed to the attachment.

Attachment	Description	School 1	School 2	School 3	School 4	School 5
	Application Attachment Table					
1	**Planned Curriculum** *Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.*	PSOE Attachment 1A PSOE Attachment 1B				
2	**Plan for Development of Program** *Provide a plan for how the program will be developed between approval and opening, including the person responsible and key stages for completion.*	PSOE SB Attachment 2	PSOE GISA Attachment 2			
3	**Exit Standards for Graduation** *Provide the school's exit standards for graduating students from the last grade served by the school.*	PSOE Attachment 3A PSOE Attachment 3B				
4	**Proposed School Calendar** *Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.*	PSOE SB Attachment 4	PSOE GISA Attachment 4			
5	**Proposed Daily & Weekly Schedules** *Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.*	PSOE Attachment 5				
6	**Enrollment Policy** *Provide the school's proposed enrollment policy.*	PSOE SB Attachment 6	PSOE GISA Attachment 6			
7	**Discipline Policy** *Provide the school's proposed discipline policy.*	PSOE Attachment 7				
8	**Principal/School Leader Information** *Provide the resume for the proposed principal/school leader.*	PSOE SB Attachment 8	PSOE GISA Attachment 8			
9	**Principal/School Leader Posting Information** *Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.*	PSOE SB Attachment 9	N/A			
10	**Additional Leadership Team Information** *Provide the qualifications, resume, and professional biography for any identified leadership team members.*	Attachment 10				
11	**Non-Profit Status Proof/Board Policies** *Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.*	Attachment 11				
12	**Signed Statement of Assurances** *Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.*	Attachment 12				
13	**Organizational Charts for Governing, Managing & Staffing** *Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.*	Attachment 13				

14	**School's Governing Board** *List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.*	Attachment 14				
15	**Board Member Notice of Disclosure** *Submit completed and signed information sheets for each board member. Use the template provided by Education One.*	Attachment 15				
16	**Board Code of Ethics & Conflict of Interest** *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*	Attachment 16				
17	**Term Sheet for Contract** *Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.*	N/A				
18	**Complete Staffing Chart for School** *Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.*	PSOE SB Attachment 18	PSOE GISA Attachment 18			
19	**Personnel Policy/Employee Manual** *Provide a personnel policy or an employee manual if developed.*	Attachment 19				
20	**Leadership Evaluation Tool** *Provide leadership evaluation tools that have been developed.*	Attachment 20				
21	**Teacher Evaluation Tool** *Provide teacher evaluation tools that have been developed.*	Attachment 21				
22	**Proof of Secured Facility** *Provide proof of commitment for the facility.*	PSOE SB Attachment 22	-			
23	**Facility Description** *Provide supporting documents that detail the facility (10 page limit).*	PSOE SB Attachment 23	-			
24	**Start-up Plan/Timeline** *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*	PSOE SB Attachment 24	PSOE GISA Attachment 24			
25	**Insurance/Levels of Coverage** *Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.*	Attachment 25				
26	**Implementation Schedule** *Provide an implementation schedule that explains the strategy for executing each charter that is approved. Use the template provided by Education One.*	Attachment 26				
27	**Completed Budget and Staffing Workbook** *Use the workbook provided by Education One.*	PSOE SB Attachment 27	PSOE GISA Attachment 27			
28	**Historical Performance Workbook** *Use the workbook provided by Education One.*	Attachment 28				
29	**3 Years of Audited Financials for IN Schools** *Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.*	Attachment 29				
30	**3 Years of Audited Financials for Whole Organization** *Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements*	Attachment 30				
31	**Litigations (N/A)** *Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.*	N/A				

APPLICATION COVER SHEET

Name of team or entity applying:	Paramount Schools of Excellence

Name of proposed school:	Paramount School of Excellence South Bend (Referred to herein as PSOE SB)
Primary contact person:	Tommy Reddicks
Mailing address:	1203 East St. Clair Street
Phone number:	317-519-4588
Email address:	treddicks@paramountindy.org
Fax:	317-423-0569

Primary contact for facilities planning:	Mary Laflin
Phone number:	317-519-4588
Email address:	mlaflin@paramountindy.org

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Tommy Reddicks	CEO	Central Office Support
Kyle Beauchamp	CAO	Central Office Support
Marcus Miller	CFO	Central Office Support

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes   X No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School(s) Information

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Paramount South Bend	2023	New Start Replication	South Bend	K-6	K-8
Paramount- Girls in STEM	2024	New Start Replication	TBD	K-6	K-8
Paramount- TBD	TBD	New Start Replication	TBD	K-6	K-8
Paramount- TBD	TBD	New Start Replication	TBD	K-6	K-8
Paramount- TBD	TBD	New Start Replication	TBD	K-6	K-8

Model or Focus of Proposed School:	Indiana College and Career Standards-based K-8 Public Charter School

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? ☐ Yes X No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? X Yes ☐ No

If yes, identify the CMO or other partner organization: Paramount Schools of Excellence

Enrollment Summary

Complete the following table, adding lines as needed.

Proposed School Name		Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
Paramount South Bend	Grade Levels Served	K-6	K-7	K-8	K-8	K-8	K-8
	Total Enrollment	125	165	205	245	285	325
Girls IN STEM Academy	Grade Levels Served	K-6	K-7	K-8	K-8	K-8	K-8
	Total Enrollment	125	165	205	245	285	300
Paramount TBD	Grade Levels Served	K-6	K-7	K-8	K-8	K-8	K-8
	Total Enrollment	125	165	205	245	285	325
Paramount TBD	Grade Levels Served	K-6	K-7	K-8	K-8	K-8	K-8
	Total Enrollment	125	165	205	245	285	325
Paramount TBD	Grade Levels Served	K-6	K-7	K-8	K-8	K-8	K-8
	Total Enrollment	125	165	205	245	285	325

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

PSOE SB anticipates a K-6 start in the initial year. While higher enrollment demand is met with an experienced staff, the PSOE model is budgeted and prepared for slow growth. By lowering anticipated annual targets, the school can focus on high quality instruction without the added pressure of lofty enrollment (and thus financial) targets. This slow-growth model moves to capacity over eight years, with an initial K-8 enrollment of 125 in year one and a full-capacity enrollment of 450 by year eight.

PSOE GISA anticipates a K-6 start in the initial year. While higher enrollment demand is met with an experienced staff, the PSOE model is budgeted and prepared for slow growth. By lowering anticipated annual targets, the school can focus on high quality instruction without the added pressure of lofty enrollment (and thus financial) targets. This slow-growth model moves to capacity over eight years, with an initial K-6 enrollment of 125 in year one and a full-capacity enrollment of 300 by year eight.

We intend to execute a similar structure overtime with the additional charters granted.

Mission and Vision

State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

Replication Schools: Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

PSOE Mission:
The mission of Paramount Schools of Excellence is to empower all students to persevere and achieve academic success in an environment of excitement, inclusion, and community collaboration.

PSOE Vision:
Through high engagement, consistent collaboration, and data-driven and standards-based instruction, PSOE SB offers one of the highest functioning academic systems in the state of Indiana. PSOE SB will be a part of the high performing Paramount Schools of Excellence network. The PSOE Network currently serves over 1,500 students across 4 Indianapolis campuses with approximately 83% free and reduced lunch rate. PSOE SB will serve the Tarkington neighborhood in South Bend and will expand student enrollment efforts across the greater South Bend area. PSOE SB expects similar student demographics to its Indianapolis schools.

At PSOE SB, success will be measured through academic data and performance, high quality staff acquisition and development, a robust enrollment strategy, sound fiscal policies, community partnerships, and family support. The Paramount Navigation team along with the PSOE SB school staff will work in coordination to ensure that success metrics are established for each of these areas and the school is working toward meeting and exceeding expectations in all key areas of the schools operation.

Girls IN STEM Academy, an all-girls public school, operated by Paramount Schools of Excellence in partnership with Girls Scouts of Central Indiana, Every Girl Can STEM™, and Purdue Polytechnic High School, will allow girls to thrive and excel in a supportive environment and study STEM along with a core curriculum, preparing them to excel in high school, college, and a rewarding STEM career.

SECTION I: ADDRESSING EDUCATIONAL NEEDS THROUGH INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and/or other approaches.

Meets Standard Expectation
● Evidence that an educational need within the targeted community exists.
● Evidence that the school model is innovative and reflects the needs of the proposed community.

Educational Need and Anticipated Student Population

1. Provide a rationale, along with quantitative evidence, to summarize the educational needs of students within the proposed community(ies).

PSOE SB

Residents with school age children in South Bend are limited in school choice options. Paramount Schools of Excellence, specifically PSOE SB, plan to broaden the scope of what schools offer students, families, and communities. Launching a charter school in the Tarkington building that formerly occupied the space provides a high quality K-8 option.

In its most recent school year, the 2020-2021 school year, Tarkington Elementary school had a K-5 enrollment of 217 students. The minority student population was 71% and 68% of students were eligible for free and reduced lunch. This demographic data closely aligns to the student populations that PSOE currently serves at its 4 Indianapolis schools. Paramount Schools have a consistent reputation for showing academic gains and proficiency with economically disadvantaged students and students in diverse subgroups including black and hispanic students.

In the Spring of 2021, 7.5% of South Bend Community Schools passed both the ELA and Math sections of the state's ILEARN examination. Furthermore, 4% of economically disadvantaged students in South Bend Community Schools passed both sections of the assessment and 2.2% of black students passed both assessments. Academically, the collective community need for a high quality academic option for students and families is evident. The Paramount network schools average student performance on the Spring 2021 ILEARN assessment was more than 6 times higher than that of the South Bend School Community School Corporation.

PSOE GISA

Residents with school age children on the northside of Indianapolis are limited in school choice options. Paramount Schools of Excellence, specifically PSOE GISA, plan to broaden the scope of what schools offer students, families, and communities.

In the Spring of 2023, 14.8% of Indianapolis Public Schools passed both the ELA and Math sections of the state's ILEARN examination. Furthermore, 8% of economically disadvantaged students in Indianapolis Public Schools passed both sections of the assessment and 5.4% of black students passed both assessments. On the north side of Indianapolis, only 23.2% of MSD Washington Township schools passed both the ELA and Math sections of the state's ILEARN examination. Additionally, 10.1% of economically disadvantaged students in MSD Washington Township passed both sections of the assessment and 9.8% of black students passed both assessments. Academically, the collective community need for a high quality academic option for students and families on the north side of Indianapolis is evident.

The Paramount network schools average student performance on the Spring 2023 ILEARN assessment was more than 3 times higher than that of Indianapolis Public Schools and almost double that of MSD Washington Township Schools. The tables below compare Paramount network schools in Indianapolis to Indianapolis Public Schools and MSD Washington Township.

2023 ILEARN (English/Language Arts)					
	Black	Hispanic	White	Female	Free/Reduced Lunch
Indianapolis Public Schools	11.6%	14.7%	46.6%	25.3%	14.3%
MSD Washington Township	18.9%	18.1%	67.3%	35.3%	18.4%
Paramount Brookside	47.0%	51.0%	72.8%	58.2%	52.2%
Paramount Cottage Home	60.8%	75.0%	81.3%	66.7%	62.9%
Paramount Englewood	50.4%	48.9%	65.7%	58.0%	53.3%
2023 ILEARN (Math)					
	Black	Hispanic	White	Female	Free/Reduced Lunch
Indianapolis Public Schools	9.7%	14.4%	45.9%	19.7%	13.6%
MSD Washington Township	14.5%	18.9%	64.8%	27.2%	17.6%
Paramount Brookside	49.6%	59.2%	77.2%	55.2%	75.8%
Paramount Cottage Home	76.5%	87.5%	87.5%	81.0%	55.6%
Paramount Englewood	46.0%	36.2%	62.9%	43.2%	46.3%

Innovative Approach to Education

1. Summarize the innovation(s) embodied in the proposed school design. How does this specific school model meet the needs of students within the proposed community(ies)? The summary should include, at a minimum, the following:
   - An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school(s) will be located
   - Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population

Paramount approaches innovation through strategic instructional practices, the use of data and information to produce academic growth and proficiency in students, a commitment to safety and social/emotional supports through the Recovery program, a supportive teacher coaching model, a diverse curricular approach, and a staffing model that allows for a responsible teacher to student ratios. These approaches have proven successful at our 4 campuses in Indianapolis and will differentiate additional PSOE schools as we continue to grow.

Paramount's research driven approach to instruction ensures that teachers are directly instruction for a short period of time and students are grappling with academic concepts while the teacher tracks standard mastery. This approach to live feedback allows PSOE teachers to intervene faster with appropriate interventions.

Paramount's Recovery program is a one of a kind social and emotional support system for students who have chronic behavior issues in the classroom. After multiple teacher-led tier-1 behavioral interventions in 1 day, a student is transitioned to the Recovery process where they receive social unpacking to get to the root cause of the behavior and are transitioned to a licensed teacher to ensure a focus on standards-based classroom work.

Paramount's diverse curricular approach allows for multiple research-based resources to be utilized in the classroom to meet the needs of all learners. While many schools focus on a primary curriculum to deliver instruction, Paramount's philosophy is to build an approved library of primary and digital resources to allow teachers to choose the appropriate curricular resource to teach each Indiana academic standard.

The Paramount staffing model includes an appropriate 25:1 student to teacher ratio and Instructional Assistants in each grade level. The smaller classroom environment and IA push-in and pull-out format has proven to accelerate student growth and proficiency at a faster rate than district schools in Indianapolis. The staffing structure at additional PSOE schools will be the same, allowing for a commensurate academic environment and a more personalized approach to academic and social/emotional growth than a student might see in a traditional district school.

Paramount understands the urgency in providing students with continuous and real-time instruction in a changing landscape of family educational needs. All PSOE schools utilize standards-based, data-driven work, an intentional daily schedule, frequent communication, and school-provided 1-1 technology (grades K-8) allowing students to continue to grow in a manner consistent with Indiana's rigorous college and career ready standards.

Paramount's academic success is based on intentional, focused instruction of grade-level standards in a safe, controlled learning environment. Key concepts within the instructional frameworks are student understanding of the learning target, prioritized independent practice over lecture or group work. The PSOE model for new schools mirrors this approach that has been used at our high performing school network environments. Students receive daily standards-based lessons with key learning targets. After each mini-lesson, students grapple with academic concepts using PSOE approved digital curriculum (Pearson, Edulastic, IXL) for independent practice. Each lesson culminates with a standards-based assessment that aligns to the learning target so that teachers can measure academic mastery of the concept.

PSOE utilizes research-based formative assessments that align to Indiana standards as well as the Indiana state assessment program ILEARN. Students in grades K-8 take Cambium Clearsight (Formerly AIRWAYS) 3 times per year to measure growth and proficiency in E/LA, math, science, and social studies. These assessments closely align to the complexity and rigor of ILEARN, ensuring students are being assessed for college and career readiness throughout the year. Students in grades K-2 participate in DIBELS/mClass testing 3 times throughout the year to measure reading fluency and comprehension. Based on the data, PSOE staff provides intense and supportive interventions to close learning gaps throughout the year. This includes daily targeted progress monitoring using *Amplify Education* small group strategies for fluency and comprehension.

Paramount ensures the fidelity of this data through the use of weekly strategic planning sessions focused on data spreadsheets, specifically on one theme (e.g. special education or ELL). All grade level teachers, administration, and the person accountable for the specific area, (e.g. the special education teacher or ELL coordinator), attend these meetings. Discussions revolve around data, interventions and support for the identified students. The strategic planning sessions are conducted in grade level clusters and

include all PSOE teachers and their grade level teammates across the PSOE network in order to further ensure fidelity of instructional scope and sequence in all Paramount school's.

Within a week of standardized testing, all of PSOE classroom data is delivered in an updated 1-pager (per classroom) of all standardized test scores for the entire school year. Students are labeled as red (below grade level), yellow (bubble), and green (at or above grade level). An outside consultant from the Rooney Foundation evaluates the data, observes teachers, and uses the data collected in both arenas to deliver timely (quarterly) professional development (focusing on school-wide trends and refinement areas). This spreadsheet is referred to as The Rooney Foundation Spreadsheet.

Student longitudinal data is also maintained in order to track long-term trends and student growth. Teachers receive class, grade level, and school longitudinal data tracking student growth and student proficiency (ILEARN, mClass, and Clearsight). This impacts teacher evaluations, renewals, promotions, and professional development leadership responsibilities. This spreadsheet is referred to as the Student Longitudinal Data Spreadsheet.

Curriculum and Instructional Design

Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.   If multiple schools/campuses are being proposed, explain any differences among them.

Class sizes at PSOE will average 25 students to allow for a manageable support structure for instructional staff. Each classroom has a licensed teacher and an instructional assistant in order to maintain a responsible staff to student ratio and ensure all learning needs are met. The learning environment at PSOE will be supportive, data-driven, and standards-based. Trained instructional assistants work with struggling students through push-in and pull-out groups to ensure students are making strong academic progress.

The educational philosophy of Paramount Schools of Excellence is to offer an unparalleled academic approach to education for every child. This is accomplished by developing a school model that embraces the fundamental, overt practice of cultivating the "depth of knowledge" of each student for each state academic standard and learning target. PSOE incorporates a hybrid instructional model that blends an effective teacher-modeled launch, efficient independent student work time, and higher-order thinking, real-world problem-solving extensions.

The learning environment at PSOE will align to the high performing and research-based Paramount model. Each PSOE classroom will be standards-based and data driven with a heavy emphasis on student independent practice of skill. The instructional sequence involves 4 key components:

- A standards-based mini lesson (5-10 minutes)
- Supportive and data driven guided practice 5-10 minutes)
- Rigorous and tightly managed student independent practice (20-40 minutes)
- An aligned standards-based assessment (5-10 Minutes)

The Mini Lesson

The mini lesson targets one specific standard/academic concept and should last no more than 10 minutes. During the mini-lesson, PSOE teachers create academic exemplars, promote relevant academic vocabulary, and ensure that all students can recite the learning objective verbally and using multi-sensory hand signals.

Guided Practice

During guided practice, the teacher models a problem within the learning objective, paying close attention to academic verbiage and cognitive thought process. After the teacher models, the teacher facilitates a problem with the students together. The final step in the guided practice process is for the students to try one problem created by the teacher independently. While the students grapple with the problem, the teacher actively manages for student mastery. If 80% or more of students master the concept, the teacher transitions the class to independent practice. If the class does not obtain 80% mastery, the teacher does one more problem with the student before promoting the class to independent work. This real-time data collection allows PSOE teachers to monitor mastery within the standard and intervene faster with struggling students.

Independent Practice

Student independent practice at PSOE allows students to grapple with rigorous academic concepts while building stamina, grit, and perseverance. Teachers create multiple points of entry for students who are above grade level and students who might be struggling with the academic standard/concept. During IP, teachers use the PSOE "In-game" data tracker to document academic mastery of the concept. This data is shared out across the network weekly in strategic planning sessions so there is a shared understanding of mastery within each academic standard covered. Scaffolded extension work is intentionally integrated to ensure all students are engaged in the standard throughout the independent practice period.

The Standards-based Assessment

The culmination of the PSOE cycle of instruction is the standards-based assessment. For each standard, PSOE teachers and leaders create a bank of rigorous, technology enhanced short-burst assessments to measure true mastery of the academic skill. Data from the standards-based assessment is shared across the network to norm overall standard mastery.

2. Provide an overview of the planned curriculum, including, as <mark>Attachment 1</mark>, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.

3. Identify course outcomes and components to demonstrate alignment with applicable state standards.

Student performance standards for PSOE focus on standards-based mastery and assessment tracking data. As a data-driven organization, PSOE strives to monitor standard mastery and performance level to ensure students are on-track each year for grade level advancement and college & career readiness. PSOE curriculum maps are designed to ensure that all IDOE College and Career Readiness standards are covered throughout the year, with intentionality to the duration of time spent on each standard. All standards are broken into 3 categories:

- High priority standard
- Medium priority standard
- Low priority standard

The standard priority is based on the IDOE ILEARN blueprints, which articulate the % of each standard that is covered on the state assessment in E/LA and math. Each standard is broken down to assess for mastery and potential re-teach. This standard monitoring system allows teachers and school leadership to accurately assess if student learning targets are being met for individual students and for the school as a whole.

The primary assessment tool used for the pupil performance standards is the Cambium Clearsight assessment in E/LA and math. The IDOE performance level indicators are used to assess student performance within the standards. These indicators are:

- Above Proficiency

- At Proficiency
- Approaching Proficiency
- Below Proficiency

Data is collected 4 times per year in E/LA and math. There are 3 formative assessment windows (September, December, and March) followed by the state assessment, ILEARN (April-May).

For students in grades K-2, in addition to utilizing Cambium Clearsight performance data, students are assessed 3 times a year in mClass/DIBELS reading fluency and comprehension. Students data is broken down as follows:

- Above Grade-level
- At Grade-level
- Approaching Grade-level
- Below Grade-level

PSOE uses the above data points to assess end of year performance levels and readiness for the next grade level. Through corroboration of the above data points, PSOE makes end of year determinations on readiness for the next grade level. In April of each year, students are broken down into the following categories and families are contacted regarding grade level promotion:

- Meets or exceed grade level expectations
- Approaches grade level expectations
- Does not meet grade level expectations

Students who are deemed "approaching" or "does not meet" are required to attend PSOE summer school where they receive standards-based and targeted support in their identified areas. At the culmination of summer school, PSOE staff work with families on final steps with grade level promotion.

In addition to the assessments, PSOE administrators and teachers will take a holistic look at student performance within each state standard throughout the year. This will be used as an additional data point to determine if a student has met or exceeded the requirements for all grade level standards and is academically ready to be promoted to the next grade level.

4. Summarize program choices by grade and/or subject, and the rationale for each. Describe the evidence that these programs will be appropriate and effective for the anticipated student population.

Since its inception in 2010, Paramount schools have made unprecedented strides in academic proficiency for K-8 students as well as closing the achievement gaps with special education students, EL students, and black and hispanic students in Indianapolis. Based on demographic research, the populations on the north side of Indianapolis are similar, allowing PSOE GISA to utilize the same curricular programming that has benefited the diverse population of students served in our other Indianapolis locations.

The data shows that Paramount schools have historically closed achievement gaps between our black and white students and our hispanic and white students. In the spring of 2021, PSOE schools had an achievement gap between the above mentioned subgroups of less than 5% in both ELA and Math. The curricular choices described below were selected in large part because of their versatility in scaffolding support for all learners, their multi-cultural offerings, and their alignment to state standards.

A panel of PSOE teachers and leaders review the curricular and assessment choices yearly to ensure the following criteria are met:

- The curriculum and assessment platform have full alignment to Indiana College and Career Ready Standards

- Yearly curriculum maps are aligned to state assessment blueprints
- Lesson plans templates allow for multiple points of entry, high rigor through depth of knowledge 3 & 4 content, and integration of technology enhanced work
- Supplemental digital curriculum is aligned to state standards and offers students unique opportunities to interact with high rigor technology enhanced tools
- Aligned scaffolds and supports for special education and EL students

This curricular framework and criteria will be used across the PSOE network and will be fully integrated at PSOE GISA. The current PSOE curricular programs are as follows:

Primary English/Language Arts Curriculum

PSOE utilizes Savvas as its primary ELA curriculum. It was chosen by a panel of teachers and leaders across the PSOE network for its strong alignment to Indiana college and career ready standards, a robust digital platform, and integrated curricular scaffolds for special education and ELL students.

Primary Math Curriculum

PSOE utilizes Savvas Envision 2.0 as its primary math curriculum. Teachers and leaders across PSOE chose the curriculum for its alignment to state standards, digital components that allow for student exposure to technology enhanced digital items, and integrated scaffolds for special education students and English language learners.

Aligned Supplemental Curriculum

To supplement the core curriculum, PSOE uses the following platforms and resources:

- *Edulastic*-a robust test preparation platform with flexibility to assess based on any Indiana standard
- *Reading A-Z*-Adaptive reading program used at the K-5 level that exposes students to text based on a personalized reading inventory
- *Smarter Balanced*-A writing platform that provides students with relevant writing texts in all writing genres with full alignment to Indiana writing rubrics
- *IXL*-Used for ELA and Math, allows students to interact with hundreds of questions within a single standard and provides students with specific procedural feedback with ensure mastery before moving on
- *Orton Gillingham*-A multi-sensory K-2 phonics program that enforces early literacy skills-specifically for students with dyslexia.

These supplemental platforms allow teachers to more effectively differentiate for all learners, accelerate learning, and create multiple points of entry within lesson plans, and track student progress more granularly on a day to day basis. This aggressive monitoring of standard mastery has been a proven component of the PSOE system for all students, including subgroups of students who have historically shown large achievement gaps from their peers.

5. If the programming is not already developed, provide, as **Attachment 2**, a plan for how it will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Research shows that both adults and children are incapable of effectively multitasking. Therefore, each mini-lesson focuses on one concept, and students always have only one task to focus on at a time (e.g. taking notes, solving a problem, responding to a prompt).

The cyclical framework for typical instruction at Paramount moves through these steps:

- A Mini-lesson focused on one key academic concept
- Targeted guided practice with a gradual release to independent work
- Independent practice with teacher facilitation and live data tracking of mastery
- A rigorous standards-based assessment that tracks class mastery of the standard

Each content-based lesson starts with a live mini-lesson. This mini-lesson begins with the teacher explaining one focused concept/standard and then modeling the thought process of what "excellence" from the students looks like. Teachers don't assume the students have mastered the standard (even when the lesson is reviewed), and start with the assumption that this is an introduction, not a review. Teachers gradually release with the approach of:

- I (the teacher) do, you (the students) watch.
- I do, you help.
- You do, I help.
- You do, I watch.

As students gain mastery of the concept, they are released to independent work time. Students who are still not mastering the concept during this period are provided another small-group re-teach until they can comfortably work independently. This is a form of differentiation that allows students to work at their own pace while ensuring all students are working towards mastery of the learning target.

Real-Time Academic Feedback and Use of Exemplars
Ensuring that students are receiving live and meaningful academic feedback and are provided with ample resources while working independently are key levers in student success. PSOE SB teachers utilize real-time academic feedback and exemplar finished products to ensure that students are working towards mastery and not operating on an "island". Real-time academic feedback is provided to students through the following mediums:

- Live 1 on 1 check in's during independent practice time
- Savvas Quick Checks
- Digital feedback through IXL and Kahoot
- Computer-Based writing scoring through Smarter Balanced, Clearsight, Lumos
- Standards-based assessment live results on Google Forms

Whole Brain Learning and Student Response Systems for Engagement
During lessons, teachers are expected to continue emphasizing the learning target and academic concept while ensuring full engagement through whole-brain learning and student response systems. Whole-brain learning ensures that students use all parts of the brain to retain key information. The strategy focuses on engaging the brain by having students repeat key words about the lesson.

Student response systems are used during the gradual release process to measure for student mastery of the learning target. These systems provide interaction and engagement throughout the lesson. An example of a student response system that works well would be student white board use. The teacher provides a question and the students have to write their answers on a white board in 2 minutes or less. When time is up the student puts their whiteboard up in the air and the teacher tracks mastery before moving on to independent work.

The repeated use of student response systems helps teachers differentiate work during independent practice. Teachers plan multiple points of entry within each lesson to accommodate all learners

Paramount Schools has a fully codified approach to all organizational systems including academic programming. The PSOE network has undergone professional codification of its systems by a third party consultancy firm to ensure fidelity in replication. No changes will be made to the PSOE educational programming.

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

The Paramount model has replicated its high performing Paramount Brookside campus three times. Over the past 6 years, the PSOE organization has engaged in high level codification of systems. There are four key tenets to replicating PSOE's academic model:

- Curriculum and Instructional codification
- Data and Assessment codification
- Professional Development codification
- Central Office support

Curriculum and Instruction

At PSOE, grade level and departmental curriculum maps are standardized across the network, allowing all PSOE teachers to deliver the same scope and sequence of academic standards throughout the year. To provide additional fidelity, grade level teachers across the PSOE network meet weekly for strategic planning sessions to norm planning and data.

The PSOE network also created a supportive teacher coaching tool (the PSOE Drive-thru rubric). The tool is used at all PSOE schools with aggregate teacher performance data kept at the central office level. The tool allows school leaders to enforce key components of the PSOE instructional frameworks and provides additional fidelity of systems to the PSOE central office team.

Data and Assessments

The PSOE central office academic team norms the annual assessment calendar, standardizes all assessments taken at the schools, and develops a data structure that allows student academic data to flow from teachers to school administrators to the central office team.

Professional Development

The staff professional development calendar is set each year by the network academic team in collaboration with PSOE school leaders. The professional development approach at PSOE is a hybrid of network opportunities and site level needs. At the network level, PSOE integrates the career pathway program which allows staff members to choose the career cohort that best fits their needs. In addition, the PSOE network academic team norms weekly strategic planning sessions with teachers which allows weekly data and standards breakdowns to be shared across the network.

At the site-level, PSOE leaders integrate the PSOE teacher coaching system and norm all data meetings. School leaders have site-level autonomy to create additional professional development that is based on school data and needs.

Central Office Support

The PSOE network academic team includes the CAO, two academic coordinators (an ELA and Math coordinator), a special education director, an ELL director, and a Talent Acquisition specialist. The team rotates between all PSOE schools daily to ensure full support and fidelity of systems.

Pupil Performance Standards

Meets Standard Expectation
- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Address the priority standards, skills, and/or knowledge each student will be expected to attain by the end of one grade for each division served (elementary, middle, high school).

Student performance standards for PSOE focus on standards-based mastery and assessment tracking data. As a data-driven organization, PSOE strives to monitor standard mastery and performance level to ensure students are on-track each year for grade level advancement and college & career readiness. PSOE curriculum maps are designed to ensure that all IDOE College and Career Readiness standards are covered throughout the year, with intentionality to the duration of time spent on each standard. All standards are broken into 3 categories:

- High priority standard
- Medium priority standard
- Low priority standard

The standard priority is based on the IDOE ILEARN blueprints, which articulate the % of each standard that is covered on the state assessment in E/LA and math. Each standard is broken down to assess for mastery and potential re-teach. This standard monitoring system allows teachers and school leadership to accurately assess if student learning targets are being met for individual students and for the school as a whole.

As students exit fourth grade and eighth grade in the PSOE system, advancement to the next grade level is dependant on multiple data points:

- A holistic evaluation of student performance in each high and medium priority standard.
- A comprehensive review of all relevant assessment data (Cambium Clearsight, Math/ELA performance tasks, ILEARN)
- Classroom performance in ELA, Math, Science, and social studies including grades, attendance, and behavior.

2. If you plan to adopt or develop additional academic standards beyond the state and/or authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

No standards beyond the mandatory state standards will be implemented

3. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and

graduation criteria will be communicated to parents and students. Not applicable for those schools serving only 9th-12th grade.

> Promotion to the next grade level at PSOE will involve multiple data points and year long academic tracking, support, and communication with students and families. A policy for promoting and retention is in place. Triangulation of data points includes standardized assessments – formative and summative, unit assessments and class work. In addition, an understanding of intervention strategies in place (and success relative thereto), student readiness, and attendance is considered. Students meeting the state standards requirements per the ILEARN grade level expectations are automatically promoted to the next grade level. An Academic Standards Review Team reviews, discusses and analyzes each individual student being considered for retention. Parents are notified in April of potential for retention with strategies identified and a plan of action set. This team consists of the school principal, curriculum director and classroom teacher(s). Ongoing monitoring guides final decisions, which rest with the school principal.

4. Provide, in **Attachment 3**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do. Not applicable for those schools serving only 9th-12th grade.

High School Graduation Requirements (High Schools Only)

> **Meets Standard Expectation**
> ● Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
> ● Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
> ● Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

> *NA*

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

> *NA*

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

> *NA*

School Calendar and Schedule

> **Meets Standard Expectation**
> ● School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program and/or anticipated student population. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Instructional calendar guidance from the Indiana Department of Education can be found here.

PSOE GISA will follow the PSOE district schedule and a school year calendar aligned with that of the other PSOE schools. The school year meets and exceeds the number of days and time required by the IDOE. The school year is broken up into four 9-week quarters. Parents receive academic performance reports 8 times per year (midway through each quarter and at the end of the quarter). The current calendar allows PSOE teachers to navigate successfully through their yearly curriculum maps. Additionally, breaks throughout the year align with all IDOE assessment schedules, ensuring that students are in session for all required state assessment windows.

2. As **Attachment 5**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school that identifies the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times.

School Culture

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Meets Standard Expectation

● Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Learners, and students at risk of academic failure.
● Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

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1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

With the moral conflict of profit margins confusing mission and vision and the ethics of quality instruction watered down by a corporate need to universalize curriculum, successful charter models are few and far between. For PSOE to achieve success, it is critical that the PSOE ethos shines through, holding up the values and integrity of the existing PSOE system.

Success within the PSOE culture looks like:

● Engaged learners, active and present in the daily curriculum
● Engaged, trained parents who are a partner in the learning process
● Access to state-specific, individualized high-quality academic programming
● Annual academic and social-emotional growth at or above grade level
● Creative and impactful SPED/ELL/Counselor/Health/Behavior support
● Differentiation for low-achieving and high-ability populations
● Collaborative work environments between students
● 95% or greater annual 3rd-grade literacy pass rates
● A focused, data-proven pathway to high school graduation
● Consistently positive and supportive community engagement beyond the boundaries of the school through volunteerism, activism, organizational influence, organizational support, engagement, and family events

PSOE knows and understands the tremendous impact of its on-campus academic programming. To achieve success at PSOE, best practices in the existing on-campus models are leveraged and activated with high engagement and consistent training in the new learning space.

● The existing on-campus PSOE locations perform at an elite level in the state of Indiana. Since this school collaborates with the existing schools in lesson-planning, student collaboration, and curriculum, PSOE GISA can capitalize on proven systems, sequencing, pacing, coaching, and standards-aligned approaches to student learning. This helps PSOE GISA set new standards in student performance and community impact within this new region.

- PSOE believes in an ethical and morally strong approach to education, and that enrolling families come from neighborhoods near the physical location so students can collaborate with peers through classroom extensions and extra-curricular activities.
- Classroom sizes and teacher-student ratios are the same in each Paramount's space to ensure students are receiving the maximum learning opportunities for student growth.
  - The on-campus classrooms average 25 students (limited to a maximum of 32 students).
  - On-campus teachers have access to instructional assistants who help with small group instruction, break-out groups, grading, and testing.
    - Instructional assistants help to lower the teacher-student ratio by increasing the number of staff supporting each child.

2. Explain how you will create and implement this culture for students, staff, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Learning starts on day one of every PSOE school. Establishing the relationship between the school and family prior to the first day is critical. Similar to pre-service staff orientation before each school year, PSOE families have access to in-person orientation at the school as well as online zoom events so that teachers and administrators can provide technical assistance, curricular training, and contact exchanges prior to the first day of learning.

For students and families who enter PSOE mid-year, a similar process of orientation takes place. Both the on-campus training facility, online zoom calls, and call centers are available to incoming families. A full two-hour orientation (either on zoom or at the school) is required by each family prior to gaining access to day 1. Each orientation is led by a classroom instructor and PSOE administrator and utilizes the following agenda:

PSOE New Family Orientation agenda:

- Introductions
- Navigating the family handbook
- School day and school calendar overview
- Special programs and student/family supports
- Curricular Overview
- Assessments and data
- Extra Curricular Opportunities

3. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education, etc.

At PSOE, diversity, equity, and inclusion are reinforced daily at all levels of the organization. In 2021, PSOE hired a DEI coordinator to add fidelity to initiatives across the network. The DEI coordinator leads efforts around the following:

- Student and school behavioral data and trends
- Trauma-informed training for staff
- Culturally responsive practices training for teachers
- Diverse curricular options

In addition to the DEI coordinator, the Special Education Director, the ELL Director, and the CAO work to norm programming for special education students, ELL students, and the PSOE High Ability program. This includes support for instructional practices, curriculum, and program integration.

Supplemental Programming

Meets Standard Expectation
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

1. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

Paramount offers a number of extra-curricular activities and all of them are accessible to PSOE SB and PSOE GISA students. Below is a list and description of the activities available. Activities may vary based on each campus.

Athletics

Paramount schools offer a number of sports for students in grades 4 and above and PSOE SB and PSOE GISA students are eligible to participate on the Paramount athletic teams. A list of athletic programs is provided below:

- Tackle Football (Grades 1-8)
- Girls Basketball (Grades 4-8)
- Girls Track and Field (Grades 4-8)

Summer STEAM Team

All PSOE SB and PSOE GISA students in grades K-8 are eligible to apply for the Summer STEAM program. The STEAM program at PSOE is open via application to middle school students. Each year 10-12 STEAM participants are selected to receive training and become paid members of the summer STEAM Team. As a member of the STEAM Team, students work M-F from 8AM to 12PM in the school garden and designated project areas. The STEAM Team works collaboratively with school and community partners as they nurture and care for the school's garden, maintain local community gardens, and run summer farmer's markets. With guidance from their mentors, the STEAM Team members learn from each other as they develop coping skills, social skills, leadership skills, and a deeper respect for environmental sciences.

Robotics Program

PSOE students in grades 3-8 are eligible to participate on competitive robotics teams. The PSOE robotics program has qualified for the world competition each of the last 6 years. Paramount's robotics program is a hands-on application of skills transferable to math, ELA, and STEM classrooms. All robotics experiences are designed to align with the existing curriculum and meet Indiana State Academic Standards. There are multiple entry points for students in grades 3-8 to participate in the school's VEX IQ Robotics program. More than 10% of Paramount students are active in after-school robotics activities or competitive teams. PSOE students will have the opportunity to engage in the PSOE robotics program as supplies and equipment allow.

Clubs

Each individual school campus, including PSOE SB and PSOE GISA will engage in club activities such as yearbook club, art club, music club, coding club, chess club, boy scouts, girl scouts, etc.

2. Describe the programs and/or strategies to address student mental, emotional, and social health and development.

Similar to special education and ELL services, social emotional and behavioral support is critical for PSOE. Whether referred by parent concern or teacher interaction, student mental, emotional, and social development is a crucial part of the whole-child educational program. Similar to existing counseling services at PSOE schools, PSOE will include onsite school counselors to provide targeted mental, emotional, and social support for all students. This service is leveraged through classroom teacher referral and/or parent request as needed.

Paramount schools have historically leveraged services with Easter Seals Crossroads for speech, occupational and physical therapy. These services will be available to all PSOE students that are in need. Paramount has also utilized Gallahue Behavioral Health services via telehealth and onsite support for the referred students. If those entities are not available in one of our geographic communities, PSOE will vet commensurate programs in the area to provide these critical student wraparound services.

Remote Learning (Not Applicable for Virtual Model Schools)

Meets Standard Expectation
- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana's digital learning department can be found here: https://www.doe.in.gov/elearning

PSOE will adhere to new IDOE guidance which limits traditional schools to no more than 3 virtual days per year. While virtual days are not built into the current PSOE calendar, PSOE will utilize virtual days in the event of inclement weather. Student work is uploaded to Google Classroom and must be done on the virtual day. Google Classroom can be accessed using either a school issued Chromebook or a smartphone.

2. Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

On a virtual learning day, teachers are expected to hold office hours from 8:00-3:00, provide 1 on 1 or small group support, and assess all uploaded assignments. Teachers must have work uploaded by 7:00 a.m. on the day of the virtual programming.

3. Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

On virtual learning days, students keep a schedule that aligns to the traditional on-campus day.

8:00-11:00 English/Language Arts and Social Studies
11:00-12:00 Lunch
12:00-3:00 Math and Science

Each content area has at least one key assignment and assessment that is standards-based on aligned to the rigor of the traditional environment. When completed, they upload the work to Google Classroom for grading by the teacher. For struggling students, teachers facilitate small group or 1 on 1 live video support throughout the day.

4. Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs

and ILPs with specific language surrounding remote learning days.

While the language of the IEP's and ILP's don't change, special education and ELL students in a virtual environment receive additional scaffolded support including a 1 on 1 or small group pullout twice per day, additional technology enhanced features depending on the disability, and scaffolded work.

The compensatory hours are logged locally by the school special education coordinator and reviewed by the school principal and network special education director and ELL director to ensure full compliance and support is provided to the student per the IEP or ILP.

Special Populations

Meets Standard Expectation
- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

1. Explain the methods used to identify the following special populations of students:
   - Special Education
   - English Learners
   - Below Grade Level Performance
   - Gifted and Talented

PSOE follows child find as a process for ensuring that students in need of extra support and extra services have every opportunity to succeed. When a PSOE staff member recognizes a student that may be in need of additional support or even an evaluation for special education, Section 504 plan, or language assistance, they immediately notify the school principal, and departmental (special education or ELL) director. Students in need of additional support or extra help receive a comprehensive review to determine the best path forward for student success, which can include a referral to RTI/MTSS, evaluation and case conference, consideration for a Section 504 Plan, or testing for language assistance. This process helps to avoid misidentification while still prioritizing individualized attention. Additionally, any parent appropriately requesting their student be evaluated for a disability is accommodated via all local and federal timelines.

Once identified, the ESE and LEP staff members are responsible for assisting the classroom teacher in designing a classroom environment/culture that meets the needs of students with mild, moderate, and severe disabilities as well as the other students in the class. Therefore, it is the intent of the school to continue the use of an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class. When the students require extended services, it is the intent

of the school, whenever possible, to use flexible time within the day to provide students the added instruction or support services needed to ensure the school meets guidelines set forth by FAPE.

Progress monitoring towards academic proficiency will be completed through general education beginning of the year, middle of the year, and end of the year benchmark assessments. Additionally, special education teachers will monitor students quarterly to identify progress towards IEP goals.

PSOE believes appropriate staffing and support for special education is a primary component in student success. PSOE actively recruits and hires special education staff to meet the enrollment demand of each school. PSOE does not discriminate or discourage students with disabilities from enrolling or participating in school. PSOE employs appropriately certified personnel to deliver special education and related services to all identified students with disabilities in accordance with their Individualized Education Plans. This shall include the direct employment of personnel, as well as the use of contracted services.

The school works under the oversight of a special education coordinator to work directly with students who have special needs. This happens in addition to providing the services of a speech/language pathologist, occupational therapist, and school psychologist. If a student whose disability requires a teacher or therapist with specialized certification or licensure, the school will hire or contract with appropriate staff to meet the students' needs.

At PSOE, LEP students are identified using the home language survey at the time of enrollment if there is not already a record on file from the previous year or previous school. The WIDA screener is then used with all students identifying as eligible via the survey. Within 10 days of enrollment, this assessment (WIDA Screener) is administered to determine the level of language support needed upon entering the school, and parents are notified accordingly about students' placement. PSOE classroom teachers receive training from the PSOE ELL coordinator to develop daily teaching strategies and implement the ILPs to better serve this population. WIDA ACCESS 2.0 is administered annually to all students enrolled in the ESOL program to determine their academic English language skills.

A DOE-sourced timeline is used to accommodate LEP students in a timely manner:

- Home Language Survey: Date of registration or within the first week of school
- WIDA Screener: Upon identification of another language in the original HLS
- Classification of ESOL Levels: fourteen days after registration or return of the survey
- Student Placement in ESOL, Parents' notification: Within fourteen days of registration
- ILP : Within fourteen days
- Teacher Certification/Personnel: Establish schedule upon opening of school
- WIDA ACCESS 2.0: Administered Annually
- Post Program Review: One month after the student enters PSOE
- Reclassification or Exiting of ESOL Students: Any point in the year

Paramount utilizes multiple data points to identify and provide the most relevant support for gifted students and low performing students. For the PSOE Gifted program, K-5 grade levels are clustered with each grade level having a high ability cohort. In Middle School, there is a high ability track with identified students in grades 6,7, & 8 rotating high ability classes throughout the day with teachers specifically trained in high ability.

To identify gifted students at PSOE, the following metrics/data points are used:

- NWEA assessment taken throughout the year to measure growth/proficiency
- COGAT testing in grades K, 2, & 5
- mClass & Clearsight assessment scores

To identify students considered to be below grade level, the following data is used:

- Dibels/mClass/TRC growth and proficiency throughout the year
- Cambium Clearsight growth and proficiency data throughout the year
- IREAD-3 (grade 3 only)
- Attendance data
- Discipline data
- Classroom grades/performance
- RTI data

2. Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the anticipated special populations of students being served.

Student needs are supported through the interventions determined by a Multidisciplinary Education Team (MET). Students are identified and evaluated in accordance with state and federal regulations. The following is a list of services that are provided to serve the needs of the exceptional student population:

- Those students who require extra services or instructional assistance receive additional support beyond the regular classroom for tutoring by a certified ESE teacher
- Consultation and collaboration; Students who do not require additional services but require some assistance per the IEP receive extensive monitoring during classroom instruction
- Speech therapy, physical therapy & occupational therapy-contracted through PSOE
- Enriched curriculum for gifted students

PSOE assures that parents of students with disabilities are fully included in all appropriate school activities and functions. With respect to parental involvement in special education matters, parents are an integral part of the evaluation and program planning of their individual child. Every student that moves into the school with an IEP from a previous school has a move-in conference within 10 days and parents participate in the conference to ensure that their child receives appropriate support to meet their needs. In addition, an annual case review is held at least once yearly to update the student's progress and goals. Parents are encouraged to request a meeting with teachers any time during the year to discuss their concerns.

For students who are either below grade level or at risk of being below grade level, PSOE triages support through a number of strategies that include:

- Small group RTI pullout groups directed by the grade level Instructional Assistant and prepared by the grade level lead teacher. These lessons utilize intervention features within the Savvas curriculum or progress monitoring lessons from Dibels/mClass and are targeted at the specific skill deficit.
- Students who are below grade level or at risk of being below grade level are placed into the PSOE after school tutoring program for additional remediation and support. The program is fully funded through the 21st Century CCLC Grant and offers 10 hours per week of targeted reading, writing, and math academic support in a small group setting.

For PSOE High Ability students, the academic programing includes:

- PSOE utilizes the Kendall Hunt Gifted curriculum to go along with our primary Savvas curriculum. The program allows for acceleration of skill and complexity within the Indiana College and Career Readiness Standards.
- Digital curricular platforms that allow for targeted focus on Indiana standards while fluctuating complexity within each academic standard.

- Opportunities to earn High School credit in 8th grade by taking and passing Algebra.
- More hand on, project-based learning opportunities that tie into the curriculum and standards.
- Opportunities to be exposed to vertically aligned standards from grade levels above the current grade level.

3. Identify how the success of the instructional programs, practices, and strategies, described in the question above, will be measured.

As a data-driven school, student progress is constantly measured at PSOE to assure learning is taking place and that all students are reaching stated goals. This data-heavy culture helps identify students that are not progressing on par with their peers. These students receive the benefit of tutoring and/or staff-led RTI-based intervention strategies. Tutoring is also part of the duties of staff members and volunteer mentors for students performing below grade level. Parents are notified when their child has fallen below the projected achievement level and given the options available for assistance. Specifically, struggling learners and special populations are tracked through the PSOE MTSS process and are progress monitored at intensified intervals (typically weekly via mClass or equivalent).

PSOE GISA shares the same yearly assessment calendar with all Paramount schools. As part of the school replication, PSOE GISA also leverages its Title Improvement Committee (TIC) to process data and create intervention plans for students. These plans, along with ongoing student performance data serve as vital guides for PS special populations.

Each year, the PSOE network academic team and school leadership teams take a holistic look at aggregate proficiency and growth data as well as the efficacy of the curricular resources to see if any changes need to be made. Ultimately, the goal for PSOE special populations is to perform on state assessment at or above the overall state average in ELA and Math.

4. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

The populations of students who choose to attend the PSOE school each year mandate many of the decisions surrounding staffing the school. The school's principal hires licensed, highly-qualified staff members to provide services for students with exceptionalities, including students with disabilities, Section 504 Plans, and students who are Limited English Proficient (LEP). PSOE partners with a licensed professional to provide oversight and meet the evaluation needs of the special education population.

PSOE has a Talent Acquisition Coordinator who works to identify talent at all levels of the organization, including these critical special education and EL roles for all PSOE schools.

Student Recruitment and Enrollment

Meets Standard Expectation
- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment plan, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
   - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
   - A timeline and plan for student recruitment/engagement and enrollment;
   - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

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Meets Standard Expectation

● Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

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1. Describe, in detail, the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
   ● Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   ● A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
   ● An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
   ● Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

Student Discipline

1)   The philosophy of student discipline that supports the PSOE school model.

Using the PSOE model, PSOE schools use a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of the educational environment. PSOE believes that when a child's fundamental needs are addressed, and a culture is established that foster's safety, well-being, and consistency, the child is able to focus on learning and maximizing potential. Similar in concept, the Harlem Children's Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs' urban children, and you want them to be able to compete with their middle class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents.

PSOE believes in a structured classroom environment and works to ensure students can maintain academic and social success while in session. The PSOE model offers alternatives to suspensions through the PSOE "Recovery" program, family outreach, and health interventions in order to provide the maximum amount of support for growing learners.

PSOE will create a school culture that provides a safe environment for students and staff while also providing students with the opportunity to develop self-control and understand the ramifications of their behavior. PSOE implements the use of a structured recovery process. Within the on-campus schools, the "recovery" program at Paramount succeeds in providing clearly stated rules and encouraging positive behavior through intervention, and this is accomplished in a student-centered way. When a student is unable to complete a lesson due to behavioral or social emotional stress, the recovery team (the counselor and a licensed teacher) works with the student in a different setting to help unpack the emotional stress, quickly get back to grade level work, and return the student productively to the classroom. This process can last 30-minutes or take the remainder of the day. But the focus is always on efficiently unpacking stress and returning to the structure of standards-based instruction.

The discipline approach at Paramount Schools of Excellence possesses high expectations for student behavior, while providing mechanisms for students to value their learning experience, and to understand their collaborative role within it. The PSOE Recovery program provides a well-understood structure for students, teachers, and family. Similar to a Response to Intervention format, the discipline plan begins in the classroom (Tier I), with the teaching staff using 4-1 (positive to redirect) support and authentic real-time interventions to maintain the learning environment. The focus on building community and mentoring has been embraced by the entire organization, thus creating an atmosphere of respect and acceptance.

While PSOE will utilize student suspensions or even expulsion to protect the safety of students and staff, the Recovery program has consistently demonstrated positive results that have long-term academic, social, and emotional impact on students.

PSOE has provided, as **Attachment 7**, the school's Discipline Policy.

Parent and Community Involvement

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Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

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1. Describe the role to date of any parents and community members involved in developing the proposed school(s). Include any opportunities parents and community members have had to provide feedback on the proposed school(s).

PSOE SB

PSOE SB has opened "My Learning Nook" in the University Park mall in Mishawaka, just five minutes from the school location. This store is designed to help with student learning loss by applying PSOE's strong data-driven processes to tutoring and homework help for all interested K-8 students/families. As seen in a similar setting in Lafayette, Indiana, this store allows for constant dialog regarding the opening of the future school and enables visitors, parents, and community members a vehicle to express interest in future support beyond My Learning Nook. Simultaneously, the PSOE SB team is meeting with the surrounding neighborhoods to collect feedback and spread the word about the school's opening. Upon charter approval, additional staffing will be brought on board to increase the community connectivity and begin the ramp up to opening in 2023.

PSOE GISA

Paramount Schools of Excellence is still conducting a facility search. The goal is to have GISA centrally located within the city so it can be an option for the widest possible audience. Once a site is found and is in PSOE possession, community activation will commence.

To activate the site, PSOE will hold monthly information and enrollment events at the new location from the time of possession to the time of opening. These events will allow for community education on the GISA model, and provie opportunities for community input, questions, and feedback.

PSOE schools currently serves more than 12 zip codes in the Indianapolis area, which means that the likelihood of current PSOE families residing near the new school's location will be high. PSOE will work with these families to play an active role in the community communication for the new location. Additionally, PSOE will hire the ANT Foundation Marketing group to assist with local advocacy, community meetings, school information events, and enrollment. PSOE also intends to leverage area expertise and community leaders to create a system of information and advocacy for the new location, so Indianapolis families understand the school and can make an educated value judgment on the school as a match for their individual student.

GISA has been designed in partnership with the Girl Scouts and Purdue Polytechnic High School. Through these partnerships, GISA will have additional informational and educational reach to the greater Indianapolis community. All community and enrollment events will be broadcast through its partners when applicable.

2. Describe how you will engage parents in the life of the school(s) (in addition to any proposed governance roles described in Section III below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school(s) will seek from, offer to, or require of parents.

PSOE schools will incorporate PSOE's FACT model to engage parents and strengthen family partnerships with the school. FACT stands for, "Family Allies Community Team". The FACT mission is to create a family-school partnership with parents by building authentic support and bridging learning from school to home through meaningful engagement. FACT accomplishes this mission through:
- Home Visits
- Family Engagement Events
- SCO: School Community Organization
- Family Resource Area

Each of these activities achieve a different family engagement goal, but are united by several shared goals and guiding principles:
- Interactions with FACT are always positive and rewarding.
- FACT is respectful of the value of a family member's time, and so FACT activities are always rewarding and of high value.
- The focus of FACT is improving student success by supporting the student's family and community—FACT works *outside* the walls of PSOE. The role of FACT members is to be an ally to families as the engage with their community, not as an advocate for the student or family *within* the walls of PSOE.

In addition to performing home visits, the FACT team is responsible for offering a series of family-oriented school events. Traditionally, the events are for the school wide community and take place outside of school hours. Examples of events that will be utilized at PSOE schools include:

SCO: With the help of FACT and school administration, monthly SCO (School Community Organization) meetings will be held for increasing parent voice and academic awareness. The school SCO structure loosely mirrors a PTO structure.

Back to School BBQ: Every fall, the FACT team helps plan and implement a back to school barbeque event for all familes and staff.

Family Jam: Twice a year, once in the fall semester and once in the spring semester, FACT and the SCO plan "Family Jams." The fall Family Jam traditionally focuses on literacy while the spring Family Jam traditionally focuses on Science, Technology, Engineering and Math (STEM). Both Family Jams leverage internal talent and outside community organizations for families and students of PSOE SB. There are usually 8-10 different presentations occurring concurrently in different classrooms across the building. FACT also provides dinner in the cafeteria of the school for families. Teachers are asked to be supportive for these events and help to set up dinner, assist the presenters, and engage with families and students.

3. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

PSOE SB

PSOE has had two meetings with the South Bend Mayor's office and members of the mayor's staff. The first was a formal meeting to discuss the viability of a school in South Bend (prior to receiving the building). The second was in an informal setting over the holidays. PSOE will continue to stay engaged and transparent with South Bend officials as school efforts ramp up.

PSOE values partnerships with community organizations and makes strong efforts to develop rich relationships in the local community. While PSOE has a partnership with Simon Properties in the University Park Mall, the organization does not currently have additional partnerships in South Bend, we anticipate developing these relationships as we establish ourselves in the community. With the launch of My Learning Nook in May, 2022, PSOE anticipates having a greater ability to create authentic

partnerships in the region. PSOE currently partners with YMCA in the Indianapolis community and we anticipate creating a relationship with the YMCA organization in the Lafayette area. The school also anticipates a strong partnership with the Northend Community Center due to its close proximity to the school campus.

PSOE GISA

Girl Scouts of Central Indiana: Girl Scouts builds girls of courage, confidence and character who make the world a better place. This theme will be woven into the spirit of Girls IN STEM Academy. STEM curriculum is one of four areas of focus in Girl Scouts, and as such, the ability to collaborate on the STEM instruction and provide STEM enrichment activities on site at the Academy will be a powerful partnership.

Every Girl Can STEM™: Every Girl Can STEM is a non-profit dedicated to supporting educational opportunities for Hoosier girls in the areas of science, technology, engineering and math. Girl Scouts is a program partner of Every Girl Can STEM.

Purdue Polytechnic High School: Founded by Purdue University and the City of Indianapolis in partnership with community, industry and academic leaders, Purdue Polytechnic High School prepares students to succeed in technical, STEM-related post-secondary programs and high-tech careers and inspires students to pursue their passion through this lens, with hands-on and project-based learning, industry partnerships and a flexible, personalized learning environment.

Educational Program Capacity

Meets Standard Expectation
- Evidence that school leadership and management teams have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
- Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Name the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

The school's leadership team is composed of a principal and the executive leadership team. The principal oversees all aspects of the school's operations, academics, reporting, and all other areas associated with school management and leadership. The Assistant Principal supports the principal as a curriculum coach to teachers. Paramount's Navigation Executive Team, which supports all Paramount Schools, oversees bookkeeping, human resources, marketing, and technology. Paramount's CEO, Tommy Reddicks, oversees high-level school oversight from an organizational level. The CAO, Kyle Beauchamp, supervises the principal in the areas of curricular planning, assessment, academic goal setting, coaching teachers, and staffing. The Paramount Board of Directors works directly with the CEO to ensure all schools are on track to meet state and authorizer goals and requirements, as well as ensure overall school success and continual improvement.

PSOE SB

The identified school leader is Nicole Treadway. Ms. Treadway is a highly qualified leader who has served as an administrator in the South Bend area for over 20 years and holds a valid Indiana building administrator license.

PSOE GISA

The identified school leader is Chrysal Westerhaus. Ms. Westerhaus is a highly qualified leader who has served as an administrator in the Indianapolis area for the past several years and holds a valid Indiana professional educator's license.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
   - School leadership, administration, and governance;
   - Curriculum, instruction, and assessment;
   - Performance management; and
   - Parent and community engagement.

Tommy Reddicks, CEO

Tommy was the founding principal of Paramount's first school, Paramount Brookside. He led the school from an F rating its first year in 2010-2011 to an A in 2013-2014, where the school has remained. Tommy moved into the position of executive director of Paramount in 2014, and began successfully coaching others in leadership positions at Paramount. Tommy held leadership positions in other charter schools for over ten years prior to beginning his career at Paramount. He has experience as a Core Knowledge Coordinator and department head in addition to designing the current curriculum framework at Paramount. Paramount operates on a set of norms, called Frameworks, co-developed by Tommy, that guides all aspects of how a Paramount school operates, including staff evaluations. The performance evaluation model co-developed and implemented by Tommy allows teachers to get frequent informal observation, feedback, and support on the exact areas on which they are formally evaluated. He developed several successful models used at all Paramount schools, including Family Allies Community Team (FACT) which serves as a liaison between the school and parents. Tommy fundamentally believes schools must be an active participant in the communities they serve. He has historically attended neighborhood association meetings, served on their boards, participated in community-led initiatives, such as clean ups, and created an annual fundraiser in partnership with Paramount that raises over $1,500 annually for the Brookside neighborhood. Tommy led the charge to replicate Paramount's model to Paramount Community Heights/Cottage Home and Paramount Englewood.

Kyle Beauchamp, CAO
Kyle started his career with Paramount in 2013 as assistant principal at its Brookside campus. He was the founding principal of Paramount Community Heights, which was the highest performing school district on ILEARN in the state in its first year. As principal he served as the primary coach for all members of the school team. He also worked diligently with school partners and the community to ensure the school was meeting external stakeholder needs and expectations. He currently manages and oversees Paramount principals in providing academic support, ensuring instructional frameworks are in place and being carried out effectively.

Tom Rude, Paramount Schools of Excellence Board President
Tom has served as the board president for Paramount since 2012. He has extensive experience with leadership, strategic planning, and mentoring. During his tenure with Paramount, he has worked closely with Paramount's CEO and the schools' authorizer to ensure all schools are meeting and exceeding expectations.

3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s), along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

PSOE SB

PSOE SB has an ongoing relationship with Purdue Polytechnic High School. This relationship will be leveraged in the South Bend area as a site for matriculation and connectivity. Beyond that matriculation relationship, PSOE is not utilizing any other 3rd parties, consultants, or agencies to plan and establish the school.

PSOE GISA

Girl Scouts of Central Indiana: Girl Scouts builds girls of courage, confidence and character who make the world a better place. This theme will be woven into the spirit of Girls IN STEM Academy. STEM curriculum is one of four areas of focus in Girl Scouts, and as such, the ability to collaborate on the STEM instruction and provide STEM enrichment activities on site at the Academy will be a powerful partnership.

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Purdue Polytechnic High School: Founded by Purdue University and the City of Indianapolis in partnership with community, industry and academic leaders, Purdue Polytechnic High School prepares students to succeed in technical, STEM-related post-secondary programs and high-tech careers and inspires students to pursue their passion through this lens, with hands-on and project-based learning, industry partnerships and a flexible, personalized learning environment.

4. Provide, as **Attachment 8**, the resume for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population.   If no candidate has been identified, provide as **Attachment 9** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

PSOE SB

Nicole Tredway-Identified School Leader
Ms. Treadway has served as a K-8 school administrator in the South Bend area for over 20 years. Most recently, she served as the Assistant Principal at Benton Elementary School in the Fairfield School District. She holds a valid Indiana building administrator license and reading specialist license. She has deep connections to the education community in the South Bend area and will be a strong asset as PSOE engages the community, recruits students, and develops partnerships with local agencies. As the Title I coordinator, Ms. Tredway designed data-driven academic intervention programs and coached teachers and instructional assistants.

Ms. Tredway has a strong track record as an academic leader. Her schools have been top performing in the Fairfield school district. She was brought on to the PSOE team in April of 2022 and began receiving principal training and core development in the PSOE system specifically focused on academics, operations, culture, community engagement, and budget management.

PSOE GISA

Chrystal Westerhaus-Identified School Leader
Chrystal Westerhaus is a seasoned charter school leader in Indianapolis. She has served as a teacher and assistant principal at a local charter network in Indianapolis for the past several years. During her four years as a sixth-grade teacher, more than 90% of her students achieved proficiency on the state's standardized tests, featuring a 100% pass rate in spring of 2013. During her two years as assistant principal of culture at Tindley Preparatory Academy, she utilized data-driven decision-making by analyzing student discipline data to create a positive culture for student motivation.

Under her leadership, the school earned an "A" rating. Chrystal was the founding principal of Avondale Meadows Middle School. In her five years of leadership at AMMS, she led the school to improve its state rating from a "C" to a consecutive "A" rating. Chrystal holds a degree in elementary education from Purdue University and a master's degree in urban and educational leadership from Indiana University.

5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 10**, the resumes for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

The Paramount Central Office team will provide oversight, management, and support to PSOE schools in the following areas along with which member of the PSOE Executive Leadership Team will be have oversight and support responsibility:

- Instruction, assessments, and data
- Teacher coaching and development
- Principal evaluation and growth
- Student Recruitment and Community Engagement
- Budget Management
- Human Resources Oversight
- Operational Oversight

The PSOE executive leadership team, composed of CEO Tommy Reddicks, CAO Kyle Beauchamp, CFO Marcus Miller, and VP of Operations Mary Laflin will work with school leaders to manage these key areas of the school. Tommy Reddicks, the CEO of PSOE, was the founding principal of Paramount Brookside and has served the network since its inception. Kyle Beauchamp, CAO, was the founding principal of Paramount Cottage Home and previously served as the Assistant Principal of Paramount Brookside. Mary Laflin, VP of Operations, has been with the PSOE network for 7 years, serving as a classroom teacher and operations manager previously. Marcus Miller brings over 20 years of experience in finance as a controller and financial analyst.

6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals

PSOE SB

As part of the initial strategy to engage Paramount Schools in the South Bend market, PSOE will be hiring two full time employees and two part time employees to manage the "My Learning Nook" student help center in the University Park Mall in South Bend. These employees will be responsible for engaging families, marketing PSOE SB, and providing robust and targeted tutoring for students in grades K-8 in the South Bend area. In early 2023, the team will transition out of My Learning Nook and into the Tarkington school building to begin full preparation for the launch of the school.

These 4 positions will be funded through a combination of the PSOE general fund, the 1008 Learning Loss Grant, and Philanthropy from the Mind Trust and Charter School Growth Fund.

PSOE GISA

PSOE has hired a full time school leader, Chrystal Westerhaus, to help support the roll out of PSOE GISA. She will be responsible for engaging families, marketing PSOE GISA, and supporting the Navigation Team with the submission of all required pre-opening documents, in order to begin full preparation for the launch of the school.

GOVERNANCE

Legal Status and Governing Documents

> **Meets Standard Expectation**
> - Proposed school's legal status and structure are in compliance with state law.
> - Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 11**. Submit, as **Attachment 12**, the completed and signed Statement of Assurances.

Paramount Schools of Excellence is a 501c3. Each PSOE school will have a "Doing Business As" (DBA) under this 501c3 with its own state corporation and DUNS number.

Organization Charts

> **Meets Standard Expectation**
> - The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
> - The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 13**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

Governing Board

> **Meets Standard Expectation**
> - Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
> - Clear division of duties if there will be multiple boards serving multiple schools.
> - Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
> - Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
> - Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
> - Sound, timely plan for creating or transitioning to the school governing board *(if applicable)*.
> - Sound plan for transforming existing board to assume its new duties or forming a new board *(if applicant is an existing not-for-profit organization other than a charter school governing board)*.
> - Other effective governance procedures, including planned frequency of meetings and standing committees.
> - Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
> - Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
> - If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Describe the governance structure and size of the proposed board and the plan for satisfying all applicable statutory and authorizer requirements for the composition of school governing boards. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders within the proposed community(ies) being served, including parents.

Paramount's mission is to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration. This mission is the guiding philosophy behind every decision the board makes. Paramount Schools of Excellence has one board of directors that ensures the organization does not make decisions that drift away from or contradict this mission. The board has open door public meetings each month where stakeholders (parents, teachers/staff, students, and community members) are invited to share ideas and discuss areas of improvement for the schools.

When PSOE developed its current mission statement (amended in 2021) the school board and staff workshopped the new mission language to simplify the old statement into a more cohesive and pointed descriptor. Because PSOE is model-specific, each new school sets out to utilize the same systems, frameworks, and overall ethos as the schools before them. Even in a new city, the same PSOE mission applies.

The PSOE board is composed of a president, vice president, secretary, treasurer, and members at large. Currently Paramount has a total of eight members, with an intent to not grow above 11 or below 7. All board members serve on specialized committees that dig deeper into areas of attention; these are Academic & Governance, Finance, Opportunity, Long-Term Benefits, and Strategic Planning. Members serving on these committees were chosen based on their skill set. The board meets the third Tuesday of each month, and committees meet multiple times per year. All board and committee work is based on annual board and school goals, with checkpoints throughout the year. A driving factor in these goals is the accountability frameworks outlined by the school's authorizer. The board uses annual authorizer accountability reports to measure the success of the schools and overall organization.

CEO evaluations are conducted by the board and consist of metrics related to authorizer accountability reports (meets or exceeds in all categories), fiscal health and responsibility of the organization, state academic performance, and organizational stability. These metrics are addressed at monthly board meetings and during committee meetings.

The board has open door public meetings each month where stakeholders (parents, teachers/staff, students, and community members) are invited to share ideas and discuss areas of improvement for the schools. These meetings are advertised on the school's website and in the front office of each school.

PSOE SB

To allow for local support and guidance, PSOE SB will also incubate a local Board of Advisors beginning fall 2022. This board shall be called the "Paramount School of Excellence South Bend Board of Advisors". It is authorized by the Paramount Schools of Excellence Board of Directors and will serve at the pleasure of the Board of Directors. The Board of Advisors is created for the purpose of working with the PSOE Board of Directors with respect to all matters relating to the establishment and operation of a new school.

2. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

PSOE SB

The PSOE SB Board of Advisors will be formed to allow for a local voice and local collaboration in the operation of the school in

South Bend. The board of advisors shall have no legal responsibilities and is formed to give advice and recommendations to the PSOE Board and PSOE executive management team. The Board of Advisors cannot compel the PSOE Board or staff to act on its recommendations or feedback. The Board of Advisors shall provide the PSOE Board and executive management team with objective opinions and recommendations about the establishment and operation of the school, including without limitation, the following: Financial sustainability and fiduciary responsibility, application of and adherence to board policies, fundraising, enrollment, and community connectivity.

The Board of Advisors shall appoint a Chairperson who shall serve as an ex officio member of the PSOE Board of Directors. The PSOE Board Chair (or designee) shall serve as an ex officio member of the Board of Advisors.

The Board of Advisors will meet at least four times per year. Minutes of each meeting will be kept. An electronic copy will be emailed to the PSOE Board and executive management team within two weeks after a meeting.

Recommendations and Reports: All Board of Advisors' recommendations and reports will be submitted in writing to the PSOE Board, including both suggested actions and justification for suggestions. The PSOE Board will respond/react to such recommendations/reports in writing.

3. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

The PSOE model is based on the codification of known best practices in academics, finances, HR, and operations. When considering the addition of schools to the PSOE model, allocations of financial support, subsidized building debt, days of accessible cash on hand, access to technology, teacher training, admin support, and HR support are all equalized for every school. As new schools start up, their building debt and central office costs are apportioned based on student enrollment. In this way, the expenses are kept low until enrollment scale allows for higher payments. Schools in the PSOE model who generate surplus income (income beyond annual days-cash-on-hand reserves) sweep funds to the central office for supporting schools who need subsidized for scale. Surplus cash beyond new school supports sweeps into a capital fund for paying down debt on existing schools and future expansions. This model allows for a strong cohesion between network schools without sacrificing flexibility and productivity at both start-up and established sites.

PSOE recognizes that there are distinct differences in the community-based and cultural-based needs of its charter schools. These needs are respected at the organizational level so that each school is allowed to maintain an individual identity alongside a very structured, codified system. For instance, Paramount Brookside has a large farm, Paramount Englewood has a large STEM focus and E-Sports, and Paramount Cottage Home has an electric school bus. These are examples of how individual sites are able to individualize their approach while the academic/instructional model remains codified.

The Paramount Cottage Home school bus was a result of the Cottage Home Neighborhood leaders, as community stakeholders, urging the school prior to start-up to consider a stronger approach to reducing emissions from the drive line in an area of town known for poor air quality. The organization listened, and responded financially to support the request and bridge a connection to local stakeholders. PSOE anticipates similar considerations in its schools based on need and geographical location through its board of advisors as the school moves closer to start-up.

4. As **Attachment 14**, list the members of the school's proposed governing board, network and/or independent, with the following information:
   ● Summary of members' interests in and qualifications for serving on the school's board; and
   ● Full resumes (including contact information).

5. As **Attachment 15,** provide a completed and signed Board Member Notice of Disclosure for each proposed board member.

6. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal

governing board will take place.

N/A

7. If this application is being submitted by an existing non-profit organization respond to the following:
    ● Will the existing non-profit board govern the new school(s), or has(have) the school(s) formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the new school.

    ● If the non-profit's current board will govern the school(s), what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The existing board will work in conjunction with a local board of advisors to make sure that there is a local voice, perspective, and lens on the operation of the new charter school. One member of the board of advisors will serve as an ex-officio member of the PSOE Board. And one member of the parent board will serve as an ex-officio of the board of advisors. This is done to ensure cohesion, transparency, and strong communication between groups.

Additionally, PSOE is adjusting it's By-Laws and Articles to include references to "schools" rather than "school" and changing individual references to Indianapolis to a more broadened Indiana definition. The timeline for completion of these changes is Fall 2022.

    ● If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

N/A

8. Explain the procedure by which board members have been and will be selected. Discuss how often the board will meet and the plans for any committee structure.

The board meets the second Tuesday of every month at 5:30 PM EST. Committee meetings occur as such:

● **Academic & Governance**: Immediately after the public board meeting in October, December, February, March, April, and May
● **Finance**: Immediately after the public board meeting in October, November,February, March, April, May
● **Opportunity Committee**: Meets once a quarter at minimum outside of board meeting days (July, October, February, May)
● **Long-Term Benefits**: Immediately after the public board meeting in October - April (excluding January, board retreat)
● **Strategic Planning**: Meets November - May (excluding January, board retreat) outside of board meeting days

Board members are selected using the following process:

The Academic & Governance Committee of the board takes the lead in finding and recruiting new members to the board of directors. The Committee looks to all Paramount Schools of Excellence Board of Directors members to participate in recruiting new members. The process for nominating and approving new Paramount board members is as follows:

    1. Annually, the Governance Committee conducts a skills inventory of the board of directors and develops a prioritized list of needs that is approved by the full board.
    2. Potential candidates are recommended to the Governance Committee.
    3. A member of the Governance Committee conducts an initial phone screening to explore the background and qualifications of the potential member.

4. If the potential member seems likely to be a good fit for the board or a board committee, the candidate is invited to the school to meet a sitting board member and the CEO to participate in a lengthier in-person interview. At this point, the candidate is given a committee and/or member job descriptions and expectations and is questioned about the candidate's ability to comply with all requirements.

5. If the candidate remains a fit for a committee or the board, the candidate is invited to attend the next scheduled board meeting. The candidate is also asked to forward a résumé to the Governance Committee.

6. The potential member's résumé is forwarded to all board members in advance of the meeting that the candidate is planning to attend.

7. The candidate is given a copy of the following documents when attending the board meeting:
   · Paramount board member application
   · Paramount board member job description
   · Paramount board committee job descriptions
   · Paramount board meeting minutes from the past calendar year

8. If the potential member continues to be interested in joining the board after attending a meeting, and the Governance Committee finds that the candidate shares philosophical alignment with the mission of Paramount Schools of Excellence and possesses useful capacities for the board, the Governance Committee recommends to the full board of directors that the candidate begin a six-month trial period serving as a non-board member on a committee.

9. At the conclusion of this six-month trial period, the Governance Committee determines whether the candidate remains on the committee or be nominated to the full board.

10. If nominated, the full board of directors vote to accept or reject the approval of the new member.

11. Upon approval, a new member is provided an orientation and is required to complete all necessary paperwork for the charter school authorizer.

Paramount's ideal process is that candidates serve a trial period prior to being nominated to the full board, but from time to time the Governance Committee may make exceptions to this. It is the intention that the CEO plays an active role in board recruitment and has veto power over the nomination of any member.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 16**, the board's proposed Code of Ethics and Conflict of Interest policy.

As outlined in the Conflict of Interest Policy (provided as Attachment 17), all board members are required to disclose any transactions or arrangements that might present a potential conflict of interest. This includes any activity that would result in financial gain, either directly or indirectly, through business, investment, or family. Any disclosure from a board member that could result in financial gain is voted on by the board to determine if the disclosure is truly a conflict of interest. Conflict of Interest disclosures and agreements are completed annually by all board members. Currently, one board member contracts with Paramount Schools to provide psychological evaluations and services for students. This member abstains from approving all voucher submittals, and the board has deemed this work to not be in conflict of interest with his position on the board. Board members also have regular background checks run by Paramount's director of human resources.

10. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:
   ● Timetable;
   ● Specific topics to be addressed; and
   ● Requirements for participation.
   If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Currently the board is seeking members with backgrounds in finance and education. The board is always vetting potential candidates, following the board's on-boarding process, in order to ensure any potential vacancies can be filled with qualified candidates. Priorities for recruitment are to increase racial diversity and broaden the skill set of the existing board.

New board members are invited to attend public meetings, tour the schools, meet the school leaders, and have informational meetings with the CEO and board president prior to deciding to join the board. New members may also join a committee prior to becoming a voting member of the board to ensure the role is a mutual good fit. After a member joins as a voting member, they are provided with organizational information to read at home. This includes bylaws, a list of board members & school leaders with titles, previous audits, current financials, information on charter schools, board and school policies and handbooks, a list of community partners, school calendar, access to Board on Track, board goals, and the annual board roadmap.

The new member is encouraged to take the month to read through the materials, write questions, and take notes. After the next board meeting, the new member meets with the board president, CEO, and committee chairs to talk through questions and items of note spurred from the packet review. Following this meeting, the CEO and board chair hold bi-weekly standing lunch invitations for new and existing board members to meet and talk through questions and ideas to grow capacity.

Advisory Bodies

Meets Standard Expectation
- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

As stated in the prior section, the existing board will work in conjunction with a local board of advisors to make sure that there is a local voice, perspective, and lens on the operation of the new charter school. One member of the board of advisors will serve as an ex-officio member of the PSOE Board. And one member of the parent board will serve as an ex-officio of the board of advisors. This is done to ensure cohesion, transparency, and strong communication between groups. A legal description of the board of advisors is also provided in the prior section (under Governing Board - Section 2).

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Please see section 2 under the Governing Board for a description of the Board of Advisors.

Grievance Process

Meets Standard Expectation
- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Paramount's Complaint Procedure is a public document located on the organization's website, Board on Track, and in the Family and Staff Handbooks. Prior to any formal complaint, matters concerning an individual student or school representative are first addressed with the child's teacher or school representative. Should the matter remain unsettled, the issue is directed to the principal or employee's immediate supervisor. If the matter has not been settled satisfactorily it may be submitted as a written complaint to the principal, which shall include the alleged violation/offense, facts surrounding the alleged violation/offense, and supporting documentation. These can be submitted anonymously, if the complainant chooses. The principal discloses the complaint to the CEO who informs the board. An investigation is completed as appropriate per nature of the complaint. If a violation occurred, the principal, CEO, or board president shall identify and impose the appropriate consequences or corrective action as required by regulation to resolve the complaint. If the complainant does not agree with the decision, a written appeal to the board may be submitted to the board president within 30 days of the resolution.

All monthly board meetings are open to the public and advertised as required. There is a scheduled time at the beginning of every board meeting for members of the public to make public comments, where the board can hear and respond to their concerns.

School Management Contracts

<table>
<tr><td colspan="1">Meets Standard Expectation</td></tr>
<tr><td>
● Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
● Clear process for choosing the identified ESP/CMO
● Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
● Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
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If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year and current geographic footprint.

Whether or not the Paramount Central Office is considered a CMO is challenging to determine. The Paramount Central Office was not selected as an outside organization or 3rd party. All Paramount Schools operate under one 501c3.

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

N/A

3. Provide, as **Attachment 17**, the following:
   ● Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
   ● Draft of the proposed management contract detailing all the above limits; and
   ● Evidence that the service provider is authorized to do business in Indiana.

4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

N/A

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

N/A

STAFFING

Staff Structure

Meets Standard Expectation
● Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools *(if applicable)*. ● Effective structure and strategies for managing the administration-staff relationship.

1. Provide, as **Attachment 18**, a complete staffing chart for the school(s). The staffing chart(s) and accompanying notes or roster(s) should identify the following:
   - Year 1 positions, as well as positions to be added in future years;
   - Administrative, instructional, and non-instructional personnel;
   - The number of classroom teachers, paraprofessionals, and specialty teachers;
   - Teacher-student ratio, as well as the ratio of total adults to students for the school; and
   - Operational and support staff.

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation
● Compensation packages, systems, and strategy that are likely to attract and retain strong staff. ● Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school ● Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff. ● Sensible allocation of school vs. network responsibilities for staffing. ● Leadership and teacher evaluation tools that are likely to be effective. ● Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the school(s) and its employees, including whether the employees will be at-will and whether the school(s) will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 19**, a personnel policy or an employee manual, if developed.

PSOE is an at-will employer. PSOE or the PSOE employee may terminate the contractual agreement at any time with or without cause. The school utilizes a Letter of Intent (LOI) for job offers, and follows up the LOI with a full contract. The contract is an at-will contract. All PSOE employee handbooks and employment contracts are vetted regularly by attorneys so they remain current and applicable to state employment law.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

PSOE utilizes a salary schedule with a base of $16/hr for hourly employees, $25,500 annually for instructional assistants (IAs), and $48,000 for teachers. PSOE utilizes an annual 2% raise and reserves the flexibility to adjust annual raises as merit-based pay increases based on student growth and staff performance.

The staff retention strategy for PSOE is a 3 phased approach that includes professional, personal, and financial benefits (listed above). Each PSOE teacher is afforded the opportunity to grow within the organization at their own pace and in areas that best align to their professional goals. Teachers at PSOE can move upward within the organization in a number of ways including taking on team lead roles within their grade level, leading thematic professional learning communities, or moving into administration. Each year, PSOE leadership meets with teachers to discuss long term professional goals. Based on these meetings, the teacher is provided authentic leadership opportunities within their desired areas. As leadership positions open up (or are created) within the

district, teachers have the opportunity for advancement. This staff growth strategy has helped staff retention rates significantly through the years, with district retention averages of 90% or higher for 5 straight years.

In addition to professional advancement and financial benefits, PSOE teachers receive yearly fringe benefits. These benefits include:

Cell Phone Plans
All PSOE staff are offered a competitive governmental cell phone plan. The plan allows for a free phone (1 model before current) and a heavily subsidized unlimited text, and data plan starting at $5 monthly.

Onsite Barista and Fully Functional Coffee Shops
All PSOE schools are outfitted with a professional coffee shop with a dedicated barista and online ordering system. In the initial few years, this coffee shop will ramp up from a high-end semi-automatic system to a barista-driven coffee shop experience. Whenever PSOE teachers and staff need a "pick me up", they can order a coffee or tea from the School Grounds Coffee Shop and the barista will hand deliver. PSOE utilizes only the highest trained baristas and partners with Tinker Coffee to make this an ongoing, one-of-a-kind staff incentive.

Urban Farming
PSOE believes in the power of scaffolding excitement around the educational environment. Nothing does this more than a vibrant urban farm. PSOE GISA staff will have the ability to interact with the Paramount Cottage Home and Paramount Brookside urban farm teams and learn best practices.

Retirement
All PSOE staff receive the option of a competitive 403b matching program or TRF/PERF plan, and have the option to receive medical, dental, vision, and life insurance at a reduced rate through the school's self-insured group plan

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school(s) design.

Teacher recruitment will start in December, the year prior to the start of school, with posting the position on multiple job platforms, such as the IDOE job board, Indeed.com, Diversity.com, and other sites that have historically yielded high-quality candidates. The TAC (Talent Acquisition Coordinator) attends career fairs at Indiana colleges, HBCUs, and those held by other colleges and universities in surrounding states.

Teaching staff must be licensed in their content area with at least a bachelor's degree. Paramount's teacher selection criteria are based on a set of questions surrounding character/mission fit and community fit. Knowledge of current educational technology, strong organizational and communication skills are also highly valued for this position. Additionally, unlicenced support staff who have shown promise through past success at Paramount may be considered for the organization's Teacher Apprentice Program, which works with Marian University for teacher licensure coursework and pathways.

The goal is to have all PSOE schools fully hired by April of their opening year, to allow for supportive and robust pre-service training prior to the launch of the school.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Before a staff member is officially hired, they must accept the terms outlined and sign the LOI and contract provided to them by the director of human resources, who also reviews their benefit options and provides organizational onboarding. This includes reviewing the Staff Handbook, signing technology agreements, logging into the HRIS, and other HR policy items. A full criminal and DCS background check is also performed upon hire. All offers and contracts are rescinded if a background check comes back unfavorable.

Paramount is an at-will employer, but makes every attempt to prove cause prior to dismissing school personnel. This includes frequent evaluation criteria-based observation/feedback sessions with clear deliverables and timelines established, performance plans, and clear non-negotiables stated in the Staff Handbook.

5. Explain how the school leader(s) will be supported, developed, and evaluated each school year. Provide, in **Attachment 20**, any leadership evaluation tool(s) that you have developed already.

The PSOE school leader is under the direct supervision of the PSOE CAO. From hiring to full implementation of the PSOE program the relationship between the principal and the CAO is critically important. Kyle Beauchamp, the PSOE CAO a, leverages his experience as principal and teacher in the traditional public, private, and charter sectors by mentoring all PSOE leaders. This mentoring process involves weekly check-ins as mentoring and executive coaching sessions, informal site evaluations, and quarterly site walkthroughs.

The leadership coaching process at PSOE begins and ends with checks for fidelity and understanding while maintaining a laser-like focus on strong systems for success. It is based on consistent communication and an acknowledgment that there should be freedom to fail, but failures create dialogue and growth rather than additional repeated errors.

Throughout the school year, the PSOE executive leadership team helps to inform the school leader of areas of weakness, areas needing support, and areas of success. All communication shared with the school leader is shared among the executive team so that the entire team has a clear understanding of the ongoing support effort. This coaching ethos culminates in an annual school leader evaluation conducted by the CAO twice per year in December and June.

PSOE has created a new evaluation tool that operationalizes the PSOE drive-through observation tools alongside informal and formal evaluation tools in an online app. This tool allows for additional reporting through organization-wide and site-based metrics for school leaders and serves as a critical tool for the PSOE network as we grow.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 21**, any teacher evaluation tool(s) that already exist for the school(s).

Teachers at PSOE schools are supported throughout the year using the following primary tool:

● The PSOE Elite Teacher Rubric

The PSOE Elite Teacher Rubric is a modified version of the RISE rubric, though it is adapted to align with the PSOE 5 core pillars:

● Community Values
● PSOE Framework Values
● Standards-based instruction
● Data-driven instruction
● Differentiation and Integration

Each year, this tool is used to formally evaluate teacher performance. Sixty-percent of the teacher's evaluation is derived from the performance within the Elite Teacher Rubric while 40% comes from the teachers proficiency and growth data on formative assessments in E/LA and math. Teachers who earn "Elite Teacher Status" (a score of 70+) are eligible for a pay increase and additional leadership opportunities in the organization. Teachers who do not meet expectations are provided with a targeted action plan to support them. If a teacher does not meet expectations two years in a row, the school administration would likely re-assign them to a non-teaching position or non-renew the teachers contract for the following school year.

Throughout the year, PSOE supports teacher growth with the Drive-thru Rubric tool. This tool is designed specifically for PSOE teachers to support their growth in improving instruction, providing academic feedback, aligning standards-based instruction and differentiating for all learners. Teachers are split into tiers with Tier III teachers receiving feedback at least 2 times per week, Tier II teachers at least once per week, and Tier I teachers once every two weeks. These meetings include a supportive follow-up feedback meeting with the school administrator where they receive 1 high-lever piece of feedback per the rubric. Professional development is designed based on staff data and trends from these observation sessions. While this tool remains the intellectual property of PSOE and is not able to be shared digitally, we would be happy to present its merit and usefulness in growing and supporting teachers.

7. Explain how the school(s) intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory Performance

If, through the PSOE evaluation system, a school leader or teacher is found to be performing at an unsatisfactory level for the organization, an improvement plan will be put into action. When PSOE initiates a school leader or staff improvement plan, a clear explanation is provided regarding the performance concerns. A probationary period is set with a well-defined beginning and end date, with two face to face review periods preceding the end date.

If, after the final meeting on the end date, the performance has improved, then a growth plan is developed for another clearly defined period of time. If, after the final meeting on the end date, the performance has not met with expectations, then the school leader or staff member may be terminated.

As an at-will employer, PSOE may terminate any employee with or without cause, but always makes every attempt to allow an employee to rehabilitate and grow through the improvement plan process.

Any improvement plan and process of termination of school leadership involves the complete oversight of the PSOE school board.

Turnover and Succession

PSOE keeps an ongoing depth chart of employees and candidates for staff from all school locations in the event that sudden losses or staff turnover dictate a need for additional shifts in existing or reserve staffing. Every school leader is responsible for keeping an active succession plan in a shared folder available to the Navigation Team. The Navigation Team also keeps an active succession plan in a shared folder available to the school board. These documents allow for succession planning from the top to the bottom of the organization. And, the codified school systems allow for new staff to quickly slot into the existing structure. This limits some of the damaging impact of turnover and helps keep the organization steady through sudden change

Professional Development

Meets Standard Expectation
- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Identify the person or position responsible for professional development.

The CAO works with the school principal to develop a yearly professional development (PD) scope and sequence that aligns to the PSOE pillars listed above. While development of programming is the responsibility of the CAO and school principal, the implementation of the PD is delegated to key school personnel including assistant principals and teacher leaders that focus on thematic professional learning communities within the district.

The Central Office team also contributes to the planning and implementation of professional development. This would include the remainder of the executive leadership team, the academic coordinators, the special education and ELL directors, and the HR team.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

At PSOE, professional learning opportunities are available to all staff members. The scope of professional development focuses on the following key areas:

- Teacher growth and development through a consistent coaching cycle with an instructional rubric.
- Instructional planning and implementation PD sessions focused on reviewing and revising the current curriculum to reflect both Indiana Academic Standards and College and Career Ready Standards.
- Weekly participation in Strategic Planning Sessions with on-campus grade level teammates to align curriculum, instruction, and data with the brick and mortar campuses
- Quarterly data meetings
- Weekly team meetings with school leadership team
- Social-emotional learning development for students
- A New Teacher Academy designed to support teachers in their first year in the classroom
- Additional external support through the M.A. Rooney Foundation for support with instruction and data, the IDOE for support with standards and assessments, and Savvas Learning for support with ELA and Math curricular integration

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Pre-service professional development occurs for all PSOE staff members in the two months leading to the start of the school year. The pre-service PD philosophy emphasizes teacher acclimation to the system and targeted sessions focused on key components of the system. Below is a summary of programming:

- 1-day teacher intensive PD sessions. These sessions focus on full acclimation to the PSOE system including HR on-boarding, staff frameworks overview, instructional philosophy, behavioral management systems, data & assessments, and collaboration time with teacher leaders in their grade level. This is typically done in June prior to the start of school.
- 2-week all-staff PD. During this 2-week window, all staff meets to plan and prepare for the start of the school year. Key areas of focus include:

  1. Instructional cycle overview with authentic practice for instructional scope and sequence, student response systems, and whole-brain instruction
  2. Curriculum orientation and Technology Integration: Navigation of Google Classroom, PowerSchool, and all physical and digital curriculum
  3. Student and family engagement best practices and overview of data tracking system
  4. Student assessment and data overview with growth and proficiency goals established for the year
  5. PSOE frameworks overview
  6. Overview of teacher evaluation tool
  7. Supporting special programs
  8. Curriculum maps, learning targets, and weekly lesson planning support

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Each component of the PSOE school professional development plan varies in scope and sequence but aligns to the PSOE district PD schedule. Below is a summary of the scope and sequence for each component of PSOE PD:

- 1-day intensive PD. Takes place for 8 hours on 1 day (usually in June), 2 months before school begins
- Pre-service PD. Takes place from mid-July through the end of July, leading to the beginning of the school calendar (usually the first Monday in August)
- Strategic-planning sessions. SPS occur each week on Thursdays and allow teacher to have common planning time and data analysis with on-campus teachers
- Observation-Feedback Cycle. All PSOE teachers are placed into tiers which determines the frequency of their observation/feedback sessions from administration. Tier III teachers are observed 3 times per week and tier 2 teachers are observed 2 times per week. Tier I teachers receive 1 observation per week.
- New Teacher Academy Training. PSOE teachers with 1 or less years of experience participate in the PSOE New Teacher Academy. The academy programming aligns to the major PD themes for the year, though it's presented in a differentiated manner to meet the needs of young teachers. They meet once per month during the school year.
- 5-Major Themes PD. Each summer, PSOE teacher leaders and school administrators create 5 primary instructional PD themes for the year. These themes are each focused on for 5-week cycles that include an all-staff PD session, observation/feedback that is focused on the PD, and "film-study", which allows teachers to watch recorded virtual lessons from veteran teachers that focus on these themes. These film studies are done once per week.
- Outside Stakeholder PD. PSOE keeps 90% of the PD "in-house". However, PSOE works with several outside stakeholders to deliver PD. These stakeholders include the M.A. Rooney Foundation (instruction and data), The IDOE (standards and assessments), Community Health (Trauma informed strategies)..

PERFORMANCE MANAGEMENT

Meets Standard Expectation
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

PSOE uses Cambium Clearsight (formerly AIRWays) as its formative assessment platform for all students in grades 1-8. Students are assessed 3 times per year in E/LA and math and measured for growth and proficiency. The Clearsight platform aligns to ILEARN, Indiana's state assessment, in terms of complexity, rigor, and performance level indicators. Yearly instructional maps and district PD align to the assessment, allowing all stakeholders to fully understand how the data is used to drive instruction throughout the school year and what amendments need to be made to the cycles of instruction in order to maximize student growth. Additionally, digital curriculum is utilized that allows students to authentically practice high rigor technology enhanced items that

assess proper mastery of Indiana's college and career readiness standards. Students in grades K-2 also use DIBELS/mClass to assess reading fluency and comprehension throughout the year. They are assessed 3 times (August, November, and April).

2. Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school(s) as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community(ies).

PSOE uses the same data sheets as our other schools to measure proficiency, growth, and sub-group performance throughout the year. Proficiency and growth on Cambium Clearsight is measured through aligned grade level cut-scores that are determined by Cambium and are based on national performance norms. The performance level indicators provided by Clearight mirror that of ILEARN:

- Blue: Above Proficiency
- Green: At Proficiency
- Yellow: Approaching Proficiency
- Red: Below Proficiency

After each assessment, building level administrators meet with teachers to review all student data, student performance on each ILEARN power-standard, and the performance of sub-groups (special education, ELL, 504 Students, and racial demographic breakdowns). The cycle of instruction is amended based on the data reviewed.

District data is managed by the CAO and the Academic Coordinators. The school principal manages the data at the site level and the teacher leads in the process of planning data responsive strategies.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

The CAO manages all student data at the district level and directs the use of data for all PSOE schools. This process is normed each summer so that school leadership teams are disseminating and reviewing data the same way. The school leaders and their leadership teams work to run the data and communicate key trends and areas of focus to their teachers. Teacher leaders with knowledge and experience in the PSOE system are expected to take on a key role with data as well, helping run the data and participating in data review sessions with site level leadership teams.

The CAO directs all aspects of professional development aligned to student data. The CAO works with school principals and leadership teams to review their specific data and plan PD programming that aligns to any data gaps or trends that are un-covered throughout the year.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Training and support for analyzing data and implementing data-driven instruction is accomplished in the following ways:
- Teachers at PSOE receive data and assessment overview training each year as a part of pre-service professional development. In addition, veteran teachers from the district meet once per week with PSOE teachers in Strategic Planning Sessions to norm the data process and further immerse and train teachers in the use of data to drive instruction and student growth.
- Summer-Intensive training with all school administration teams to review the previous year student data, perform additional "data-mining" to uncover trends, and develop academic goals for the upcoming school year.
- Data-driven instructional practices are embedded in the PSOE Elite Teacher Rubric, allowing all school leaders and teachers to have access to strategies for implementation of data-driven instruction

- District Data Meeting pre-planning sessions. The CAO works with school leaders to norm the interim data meetings, set clear agendas, and ensure fidelity in instructional implementation of the data-driven instruction after the data meeting.

5. Describe the corrective actions the school(s) will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

All PSOE schools set high academic expectations for students, teachers, and school leaders. Each year, robust academic goals are established and professional development, curriculum & instruction, and data & assessments are aligned to ensure students and teachers are growing throughout the year. If PSOE does not meet its yearly academic goals, the following steps are taken:

- Teachers are evaluated each year based on the PSOE Elite Teacher Rubric. Sixty percent of the score comes from the 5 pillar rubric, and 40% comes from student growth and proficiency data. If a teacher has shown chronic lack of student growth and proficiency over the course of two years, PSOE could reallocate the staff member or terminate employment.
- Based on student data from the previous year, the district analyzes data trends to determine what professional development needs to be targeted in order to close achievement gaps. The professional development is immediately integrated into the yearly scope and sequence
- The district and school leadership teams engage in a comprehensive review of all grade level curriculum maps to ensure that the planned yearly scope and sequence aligns to Indiana's College and Career Readiness standards.
- The district reviews all curriculum to ensure alignment to state standards, is culturally responsive and includes digital supplemental curriculum that helps prepare students for complex question types and technology-based features that are integrated into the state assessment.

FACILITIES

If the applicant is seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

> **Meets Standard Expectation**
> - Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facility(ies) requirements for accommodating the school(s) plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

PSOE SB

PSOE SB will utilize the former Tarkington Traditional School Facility. This site is a 41,012 sq ft. building with 20 classrooms, a gym, stage, lunch room, playground, wide hallways, ample office space, and 14 acres of land. While PSOE believes that 900 sq ft per classroom is ideal, the Tarkington building has 800 sq ft. classrooms, which closely mirrors PSOE needs. PSOE has used IFF for a full facility assessment and is in the EASSI Cohort in South Bend for energy efficiency. Additionally, PSOE is using Keystone construction for a full MEP review to ensure that all planned renovations address any pending facility needs.

PSOE GISA

PSOE GISA will be located on the northside of Indianapolis. The PSOE GISA team is still engaged in a facility search. We are interested in a site with a minimum of 40,000 sq ft for a permanent facility, which would hold approximately 300 students. PSOE GISA could start in a temporary location, if it needed to extend a facility search. Potential locations include the former PPTHS Broadripple space, NEXUS space, LCFS, and PSOE campuses.

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium, etc.

PSOE SB

The entire building will be ready for full use by the fall of 2023. With an anticipated catchment of seven grade levels (K-6) the school will be prepared to open seven classrooms in the fall of 2023. If enrollment demand dictates a faster scale, more classrooms are available (20 total). The school model does not incorporate a science lab, library, or computer lab. The ideal student to teacher ratio in the PSOE system is 25-1.

In addition to teacher classrooms, a designated special education classroom, specials classrooms, designated counselor and nurse offices will be prepared for opening day in fall 2023.

PSOE GISA

The PSOE GISA team is still engaged in a facility search.

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3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
   - Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.

PSOE SB

The school office, including a principal's office, nurse's office, conference room, and secretary station is move-in ready. A workroom/staff lounge and copy area is already in place. Staff and student restrooms are all in place.

PSOE GISA

The PSOE GISA team is still engaged in a facility search.

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4. List which, if any, of the following are essential to fulfillment of the core athletic program:
   - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

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PSOE SB

The school will utilize the existing gym and stage for PE classes and school assemblies/events.

PSOE GISA

The PSOE GISA team is still engaged in a facility search.

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5. Identify any other significant facilities needs not already specified, including:
   - Playground, large common space for assemblies and other large group meetings, etc.

PSOE SB

PSOE will be spending 3.1 million dollars on renovating the existing facility by updating the mechanicals, roof, front facade, carpet, ceiling tiles, paint, gym, parking, and asbestos tile. PSOE will also enhance the grounds with the addition of an urban farm.

PSOE GISA

The PSOE GISA team is still engaged in a facility search.

Part B: Independent Facilities

> **Meets Standard Expectation**
> ● Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing the facility(ies), including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

> **PSOE SB**
>
> PSOE is in possession of the school facility and, via Keystone construction, will complete all necessary renovations by April 2023.
>
> **PSOE GISA**
>
> The PSOE GISA team is still engaged in a facility search.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 22**.

3. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 23**, up to 10 pages of supporting documents providing details about the facility(ies). Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

> **PSOE SB**
>
> Tarkington Traditional School: 3414 Hepler St, South Bend, IN 46635. 41,012 sq. ft. 13.56 acres.
>
> **PSOE GISA**
>
> The PSOE GISA team is still engaged in a facility search.

START UP & ONGOING OPERATIONS

> **Meets Standard Expectation**
> ● Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
> ● *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
> ● Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
> ● Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 24**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.

2. If the school(s) will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school(s) plans to meet transportation needs for field trips and athletic events.

> PSOE assesses the marketplace for local transportation. The network has tentatively budgeted for local transportation needs. The PSOE team is currently investigating transportation solutions, including vendor options, and special uses and anticipates refining this plan by the fall of the school's opening year.

3. Provide the school's plan for safety and security for students, the facility(ies), and property. Explain the types of security personnel, technology, equipment, and policies that the school(s) will employ.

As a replication of existing Paramount campuses, PSOE schools will also establish a crisis response team that will meet periodically throughout the year to review guidelines and assess procedural changes that may need to be made. Each member of the team will be assigned specific roles and responsibilities to coordinate sound delivery in crisis situations. The school will have a comprehensive security system installed and will have visitor policies in place for all guests entering the school building. All school staff will be equipped with a walkie talkie, which will allow for 2-way communication in crisis situations. Life saving equipment like Stop the Bleed Kits, an AED, and first aid kits will be supplied for potential emergencies. Policies regarding school procedures for lockdown, fire, and inclement weather will be in place and practice drills will take place per the state required guidelines. Additional policies outlining procedures in the event of bomb threats, flooding, suicidal attempts, student abduction, and hazardous waste contamination will be in place in the event of an emergency.

Enrolled students are given school-issued Chromebooks with restricted site access to only school-approved sites through Securly. Auditor Plus is also a tool used to scan for words and phrases that are inappropriate or dangerous, such as anything associated with bullying, sexual content, predatory attempts, or self harm warnings. The school's technology department is able to shut down all functionality on a student Chromebook to prevent dangerous online activities.

4. Provide, as **Attachment 25**, a list of the types of insurance coverage the school(s) will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation
- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
   - Staffing, professional development, performance management, general operations, and facilities management

Because PSOE has a well-codified, well-documented system for operations, the process of replication and expansion is more systematic than chaotic. The PSOE COO heads up procurement, general operations and facilities management, supporting and training new school leadership through the expansion process. The CEO and CAO assist in the selection of new leadership for the replication sites and assist the leadership as needed through their operational and staff hiring processes.

The central office team (Navigation Team) uses its experience in replication and expansion to apply support to new leaders and new staff as the organization grows. Professional development and performance management for new staff follows the PSOE model with New Teacher Academy for all new teachers, and Navigation Team-based training in operations, HR, bookkeeping, and culture.

This form of structure through expansion has helped PSOE schools keep a solid focus on students and staff without having to stress over facilities and operations.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

In 2010, Paramount Schools of Excellence successfully navigated a $4,000,000 renovation for its initial campus and bought out the short term, escalating-interest funder within two years, securing long term financing and financial independence. Four years later, the school underwent a $2,500,000 facility expansion for the middle school, and through creative bond-based financing,

lowered the school's debt service *(lower than what it was prior to the expansion). Four years later, PSOE underwent a full replication with a temporary site and an eventual $10,000,000 renovation project in Cottage Home for the organization's second school. To fund the project, the organization was the first in the state to secure a construction loan through Schola LLC. This was followed with another replication in a temporary site and a permanent move into a lease-tenant building for the third school.
One year later, PSOE refinanced the Schola debt into a long term, low fixed-rate solution via EFF.

This experience has bolstered PSOE's capacity for expansion and replication, enabling a knowledgeable team to address issues of facility acquisition, facility management, construction/renovation, permitting, and financing.

3. **Replication Schools:** Provide an implementation schedule, as **Attachment 26**, that explains the strategy for executing each charter that is approved.

FINANCIAL PLAN

Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the network/school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Paramount Schools of Excellence supports each school with a central office bookkeeping team that works in tandem with an unbiased 3rd party accounting firm to maintain accurate accounting, billing, and cash control policies, procedures, and records which are consistent with Generally Accepted Accounting Principles (GAAP), and which meet the requirements of State and Federal statutes and regulations.

PSOE accounting, audit, and financial management policies are designed to:

- protect and secure the assets of PSOE,
- ensure the maintenance of accurate records of PSOE's financial activities, and
- ensure compliance with governmental and private funder reporting requirements.

Where mentioned "accountant" means the Board approved accounting firm.

The PSOE Board of Directors must approve expenditures over twenty-five thousand dollars ($25,000) that are not covered under Board Approved Vendor Payment. Approval must be attached to the voucher for documentation purposes.

The CEO establishes and maintains effective administrative guidelines to implement internal control standards and procedures consistent with State Board of Accounts guidance for all funds received by PSOE, including financial grants and awards from Federal and State sources. The standards and procedures so established shall provide reasonable assurance that the program and funds are managed in compliance with applicable Federal and State statutes, Federal and State regulations, and the terms and conditions of any award made to PSOE.

PSOE shall have a process that provides reasonable assurance regarding the achievement of the following objectives:

1. effectiveness and efficiency of operations;
2. reliability of reporting for internal and external use; and
3. compliance with applicable laws and regulations.

The internal control standards and procedures shall provide reasonable assurance that transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements that are consistent with Federal and State reporting requirements; maintain accountability over assets; and demonstrate compliance with Federal and State statutes, Federal and State regulations, and the terms and conditions of the any awards as applicable.

The internal control standards and procedures also shall provide reasonable assurance that these transactions are executed in compliance with Federal and State statutes, Federal and State regulations, and the terms and conditions of the award that could have a direct and material effect on any grant or award, as well as any other Federal and State statutes and regulations that are identified in the compliance supplements issued by the U.S. Office of Management and Budget (OMB) and/or directives of the State Board of Accounts (SBOA).

Finally, PSOE's internal control standards and procedures must provide reasonable assurance that all Federal and State funds, property, and other assets are safeguarded against loss from theft, fraud, or unauthorized use or disposition.

Further, all material erroneous or irregular variances, losses, shortages, or thefts of any amount of PSOE funds or property regardless of source, shall be immediately reported to the State Board of Accounts. A loss, shortage, variance, or theft is "material" if it amounts to more than $500.00. These materiality thresholds apply to cash or to the fair market value of other PSOE assets. If there is doubt about whether a loss, shortage, variance, or theft meets the "material" threshold, it shall be reported to the State Board of Accounts.

Additionally, State law requires that any individual who holds, receives, disburses, or is required to keep account of funds on behalf of a public school corporation and who has actual knowledge of or reasonable cause to believe that there has been a misappropriation of public funds or assets of the school corporation to immediately send written notice of the misappropriation to the State Board of Accounts and the local prosecuting attorney. This requirement is not subject to any materiality threshold.
In summary, PSOE shall[1]:

1. comply with Federal statutes, regulations, and the terms and conditions of the Federal awards, whether the funds are received directly from the Federal government or are distributed through the State Department of Education or another State agency or department;
2. comply with State statutes and regulations related to the management and control of all funds received by PSOE from any source;
3. evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of Federal grants and awards, as well as all other funds received by PSOE;
4. investigate all variances, losses, shortages, or thefts of PSOE funds or property, document the investigation and its results, and maintain a record of the investigation and its results;
5. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings;
6. report all misappropriations of PSOE funds or property to the SBOA and the county prosecuting attorney whenever a PSOE employee has actual knowledge of or reasonable cause to believe that a misappropriation has occurred;
7. provide, upon employment and periodically thereafter, training concerning the internal control standards and procedures established for the Corporation for any personnel whose official duties include receiving, processing, depositing, disbursing, or otherwise having access to funds that belong to the Federal government, State government, the Corporation, or other governmental entities; and
8. take reasonable measures to safeguard protected "personally identifiable" information (PII) and other information the awarding agency or pass-through entity designates as sensitive or the Corporation considers sensitive consistent with applicable Federal, state, or local laws, and Corporation policies regarding privacy and obligations of confidentiality.

[1]I.C. 5-11-1-27; 2 C.F.R. 200.61-.62; 2 C.F.R. 200.79; 2 C.F.R. 200.203; OMB Circular A-21 Compliance Supplement; OMB Circular A-110 Compliance Supplement; OMB Circular A-133 Compliance Supplement

2. Describe the roles and responsibilities of the network/school's administration and governing board for school finances and distinguish between each.

Prior to the start of the new fiscal year:

The annual budget for the PSOE organization is developed by the CEO each December. This budget is reviewed and adjusted in the school board's finance committee over three months each winter and spring (February through April). The budget is then presented to the school board in public session for discussion in May and voted on each June. The approved budget is administered to school leaders (broken out by school) every June following board approval.

Managing finances during the fiscal year:

- The school board reviews fiscal updates and provides feedback
- Navigation Team bookkeepers meet with the CEO, COO, and CAO bi-weekly to evaluate budget to actuals
- Quarterly financial meetings are held between the Navigation Team and school leaders to recap the past three months
- Bookkeeping Plus, Incorporated (PSOE's accounting firm) provides 3rd-party verification of budget to actual information and grants management
- Monthly budget reports are provided to the school board by the school's 3rd party bookkeeping firm

Budget Variances

If the overall budget variance exceeds 5%, then the board of directors must be made aware of the reason. If an individual budget category variance exceeds 10% or $5,000, then the board of directors must be made aware of the reason. At that time the board determines the next steps.

Individual financial roles for the fiscal year are outlined below:

CEO/Board
- Annual approved budget
- 6-year budget projections
- Salary schedules (when applicable)
- School budgets
- Central office budget
- Whole-org Grants

COO
- Contracts
- Vendors
- Facilities maintenance
- Utilities
- Technology
- Whole-org Grants

CAO
- Curricular selection
- Licensing
- Whole-org Professional Development
- Whole-org Grants

Navigation Team Bookkeepers
- Grant Management/reporting
- Payroll

- ● Vouchers
- ● Cash management
- ● Banking
- ● Adherence to the SBOA
- ● Purchasing and receipts
- ● Coding and classing
- ● Budget to actuals

All PSOE Principals have direct oversight of their site-level finances, including:

- ● Staffing
- ● Curriculum
- ● Furniture
- ● Supplies
- ● Licenses
- ● Food
- ● Extracurricular events
- ● Contingency purchases
- ● Local grants
- ● Site-based bills

3. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.

PSOE engages with Blue & Company as the organizational auditor. PSOE has worked with Blue for the past five years. Blue understands the PSOE financial process and understands how to appropriately test the PSOE system for sound financial controls. PSOE schools initiate the required annual audit process each spring by signing a letter of intent by March of each year. The audit process begins for all PSOE schools in June and concludes each October.

4. Describe how the network/school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

PSOE schools are public schools and comply with all public records requests per Indiana law. PSOE believes in open, transparent financial accountability. PSOE utilizes a 3rd party bookkeeper at a cost of $1500 monthly to validate financial policies, expenses, coding, and general accounting. PSOE schools also contract with a Certified Public Accountant (CPA) to perform the SBOA compliance audit annually at a cost share ($25,000 for all PSOE schools) totalling $5000. The auditor tests accounting mechanisms in accordance with generally accepted auditing standards for not-for-profit organizations and as contractually required by funding sources. A formal written report of the audit is presented to the Board of Directors and each principal funding source as required by contract. These reports are public documents.

The PSOE budget is reviewed and approved over two public sessions each calendar year. These budgets are also workshopped by the finance committee three times each year. The committee meetings and public sessions provide transparency via open door law to the school's financial plan.

The school's annual audit is made available to its authorizers for publication. PSOE school's ongoing financials are provided as requested for authorizer analysis.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

Paramount currently contracts with the following:

- **BPI**: third-party bookkeeper to ensure all finances are following SBOA guidelines, $23,000 annual estimate; current partner, continual comment/finding-free audits
- **Community Behavioral Health***: clinical mental health services for referred students, $0, current partner with good ties to community and parent satisfaction rate
- **Blue & Co.**: auditing firm; proportionate share of $20,600 (~$2895.20 - 9.2% for Year 1), current partner with reputable practices and clear communications
- **Hazzard and Associates**: psychological evaluations; $11,250 annual cost; current partner, charges annual cost vs per evaluation fee, high trust with company among special education staff and parents.
- **Easter Seals Crossroads***: Speech, OT, PT: $30,000 annual estimate; current partner, continually provides consistent, high quality services to students
- **Executive Image***: custodial services; $25,000 annual estimate; current partner, this service is bid out as needed based on school satisfaction with the current vendor. Executive Image currently meets price point, communication, and service criteria.
- **Integrity One***: printer services; $3,500 annual estimate; current partner, reevaluate based on service and price at the end of contract end of term

*Integrity One, Easter Seals, Community Behavioral Health, and Executive Image are all vendors that PSOE will look to replicate with similar service providers in the target market.

6. Submit, as **Attachment 27**, the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation
- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas:
    - Financial management;
    - Fundraising and development;
    - Accounting and internal controls.

The applicant team for PSOE consists of the CEO, VP of Ops, CFO, and CAO of Paramount Schools of Excellence. In the prior ten years, two members of the applicant team have written charters for the organization. Because of this, the collective ability to implement the financial plan outlined in this application is proven. The CEO has strong acumen in financial management, fundraising and development, accounting and internal controls. But the PSOE financial process does not rest solely on one position. With the central office (Navigation Team) consisting of a finance team, HR, advancement, tech support, security, operations, and academic support, there is ample strength for the support of the PSOE financial management plan. Additionally, with the PSOE CFO, bookkeeping team, and a 3rd party bookkeeper (BPI) providing oversight and producing clean annual audits, the fidelity of the PSOE financial process has a proven track record of success.

PSOE engages with Blue & Company as the organizational auditor. PSOE has worked with Blue for the past five years. Blue understands the PSOE financial process and understands how to appropriately test the PSOE system for sound financial controls. PSOE initiates the required annual audit process each spring by signing a letter of intent by March of each year. The audit process begins for all PSOE schools in June and concludes each October.

(Only Applicable for Network Schools)

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as **Attachment 28**, and be sure to complete all sheets in the Workbook).

2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
    ● Describe the primary causes to which you attribute the school's distinctive performance.

Paramount Brookside (PBR) is the flagship campus for PSOE. PBR opened in 2010 as a K-8 with approximately 350 students. In 10 years, PBR has become one of the highest performing schools in the state of Indiana with state assessment pass rates that consistently place them in the top 10% of schools in the state. Additionally, in 2018, PBR was recognized by the United States Department of Education as a Blue Ribbon school. Today, PBR has 850 students in grades K-8 with wait lists and high demand. Paramount Brookside's success can be attributed to the following:

● A comprehensive school framework that aligns academic programming, teacher development, and assessments and data
● An intentional approach to growing the academic environment through cyclical, standards-based instruction and supportive social-emotional programming for students
● A data-driven environment with high expectations for students
● A supportive instructional coaching model that allows first and second year teachers to receive differentiated professional development programming
● An annual staff retention rate of 90% or above

    ● Identify any notable challenges that the school has overcome in achieving results.

Paramount Brookside serves a student population that includes an 85% free and reduced lunch rate. PBR has faced many challenges in closing the achievement gap for these students over the past 10 years. PBR's blend of consistent instructional practices and strong and supportive wrap-around services for students have allowed them to not only close the achievement gap but to continually see pass rates on state assessment that are 20-30% higher than state averages for students who qualify for free and reduced lunch.

    ● Explain the ways in which the school's success has informed or affected how other schools in the network or organization operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

The sustained success of PBR has allowed the Paramount network to replicate two times (Paramount Cottage Home in 2018 & Paramount Englewood in 2019). Paramount spent 5 years solidifying processes and ensuring they had consistent academic data before deciding to grow as an organization. At the beginning of 2016, PSOE began the process of codifying all internal systems at PBR to ensure responsible scaling. The replication manual was finished in 2017 and provided future PSOE school leaders with a roadmap to implementing the system with fidelity. The manual included internal documents, data spreadsheets, staff frameworks, financial summaries, and systematized processes and procedures.

The collaboration between PSOE campuses allows curriculum, instruction, and data to be aligned. Teachers in each grade level

cluster from all PSOE campuses meet once per week in Strategic Planning Sessions to norm instruction, curriculum, data, and review standard trends. This meeting allows for greater alignment and it helps new PSOE campuses receive support from veteran PSOE staff.

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
   ● Describe the primary causes to which you attribute the school's performance.

Coming out of the pandemic, Paramount Schools saw a significant dip in academic performance. The network, as a whole, dropped nearly 20%. But, the rest of the state had a similar, if not greater drop. Prior to the pandemic, two PSOE campuses were performing well above the state average on state assessment with Paramount Brookside having a 58% pass rate (20% above state average) and Cottage Home with a 76% pass rate (38% above the state average) on the 2019 ILEARN assessment (Paramount Englewood had not yet been assessed). Paramount schools campuses did not take ILEARN in 2020 due to COVID-19. Following the COVID year of no testing, Paramount Brookside had a 37% pass rate, Paramount Cottage Home had a 38% pass rate, and Paramount Englewood had a 25% pass rate in 2021. In contrast, IPS schools had a 10% pass rate, and South Bend Schools had a 7% pass rate in 2021. This 20% drop in network performance was not a satisfactory achievement level for Paramount, and the PSOE network saw a full rebound within the 2022 ILEARN scores (released July 1, 2022), just one year removed from the worst of the COVID-based educational disruptions.

   ● Explain the specific strategies that are being employed to improve performance.

As an organization, PSOE employed the following strategies to ensure a faster recovery from the academic learning losses created by the pandemic:

   ● Codification of systems-PSOE worked with *Strategic Learning Solutions* to create an organizationally codified manual for academic and operational programming
   ● Growth of the Central Office team-PSOE's Navigation Academic team includes the CAO, two academic coordinators, a Special Education Director, an ELL Director, and a Talent Acquisition Coordinator. Over the last two years, this team has worked closely with teachers and school leaders to support, review data, and manage academic systems.
   ● Innovative use of data-In the fall of 2020, PSOE changed it's assessment calendar to allow for a previous grade level baseline assessment and a 4-week cycle of reteach and remediation. This allowed PSOE students to get caught up, gain academic confidence and stamina, and focus on grade level standards. Since then, PSOE has seen growth and proficiency scores increase substantially, with Spring 2022 ILEARN scores back to pre-Covid performance levels.

   ● Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

PSOE remains data-driven in all facets of programming. Each year, goals are developed and data is monitored closely to assess growth and proficiency. Formative assessments in E/LA and math are conducted 3 times throughout the school year (September, December, and February). The IDOE state assessment window for ILEARN is late April through mid May. During all of these windows, PSOE develops a growth trajectory to get to an end of year goal in E/LA and math. The PSOE Elite Teacher Rubric assigns 40% of the overall teacher evaluation to student proficiency and growth data. This allows us to measure academic growth and grade level proficiency as part of teachers overall evaluations. The evaluations are completed two times throughout the year. Once in January and once at the end of the year when all data is collected. At PSOE, yearly school performance is determined by hitting academic goals for proficiency and growth.

PSOE also analyzes all subgroups to ensure the needs of all students are met and potential achievement gaps are closed. An additional and unique use of data being utilized at Paramount Schools of Excellence is the use of demographic data from

formative assessments to better understand the salient characteristics of the student body. School leadership is parsing this data into student characteristics, such as ethnicity, gender, and socioeconomic status. These analyses bring to light academic struggles and successes by subgroups of PSOE students. The main goal of these analyses is to see the disparities in the data for certain subsets of students, and to help the teaching staff make sure that all the different student groups are achieving at the same high level. To help teachers engage students of different ethnicities and cultural backgrounds, PSOE implements cultural responsiveness professional development sessions throughout the year.

4. For all schools operating in the state of Indiana, provide as **Attachment 29** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

5. For the organization as a whole and any related business entities, provide the following as **Attachment 30**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

N/A

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

N/A

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 31**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

N/A