education one

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Charter SchoolApplication

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

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The application questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject applications that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

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.

Specifications
- The proposal must be typed and single-spaced, on white, 8.5″x 11″ paper, with a minimum of 11-point font. Utilize the provided text boxes to answer application questions. Questions without text boxes indicate responses will be incorporated into an application attachment. If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- Do not exceed 70 pages for the narrative. Attachments do not count toward the page limit. Applicants completing the optional section on innovations (Section V) may use an additional five pages, in which case the total narrative should not exceed 75 pages total.
- Please do not exceed the page limit specified for each attachment. Templates for each attachment (1-34) required in the application can be found starting on page 30.
- 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 including in an answer(s) to meet expectation standards.

Submission Instructions
- Send one electronic copy of the application as one PDF to lindsay@education1.org.

Education One, L.L.C 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.

COVER SHEET AND ENROLLMENT PROJECTION

Name of proposed school:	PLA Virtual Learning Academy
Primary contact person:	Earl Martin Phalen
Mailing address:	4352 N. Mitthoeffer Road, Indianapolis, IN 46235
Phone number:	(617) 818-1959
Email address:	emphalen@gmail.com
Fax:	

Primary contact for facilities planning:	N/A, as the Academy is a virtual learning school with no facility
Phone number:	
Email address:	

Name of team or entity applying:	Phalen Leadership Academies, Inc. (PLA)

Names, roles, and current employment of all persons on applicant team *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Earl Martin Phalen	CEO, Phalen Leadership Academies	CEO
Eva Spilker	CFO, Phalen Leadership Academies	CFO
Andrea Robinson	CAO, Phalen Leadership Academies	CAO

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

☐Yes ☒No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proved proposed school(s) opening information, adding lines as needed.

Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2020	New Start	Statewide	K-12	K-12

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

Model or Focus of Proposed School: (e.g., Arts, College Prep, Dual-Language, etc.)	High quality virtual 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 ☒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?   ☐Yes   ☒No

If yes, identify the CMO or other partner organization:

PROPOSED PRINCIPAL/HEAD OF SCHOOL INFORMATION

Name of proposed Principal Candidate:	Earl Martin Phalen
Current employment:	CEO, Phalen Leadership Academies
Daytime phone:	(617) 818-1959
Cell phone:	(617) 818-1959
Email address:	emphalen@gmail.com

The School Overview should provide a concise summary of the following:
- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school give the above considerations.

Mission and Vision

1. 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.

   The mission and vision statements, taken together, should:
   - Identify the students and community to be served;
   - Illustrate what success will look like; and
   - Align with the purposes of the state charter school law and authorizer's stated priorities for new schools.

In this ever changing world, more and more families are seeking alternative options to educate their child, outside of the traditional brick and mortar school experience. With the recent COVID-19 virus, its disparate impact of deaths in the Black community, and the possibility of a second wave, we expect that many more parents of all races will be seeking a high quality virtual learning experience. The mission of the PLA Virtual Learning Academy is to ensure all students (who we call "scholars") meet high academic and social standards, and thrive as leaders at home, in their communities and in the world. Our ultimate vision is that our scholars master key academic skills, and demonstrate strong character, as exhibited by honesty, service to others, a superior work ethic, and a strong vision for and belief in their futures.

Phalen Leadership Academies ("PLA") is a nonprofit network of high-quality public schools that help scholars excel in their academics and grow as well-rounded individuals. PLA was founded in order to serve children who have historically not had access to high-quality education. PLA Virtual will serve children, grades K-12, throughout the state. The school will carry the same vision for success as our other PLA schools, "Beat district. Beat state." We expect that after two years attending PLA Virtual, scholars will outperform their peers in their home district. After five years of attending PLA Virtual, we expect that our scholars will outperform their peers throughout the state.

Since our inception, we are proud to have partnered with leading educational organizations in developing a personalized educational model that promotes growth mindset in both students and educators. Some of our academic priorities, which PLA Virtual will embody, include the following:

- Strong school leadership: We believe that the success of any school hinges on a strong school leader. Our PLA Virtual leader will be expected to uphold the standard of excellence our scholars deserve through communication, coaching and commitment.

- Positive climate and culture: The culture of a school, including a virtual school, can make or break a scholar's educational experience. Building a culture of excellence, acceptance, positive behavior and growth is just as important as rigorous curriculum. We have a structured process for ensuring a positive, strong and

loving culture exists for our scholars.

- <u>Highly effective, data-driven educators</u>: Our model focuses on developing educators who are able to use assessment data to continuously improve the quality of instruction. We believe that through a rigorous staff selection process, the implementation of our education model, high quality professional development, and the PLA Coaching Cycle, scholars will receive the high-quality instruction that they deserve, and staff will receive the professional support and development they need to be effective.

- <u>Evidence-based, standards-aligned curricula</u>: PLA Virtual utilizes evidence-based curricula to push students to perform beyond the required expectations of their grade level in the main subject areas of literacy and math.

- <u>Rigorous, frequent assessments</u>: Based on our scope and sequence documents, teachers implement regular formative and benchmark assessments to evaluate student mastery of content in reading, writing and math. Assessments are designed to be both highly rigorous and to align to state standards. Our teachers also gain a holistic look at children's progress through state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data (such as scholar, parent and teacher surveys). Consistent and rigorous evaluation of student performance helps ensure both higher quality instruction and higher academic achievement.

- <u>Extensive differentiated, small-group, and standards-aligned instruction</u>: One of the unique core components of our model is that it implements regular assessments while maximizing the time that scholars can spend in small-group and one-to-one instruction with effective teachers, TAs, or coaches. Consistently providing differentiated instruction that targets specific standards, based on the results of assessment data, has been and will be one of the core reasons for scholars' strong growth.

- <u>Enrichment experiences</u>: Each day, scholars will take courses in art, music, STEM and physical fitness. In addition, scholars may also hear from inspirational guest speakers; participate in educational field trips to college campuses, professional workplaces, museums, and cultural landmarks. We believe children learn best when they are engaged and they make connections between school, their communities and their futures.

- <u>Strong parental engagement</u>: We recognize the importance of family engagement on student achievement and we use a scientifically proven process for engaging families. Some of the elements of this process include training teachers to effectively communicate with parents; creating a welcoming environment for families; holding regular meetings with parents where families and teachers dive in depth into a scholar's academic and behavioral progress; and hosting virtual and in-person events throughout the year that celebrates their student's progress.

With a strong track record operating strong schools and partnering with districts and authorizers to elevate student achievement, PLA Virtual is prepared to help scholars throughout the state succeed.

Educational Need and Anticipated Student Population

1. Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter.

There are currently over 10,000 children attending virtual schools in Indiana. These enrollment rates were approximately 4,000 students higher last year, prior to the closures of Indiana Virtual Academy and Indiana Virtual

Pathways Academy. A higher percentage of boys currently attend virtual schools, and the majority of students who attend virtual schools are white.

In the past, there were several reasons that parents and students select a virtual school. Some of these reasons include flexibility; one-on-one attention; opportunities to either remediate or accelerate; and student health and safety, particularly as it relates to bullying.

We believe that the current COVID-19 crisis is going to increase the number of parents who, for health concerns, elect virtual schools.

We foresee an increased demand for high quality virtual schools, and a potential increase in the diversity of families who want a high quality virtual school. PLA Virtual is going to help fulfill these needs.

2. Describe the rationale for selecting the location and the student body.

As a virtual school, PLA Virtual will not have a specific campus location but rather be available to children and families throughout the state. Where there is a need – urban, rural or suburban – we will be able to serve children and families, and serve them well.

Education Plan/School Design

1. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model.

Overview
Below is an overview of the PLA Virtual educational program, which includes the following:

- Deploy high quality e-learning through dynamic virtual classrooms where educators will provide real-time, personalized instruction to children.
- Provide students with 1:1 access to learning technology they will use at home to participate in daily online instruction, including tablets for younger scholars and laptops for older scholars.
- Implement dynamic learning programs like Edgenuity that enable students to master academic concepts at their own pace.
- Personalize the learning process through the use of small-group rotations across virtual classrooms.
- Provide high quality enrichment courses, which support scholar creativity, exploration and curiosity.
- Train teachers to use evidence-based strategies for e-learning so that they can optimize scholar achievement in a virtual setting.
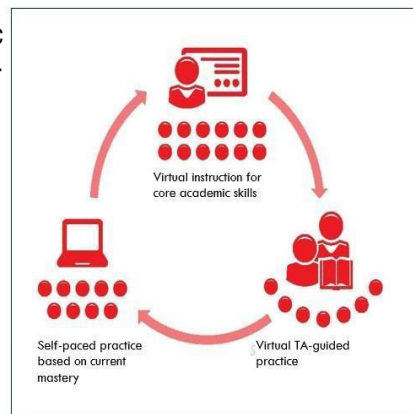

Adaptive Learning through Edgenuity
During the personalized learning block, scholars will work through guided learning modules using Edgenuity. Edgenuity software offers self-guided courses for scaffolded learning. When integrated with NWEA data, Edgenuity identifies an Individualized Learning Path to match each scholar's assessment results. Each lesson within the Learning Path comes with a guided explanation, a supported practice and independent practice

module, and a quiz. Many additional resources, including rigorous reading passages, video presentations, and projects, meet the varied needs of PLA learners.

The integration between NWEA and Edgenuity means that our scholars can pick up learning right where they left off last year. NWEA MAP assessments give scholar performance data for math and reading, broken down into domains. These domain-specific scores highlight focus areas for each scholar's growth and remediation. NWEA scores pinpoint the exact skills a scholar needs to master in order to move up to the next score band, and Edgenuity provides the learning resources to build these skills.
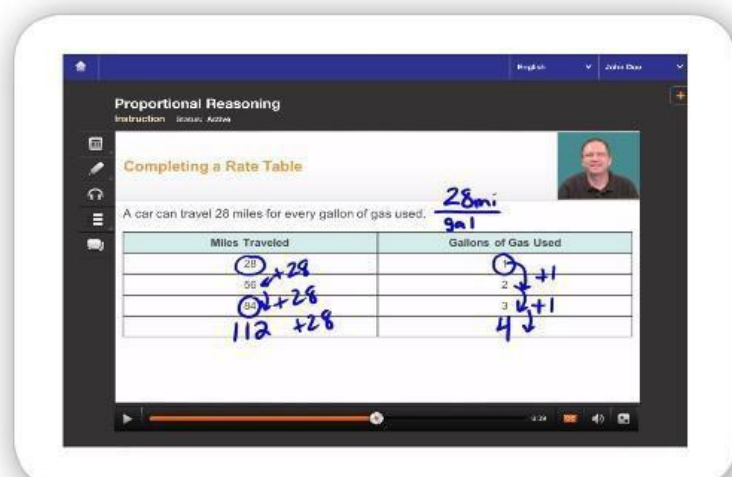
During the personalized learning block, scholars will learn at their own pace from a guided example. Embedded checks for understanding give teachers real-time information about scholar mastery. Teachers can view activity-specific summaries to analyze and act on data, perhaps pulling commonly missed questions for games or review assignments. Edgenuity next launches supported practice, providing the scholars with example problems via interactive tasks, activities, and practice. The supported and independent practice modules are automatically scored, and scholars can re-do them to learn from mistakes. Automatic scoring invests scholars in their own data, resulting in celebrations or increased motivation to reach a score goal. It also helps scholars engage their problem-solving skills to learn from their mistakes.

For our teachers, Edgenuity offers tools to remotely track scholars' performance and progress:

Gradebook

Subject: Math
Course: Mathematics 6 - Semester 1 Daniel Brown 2016

List: Test Scores | Quiz Scores | **Activities**
Unit: < Applying Ratios and Rates >
Lesson: < Unit Pricing >

Student	Overall Progress		Overall Grade	Warm-Up	Instruction	Summary	Assignment	Quiz
Adams, Michele		2%	0%					
Batukayev, Lida		27%	100%	100.0%	100.0%	100.0%	100.0%	100.0%
Gary, Adriana		16%	84%	100.0%	100.0%	100.0%	95.0%	⊘
Gonzalez, Valerie		16%	100%	100.0%	100.0%	100.0%	100.0%	▉
Kanarek, Michelle		18%	87%	100.0%	100.0%	100.0%	70.0%	100.0%
Lewis, Steven		27%	93%	100.0%	100.0%	100.0%	100.0%	80.0%
⚙ Linnenbank, Karoline		27%	90%	100.0%	100.0%	100.0%	95.0%	90.0%
Tennant, Alex		21%	71%	100.0%	100.0%	100.0%	80.0%	60.0%
Kanarek, Michelle		18%	87%	100.0%	100.0%	100.0%	70.0%	100.0%
Lewis, Steven		27%	93%	100.0%	100.0%	100.0%	100.0%	80.0%
⚙ Linnenbank, Karoline		27%	90%	100.0%	100.0%	100.0%	95.0%	90.0%
Tennant, Alex		21%	71%	100.0%	100.0%	100.0%	80.0%	60.0%

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Edgenuity will give our teachers the performance data they need to design relevant academic supports. This data empowers our team to support scholars in accelerating their academic growth. Teachers will be able to view course grades, percentage of work completed, assignments completed, time on task, and other essential information to hold scholars accountable. To empower data-driven instructional decisions, the Lesson Mastery report provides results on student and class achievement across an entire course. Educators can view average and individual student assessment scores by topic or standard in order to group students for small-group instruction.

Non-Negotiable/Social Emotional Health

In addition to meeting the academic needs of our students, we believe that it will be equally important to ensure the social-emotional development and health of our scholars. We believe that it is important for scholars to understand their histories and heritage. Utilizing a resource like Edsitements, students will engage in age-appropriate, culturally-relevant study of important historical figures. Scholars will have access to strong social studies curricula through Facing History, Facing Ourselves and Khan Academy.

In addition to ensuring each child understands their rich culture and heritage, we will support the social emotional development of our scholars through choice. PLA Virtual will provide two, 45-minute daily enrichment blocks, and scholars will have the opportunity to choose their Specials. Some of the enrichments offerings will include physical education, STEM, yoga, and art.

PLA Virtual believes in the power of mentoring. We believe that every child needs at least one adult who thinks that they are the sun, moon and stars. Every child needs at least one adult who they know cares deeply about them. Using our learning management system platform, Blackboard Collaborate, we will hold virtual sessions so that our scholars can meet regularly with their teachers, coaches and staff. Specifically, each teacher and Dean will be assigned a small group of students for weekly one-on-one check-ins – the goal is at least three one-on-one connections per week. The focus of these connections will be mentoring – listening to our scholars, gauging our scholars' well-being, and ensuring that 100% of our children feel supported.

COVID-19 has had a negative impact on the social-emotional health of many children and adults. PLA traditionally has partnerships with providers like Gallahue and Community Health. PLA Virtual will build on these partnerships and sure that we have the range and scope of social-emotional health services that our children, families and staff might need coming off of this pandemic.

Finally, and aligned with our belief about the importance of parental engagement, we will partner with parents to support the success of their children. Our process for partnering with parents is described in great detail below. Working collaboratively with parents, in support of our scholars, will support the social-emotional well-being of our scholars.

2. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

The PLA Virtual instructional model is evidence-based, designed by highly successful educators, and focuses on instruction that is personalized and data-driven. Small-group instruction is a central vehicle for providing mastery-based academic scaffolding, creating a uniquely rigorous and personalized learning experience for every child. This approach, as demonstrated by PLA's track record, has proven very effective. The PLA Virtual instructional model was designed by educators who have decades of experience working with and improving the performance of students, grades K-12. This design is built into the instructional framework of PLA Virtual. Specifically, the PLA instructional model employs the following best practices:

Daily differentiated, data-driven instruction and intervention: Both our instructional strategies and school day schedule are designed to maximize the amount of differentiation possible for all students. Every day, we will offer small-group intervention to students through our rotational instructional model. This consists of a 30-minute targeted Tier 2 intervention block where small groups (4-6 scholars) who perform similarly in a subject area work with a teacher or specialist on modules that accelerate their growth. Groups are identified through rigorous data analysis based on weekly and interim assessments, and interventions are aligned with curricula. During individualized intervention, progress feedback sessions for scholars with IEPs include check-ins about IEP goals, as well as teacher-student reviews of assessment data to determine appropriate interventions. Differentiated instruction also allows each ELL student the individualized instruction needed for growth, customized to their current level of language acquisition.

Frequent assessments to identify student needs and build cumulative rigor: Frequent assessment, along with results-analysis, improves student outcomes; however, most schools test students quarterly, semi-annually, or even only annually, impeding teachers' ability to intervene at critical points in scholar development. Our approach provides consistent and accurate student data via weekly curriculum-based assessments in subjects including vocabulary, grammar, reading, and math. Because PLA Virtual reframes tests as a core classroom learning activity, scholars look forward to this opportunity to improve on past performance and weekly results provide ongoing motivation for students. Frequent assessment benefits students with disabilities and ELL students, providing new data each week on scholar progress so that teachers can measure progress toward IEP goals or English language proficiency and rapidly adjust instruction appropriately. The intentional focus on data-driven ownership of academic progress offers a unique take on using data to improve student outcomes.

Progress feedback to help students achieve at higher levels: The PLA model embeds a focus on student mindsets within our instructional approach. Students who attend underperforming schools often develop a fixed academic mindset. After facing many educational barriers, students can develop a pessimistic perception of their own abilities. Our model addresses this by offering regular progress feedback sessions in which educators guide students to reflect on their own continuous improvement and their willingness to take on greater challenges, empowering students to learn from their growth process. Educators help students visualize their progress and provide praise for effort (rather than praising grades earned). This process is particularly helpful to ELL students and students with

disabilities, who may otherwise conflate a language barrier, or learning challenges stemming from a disability, with a limited ability to learn.

The most compelling evidence of our model's capacity to be successful in improving academic achievement come from our track record. Some highlights include:

- Transforming six F-rated schools into A-rated schools, all within three years of becoming a partner.
- Increasing scholars' passing rates on state ELA and Math tests by 11% in just one year – the highest standardized test growth for all schools in Central Indiana in 2015-16.
- Earning school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1% increases in state test score proficiency growth, respectively).
- Accelerating progress towards grade-level proficiency with 72% of scholars showing standard to high annual growth on the state test.
- Black scholars at PLA exceed the district average by 29% on the ELA assessment and by 11% on math.
- Achieving an average of 92% passing on Indiana's reading exam at founding school since opening year.
- PLA scholars who come from low-income families exceed the district by 10% in math and by 24% in ELA on the state test.

With strong educators, evidence-based curriculum and instructional strategies, and on-going use of data to support scholar success, we believe PLA Virtual will improve academic achievement for our scholars.

3. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

Virtual schools in Indiana have struggled to consistently deliver strong results for students. PLA Virtual will differentiate itself by ensuring strong academic performance for our scholars. The leadership team of PLA will be leading PLA Virtual, and the team has extensive experience in developing high-impact educational programs that deliver results for children and families. Some of the results of our previous educational programs include the following:

- Achieved an average of 92% proficiency on the state third-grade reading exam at our founding school.
- Empowered PLA scholars to gain an average of 1.3 years of annual growth toward grade- level proficiency on the STAR, nationally-normed assessment.
- In one of the most underserved communities in the state of Indiana (Far Eastside of Indianapolis), where most public schools are D- or F-rated, PLA stands apart as the only public school to maintain its A-rating from the state for 2 years in a row.
- Helped middle school in Fort Wayne, Indiana (63% economically disadvantaged, 25% Black, 19% Latino), achieve an A-rating in 1 year, surpassing district growth towards ELA proficiency by 13% for students living in low-income households.
- Moved another chronically underperforming school (rated D or F for the past 4 years) off the failing list, increasing math proficiency scores by 18% and doubled growth in ELA proficiency compared to the district.
- Helped partner district schools in Tampa increase proficiency on average by 8 percentage points based on the i-Ready assessment.
- Additionally, all grades at our elementary school in Texas increased their percentage of scholars meeting or mastering grade level standards on the STARR 360 assessment in the 2019-20 school year. For some grade levels, the increase was as much as 10 points in just half a year.

Our proposal, below, will demonstrate how, through our academic model, strong leadership, and operational and financial efficiency, will help ensure that students at PLA Virtual excel.

Community Engagement

1. Describe the relationships that you have established to generate community engagement in and support for the proposed school.

As shared previously, support for PLA Virtual exists. Feedback from our existing parents is the driving impetus for the creation of PLA Virtual. In addition, PLA has been blessed to have been building community engagement since 2008.

In 2008, the PLA leadership team created Summer Advantage, a scientifically-proven summer learning program. Summer Advantage provided high quality summer learning programs to over 10,000 children and families throughout Indiana – Evansville, Elkhart, Muncie, Seymour, French Lick, Decatur and Pike Townships, and Indianapolis. Our programs received a 93% satisfaction rate, and many scholars, teachers and parents expressed the desire for Summer Advantage to be their year-round schools. This call led to the created of PLA, and while most of PLA service has not been in the communities, we believe we may have many families interested in rejoining us.

As you know, PLA began serving children in 2013 and currently serves nearly 5,000 children throughout the state – Indianapolis, Fort Wayne, Gary and Merrillville.

As a result of the commitment and high quality service that we have worked to bring our Summer Advantage and PLA families, we have built a strong relationship with our families. The community trusts us. Where appropriate, PLA Virtual will build upon these relationships. Where parents want a virtual school, PLA Virtual may be for them. In other cases, parents may not want a virtual learning environment but would be excited about referring other families to PLA Virtual.

Beyond engaging our existing families, PLA Virtual has also developed a process for strengthening parent awareness and engagement, using a data-driven model that is aligned with our community engagement framework. Key touchpoints activated through this plan include targeted mailers, radio campaigns, and billboards; PLA newsletters; PLA website and social media; community outreach with local churches, community organizations and after-school programs; phone blasts; letters; and events.

As a result of all of these strategies, and our long-standing work in the community, we believe that there will be strong support for PLA Virtual.

2. Describe how you have assessed demand and/or solicited support for the school and summarize their results.

As you know, PLA currently serves approximately 5,000 children throughout Indiana. We have been in touch with our families throughout this pandemic. Many have expressed the desire to continue with PLA, but are extremely concerned about COVID-19 and sending their children back to school in the fall.

Most of our current PLA families are eligible for free- and reduced-priced lunch, meaning that most of our families are living in poverty. Our scholar homes are overcrowded, making social distancing impossible. Many of our families are essential workers, meaning that they have a much higher risk for exposure. Many of our scholars are being raised by grandparents, who are at higher risk to death if exposed to COVID-19. Many of our scholars are being raised by parents who have preexisting health conditions, which make the risk of death much higher if exposed to COVID-19.

As a result of all of these risk factors, and the disproportionate COVID-related deaths in the Black community, parents are understandably concerned about sending their children back to school.

Our parents have asked us to create an alternative to stay connected to PLA while remaining safe. From the onset of school closures due to this pandemic, families watched in front row seats as our team and staff made their child's education accessible to them virtually. Without missing a beat, staff became available to parents and scholars via phone and online, instilling the same level of confidence and trust that they were able to build in person. Parents have watched this transition and feel secure in their child's quality of learning through an online platform. Whereas there may have been more hesitation and doubt prior to Covid-19, parents of diverse backgrounds, now understand the value in the personalized instruction that takes place through a virtual platform and are more likely to consider it as a viable option for their child.

We also believe that with the closure of two of the largest virtual learning schools in the state, there is pent up demand for a high quality virtual school. And, finally, we believe that there are many parents who are not currently connected to PLA that want to err on the side of caution and are currently looking for a quality virtual option for their children.

Once allowed, we will aggressively market to children and families throughout the state.

Leadership and Governance

1. As **Attachment 1**, list the members of the school's proposed leadership team and governing board with the following information:
   - Role with the school;
   - Current job title;
   - Current employer; and
   - Full resumes (including contact information and professional biographies for each individual listed)

Enrollment Summary

1. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024	At Capacity 2026
Pre-K						
K	5	10	20	30	40	40
1	5	10	20	30	40	40
2	5	10	20	30	40	40
3	5	10	20	30	40	40
4	5	10	20	30	40	40
5	5	10	20	30	40	40
6	5	10	20	30	40	40
7	5	10	20	30	40	40
8	5	10	20	30	40	40
9	5	10	20	30	40	40

10	5	10	20	30	40	40
11	5	10	20	30	40	40
12	5	10	20	30	40	40

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

As shared above, PLA has surveyed its current families and many have expressed a desire to remain with PLA but through a safer option for their families. The above enrollment assessments are conservative. Several factors will also impact the number of parents who elect a virtual learning experience next fall. Some of those factors include the availability of COVID-19 testing, the development of a vaccine and the identification of a treatment. Additionally, many states are currently re-opening their economies. The reaction of the virus and the impact on spikes in cases and/or deaths will also have an impact on the number of families interesting in identifying an option that will both keep their child safe while providing them with the best education possible.

We also believe that as we expand our marketing efforts, and as more families experience PLA Virtual, enrollment will grow annually.

SECTION I: EDUCATIONAL PROGRAM DESIGN & CAPACITY

Program Overview

1. Summarize the educational program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success of this program with the anticipated student population.

> PLA's Virtual educational program, outlined above, is based on evidence-based instructional practices. Research supports the efficacy of these strategies, in particular for underserved populations of students:
>
> **Rigorous, frequent, and standards-aligned assessments:** PLA's monitoring of student progress begins with rigorous, frequent, and standards-aligned assessment for learning (AFL), or "formative assessment, that is, assessment intended to promote student learning" (Arter, 2003). A wealth of data shows AFL improves student outcomes: consistent and rigorous evaluation of student performance is correlated with higher quality instruction and higher academic achievement (Delisio, 2007; Peariso, 2006; Rothman, 2006; Olson, 2005). AFL helps low-achievers more than other students and, compared to other educational interventions, the impact of AFL on underperforming students is larger—findings particularly relevant as most students come to PLA schools significantly behind grade-level (Arter, 2003). Using assessment results, teachers will be able to select appropriate instructional interventions, decide which skills to target, and group students for collaborative learning (National Literacy Trust, 2008; Stiggins and Chappuis, 2008; Olson, 2007). Black and Wiliam's (1998) meta-analysis of 250 studies found that when teachers used frequent assessments to adjust ongoing instruction, students demonstrated increased mastery of content and improved test performance.
>
> **Extensive differentiated, small-group, and standards-aligned instruction:** Differentiated instruction is defined as finding multiple ways to structure a lesson so that each student has an opportunity to work at a moderately challenging level and at each student's own pace (Tomlinson, 1999). The impact of differentiated instruction on student achievement is well documented. In a study of third graders receiving differentiated instruction, researchers found that students' scores on the state exam increased by a statistically significant margin (Parsons, 2004; McAdamis, 2001). Differentiated learning also positively impacts social development and is correlated with learning responsibility as well as developing an inner sense of control (Clark, 2002). Our school's instructional strategies and school day is designed to maximize the amount of differentiation possible for each scholar.
>
> **Job-embedded, ongoing coaching system for educator professional development:** PLA knows that teachers need continuous practice, demonstration, and peer coaching in order to embed training into changed practice and translate training to student outcomes (Joyce & Showers, 2002; Cohen et. al., 2011) Indeed, such ongoing PD for teachers is critical to successful turnaround models and helps to ensure collaborative, continuous improvement of instructional practices (Joyce & Showers, 2011; Pondiscio, 2016). PLA's Coaching Cycles professional development program ties learning from PD activities directly to experiential practice: instructional coaches observe educators in the classroom, then provide feedback within 48 hours. Teachers put new knowledge into practice immediately with built-in accountability, since the observer returns to confirm implementation of classroom-level changes. Coaching Cycles' innovative use of frequent data and empowerment of teachers to leverage their own autonomy helps educators use data to modify instructional practices. Successful turnaround models must coach teachers to 1) continuously use data to inform educational strategies and 2) effectively lead collaborative teacher-student data review and goal-setting sessions (Dobo, 2017; Connelly, 2011); Coaching Cycles combines continuous educator coaching with real-time, weekly student data analysis to drive student improvement.

Enrichment Experiences: When instructional programs expose students to a wide variety of disciplines and draw upon student interests, students are more engaged in learning (Reis and Fogarty, 2006; Siegle and McCoach, 2005). In an intensive, longitudinal study following students attending an urban elementary school (Beecher and Sweeny, 2008), researchers found that enrichment learning resulted increased positive attitudes toward school, increased student engagement in learning and increased student performance on district and state assessments. In fact, student achievement on state tests from 1997 to 2004 showed improvement in all subject areas and in all levels of proficiency. Furthermore, the average percentage of students at or above proficiency on state reading, writing and math assessments increased across all demographics. Students also made significant gains on closing the achievement gap between ethnic and socioeconomic groups. One of the core features of our model is our belief that every child will benefit from a well-rounded, enriching learning experience. In our current PLA schools, we offer enrichment courses in STEM, health, physical fitness, social studies, art, music, and drama. In addition to enrichment courses, our current PLA scholars also participate in educational field trips to college campuses, professional workplaces, museums, and cultural landmarks.

Parental Engagement: Recognizing the importance of partnering with families, we developed and employ a scientifically validated process that ensures we effectively engage our parents (Chaplin and Capizzano, 2006). PLA taps into the incredible potential that is unlocked when parents become engaged in their child's education. When parents are involved, students have higher test scores, increased motivation, better attendance, decreased use of drugs/alcohol, and fewer instances of violent behavior (PTA; Rose, Gallup, & Elam, 1997). In fact, family participation in education is twice as predictive of students' academic success as family socioeconomic status (Walberg, 1984). Some of the elements of PLA's parent engagement process include training teachers to effectively partner with parents; creating a welcoming environment for our families; holding an orientation that outlines our expectations of parents and what they can expect from us; Regularly communicating with parents about their child's performance; and hosting fun events throughout the year that celebrate their children. Our parents will also be invited to sit in classes, participate in field trips, support scholar-led community service projects, or participate in any way that they feel comfortable.

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.

The learning environment will be virtual. Class size will vary, but ultimately will be approximately 20-30 students per class.

The instructional block for ELA and for math will be very similar – 45 minutes of whole group instruction and then 45 minutes of small group instruction and independent learning. During whole group instruction, the structure will include 15 minutes of skill instruction delivered by the classroom teacher ("I do"); 15 minutes of engaging practice activities ("we do"); and 15 minutes for each scholar to demonstrate mastering of the skill ('you do'). While all classroom modules will be recorded, 100% of the aforementioned will be delivered via live sessions.

Scholars will then break into small groups (~5 scholars per group) for two 20-minute sessions. One small group will receive Tier 2 instruction from a teacher or TA, while the other small group works independently on evidenced-based on-line curriculum (curricula is described below). The small group instruction with the TA will be delivered live. Then the groups will switch, independent learners will work with their teacher, and those who were participating in Tier 2 instruction will now work independently. These sessions will last for about 20 minutes each, and there will be a few minutes for break and transition.

Afternoon Special and Clubs will be approximately the same size. These sessions will be delivered live.

We understand that some students will fall behind on their work, and that others might receive too much "support" from their parents. If the issue that is causing a student to fall behind is instruction, we will intensify our support. We will begin Tier II and Tier III interventions during the school day. Our teachers have daily office hours during school. This will be another opportunity for students who are struggling to receive one-on-one support. For scholars who continue to struggle, tutoring (after school and on weekends) will also be offered.

PLA Virtual will also have an Advisor – the Principal will take on these responsibilities in the early years and as enrollment grows, the position will become independent. The Advisor is the primary point of contact for assigned students/families for non-instructional matters. The role helps foster a high touch approach to educational support and exhibits a commitment and desire to provide the best experience possible for students and families. For scholars who are falling behind, the Advisor will work with the parent to help remove any barriers to student learning. For parents who are not allowing their child to do the work, the Advisor will connect with the parent and let them know the importance of children learning to work independently.

2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with applicable state standards.

Edgenuity
We will be implementing Edgenuity as our core curriculum. Edgenuity offers common core and state standards-aligned video-based curriculum for K-12 blended learning and e-learning environments that can be used at school and home. The program allows educators to customize the curriculum for their scholars and enables teachers to virtually monitor scholar progress while they are completing lessons and assessments, and participating in interactive activities.

Edgenuity offers virtual online courses in the following K-12 subject areas: Mathematics, ELA, Science, History, Technology, Health and P.E., Art, Music, World Languages, Advanced Placement, Social Emotional Learning, and electives. Edgenuity online curriculum can and will be aligned with the school-based curriculum textbook series we will use, Journey's and Saxon Math.

Edgenuity courses are grounded in research and best instructional practices, and are based on several well-established, evidence-based principles:

- Instruction is systematic and explicit, designed to help students acquire, practice, and apply skills and

- knowledge.
- Courses promote deep learning and metacognition.
- Courses incorporate multimedia and graphic organizers in ways that reduce cognitive load and help students learn more effectively.

See below sample course scope and sequence for elementary, middle, and high school.
[Elementary Course Scope and Sequence – Elementary School](#)
[Edgenuity Course Scope and Sequence SAMPLE - Middle School](#)
[Edgenuity Course Scope and Sequence SAMPLE - High School](#)

Elementary course outcomes when using Edgenuity learning paths aligned to NWEA MAP with fidelity, in addition to direct classroom instruction, students are able to rapidly close the gap in grade level achievement. From fall 2016 to spring 2017, students demonstrated statistically significant gains on all domains of the NWEA MAP Reading and Mathematics assessments (p<.01). For the large majority of participants in grades 1–8, students who completed 50% or more of the instructional learning path activities in an NWEA domain area improved 1.5 to 2 times more on the NWEA MAP assessment (fall 16–spring 17) than their peers who had only direct classroom instruction in the same domain area.
https://www.edgenuity.com/Case-Studies/Edgenuity-Case-Study-Ohio%20Flyer.pdf

The course outcomes with use of Edgenuity for middle and high school students, Edgenuity high school students outperform state and national Peers on the ACT®. In 2008, Park City Independent began using Edgenuity Instructional Services for its core curriculum and electives. Homeschool students can access Edgenuity virtual-school courses 24 hours a day, seven days a week from their personal computers. They are expected to spend at least five hours a week on each Edgenuity course. In addition to taking core courses, students have access to the Edgenuity ACT preparation course. Additionally, students enrolled in traditional high schools across the country participate in PCI's ACT preparation program and other Edgenuity courses. Data were collected from 19 juniors and seniors who took the ACT. An analysis of ACT data indicated that Park City Independent Edgenuity students outperformed their national and state peers across all content areas. For example, on the English Composition subtest of the ACT, 84 percent of PCI students met ACT benchmark scores. This was 17 percent higher than the reported national average and 20 percent higher than the reported statewide average.
https://www.edgenuity.com/Case-Studies/Park-City-UT-Research-Brief.p

3. If the curriculum is fully developed, summarize curricular choices such as text book selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

Below is a summary of our supplemental curriculum choices:

ELA Curriculum: EL Curriculum
EL Education K-8 language arts curriculum is an engaging and teacher created core literacy program that has proven success in pushing achievement for underserved populations. The K-8 Language Arts curriculum provides daily lessons, explicitly teaches and assesses all strands and standards of the Common Core for each grade, and provides resources and time for differentiated instruction. This comprehensive and engaging curriculum that prioritizes differentiation will set our students and teachers up for success.

Various studies have illustrated this success, with EL Education Curriculum quickly increasing ELA achievement for districts that match PLA's demographic make-up. A 2019 Mathematica study of more than 19 high need school districts found that after two years of combining the EL Education curriculum with teacher professional development, an area of focus for PLA's model, K-5 students had a statistically significant increase in achievement on their ELA state tests. Additionally, a WestEd study of K-2 students found a statistically significant increase in NWEA ELA percentile within one year of implementing EL education ELA curriculum. Detroit Public Community Schools District

also saw its highest ever ELA state assessment gains after making the switch to El Education and focusing on instructional coaching - also a tenet of the PLA model. These documented successes for similar districts combined with EL Education's high quality content and design make us excited to propose EL Education for our ELA curriculum.

Math Curriculum: Houghton Mifflin Harcourt Into Math
Houghton Mifflin Harcourt's Into Math K-8 curriculum focuses on building conceptual understanding based on a foundation of growth mindset, procedural practice, and data influenced support. Into Math's lessons include built in instructional best practices such as grouping based on daily assessment data and a variety of resources for differentiated instruction from centers to already created leveled work. As Into Math is a new curriculum in 2020 it does not have a range of studies to support it; however, it is based on the most current and effective research for K-8 math instruction and aligned with all K-8 Common Core standards for Mathematics. The prioritization of conceptual understanding and the variety of high quality supports for data informed differentiation will allow our students and teachers to do their best work during math instruction using Into Math.

Online Reading Intervention/Enrichment Instructional Tool: Learning A-Z | Raz Kids/Kids A-Z
Learning A-Z offers thoughtfully designed literacy-focused resources and tools designed in accordance with research-based best practices and leveled to meet the needs of all students. Raz-Kids is a K-6 eLearning resource that provides an on-line library of differentiated ebooks at 29 levels of difficulty for students to receive personalized reading practice with easy-to-use online controls. Each eBook is followed by a corresponding comprehension quiz that includes a set of multiple-choice questions, as well as a constructed response question focused on the main theme or idea in the book. Each question is tagged to a corresponding comprehension skill, as well as aligned to common core standards. Teachers can quickly review a student's activity, assignment progress, assessment results, and individual skill outcomes that helps teachers drive future instruction to manage and track their scholars' reading progress.

Based on a study, reading scores for students in classes of teachers who actively used Raz-Plus are better than for comparison students. The result corresponds to a 3-percentile point gain on the STAR test, adjusting for differences in student.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum 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.

5. 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.

PLA schools employ sound instructional strategies that incorporate rigorous, high-quality experiences and promote critical-thinking skills. They have been described above, but include the following:

Rigorous, frequent, and standards-aligned assessments: Based on our scope and sequence documents, teachers will implement weekly benchmark assessments to align with curriculum to support retention, stamina, and rigor in student mastery of content in reading, writing and math. Assessments will be cumulative and aligned in substance and grading scheme with ILEARN to familiarize students with the format of this standardized state assessment. Assessment scores will be posted school-wide the following day, providing scholars and teachers with an instant look at children's proficiency, and classrooms will compete to earn the highest scores each week, consistent with our focus on creating a high-performing school culture. PLA schools also administer interim/benchmark assessments and standardized-state assessments.

Extensive differentiated, small-group, and standards-aligned instruction: A unique core component of our model is that our small group instruction will be differentiated based on weekly test results. Data points from curriculum-based quizzes, adaptive learning software (where resources allow), weekly assessments, formal interim assessments (such as NWEA) and standardized state tests provide opportunities for teachers to track scholars' progress and rapidly adjust instruction to meet the needs of each scholar. Based on this data analysis, teachers will develop lessons that truly meet children where they are and support them to achieve at their highest capacity.

Evidence-based curricula to support academic excellence: PLA will be implementing the aforementioned curricula, including Edgenuity, MobyMax, Raz Kid, Journeys and Saxon Math. The curricula are aligned with Indiana State Standards, evidence-based and rigorous. Processes and systems have been developed to ensure that the curricula is implemented with fidelity. This will be intensively supported by PLA University, our on-line training portal; and the PLA Coaching Cycle, which provides a level of oversight and assessment with regards to the fidelity of curriculum implementation.

Differentiated instruction to meet student needs: We will strive to educate scholars in an academic environment that meets the individual educational needs of all scholars. To that end, all staff members will be tasked with monitoring scholar academics and behavior to identify scholars that may need additional support. As the part of our Response-to-Intervention (RTI) framework, we provide Tier II, small-group intervention whenever possible. Scholar progress will be closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, special education, or both. The RTI process begins with high-quality instruction and universal screening of all scholars in the general education classroom. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual scholars. Educational decisions about the intensity and duration of interventions are based on individual scholar response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by scholar outcome data. Components of our RTI Process include:

- **Tier 1—High-Quality Classroom Instruction, Screening, and Group Interventions:** All scholars receive high quality, scientifically-based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. Scholars are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Scholars identified as being at-risk through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom.
- **Tier 2—Targeted Interventions:** Scholars not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of performance levels and rates of progress. Such scholars receive targeted, small-group intervention based on their current skill level. Frequency and intensity vary across group size, duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.
- **Tier 3—Intensive Interventions and Comprehensive Evaluation:** At this level, scholars receive individualized, intensive interventions that target each scholar's skill deficits. This one-on-one tutoring can happen within the core instructional block, but more frequently it takes place in the afternoon, where scholars work with teachers to catch up on key skills. Scholars who do not achieve the desired level of progress in response to these targeted interventions, after thorough consideration including both academic and non-academic factors, are referred for a comprehensive evaluation for special education services. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Plan to maximize instructional time through consistent, efficient, and visible structures: PLA's model maximizes the amount of time scholars spend in core instruction. We restructure core instruction using a rotational

instructional approach, which provides up to two hours of instruction in each subject through a strategic mix of whole-group, small-group, and self-paced learning. Our model enables schools to implement a highly individualized learning model in which students have the opportunity to receive individualized instruction in small groups of no more than eight scholars. We leverage support staff to lead small-group time in the classroom on a regular basis during core reading and math instruction (90-120 minutes each) for students who need extra intervention. PLA's instructional coaches provide daily support to teachers and TAs in collecting, understanding, and utilizing data in differentiated instruction, improving teachers' ability to create personalized learning experiences for each child. Additionally, we utilize adaptive programs to help educators maximize instructional time. For example, Edgenuity provides PLA teachers with rich controls for sequencing and programming the Individualized Learning Plan assignments. For example, teachers might assign the three modules as a "lesson," including the explanation, guided practice, and quiz modules. If scholars do not reach target proficiency scores for the guided practice, teachers can set up controls that compel the scholar to redo the explanation & guided practice modules once or as many times necessary before moving on to the quiz module. Once desired mastery is achieved, the next skill in the outlined progression will launch, and the cycle continues. From this, scholars learn the value of effort, hardwork, and persistence in working toward goals, while at the same time learning the academic skill. From this, it is clear that data-driven instruction facilitates scholar-driven instruction. At the beginning of the year, we train teachers to focus on instruction & practice on understanding and executing transitions, procedures and expectations for how scholars should be using the Edgenuity platform. Afterward, teachers can leverage the familiarity with the platform to vary the content so that scholars can put all focus onto understanding new material – not learning multiple new platforms, procedures or expectations. This maximizes instructional time, as every scholar knows the expectations and pathways to success.

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. Describe the pupil performance standards for the school as a whole.

PLA will align pupil performance standards with the Indiana Academic Standards. As you know, the Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school, college and career ready. The academic standards will form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). The complete set of our learning standards can be found in Attachment 4.

2. Provide, in <mark>Attachment 4</mark>, a complete set of the school's proposed learning standards for one grade for each division (elementary, middle, high school) the school would serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will only serve one division, the exit standards provided in response to the fifth question in this section will suffice.

3. If you plan to adopt or develop additional academic standards beyond the state and 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.

We do not plan on adopting or developing additional academic standards beyond the state and authorizer standards.

4. 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.

Below are our policies and standards for promoting students from one grade to the next:

Grades and Grading
Grades are an evaluation of what a scholar has learned. Letter grades are given in the core courses. A grade of 'I' (Incomplete) may be assigned for a scholar who has not completed required work for a subject and has been given a time extension by a teacher. A grade of 'I' will be changed to a letter grade at the next grading period depending on the scholar's completion of the required work. Any modification in grades will be noted.

Grade Promotion and Retention
Scholars are provided with all course content and instruction required for grade promotion. All scholars must receive a passing grade in their core subjects (Math and English). If a scholar receives an F in a core subject the scholar will be retained. If the scholar receives a D in a core subject, the school will meet with the parent(s) to determine whether the scholar should be retained or promoted. An exception is granted to special education scholars or scholars with a waiver.

Retention
If a decision is made to retain a scholar, the school will review the scholar's standardized test scores, grades and school assessments to determine the scholar's academic weaknesses. This will assist the school in developing the appropriate academic supports for the scholar. The School will allocate resources for scholars who fail to progress, prioritizing scholars who will be retained if progress is not achieved. Scholars retained will be provided with intensive interventions to ameliorate the scholar's specific deficiency and prepare the scholar for promotion to the next grade.

If K-8 grade scholars are demonstrating adequate progress in one subject but not another, scholars will not be retained. Instead, the scholar will be promoted to the next grade with a referral to the school's RTI/MTSS team. The team will review the scholar's standardized test scores, grades and school assessments to determine the scholar's academic weaknesses. This data will assist the school in developing the appropriate academic supports for the scholar. The at-risk scholar will be provided with intensive interventions to ameliorate the scholar's specific deficiency in that subject area. In the event that the scholar continues to demonstrate lack of progress in that specific subject area, a referral for special education services will be initiated to identify potential learning challenges.

If scholars in grades 9-12 are successful in one subject but are not in another, scholars will have the opportunity to repeat the subject area in summer school for credit recovery to meet the mandated state required credits for graduation to be promoted to the next school year.

Communication
To avoid any misconceptions regarding a scholar's academic performance, throughout the school year, teachers, parents or guardians should communicate about a scholar's grades, homework, class work, and test papers. Parents

should feel free to contact the teacher or school leaders to set up an appointment to discuss their child's academic progress.

Specifically, PLA teachers will work with families to determine the communication methods that work best for our parents. If a parent's preferred method to communicate is by phone, the teacher will work with the parent to schedule weekly, bi-weekly or monthly calls depending on the student's current grade and academic needs.

Another way we will maintain consistent communication regarding performance will be via email. This method of communication allows for flexibility on both parts (teachers and parents) if either is not available throughout the day. Teachers' feedback will be shared with the parents (and students) regarding daily assignments, or to highlight areas that need improvement and/or when a skill is mastered.

Progress reports, grades and teacher feedback on completed assignments will also be readily available for parental access via the school's LMS. The teacher's contact information (phone number, email and office hours) is listed for parents in case they would like to reach out.

Our goal is to offer our families the same as when meeting face-to-face. We aim to share information with families to keep them conversant of their student's academic needs, improvement and achievements.

1. Provide, in **Attachment 5**, 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.

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 these 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.

PLA Virtual Academy students must complete the state mandated graduation requirements in order to be awarded a high school diploma. PLA will offer these state approved diploma types: Indiana Core 40 and Honors Diploma, Indiana General Diploma, and Indiana Certificate of completion.

PLA Virtual Academy students enrolled in grades 9-12 are required to take a minimum of 7 credit hours per semester.

Freshman, sophomore, junior, and senior classes are scholastically ranked at the end of each semester based on grade-point average (GPA). Courses are graded and weighted on a 4.0 scale. Only semester grades are used to determine GPA. Final grades are calculated by multiplying each nine weeks percentage by 2, adding those totals to the final exam percentage, and dividing the total by 5. Only semester grades will be documented on transcripts. Also, students have the opportunity to receive weighted grades (4.3 scale) for Academic Honors Diploma dual credit classes in the academic subject areas of Language Arts, Math, Science, Social Studies, World Languages and all AP courses.

PLA Virtual Academy students are offered Indiana Core 40 Diploma directed electives in the areas of: World Languages, Fine Arts, and Career and Technical Education.

2. Explain how the graduation requirements will ensure student readiness for college and other postsecondary opportunities (trade school, military service, or entering the workforce).

PLA Virtual Academy's course options, extra-curricular activities, service learning opportunities, and graduation requirements will ensure all graduates will; enroll in a college or university, trade school, be employed at a livable wage, or will enlist in one of the branches of the military.

There are several steps we will take to ensure that our graduates are eligible to enroll in a post-secondary opportunity. First, we will help our scholars remove finances as a barrier to post-secondary education. PLA is proud to report that 100% of our age-eligible scholars are currently enrolled in the 21st Century Scholars Program. We have also developed a list of scholarship opportunities and philanthropic partners to help support expenses not covered by 21st Century Scholars. Second, we will help ensure that our graduates are prepared for post-secondary work, and to be successful as independent young adults. Third, we will also support student success in navigating the complicated process of selecting, applying and enrolling in college. PLA already has a strong guidance department that will support our scholars on this journey. And finally, through the alumni program that we are in the process of developing, we will support our children not only to but also through college.

As shared previously, while we expect all graduates to have the opportunity to go to college, not all will choose this path. We will be similarly rigorous and supportive to those who choose employment after graduation. We are currently working closely with both Ascend and Employ Indy to ensure that PLA graduates who want to enter the workforce are able to work in high-demand careers that start at $35,000 or more annually, plus benefits. For those not located in Marion County, we will find similarly strong employment partners.

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.

PLA Virtual Academy's students at risk of dropping out and/or not meeting the proposed graduation requirements will be assigned a graduation coach to provide individualized interventions and monitoring to ensure student success. Graduation coaches will be able to identify individual students who are not reaching their full potential based on their attendance, discipline and course performance. The graduation coach will collaborate with counselors, social workers, teachers, administrators, school personnel and community stakeholders to provide effective intervention services for students who need extra support in order to graduate.

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. In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

Our 2020-2021 calendar reflects our desire to ensure that students and staff are performing at the highest levels by prioritizing both instructional time, enrichment experiences, and opportunities for professional development. Obviously, the vast majority of time is devoted to academic instruction. Below are the instructional hours that each student will receive and the total number of instructional hours by grade cohort:

Grade Levels	Instructional Days	Instructional Hours per Year
K-6	180	1035
7-8	180	1095
9-12	180	1125

The calendar also reflects the importance of and our commitment to develop staff. On scheduled professional development days, our school will leverage our e-learning platform to ensure that students are still working to make gains. This allows our 2020-2021 calendar to contain 180 days of instruction while also prioritizing professional growth for our instructors.

Phalen Leadership Academies
School Calendar 2020-2021

2. Describe the structure of the school day and week. Include 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. Explain why the schools daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 7**, a sample

daily and weekly schedule for each division (elementary, middle, high school) of the school.

All PLA Virtual scholars will be welcomed into their online class starting at 8:45am and begin ELA classes at 9:00am. K-6 students will attend from 8:45am-4:00pm, grades 7-8 will go from 8:45am-4:15pm, and 9-12 students will attend from 8:45am-4:30pm. K-8 students will receive 1 hour and 30 minutes of instruction in ELA, 1 hour and 35 minutes of instruction in mathematics, and 1 hour of either science or social studies. 9-12 students will receive 1 hour and 30 minutes of instruction in ELA, 1 hour and 30 minutes of instruction in mathematics, and 1 hour of both science or social studies.

These schedules will put our scholars in the position to succeed by prioritizing time for small group instruction and differentiated eLearning in ELA and Math, allowing students to continue with specials and electives, and providing built in time for brain breaks throughout the day. Instructional hour totals are as follows:

- **K-6**: 5 hours and 45 minutes a day, 28 hours and 45 minutes per week
- **7-8**: 6 hours and 5 minutes a day, 30 hours and 25 minutes per week
- **9-12**: 6 hours and 15 minutes a day, 31 hours and 15 minutes per week

School Culture

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 Language 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.

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.

PLA Virtual aims to serve all students by creating a school culture centered on rigorous academic support and comprehensive social and emotional learning. Historically, the majority of our scholars have been children of color who have attended underperforming schools. We believe that all children can learn regardless of their race or background. Our children deserve educational opportunities that prepare them to compete in an increasingly global society. It is important that our children know the life-changing potential of receiving a quality education and transition from their K-12 educational experience to post-secondary options that will ultimately lead to successful adulthood. Our model emphasizes that potential in both our academic and non-academic learning and teaching.

PLA Virtual will support our scholars' social-emotional and leadership development by helping them cultivate skills such as the ability to collaborate, problem solve, think critically, and be culturally aware. Some activities that we have provided in the past to promote the learning of these skills include drumming, ballet, West African dance, and character development courses. Moreover, the entire school model seeks to holistically address deficits in social-emotional learning by targeting the following three core competencies:

• Scholars are creative, critical thinkers and have strong character as demonstrated by improvement in the areas of responsibility, teamwork, problem solving and managing conflict.
• Scholars demonstrate strong understanding of social justice, foreign languages/cultures, and racial identity/heritage.
• Scholars demonstrate improved knowledge and familiarity with postsecondary education options and career paths.

These three competencies encapsulate our holistic approach to learning and teaching, which seeks to educate and support our scholars on a spectrum of skills and competencies. To that end, we have selected culturally appropriate curricula that reflect themes and topics that are relevant to Black and Latino students, and we acknowledge the life challenges faced by students living in poverty. As an organization we also intentionally recruit a culturally and experientially diverse staff with multiple talents and interests. Underscoring our organizational commitment to seeking staff who are culturally aligned to our students is the fact that a majority of our leaders are people of color, including the Founder & CEO and most members of the senior leadership team.

In service of our core competencies, PLA Virtual will emphasize a strong and uplifting school culture with an emphasis on positive reinforcement and encouragement. Our model has several elements that create a culture where children can thrive. The examples mentioned below are intended to show a variety of strategies used to support our core elements; while not every example activity will be implemented, we are committed to making a range of these of available resources to create a positive school culture at PLA Virtual:

Behavioral Management System: Our approach to promoting positive behaviors begins by setting high expectations for all scholars; we call our students, "scholars" to reinforce these expectations. Additionally, our school will implement a multi-tiered system for recognizing and rewarding scholar progress, effort, and behavior. Some of our methods will include verbal recognition and praise, an online school store, Phalen Falcon of the Month, awards ceremonies, and quarterly trips. PLA Virtual will also implement a set of logical consequences when scholars don't meet expectations aimed at supporting scholars to achieve both academic and behavioral excellence. In addition, scholars will receive daily grades for behavior, effort, and academics that are recorded on a weekly progress report each Friday that requires a parent's signature. Deans, counselors, and mentors will support our scholars to help them realize their best selves and develop their community-oriented character. Ultimately, all of our school culture policies and procedures seek to promote character in our scholars, where scholars see themselves as leaders in their school and community.

School-Wide Incentives: At PLA we believe in recognizing scholars for outstanding work and effort. While the structure of incentive programs varies from school to school, here are a few examples of strategies we will at PLA Virtual: (1) Our Falcon of the Month program will recognize a scholar from each grade who has exemplified excellence in academics, behavior, and effort. (2) A virtual grocery cart will be pushed from class to class with fun treats for scholars who have demonstrated the greatest improvement in behavior and effort; scholars may access this incentive program bi-weekly. (3) School leaders will host field trips for scholars who meet and exceed expectations. In the past, trips have been to places like the Children's Museum of Indianapolis, the Interactive History Museum, and different colleges/universities. Our positive reward system will encourage our scholars to live up to the highest expectations and to work hard at all times.

Enrichment courses: We know that it is important to cultivate well-rounded, highly engaged scholars so that they will be successful in the 21st-century work force and in the world. Our enrichment classes will be aimed at increasing scholars' awareness of possible career paths and leadership opportunities in their school and community. These courses will also be aimed at increasing scholars' awareness of themselves, their culture, and cultures around the world. We will provide a high-quality enrichment program that includes extensive opportunities for scholars to see the relevance of their learning to other areas of their lives and to their futures. Scholars will select from among a series of five-week enrichment courses where they complete project-based activities under the direction of an educator. This year, course topics included engineering, Zumba, photography, character development, health and wellness, culture & citizenship, Black History, entrepreneurship, public speaking, debate, ballet, West African dance, and drumming. These experiences are designed to put our scholars at the driver's seat and help them take ownership of their learning.

Regular assessment as a core learning activity: We view regular quizzes and assessments as both a core learning activity and a tool for tracking growth. We will use assessments that align with curriculum to support retention, stamina, and rigor. Encouraging students to set goals—and determine steps to achieve those goals—gives

students a sense of control and ownership over their own success, a factor conducive to learning and intrinsic student motivation. During bi-weekly check-ins, PLA Virtual teachers will implement research-based practices proven to raise student achievement, helping students: 1) know what high-quality work looks like; 2) develop skills to objectively evaluate their own work compared to the standard; and 3) use strategies to guide improvement of their work. Since PLA reframes tests as a core classroom learning activity, scholars will look forward to this opportunity to improve on past performance, and weekly results provide ongoing motivation. The intentional focus of PLA Virtual on shared, data-driven ownership of academic progress supports continuous improvement in student performance.

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

PLA Virtual is committed to ensuring that our school is safe, fun and exciting for scholars. We will have clear and consistent consequences for negative behaviors, but we will also recognize scholars who exhibited the values that we want in our community—honesty, empathy, persistence, teamwork and kindness. We will introduce our policies and expectations during orientation, during Week 1, in our parent newsletter, during communications with parents, and throughout the year. We want to do everything possible to keep our children in school and, most importantly, keep them in the classroom while simultaneously maintaining a safe and effective learning environment for all scholars. Simply, our goal is to deter unwanted behaviors and encourage wanted behaviors. The four pillars of our behavior management and incentive framework are Positive Behavioral Intervention and Supports (PBIS); communication/family engagement; real-time behavioral tracking system; and structured recognition of student progress. PLA will collaborate with each school to customize our plan for maintaining a positive school culture.

Positive Behavioral Intervention and Supports (PBIS): PLA adopts the Positive Behavioral Intervention and Supports (PBIS) model to shape its school culture and discipline practices, promoting positive behaviors. When implementing PBIS, teachers and other school staff consistently model, practice, and encourage positive behaviors and social skills. Children must learn social skills, just as they must learn math or reading skills; when these skills are taught effectively, the results include a positive culture, safe learning environments, and strong relationships between school staff and students. The use of PBIS reduces disciplinary incidents, including aggressive/antisocial behavior, substance use, and bullying behavior. PBIS also fosters in students improved ability to regulate emotions, academic engagement and achievement, and school climate (including higher rates of teacher retention). Finally, PLA offers structured recognition of student progress as an integral part of this approach; regular recognition addresses behavior and discipline from a positive, rather than punitive, angle.

Communication/family engagement: We view parents as key partners in their child's success, and parents play an integral role in facilitating our school culture. We regularly communicate with parents regarding their child's academic progress, behavioral needs, and successes at Parents-In-Touch days and throughout the year. Teachers send home biweekly report cards that include test scores, teacher comments, and a rating of a child's effort and behavior each day during the previous week. Keeping parents informed of their child's successes and challenges through this constant flow of information is key, and we ensure that parents receive and discuss their child's progress by requiring parents to sign and return report cards each week. We also distribute to parents a regularly published newsletter containing important school updates, upcoming events, reminders, and links to resources in the community. Every other week, we make encouraging and informative phone calls home to every parent to ensure that our communications are personal, friendly, and create a very welcoming culture.

Real-time behavioral tracking system: PLA's use of data for continuous improvement extends to school culture, as well. When we track behavioral data, we can ensure that we are praising children for improvement and adjusting interventions when necessary. One effective system that PLA schools have used is the online Kickboard system. Kickboard tracks student behavior, discipline incidents, referrals, and interventions, and the system is aligned with leading behavior interventions such as PBIS, MTSS, and RTI. The system offers apps for teachers, who can award

points and make notes, as well as for students and parents to see feedback in real time. Kickboard also offers a database system for school- and district level data; school staff can pull reports, track school culture trends, and use data to adapt practices to achieve desired behavioral outcomes. Kickboard's points system can easily be integrated with existing incentive programs. The online system also provides support and resources for teachers and other school staff, including live support, video libraries, and best practices resources. This tool helps schools to decrease the number of discipline incidents, promote better communication with parents, and create student success; it is also a primary mechanism for monitoring school climate.

Structured recognition of student progress: In our current schools, our structured student recognition program has cemented a culture focused on progress, support, and teamwork. In biweekly check-in sessions, teachers will review with students their progress on weekly assessments, identify standards for further learning, and set a quantifiable goal for the next check-in. During these sessions, PLA teachers guide students in recognizing their own improvement and reflecting on the effort and hard work that created improvement. This is further facilitated by only praising growth during check-in sessions, not letter grades. PLA also explicitly and regularly rewards students for progress toward shared goals. PLA's structured recognition of student progress formalizes positive observations from monitoring sessions in order to improve student outcomes. PLA schools celebrate student achievement by displaying student work and teacher kudos in both virtual hallways and classrooms; communicating regularly with parents about kids' successes; and honoring kids who do things for others. School incentive structures are most impactful when linked to student effort. Additionally, growth is best encouraged when students can select their own schoolwork; PLA consistently rewards students by encouraging them to improve on a favorite assignment. PLA's "caught-being-kind" strategy rewards students with a golden ticket to a tangible reward (for example, a fun, educational field trip); recognition serves as pro-social discipline, since students do not have to act out to get attention. Such approaches have been shown to increase regular school attendance and decrease suspension rates.

Family engagement: PLA Virtual prioritizes making the school welcoming and as inclusive as possible. Our outreach process will empower parents and community members to actively engage in life of the school in ways that meaningfully contribute to the school culture. PLA's process will include hosting events both virtually and at accessible sites in the community, surveying parents during these meetings regarding their children's enrichment interests and needs, inviting parents to participate in school activities, and ensuring consistent, open communication between parents and the school.

We believe that it is critical to form strong relationships with our families. As one of the few minority-led organizations in the country, we believe authentic engagement with families is part of our organizational DNA. We are able to build trust with families because we authentically engage and partner with families from the very start. We meet with families prior to the launch of our new school partnership, for example, to understand what they are looking for in their child's school. Throughout the school year, we deepen our relationships with our families by hosting Parents-in-Touch days at the school, where families and teachers can delve into a scholar's academic and behavioral progress; making calls home not only to report challenging behavior, but also to share examples of positive behavior; and inviting families to visit their child's classes, participate in field trips, or support the school in any way they feel comfortable. It is this continuous engagement with our families that has helped generate remarkable support from our families.

Mid-year enrollees and parents will participate in a new scholar orientation. The new scholar orientation will include the following: daily schedule, academic expectations, behavior expectations and consequences, attendance policy, uniform policy, and other key policies. Scholars and families will also immediately participate in the aforementioned culture development efforts.

Hosting parent events will be a signature component of our parental engagement strategy. Examples of family events PLA schools have hosted include:

- Late summer ice cream socials, which serve as an opportunity for parents to meet teachers and school administrators.

- Open houses to familiarize parents with the core school components as well as to expectations.
- One-on-one parent-teacher meetings, called Parents-In-Touch days where teachers provide an in-depth, customized look at each child's performance and behavior through an analysis of student data.
- All-Pro Dads breakfasts and Muffins with Moms, which provide a warm environment to get to know our parents, answer their questions and share how we will support their children.
- Events that showcase our children's accomplishments, including holiday celebrations, January Art Fair, Black History Month Expo, and basketball games.
- School-wide scholar recognition events, which serve as a chance for parents to see their children shine.
- In addition to formal events, we invite parents to sit in on classrooms to support their child at any time, particularly if their child is struggling academically. We also invite parents to go on field trips.

We will adapt these engagement opportunities for our virtual environment – behavior and incentive plans will be modified to reflect the virtual environment with tiered incentives for daily attendance, participation and completion, and academic progress. We believe all of efforts will help develop a culture and ethos that will promote a positive academic environment and reinforce student intellectual and social development.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

The structure outlined above will establish a culture that will meet the needs of all students.

That said, PLA Virtual will provide additional targeted services that will help ensure that the needs of all students are met. PLA Virtual will work to identify community partnerships that provide meaningful services and support to our scholars and families. In the past, we have engaged local community-based agencies to connect scholars and families to key services such as mental health, employment, afterschool, medical/dental services, and housing. In our experience, it is not the number of community partners, but the quality of their outcomes and how well they link up with one another that make the difference. Some of the partners we have historically looked to recruit include:

- **Social emotional support:** Given the level of trauma created by poverty and the exceptional obstacles that our scholars face at home, it is crucial to provide social emotional development support. We work with school-based mental health and wellness programs to provide services such as general screening/assessment, behavioral counseling crisis intervention, health screenings, staff training, family counseling, and referral services. These services are particularly beneficial for students with special needs. By aligning our mental health provider with our response-to-intervention system, we are able to effectively identify special needs and provide appropriate support based on our scholars' individual needs.
- **Family support:** We will look to identify strong community-based programs that are able to support working families to families reach self-sufficiency by providing financial and employment assistance. At our current schools, we provide families access to several critical support services, including job readiness workshops, basic office skills training, access to continuing education, financial literacy workshops, and college planning. Additionally, we will continue to partner with local churches and neighborhood associations to help families access community resources.
- **Local universities:** A key part of our schools' educational focus is preparing children for college starting at an early age. We will look to provide scholars with customized campus visits, that include opportunities to talk to admission officers, students and professors from various disciplines. Additionally, we have provided scholars with special learning experiences, such as partnering with an arts school to provide scholars with music education using real instruments; or partnering with a medical school to provide hands-on dentistry field experience.
- **Local businesses:** PLA has historically developed strong relationships with local and national businesses in service of our families. In our current schools, we have partnered with several notable corporations, including KeyBank to provide financial literacy workshops for families; Cummins to provide hands-on STEM education;

the Glick Company to provide Parent Advocates who work to increase family engagement in their child's education at home and at school; University Health to provide free hearing and vision screenings; just to name a few. Many of our corporate partners are national in scope and we will leverage our current relationships to establish similarly fruitful partnerships.

Supplemental Programming

Meets Standard Expectation
● Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs *(if applicable)*.
● 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. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Identify the anticipated resource and staffing needs for this program.

Yes, we will be offering Summer Advantage. Summer Advantage is a scientifically proven summer learning model for children. It has had two independent studies—one by Urban Institute and the other by APA Consulting. Both have proven the program's impact on three things: statistically significant impact on reading skill achievement. That was a randomized controlled group study—our scholars went up by over a month while scholars who did not get the dosage went down by over 2 months. The second one was a statistically significant improvement in parental engagement. The final study was a quasi-experimental, the second highest standard of evaluation, proved that the scholars who chose to participate in Summer Advantage had a statistically significant higher test scores on standardized tests when they returned to school in the fall.

The scholars who participate in Summer Advantage this year, will participate virtually Monday through Friday, from 9am-12pm for 5 weeks. Scholars, in grades K-6, will be clustered by grade level and will be in virtual classes with scholars from across the participating schools. Small class break outs will be determined by skill level and will have no more than 10 scholars. Students start the day with community time then break into whole group instruction, alternating between Math and Reading each day. For example, Reading takes place Monday, Wednesday and Friday. Math takes place Tuesday and Thursday. Following whole group instruction, students will go into small class breakout during which continuation of skills taught in whole group takes place. Students end the day with an hour of enrichment programming,

We see summer as a chance to remediate or to accelerate. This program will target every PLA virtual scholar and will be an exciting invitation to continue their learning journey.

Staffing will largely depend on enrollment, but we will traditional have one lead teacher per grade band and one to two teacher assistant depending on the size of the grade band. The program is historically cost $450 per scholar and is traditionally covered through philanthropy, summer school reimbursement and we may explore, depending on income of families, a sliding scale contribution.

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

PLA virtual is currently exploring a partnership with PLA and other district schools in which PLA scholars will reside. In Indianapolis, for instance, if allowable, middle and high schoolers will participate in enrichment and extracurricular activities at the James and Rosemary Phalen Leadership Academy. Some activities in which we expect that we anticipate scholars to participate include sports such as soccer, football, cheerleading, dance boys/girls basketball, boys/girls track. For scholars outside of Indianapolis, we will work with our student's neighborhood school and work to develop an MOU that allows them to participate in athletics, clubs and other extracurricular activities.

Some current extracurricular that scholars will be able to participate in includes, Young Actors Theatre. Some career related experiences and exposure scholars will have include summer work experiences through our partnerships with TeenWorks and Employ Indy and Ascend. Depending on the other communities from which our scholars enroll, we will work to build a similarly rich array of partnerships for our scholars.

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

Similar to PLA, we will develop partnerships with agencies that provide mental health services. An example of two partnerships we currently have our Community Health and Gallahue Health. They provide a range of mental and other menu of wellness programs available to our scholars and families. Some of our current partners serve children statewide. For scholars who do not live near a partner service hub, we will develop MOUs with nearby local or statewide mental and emotional health service providers.

While PLA is a virtual school, we will also work with our service partners to determine the best ways to deliver social and emotional supports to our scholars and families. Before, and as a result of this pandemic, many of our partners have learned to deliver their services virtually. In some cases, that may not be the best way to support the needs of our scholars. In those cases, we will support some combination of either (a) service provider home visits, or (b) on-site services at the local or regional sites of our mental and emotional health service providers.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

PLA traditionally provides college exploration, career exploration and college campus visits and work place visits for its scholars. Scholars from PLA virtual will be invited to participate in those activities, if applicable. Colleges that we have historically visited and maintain a relationship with includes Butler, Notre Dame, IEU and Ball State.

5. Describe how the school will incorporate remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. For the applicant's reference, Education One defines eLearning as learning conducted via digital and electronic media and resources. Extended learning would be implemented by schools who do not have the capacity to continue instruction with technology due to lack of school or family resources needed for eLearning, but provide students and families with paper/pencil resources and support. Further guidance on Indiana's eLearning department can be found here: https://www.doe.in.gov/elearning

As a virtual school, we won't have interruptions due to inclement weather.

- Summarize the types of resources and/or programs the school will utilize to ensure instruction continues.

Every day is a remote learning day for PLA virtual. The tools that PLA will use to deliver its virtual plan has been described throughout the proposal.

- Identify the professional development needed in order to support teachers in implementing the school's plan.

The professional development plan is described in detail in Section II. Every day is a remote learning day for PLA virtual and therefore, the same plan will be executed.

- Describe how the school would communicate with parents for scheduled and unscheduled remote learning days.

Not applicable.

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

Every day is a remote learning day for PLA virtual. Expectations for teachers have been and will be described throughout the proposal.

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

Every day is a remote learning day for PLA virtual. Expectations for scholars have been and will be described throughout the proposal.

- If the school is to count a remote learning day as one in which school is open, services provided to Special Education students and English Language Learners must continue based on the language found in Individualized Education Plans (IEPs) and/or Individualized Language Plans (ILPs). 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.

As a virtual school, the implementation of these services will not change. They are described in Section I.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; English Language Learners (ELL); students identified as intellectually gifted; and students at risk for academic failure or dropping out. Identify the special populations and at-risk groups the school expects to serve, whether through data related to specifically targeted school or neighborhood or more generalized analysis of the population served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

All special populations and at-risk scholars at PLA Virtual will be provided support services in a virtual format. Through the Blackboard system, our learning management system, scholars will be serviced in whole group, small group, and as individuals. They will be accompanied during these lessons by teachers certified in their area of need in accordance with their individualized plan. Scholars will also have access to our special populations support staff including but not limited to our school psychologist, speech pathologist, school social worker, counselor, occupational therapist, and interventionist.

Currently PLA services scholars with IEPs, English Language Learners, Section 504 plans, homeless, and in foster care. Teachers on the PLA special populations team are dedicated to meeting scholars at their ability level to help them reach their fullest potential. They help tailor the lessons to meet the goals of each scholar and are available each weekday to help scholars through any challenges. Regular education teachers will have access to the At-A-Glance IEP and intervention plans for each scholar so that they are aware of the goals that are being addressed and can add the appropriate accommodations in their lesson plans. PLA will remain compliant with state and federal guidelines and protocols for our special population scholars.

Per IEPs, ILPs, and 504 plans scholars will receive intervention virtually in the subject area as written. Either one-on-one and/or in group setting instruction will be delivered utilizing the Blackboard platform within the virtual whole class setting or in small group during a non-content area (ELA and Math) direct instructional time during the scheduled school day.

Our plan to support gifted and talented students is described below.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
   - Methods for identifying students with special education needs (and avoiding misidentification);
   - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs.
   - Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in

the IEP; plans for promoting graduation for students with special education needs (high schools only); and plans to have qualified staffing adequate for the anticipated special needs population.

PLA will inspect and review each scholar's educational record with respect to the identification, evaluation, and educational placement of scholars along with the provision of a free appropriate public education. We will utilize our Multi-Tier System of Supports (MTSS) framework to ensure that we do not over identify at-risk scholars as having a disability. The collected data will be shared with the special education team to review and identify factors relevant to identification. The team will review the data to determine the evaluation process. PLA cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a scholar's parents/legal guardians. Once written parental/guardian consent is obtained, PLA will proceed with the evaluation process.

Scholars found eligible for special education require specially designed instruction that is identified in an Individualized Education Plan (IEP). During the writing of the plan the IEP team will review and finalize the proposed details of an appropriate educational program to meet the scholar's documented needs.

Scholars may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. PLA will ensure that qualified scholars with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual scholar. In compliance with applicable state and federal laws, PLA will provide scholars with disabilities the necessary educational services and support they require to access and benefit from their educational program. Services will be rendered for scholars with disabilities within the scheduled virtual school day during non-content areas (ELA and Math) direct instructional times. This is to be done without discrimination or out of pocket cost to the scholar or family for the essential supplementary aids, services or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the scholar's abilities and to the extent required by the law. These programs and services will be provided by our certified special education staff through our virtual platform.

Parents of our special education scholars will continue to receive progress reports, annual IEPs, and 3-year re-evaluations to monitor their child's progress. PLA staff will monitor our scholars district and state assessments, grades, progress towards individualized goals, observations, and weekly progress to determine their academic growth. High school scholars will also be monitored through the progress of their transition goals to ensure they meet their post-secondary goals.

3. Explain how the school will meet the needs of ELL students, including the following:
   - Methods for identifying ELL students (and avoiding misidentification);
   - Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   - Means for providing qualified staffing for ELL students.

PLA will continue to follow all IDOE guidelines in identifying, testing and providing curricular adjustments for English Language Learners via our virtual platform. Inherent to that process, we provide a multilingual text to speech utility as an excellent means to alleviate the language barrier during the scholar's transitional time to English. Additionally, we also offer Text to Speech capabilities to all scholars who do not read at a proficient level. Our certified ESL teachers will continue to monitor our ELL scholar's progress and success through proficiency.

Additionally, and as highlighted above, our ELL scholars will spend as much time as possible in mainstream classrooms in order to ensure the greatest academic and social achievement. Our teachers will participate in extensive, ongoing professional development on how best to serve ELL scholars. PLA views the provision of services to English Language Learners as culturally responsive and necessary to ensure the equitable provision of educational services to all students. The school will utilize a bilingual education model to ensure that ELL students achieve English language proficiency in listening, speaking, reading and writing. PLA will hire teachers who are bilingual in Spanish and English to provide academic content instruction, bilingual teaching assistants to provide additional classroom support, and bilingual parent advocates to bridge any communication gap between parents and staff. ELL scholars will be assessed using the WIDA standardized test to determine precise English language capabilities. If the scholar meets the legal definition of English Language Learner, then the scholar will have access to services designated for English language learners, including auxiliary texts, supplemental curricular tools and time with staff members specifically trained in best practices to serve ELL scholars.

Our instructional approach in serving ELL scholars within the classroom will be rooted in the most respected research in the field. As laid out by the Center for Applied Linguistics, our targeted ELL instruction will have the following characteristics:

- Instruction for ELL scholars will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- We will not only focus on literacy instruction for our ELL scholars, but also oral fluency in English, as oral fluency and literacy achievement are closely linked and yet oral fluency is often overlooked.
- As oral fluency and literacy in the scholar's native language can be beneficial in the literacy instruction in English, the scholar's first language will be welcome in the classroom.
- As much as possible, teachers will use gesture, non-verbal cues, and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate.

These strategies will allow us to teach the required curricula with modifications tailored for ELL students. This duality in instruction will give students the opportunity to participate fully in our educational model.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide to these students.

PLA Virtual is designed to provide critical wraparound services for all of our at-risk scholars. Our comprehensive MTSS approach will provide the relevance and incentives these scholars need in order to continue through graduation. The relationships established by teachers, counselors, instructional specialists, mentors and business/community partners will also deliver a significant impact on the success of these scholars.

We will identify scholars who are underperforming, after a thorough review of data, (including district assessment scores, grades, teacher observations, parent input) and place scholars in the following classifications:

- Tier 1 Academics: Teachers use high-quality core class instruction aligned with the Indiana Academic Standards in which the majority of our scholars have demonstrated success.
- Tier 2 Academics: Scholars are identified for individual or small group intervention in addition to core instruction. This level includes scientific research-based programs, strategies, and procedures designed to supplement, enhance, and support Tier 1 activities.
- Tier 3 Academics: scholars who have not responded adequately to Tiers 1 and 2 will receive specific, custom-designed individual instruction beyond the instruction in Tier 1. This level of intervention is aimed at

those scholars who have academically identified difficulties.

Edgenuity, Fountas and Pinnell LLI's, and/or Voyager Passport are the intervention programs that will be used during Tier II and/or Tier III instruction.

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5. Explain how the school will identify and meet the needs of the intellectually gifted students, including the following:
   - Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
   - Plans for monitoring and evaluating the progress and success of intellectually gifted students;
   - Means for providing qualified staffing for intellectually gifted students.

All scholars in grades 2 and 3 will be administered the CogAt (Cognitive Abilities Test) to identify gifted scholars. Identified gifted scholars will be grouped and placed with in classrooms with scholars with similar abilities and/or performance for instruction. Utilizing our content area curricula, curriculum compacting will be applied for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. Gifted scholars will be assessed weekly to monitor progress.

PLA will provide comprehensive services for scholars of high ability that are differentiated to meet their academic, social, and emotional needs. These services may be provided in variety of ways:

- Ability Grouping: Opportunities for high ability learners to socialize and to learn with like-ability peers
- Acceleration: Opportunities for various forms of content, subject and grade acceleration as needed
- Differentiation: Differentiation in pace, amount of review and practice, focus on larger concepts, and interdisciplinary connections
- Independent Work: Opportunities to work independently in areas of passion and talent

When planning appropriate programming and services for scholars of high ability, PLA Virtual will consider:

- How high ability scholars will be grouped, organized, or provided with individual plans for the most effective learning;
- What training the teacher has or needs to most effectively teach and plan learning experiences for scholars of high ability;
- What content, standards, and pace are most appropriate for these scholars; and
- What instructional models, strategies, projects, and products are most appropriate for promoting academic growth?

PLA understands that one specific type of programming for scholars of high ability cannot meet the needs of the many levels and types of talents and abilities evidenced by these scholars. The process that will be used to create a comprehensive plan and that will assist with the decision-making process for high ability scholars will be:

- Identify scholars according to a valid and reliable process.
- Look for any outlier scholars who may need to skip a grade or skip a subject. PLA will consider these cases individually, including consulting our district assessment to assist in making decisions.
- Utilize the district and state assessments to determine academic growth for each scholar.
- Assign certified special population instructors to individual scholars to create and monitor their individualized plans.

Student Recruitment and Enrollment

1. For New Start model schools: Explain the plan for student recruitment and marketing that will providing equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

PLA abides by all state and local regulations for public schools regarding admission policies. PLA Virtual will implement a multi-pronged advertising and recruitment plan that is designed to 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. For families that have participated in Summer Advantage, we will make personal phone calls and launch scheduled automated outbound calls to share information about the school and to encourage interested families to complete enrollment applications. The PLA Virtual team is also in the process of developing a marketing campaign focused largely on radio advertising and social media. We believe this will also increase the awareness that PLA now has a virtual school.

PLA Virtual will also publicize enrollment to the community and families by circulating flyers and posters near the school campuses and in highly visible locations in the community, such as churches, libraries, parks, and community bulletin boards. We will also host virtual community engagement events that provide a more comprehensive view of our new school, the admission policy, and the enrollment process. We have learned that frequently engaging families is essential to retaining our scholars. By inviting families to key community events, such as virtual open houses, new and returning families (those who have elected to go virtual next fall) will have the opportunity to meet other families, talk with staff, and learn more about our educational model and enrichment programs. As shared previously, where appropriate, we will send monthly newsletters to current and prospective families as a way of both keeping them informed about school news and keeping them engaged. Our experience is that the high-quality learning environment our scholars experience, our enhanced family engagement efforts, and the positive student culture at our school not only result in strong student retention, but also serve to promote enrollment via word of mouth.

For Takeover model schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

Not applicable.

2. Provide, as **Attachment 8**, 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

1. Describe in detail the school's approach to student discipline. Provide as **Attachment 9** 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.

The practices that PLA Virtual will implement to promote good discipline, including both penalties for infractions and incentives for positive behavior have been described in detail above in the section on School Culture.

Although our classroom environment is virtual (online), the standards of behavior are as important as they are in brick and mortar schools. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate scholar behavior is expected. To ensure that all PLA scholars understand how to behave in an online environment, we have developed a code of conduct that all scholars are required to follow. This code of conduct addresses student interaction with PLA teachers, staff, and other PLA scholars, as well as their individual actions. Scholars share with the school community a responsibility for developing PLA into a school that exemplifies high standards and excellence. This Code of Student Conduct and the Discipline Procedures described below are designed to help scholars fulfill this responsibility. In order to fully realize the advantages of PLA's educational opportunities, scholars must assume personal responsibility for their behavior.

Understanding the information that follows is an essential responsibility of each scholar. The PLA Code of Student Conduct shall apply in all environments - home and community, during the school day and at any school function that occurs outside regular school hours. Although we are a virtual school, scholars are still expected to follow all policies and procedures for behavior in the virtual environment and any in-person events, including state testing and school community events.

All members of the school community must:

- Demonstrate honesty and integrity
- Respect the differences in people, their ideas and opinions
- Treat one another with respect and dignity especially when there is disagreement
- Respect and treat others fairly
- Respect the rights of others
- Demonstrate respect for others especially those in positions of authority
- Respect the need of others to work in an environment that is conducive learning and teaching in an online setting

- Be courteous and polite at all times especially in electronic mail exchanges

In addition, all students must:

- Respect the integrity of all online systems and networks
- Respect all copyright laws
- Respect the personal information and privacy of others
- Be active and engaged participants in the learning program
- Be accountable for off-school internet services which may have a negative impact on the school program, teachers or students
- Obey directions from teaching and administrative staff
- Complete all assignments and work in a timely and thorough manner

Below are 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. Members of the school community must NOT:

- Engage in bullying or aggressive behavior
- Threaten or intimidate others
- Engage in behaviors motivated by hate or bias
- Commit any act of vandalism that causes damage to school property or servers
- Create a disturbance with interrupts or disquiets the proceedings of the school, a class, or any learning environment
- Engage in any behavior that would be considered as conduct injurious to the moral tone of the school or injurious to the physical or mental well-being of others
- Misrepresent an identity or assume the identity of another by using login credentials other than those specifically assigned. This includes using email or login information issued to another including family members

In addition, all scholars shall **not**:

- Share login credentials with anyone else
- Knowingly upload any file or program that contains a virus, malware or other malicious code
- Reproduce course content including assessments, electronic mail correspondence, digital captures, discussion or chat threads in any fashion and to any other server without explicit written permission from the school principal or designate
- Use anyone else's login account
- Write, use, send, download or display any information that is hostile, insulting to others, obscene, threatening, or otherwise offensive.
- Discuss in any open forum information that is critical of another student or teacher. Discussion forums and chat threads are open to all school members and not appropriate mediums for private correspondence.

Engage in any of the following acts of academic misconduct: *Cheating*: The act or attempted act of deception, in which a participant falsely represents that he or she has learned information in an academic exercise including unauthorized collaboration with others. *Plagiarism*: Representing the words, data or ideas of another as one's own in any academic exercise. *Collusion:* Intentionally or knowingly helping or attempting to help another commit academic misconduct such as substituting for a test or completing an assignment for someone else. Collaborating with others while taking online tests or similar summative evaluation.

PLA has a pro-social, progressive school discipline policy, as discussed in our responses above. To the extent that our policy aligns with state and local policies regarding discipline, suspension, and expulsion, we will tailor this policy

to dovetail with district student discipline policy, working closely with district and with each school to ensure in compliance with state regulations.

Our goal is to keep students in their virtual classroom, and whenever possible, rather than removing students, staff will show care and concern by talking with the student to find out the root of any behavioral issue. We also keep in close communication with parents to help prevent behavioral concerns from escalating. If more support is needed, we work with the school administration and mobilize school support staff to meet that need.

Please see our attached discipline policy for a detailed outline of 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.

Students can expect that:

- Appropriate and progressive discipline will result when school rules and routines are violated
- While parental input is welcomed and considered, it is the responsibility of the school staff and administration to make decisions about discipline
- Login privileges will be revoked at the discretion of the school Principal for acts deemed injurious to the moral tone of the school, injurious to the physical or mental well-being of any other member of the school community, or contrary to the Board or School Code of Conduct.
- Suspension pending expulsion must be considered by the Principal for any act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical well-being of others or for any conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or respect the rights or dignity of other school community members despite having been given reasonable opportunity to do so.

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning: Scholars who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the scholar's permanent record. The scholar will not have a disruption in schooling and will continue to have access to PLA's learning management system and programs.

   Warnings are issued when a scholar demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this policy.

2. Suspension: When a scholar is suspended, access to PLA's learning management system and programs are temporarily blocked and he/she is not permitted to attend school-sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a scholar's permanent record.

   During a period of suspension as defined by the school principal, a scholar's permission to use parts of PLA's learning management system and programs is restricted. Scholar access to webmail, the message boards and online clubs/activities may be revoked. In such cases where the scholar's access is completely revoked, the learning coach is responsible for obtaining the scholar's assignments, responding to webmail and recording assessment responses for the scholar. The scholar should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

• Cheating on tests or daily work: A scholar who knowingly participates in copying, using another's work and representing it as his or her own (for example, Scholars transmitting their work electronically for another scholar's use), or who provides other Scholars with test answers, answer keys or otherwise uses unauthorized materials in an assignment or assessment situation.

• Plagiarism: A scholar's use of another person's words, products or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the internet, and getting family or friends to help with coursework.

• Unexcused absences: A pattern of unexcused absences is the absence of a scholar due to truancy, illegal employment or parental neglect.

• Illegal absence: Illegal absences are unexcused absences by a scholar who is under the age of 17 who is absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations and truancy.

• Abusive conduct: A scholar who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

• Bullying: A scholar who repeatedly engages in negative actions against another scholar in an attempt to exercise control over him or her.

• Harassment: A scholar who demonstrates verbal, written, graphic or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

• Vandalism: A scholar who intentionally damages or destroys school property or records (physical or electronic). In these instances, PLA reserves the right to contact the proper law enforcement agency(ies).

• Theft and robbery: A scholar who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.

• Sexual harassment: A scholar who subjects another to any unwelcome sexual advances, including verbal harassment, unwelcome or inappropriate touching or suggestions, requests or demands for sexual favors.

• Violation of Acceptable Use Policy: Scholars who violate the Acceptable Use Policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.

• Repeated violation of any disciplinary policies or codes of conduct.

3. Expulsion: When a scholar is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a scholar's permanent record. Violations that may lead to expulsion include, but are not limited to, any

behavior that indicates that a scholar is a serious threat to the safety of others: e.g., possession of firearms, dangerous weapons, bombs or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations and laws.

The following due process actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)
An informal hearing will be convened with the scholar, parent, school principal and other staff members as appropriate. At this hearing, the scholar will be provided all due process as required by law. The school principal will inform the scholar and parent of the charges. If the scholar does not admit to the charges, he or she will be provided an explanation of the evidence. The scholar will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the scholar and parent.

Suspension of an additional 10 days, or an expulsion
If a principal believes that a scholar has committed an offense that might require expulsion, the principal may suspend the scholar for more than 10 days, pending a board hearing. During this time, the principal will request a board hearing to discuss the possible expulsion of the scholar. The parent(s) will be notified of due process rights, including the right to appear at the board hearing and to present the scholar's side of the case. The parent(s) will be notified of the date, time and place of the hearing in compliance with Indiana statute.

2. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as is.

Students and parents will have many opportunities to learn about our Discipline Policy. Our policies will be discussed with prospective parents and scholars. It will be reviewed during our virtual Open House events. Parents and students will review the written policies as part of their enrollment Welcome Packet. Parents and scholars will learn of our policies during our Back to School Night prior to the start of school. Scholars will review our Discipline Policy with administration as part of Day 1 expectations. Classroom teachers will also reinforce. Our parent newsletter and Parent-In-Touch days will also reinforce our policies. And our overall culture will positively reinforce our policies and expectations.

Parent and Community Involvement

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.

1. Describe the role to date of any parents and community members involved in developing the proposed school.

As described in the answer above, parents have asked PLA to create a virtual opportunity for their children to remain involved with PLA. Parents are deeply concerned about COVID-19, its impact on school this fall, and the possibility of second wave of the virus. Through our frequent interactions with parents, we have surveyed them regarding what they would want in a virtual school.

PLA is also unique in that it is one very few Black-led charter school management organizations. The majority of the leadership of the board and the management team are from the community. Our application reflects both strong parent and community input.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

The impetus of this proposal was driven by parent demand. PLA has been in touch with our 5,000 families throughout the state on a weekly, and sometimes bi-weekly basis during this pandemic. Many parents have expressed the desire to remain with PLA, but a deep concern about this health crisis and the health and safety of their children. They have asked us to create PLA Virtual as it will allow their children to stay with PLA and stay safe. In fact, 302 parents have expressed an interest in enrolling in PLA Virtual should open a virtual school. We understand that this interest may ebb and flow based on several factors, including adequate testing; discovery of a vaccine and/or a treatment; spikes or declines in cases as a result of our reopening, evolving information about the impacts of COVID on children, and more.

Engagement of parents and community will continue to be an important part of the school launch. Parents will help get the word out about our new school and in some cases, become some of our first parents. Community partners will be engaged as potential providers for families in our new school model.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section II 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 will seek from, offer to, or require of parents.

Parental engagement is key to the success of children. At our current schools, our outreach process empowers parents and community members to actively engage in life of the school in ways that meaningfully contribute to the school culture. PLA's process includes hosting events both at the school and at accessible sites in the community, surveying parents during these meetings regarding their children's enrichment interests and needs, inviting parents to participate in school activities, and ensuring consistent, open communication between parents and the school.

PLA believes that it is critical to form strong relationships with our families. As one of the few minority-led organizations in the country, we believe authentic engagement with families is part of our organizational DNA. We are able to build trust with families because we authentically engage and partner with families from the very start. We meet with families prior to the launch of our new school partnership, for example, to understand what they are looking for in their child's school. Throughout the school year, we deepen our relationships with our families by hosting Parents-in-Touch days at the school, where families and teachers can delve into a scholar's academic and behavioral progress; making calls home not only to report challenging behavior, but also to share examples of positive behavior; and inviting families to visit their child's classes, participate in field trips, or support the school in any way they feel comfortable. It is this continuous engagement with our families that has helped generate remarkable support from our families.

Hosting parent events is a signature component of our parental engagement strategy. Examples of family events PLA schools have hosted include:

- Late summer ice cream socials, which serve as an opportunity for parents to meet teachers and school administrators.
- Open houses to familiarize parents with the core school components as well as to expectations.

- One-on-one parent-teacher meetings, called Parents-In-Touch days where teachers provide an in-depth, customized look at each child's performance and behavior through an analysis of student data.
- All-Pro Dads breakfasts and Muffins with Moms, which provide a warm environment to get to know our parents, answer their questions and share how we will support their children.
- Events that showcase our children's accomplishments, including holiday celebrations, January Art Fair, Black History Month Expo, and basketball games.
- Schoolwide scholar recognition events, which serve as a chance for parents to see their children shine.
- In addition to formal events, we invite parents to sit in on classrooms to support their child at any time, particularly if their child is struggling academically. We also invite parents to go on field trips.

We also reach out to parents via a variety of media. The following list details PLA's communication channels:

- PLA online presence: Phalen Leadership Academies uses its main web page, social media platforms (Facebook, Twitter, Instagram, and a YouTube Channel with features from our schools), and the PLA Mobile App to share news, updates, and events with the community.
- Parent newsletters: We regularly send out news about partner schools and include items about the larger PLA network.
- Targeted mailers, phone calls to parents, and even radio campaigns, have been particularly effective vehicles for communication.
- FAQ document with our families.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school 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. Include, as **Attachment 10**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

PLA Virtual will provide services that address the needs of our scholars. As shared above, some of the partners we typically look to recruit include:

- **Pre-school services:** At partner elementary schools we partner with high quality preschool education providers that provide a holistic approach to childcare and education, supporting children's social, emotional, and educational needs. Early learning centers are often situated on our campus, providing a natural transition for our younger scholars, as they immerse themselves in our culture and program. We will look for partners that employ highly qualified staff and provide curriculum-based learning, in addition to structured and responsive care.
- **Social emotional support:** Given the level of trauma created by poverty and the exceptional obstacles that our scholars face at home, it is crucial to provide social emotional development support. We work with school-based mental health and wellness programs to provide services such as general screening/assessment, behavioral counseling crisis intervention, health screenings, staff training, family counseling, and referral services. These services are particularly beneficial for students with special needs. By aligning our mental health provider with our response-to-intervention system, we are able to effectively identify special needs and provide appropriate support based on our scholars' individual needs.
- **Family support:** We will look to identify strong community-based programs that are able to support working families to families reach self-sufficiency by providing financial and employment assistance. At our current schools, we provide families access to several critical support services, including job readiness workshops, basic office skills training, access to continuing education, financial literacy workshops, and college planning. Additionally, we will continue to partner with local churches and neighborhood associations to help families access community resources.

- **Local universities:** A key part of our schools' educational focus is preparing children for college starting at an early age. We will look to provide scholars with customized campus visits that include opportunities to talk to admission officers, students and professors from various disciplines. Additionally, we have provided scholars with special learning experiences, such as partnering with an arts school to provide scholars with music education using real instruments; or partnering with a medical school to provide hands-on dentistry field experience.
- **Local businesses:** PLA has historically developed strong relationships with local and national businesses in service of our families. In our current schools, we have partnered with several notable corporations, including KeyBank to provide financial literacy workshops for families; Cummins to provide hands-on STEM education; the Glick Company to provide Parent Advocates who work to increase family engagement in their child's education at home and at school; University Health to provide free hearing and vision screenings; just to name a few. Many of our corporate partners are national in scope and we will leverage our current relationships to establish similarly fruitful partnerships.

Phase-In/Takeover Planning

Meets Standard Expectation

- Effective strategies, programming, and support services—and demonstrated capacity (including prior takeover/turnaround experience)—to transform a failing school culture into a positive, inclusive, high-performing culture and to significantly raise student achievement among at-risk populations currently attending a low-performing school.
- Solid understanding of and ability to establish strong partnerships with the targeted community, including a robust community engagement plan for the pre-opening year.
- Sound understanding of the challenges and plan for working effectively with the existing school(s) and community during the transition or co-location period. (Phase-In)
- Sound plan—including specific parent and community engagement strategies—to successfully recruit, transition, and retain students who would be assigned to the school being replaced. (Takeover)

To be completed only by applicants proposing a school Phase-In or Takeover. If you are not proposing a Phase-In or Takeover, mark "Not Applicable."

1. Describe your organization's prior experience in taking over or turning around an underperforming school.

Not applicable. While PLA has a board range of experiencing taking over and turning around failing schools, that experience is not applicable here.

2. Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.

Not applicable.

Educational Program Capacity

Meets Standard Expectation

- Evidence that school leadership and management team 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. Identify 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.

Below are some of the key members of PLA Virtual's leadership team:

Earl Martin Phalen, Founder & CEO: Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of $12,000 to $27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. Both BELL and Summer Advantage are among the very few expanded learning time programs in the country to be scientifically proven to raise student achievement. As a result of this track record, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 19 schools serving over 7,000 students, uplifting children from our most vulnerable communities. In addition to transforming multiple F-rated schools into A-rated schools, PLA consistently helps its scholars achieve outstanding growth. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Scholars recently produced Rosa2018: writing, producing, acting, and filming a modern-day version of the Rosa Parks story. Through this experience, scholars learned film stitching, video production, virtual reality, graphic design, video editing and so much more. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

Andrea Robinson, Chief Academic Officer: Andrea received her BA from Indiana University in elementary education and her master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building, where she was recognized with the district-wide Indiana Teacher of the Year award in 2009. She worked to become the instructional coach for her K-5 building where she used her knowledge of best practices to lead educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. Andrea has provided professional development for the University of Indianapolis' elementary education program and for educational webinars with Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County, working closely with schools and districts to develop best practices for turnaround principles. Andrea has also served as the district manager in the State Development Network (SDN) to ensure the development of district system alignment and improve student achievement.

Courtney Lumbley, Director of School Improvement: Courtney's educational pathway began with a B.A. in Elementary Education from DePauw University, an M.Ed. from Indiana Wesleyan University in Curriculum and Instruction, and an endorsement for administration through WGU's Educational Leadership program. Her twelve years of classroom experience span grades three through twelve including Title I language arts, high ability, and

German language instruction. Courtney taught in MSD Perry Township and Bartholomew Consolidated County Schools before serving in Franklin Township Community School Corporation as a teacher, instructional coach, and building administrator where quality instruction and collaboration for student growth was her focus. Courtney worked with teams of teachers implementing a data-driven Tier 2 and 3 intervention plan to impact student achievement. Before her role as a building administrator in Franklin Township, Courtney received the honor of Teacher of the Year for the district and finalist for the Indiana State Teacher of the Year.

Amber Deckard, Director of Recruitment: Amber is an accomplished Executive in the nonprofit industry. She has over 20 years' experience in nonprofit leadership including human resources and talent management. Amber first joined the team in 2010 as a Regional Director for Summer Advantage where she was instrumental in helping the program reach thousands of scholars across the country. In 2014 Amber was called to serve as a Regional Vice President for a national nonprofit charged with improving birth outcomes and health equity for moms and babies in the US. During her tenure, Amber was successful in building teams across 26 Markets in the Midwest, supporting a reduction in both premature birth and health equity disparities – both critical focuses for the Foundation. In October of 2018 Amber joined the PLA Team as National Director of Recruitment with a goal to help positively impact children across the country by partnering with our schools to source, attract, and hire exceptional educators that share our unwavering belief and passion for educating and empowering scholars from underserved communities.

Leticia Sampson, Director of Special Education: Leticia came to PLA with 19 years of experience in special education. At her previous position with Total Education Solutions, she assisted schools in maintaining compliance in their special education departments. She had also been an integral team member of PLA's Michigan schools as a contracted employee. Leticia grew up in Detroit and has worked in many counties across Michigan. She also served as Program Director of a special education day school in Washington, D.C. Leticia obtained her Ed.S. from Wayne State University and is current working on her Ed.D. in Education Leadership and Policy Studies.

Helen Dixon, Director of Human Resources: Helen is responsible for leading the recruitment, selection and placement of all employees. Helen has over 10 years of recruitment experience. Prior to joining PLA, Helen served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Helen was the architect of an enterprise-wide recruitment program for 38,000 employees and 43 operating departments. Prior to the City of Chicago, Helen served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance for 600 schools and implemented new strategies to meet annual workforce requirements.

Michelle McConnico, Director of Communications: Michelle is as an award-winning communications and marketing professional and proud United States Air Force Veteran. She has spent over a decade connecting communities and helping organizations achieve their goals through communications. Michelle received numerous awards for her work including Verizon Wireless Communications Improvement Recognition, President Obama's Call to Service Award, and The Village's Helping Hand Award. She was also named one of Chicago's Top Professionals Under the age of 40. In addition to representing school districts and cities, Michelle has counseled and represented companies and CEO's of some of the world's most successful organizations including The Coca-Cola Company, The Department of Veterans Affairs, Verizon Wireless and PetSmart.

Eva Spilker, Chief Financial Officer: Eva has served as Controller and Finance Director at Diamondback Direct, an international division of Quadriga Direct Mail Holdings—a leading global provider of direct marketing services. Her responsibilities included all finance and accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, executive team and board presentations, margin and audit management, and annual budgeting. Eva's career in finance began in the Corporate Financial Consulting Division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all capital expenditure justifications and analyses. After CSX, Eva

transitioned to a partner role in a regional advertising agency where she managed all finance and operations functions. Eva holds an economics degree from the University of North Carolina at Chapel Hill.

Johnny Jin, Chief Strategy & Development Officer: Johnny brings over a decade of proven leadership in institutional advancement to achieve large-scale social impact. As a core member of the founding team, Johnny helped grow a regional summer learning pilot into a high-performing school network serving over 7,000 children across the country. In this capacity, Johnny develops pathways to scale; oversees the procurement of grants and contracts; and facilitates the calibration of strategy to drive sustained growth and success. Johnny has consulted with companies and initiatives on projects concerning early childhood literacy, city-wide arts education, social studies innovation, and adult professional development. Johnny is a first-generation college graduate. He earned his BA in Economics from UC Berkeley (where he graduated early in two years), and a Master's in Education Policy and Management from Harvard.

Describe the teams 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.

As described above, our leadership team has a wide range of experienced team members who possess expertise and skillsets in core functional areas that are instrumental to the educational and operational success of the school, including instructional leadership, professional development, nonprofit management, facilities, community engagement, business, and financial administration. As highlighted in our track record of success, our team knows how to win for children and families.

Our approach and capacity in the areas of Curriculum, instruction, and assessment; performance management; and parent and community engagement have been described above or will be detailed below.

Collectively, all team members described above has been with PLA for an average of 7 years. They understand deeply what it takes for students to be successful and they have many years of experience doing that within the other schools in Indiana.

Describe the group's ties to and/or knowledge of the target community.

PLA is one of the few nonprofit school operators in the country led by a team comprised primarily of leaders of color. Our leaders have devoted their adult lives to improving the lives of children in underserved communities. We have also served children and families throughout Indiana for the past 12 years. We have deep ties to and knowledge of the communities that we will serve.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, 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.

As shared previously, PLA Virtual was created at request of families throughout the state. In developing the school model we relied on 12 years of experience serving families; feedback that we have received from parents, teachers and scholars; extensive research on the success and failures of virtual schools across the country; and the

experience of both our leadership team, several of whom have been involved in the operation of virtual or blended learning schools, and our board of directors.

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 11**, the qualifications, resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

We believe that the success of any school hinges on a strong school leader. A PLA school leader is expected to uphold the standard of excellence our scholars deserve through communication, coaching and commitment. PLA has not yet identified the school leader for PLA Virtual, but we expect to have our leader selected by June 15.

In the interim, our CEO, Earl Martin Phalen, and our Chief Academic Officer, Andrea Robinson, will lead PLA Virtual. Their experience and track records of success have been highlighted above. We are confident that they will help our scholars achieve academic success and develop both socially and emotionally.

As we finalize our school leadership hire, we will adhere to our robust recruitment process and policies as outlined below. To recruit school leaders, we engage in a mixed-media and multi-strategy search to identify talent and staff that underscore our mission. This includes recruiting through referrals, job board postings, social media, and education intermediaries, as well as partnerships with mission-aligned organizations and professional associations. Once a candidate is identified, we have a rigorous, multi-stage screening process. During the first phase of the interview process, candidates complete an online application and participate in an intensive phone interview with one of PLA's Recruiters. Applicants then complete a writing sample and leadership assessment test. If successful, candidates are advanced to the second phase of the selection process that includes an Interview Day with a panel of educational experts. Final phase of the selection process is an interview conversation with our Chief Academic Officer.

If no candidate has been identified, provide as **Attachment 12** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. 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 13**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Roles of the PLA leadership team: The success of PLA scholars can be attributed to the comprehensive, high-quality services that PLA provides to its schools and scholars, including successful management of non-academic school functions. While some educational management organizations only offer human resources and accounting support, PLA provides a strong continuum of services, which include:

- An outstanding educational program (i.e., research-based curricular framework, pacing guides, and assessments).
- Recruitment of exceptional school leadership and outstanding teachers.
- Pre-service professional development and an on-going coaching cycle for teachers, as well as an online educator development portal (PLA University).

- Operational support — including payroll, accounting, HR, policy development, legal counsel, and grants management — so that our educators can maximize their efforts in delivering a high-quality educational experience to scholars.
- On-site quality assurance monitoring and support.
- Fund development.
- Behavior and classroom management systems.
- Parental engagement framework.

PLA has in place strong systems and processes to ensure student safety; healthy school finances; federal, state, authorizer, and local compliance.

School Operations: As a result of the support provided to each school by the central office, we have the capacity and processes in place to ensure the successful operation of multiple schools. The school administration staff and school leaders will be supported by the central office, whose support services include professional development, payroll, policy development, legal counsel, and grants management. Through this support system, the central office will be able to manage the operational elements of running a school so that our educators can focus their efforts on what they do best — educating children. The strong leadership and experience of our functional teams, including operations, compliance, finance, and development, ensures that key daily processes essential to a well-functioning school are effectively managed. Our teams use real-time collaborative project management tools to oversee all school support activities. This is one of PLA's key strengths: since the central office takes on this responsibility, the school can efficiently provide data when needed and focus their energy primarily on instruction. By implementing a process where school leaders and central office teams can effectively communicate and collaborate, we can ensure that our scholars will benefit from the increased capacity of PLA.

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

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

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

Student Safety: Schools implementing our model have met all key metrics for student rights and safety for each year of our operation. Our safety practices represent the most up-to-date research on risk-reduction measures. PLA's student safety systems and processes have proven effective; safety measures include a single point of entry, required check-in and identification for all visitors, camera surveillance systems where resources allow, and extensive safety training and drills (threat assessment/awareness, violence prevention, security procedures, and emergency planning). PLA has been, and will continue to be, in compliance with all applicable laws, rules, regulations, and provisions of its agreement relating to safety, security, and health related services.

While the work of managing schools has its share of challenges, Phalen works collaboratively with our partners to ensure that our students are receiving the high-quality education and support they need and deserve.

5. 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

The team highlighted above will work full-time on ensuring the success of PLA Virtual Leadership Academy. PLA is already fully self-sufficient based on public funds, and we are able to compensate all aforementioned staff members. Per pupil funding for PLA Virtual will enable to compensate the new staff we will be hiring that work directly (i.e., principal, teachers) in PLA Virtual.

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.

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 14**. Submit, as **Attachment 15**, the completed and signed Statement of Assurances.

Phalen Leadership Academies is a 501(c)(3) non-profit organization.

Organization Charts

Submit, as **Attachment 16**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out.
- 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.

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. Explain the governance philosophy that will guide the board, including the nature and extent of involvement

by key stakeholder groups.

The PLA board has a clear set of roles and responsibilities, and governs accordingly. The philosophy of the PLA board is that it holds the school principal and the leadership team accountable for fulfilling its mission. Specifically, some of the roles of the PLA board includes:

- Strategic planning
- Mission oversight
- Fiscal oversight
- Oversight of the senior leadership team and principal
- Resource development
- Board development

Ultimately, the focus of the PLA board will be to ensure that PLA Virtual fulfills its mission and vision for children and families.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory boards. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. 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, including parents.

PLA's governing board is made of members who possess expertise in core functional areas including education and instructional leadership, professional development, nonprofit management, facilities, community engagement, business, and financial administration. Our board is comprised of the following individuals: Dr. Fernando Reimers, Professor/Director of International Education Policy Program, Harvard Graduate School of Education; Terra Gaillard, Founder & CEO, LaTonya's House; Kristopher Kingery, Principal at River Birch Elementary School in Avon, IN; Marlin Jackson, Super Bowl Championship Cornerback for the Indianapolis Colts; Executive Director at Fight For Life Foundation; Earl Martin Phalen, Founder & CEO of Phalen Leadership Academies; and James S. Phalen, Vice Chair at State Street Global Advisors (retired).

The PLA governing board currently consists of six board members. The full board meets quarterly, and is active in supporting our schools. Members contribute financially in support of our schools, and provide expertise in the areas of strategy; community engagement; educational pedagogy and programming; financial management; facilities management; technology; nonprofit management; human resource management; and more.

A core role of the board also includes financial oversight, fundraising and oversight of the CEO and school leader. PLA's board uses a mix of operational mechanisms to monitor itself and ensure that it provides excellent leadership. This starts with PLA's policies and procedures. The board has clear conflict of interest policies and uses equitable, transparent and fair voting process for decision-making. Additionally, our board is made up of expertise-driven committees which monitor strategic areas such as academics, finance, facilities and more. This provides regular quality assurance and monitoring throughout the year.

Our board also plays a strategic role in supporting school-wide improvement. In general, some of the board's responsibilities include academic management; budgeting and financial oversight; strategic planning; authorizer accountability; facility management; and community engagement. During quarterly meetings, the board conducts a

comprehensive review of activities through financial reports and a balanced scorecard which illustrates our performance on measures such as educational performance, employee satisfaction, systems, and finance. The board reviews and votes to adopt the annual operating budget. Through this governance structure, our educators are empowered to deliver excellence in instruction with clear accountability around data-driven outcomes.

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 17** provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed. If a board member's resume is attached elsewhere in this application, state so on the Information Sheet.

Below are the current board members for PLA Virtual:

Terra Gaillard, Founder and CEO, LaTonya's House: Ms. Gaillard left her career as a successful corporate lawyer in New York to pursue her life's passion, serving our nation's most at-risk children. She was instrumental in the launch of three national education initiatives, and is the founder of The Giving Fund, Inc., a foundation that provides free consulting to start-up non-profits.

Dr. Fernando Reimers, Professor of International Education and Director of the International Education Policy Program, Harvard Graduate School of Education: Dr. Reimers' research focuses on educational innovation and on the impact of education policy on disadvantaged children and youth. He has designed and led a number of innovative graduate and executive education programs. He completed an Ed.M and Ed.D. in Administration, Planning, and Social Policy at the Harvard Graduate School of Education.

Kristopher Kingery, Indianapolis Principal at River Birch Elementary School in Avon, IN: Mr. Kingery has been recognized for his innovative solutions that have resulted in impressive academic outcomes for children. Mr. Kingery is recognized as the most successful Program Manager in Summer Advantage USA's history. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University.

Marlin Jackson, Super Bowl Championship Cornerback for the Indianapolis Colts; Executive Director at Fight For Life Foundation: Marlin Jackson grew up in extreme poverty in Sharon, PA, and became the first member of his family to attend college. As a cornerback for the Indianapolis Colts, Jackson caught a crucial interception with 18 seconds left in the 2007 AFC Championship game to send them to Super Bowl XLI against the Chicago Bears, which they subsequently won. Since retiring from the NFL, Marlin has devoted his life to giving back to others through his foundation, the Fight For Life Foundation.

Earl Martin Phalen, Founder and CEO: Earl is recognized as one of the country's top education entrepreneurs and brings over two decades of executive experience, including founding and growing Building Educated Leaders for Life (BELL) from a $12,000 to a $27.5 million organization; founding a scientifically-validated summer learning program that has served over 20,000 children nationwide; and growing PLA from one school to serving nearly 4,000 children since 2012.

James S. Phalen, Vice Chair at State Street Global Advisors (retired): Mr. Phalen retired from State Street Bank in 2017 as vice chair and member of the management committee. Prior to State Street, Mr. Phalen was the chair and CEO of Citistreet and President/CEO of Boston Financial (BFDS). Mr. Phalen currently serves on the boards of several non-profit organizations, including the Boston Medical Center System, Camp Harbor View and Phalen Leadership Academies.

4. If the current applicant team does not include the initial governing board, explain how and when the transition

to the formal governing board will take place.

Not applicable.

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, or has the school formed a new non-profit corporation governed by a separate board?

Our existing non-profit board will govern PLA Virtual.

- If the non-profit's current board will govern the charter school, 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 PLA board has extensive experience governing new schools. The board has successfully overseen the growth of PLA from one school in 2013 to now managing 20 school campuses, and will apply the same strong oversight principals to PLA Virtual.

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

Not applicable.

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

We are pleased to have a strong board already in place, with members who possess expertise and skillsets in core functional areas that are instrumental to the educational and operational success of the school, including instructional leadership, professional development, nonprofit management, facilities, community engagement, business, and financial administration. As shared above, the board meets quarterly. Board members also work with senior leadership team members on an on-going basis.

PLA currently has three active committees – Audit, Academics and Facilities.

The process through which board members were selected is outlined below.

6. 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 18**, the board's proposed Code of Ethics and Conflict of Interest policy.

Conflict of Interest Policy

Any Board member, officer of the Organizer, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "Interested Persons"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which the Organizer contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a 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.

We do not believe that we need to expand the capacity of our current board, and as such, PLA currently does not have plans to expand its board. That said, should the need arise, we do have a process to replace board members over time. Below is the process that we will utilize for selecting new board members:

1. Hold an introductory meeting to determine candidate interest and alignment with mission.
2. Candidate submits curriculum vitae/resume and letter of interest.
3. Hold interview to determine the potential member's capacity to fulfill essential responsibilities, including:
   - Attending regularly scheduled board meetings.
   - Reviewing and approving operating budgets.
   - Supporting educational programing for our scholars (i.e., serving as guest speakers, hosting career day visits, or supporting a college campus visit for our scholars).
   - Engaging in efforts to raising the visibility of PLA in the community.
4. Based on initial meetings and interest, invite prospective board members to visit our school.
5. Hold an additional meeting to share feedback on the candidate and reach a mutual decision regarding the candidate's interest level and commitment to serve.
6. Conduct formal selection process – in regular board meetings, the selection and hiring of a new board member is raised as a discussion item and voted upon.

We believe that capacity can be expanded by either or both increasing the size of the board or by tapping more deeply into the expertise of our current board. PLA board members have already expanded our capacity by bringing specialized knowledge and networks to PLA Virtual. After deciding to launch a virtual school, one of our board members connected us with some leading virtual learning schools, including the Center for Talented Youth at Hopkins, Florida Virtual High School, Stanford High School and the Harvard Extension School. As with all partners, some lessons from these schools will be valuable and others will not, but we believe conversations with other leaders supports us in accelerating our mission of serving our scholars well.

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.

PLA Virtual is not developing any advisory boards at this time.

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.

Not applicable.

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 objective to a governing board policy or decision, administrative procedure, or practice at the school.

PLA has adopted specific policies and procedures to address harassment (Title IX), discrimination and bullying concerns in its school environment. The specific grievance procedures for these issues can be found in the school handbook. If a complaint of this nature is made to a staff member, the staff member must follow the guidelines and procedures set forth in the aforementioned policies.

In regards to all other issues of concern, the PLA board, faculty and administration make every effort to avoid problems but parents and scholars will occasionally disagree with decisions that are made in regards to discipline, grades, school operations or procedures. PLA believes in open door communication within its school community and we believe this facilitates problem solving and conflict resolution. If a scholar, parent, or other member of the school community wishes to raise a concern regarding a school policy, practice, or alleged misconduct by a scholar or staff member, or any other concern they should follow the process noted below.

- In most cases, issues can be resolved when parents or scholars speak to the person who is directly responsible for decisions that have been made concerning a scholar. Generally, this is the scholar's teacher. If the teacher cannot resolve the issue, he or she will direct you to the appropriate contact for assistance.
- If there is no resolution after the discussion or meeting with the teacher, the matter should be taken to the School Leader. If the issue or concern is about a teacher or staff member, the initial contact should be with the School Leader or the Director of Academics.
- If the matter is not resolved by the teacher or School Leader/Director of Academics, the scholar or responsible adult may contact the PLA Human Resources Department to initiate a formal investigation of the matter. If the complaint or grievance is against the School Leader or Director of Academics, the matter should be initiated with the Human Resources Department.

Formal Investigations

1. Any scholar, parent or school community member may contact the PLA Network Human Resources Department at _____ to lodge a formal complaint or grievance. The complaint should include contact information and as much detail about the issue as possible.

2. A member of the HR Department will be assigned to investigate the matter. The HR representative may interview witnesses, obtain written statements, and/or request the interested parties to present evidence. The investigator may provide the parents/guardians of the scholars who are parties to an investigation with information about the investigation to the extent permitted by law.
3. Investigations will be completed with written findings submitted to the Regional Director within 30 school days after receipt of the formal complaint.
4. A complaint may be made anonymously; however, disciplinary action will not be taken solely on the basis of an anonymous report.
5. The investigative report should include the findings of the investigator and should include recommended resolution options. The Decision Maker should affirm or reject the findings and recommendations of the investigator. If additional action is deemed necessary, the Decision Maker will notify Legal, the CEO or the Board of Directors (Board).
6. If circumstances prevent the investigation from being completed within 30 days, the investigator must notify (Chief HR) and present the reason(s) for the delay. The investigator must also notify the interested parties of the delay and set a new date for completion of the investigation.

Resolution

The resolution or remedy will depend on the nature of the particular situation and may include positive behavioral interventions; a public statement by an administrator regarding applicable school policies; or opportunities for a complainant to explain, in writing or face to face, to an alleged perpetrator that certain conduct is unwelcome or inappropriate. Where applicable, disciplinary measures may also be taken.

Board of Directors

The Legal Department will maintain a record of reports received under this policy and shall provide a report to the Board on an annual basis summarizing the issues addressed and actions taken in response. If a matter is reported to the Department of Child Services or the local law enforcement agency, the Board President will be notified immediately of the report. An individual who (i) submits a report in accordance with this policy or (ii) is otherwise affected by the resolution of an issue, and is not satisfied with the resolution provided, may make a written request to the Board for reconsideration of the matter. The request should identify the specific reasons why reconsideration is sought. The Board (or at the discretion of the Board president, a committee of the board) may, in its sole discretion, hold a meeting to gather and consider such information as it deems appropriate to determine whether to grant the request for reconsideration. If appropriate under the Indiana Open Door Law, the Board or committee may elect to hold any such meeting in executive session.

School Management Contracts

If 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, mission, leadership team, and current geographic footprint.

Not Applicable.

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).

Not Applicable.

3. Provide, **Attachment 19,** 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.

Not Applicable.

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

Not Applicable.

Staff Structure

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STAFFING

</div>

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Meets Standard Expectation

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- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools *(if applicable)*.
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

</div>

1. Provide, as <mark>**Attachment 20**</mark>, a complete staffing chart for the school. The staffing chart and accompanying notes or roster 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; and
   - Operational and support staff.

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

PLA is unique in that the headquarters team are all virtual. We have been a virtual headquarters since our inception in 2013, and therefore have seven years of experience in building the relationships described below in a virtual environment. The relationship between the school's senior and administrative team and the staff is one based on mutual respect, collaboration and support. Our Core Values drive all interactions at all levels of the organization.

Core Values

Our drive to improve the lives of children is grounded in our core values:

Children First:
Work to ensure that all interactions & decisions put our scholars first

Respect:
Treat others as you would like to be treated

Determination:
With hard work and superior effort, we can achieve all things

Continuous Improvement:
Try to get better & better every day

Gratitude:
Demonstrate gratefulness for all that we have done & the opportunity to serve our scholars and communities

PLA also has a strong point of view regarding meetings and effective management. Meetings are the medium through which managerial work is performed (decision making, knowledge sharing, training, motivation). This is a key to culture and results. We want to have the right number of meetings to get the desired outcomes, no more - no less. A crucial leadership responsibility is making meetings effective and teaching this throughout the organization. For example, a common practice for all meetings is that they should start and stop on time.

The process and objectives for all recurring and pre-determined meetings include:

- Daily Huddles – every PLA team members is in one or two 10-15 minutes daily huddles. This drives communication, team building, energy, pace, and reduces email and "got a minute" meetings. They must be limited to 10-15 minutes with zero problem solving. The agenda is to have the meeting owner ask each person "What's up today?" and "Where are you stuck?". A key number or two can also be shared by each team member. All discussion should be moved off line or to quick follow ups after the huddle is over.

- Weekly Meetings for All Functions – follow a structured weekly agenda, 60-90 minutes.
- Monthly Leadership Team meetings – We hold eight monthly meetings per year, the two months in between quarterly meetings. These replace weekly meetings. By adding 2 hours once a month, the team can focus on 1-2 key strategic issues and increase the number of issues solved.
- Quarterly and Annual planning sessions – These meetings are used to set our annual goals, review our quarterly progress towards goals, evaluate our annual strategy, and adapt priorities, when necessary. We also add strategy, innovation, leadership development and review team dynamics to these sessions.
- Team/Staff Meetings – In our system, the manager's most important role is to facilitate the meeting and control its pace and thrust so it stays on track. Managers should leave the work of working out issues to subordinates, and help reach decisions. Opposing views and confrontation that develops gives you a much better understanding of an issue.
- 1+1 – One on One Meeting between manager and a direct report for coaching and accountability. Manager should listen, ask lots of questions to get to root of problems, and coach. Frequency of 1:1's depends on the team member's experience, but is typically, every week or every other week. We believe the one-on-one meetings increase our leader and team member's understanding of the work, and creates a common base of knowledge for effective delegation and accountability.

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 proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 21**, a personnel policy or an employee manual, if developed.

We believe that a school is only as good as it teachers. We will implement an aggressive campaign to both recruit and retain the best teachers. While PLA Virtual employees will be at-will, our school will be an attractive place to serve. Teachers will be able to teach because the climate and culture of the school and classrooms will be one of joy, engagement, fun, and excitement. PLA Virtual also has a strong compensation and benefits program, some elements include: competitive base compensation; robust benefits; annual merit increases; annual bonus opportunities. PLA Virtual has also developed a strong teacher appreciation program; a proprietary Coaching Cycle that supports teacher development; and opportunities for professional growth.

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.

PLA has developed a tiered compensation structure. It is slightly above the Indianapolis Public School's compensation chart. Our compensation is, at its based, based on experience. Teachers can earn an annual base salary of $40,000-$80,000 per year plus benefits. Benefits are calculated at roughly 30%, and include health, dental, retirement and more.

Several of the strategies to retain high performing staff were outlined above. PLA Virtual will offer a 3% annual merit increase to all of its teachers. PLA also has an annual bonus program called Raising the Bar (RBI) initiative. Teachers can earn a bonus of up to 6% based on three metrics (student growth, school letter grade, and supervisor evaluation). Again, though, we believe school culture and climate; student behavior; effective school leadership; and opportunities for personal and professional growth also impact retention.

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 design.

When recruiting and hiring, our aim is always to increase the quality of instruction in order to improve student outcomes, while being as least disruptive to the school environment as possible. Our retention process begins by having a conversation with the school leaders in which we will identify staff members he or she would like to retain. Following that conversation, staff from PLA's recruitment team meets with each staff member, observes his or her teaching, then works with the school leader to make a final decision regarding the staff member.

For all other vacancies, we will adhere to our robust PLA recruitment process and policies as outlined below. We have a refined process in place to recruit a strong cadre of educators. We recruit geographically and racially diverse educators by working with our partner Historically Black Colleges and Universities across the country. Locally, we recruit through word-of-mouth referrals from our strongest teachers, social media, radio, and news outlets that serve our target demographics, as well as local, social and professional organizations with connections to education professionals aligned with our target demographic.

Our hiring process is rigorous and has multiple screening stages. Our Human Resources team works with each school to ensure that the hiring timeline and process allows for the maximum amount of lead time possible before the academic year begins. During the first phase of the interview process, candidates complete an online application and participate in one phone interview with our director of recruitment and another with the school's principal. Applicants then complete a writing sample and leadership assessment test. If successful, candidates advance to the second phase of our selection process, which includes an interview day with a panel of our educational experts.

The interview day is comprised of four components: (1) candidates present a 5-7 slide PowerPoint highlighting their background, reasons for becoming a teacher, and their teaching/leadership accomplishments; (2) candidates watch a video of an educator in the classroom, then highlight the teacher's strengths and areas for improvements; (3) candidates respond to a range of scenarios involving issues that might arise with scholars, parents, and colleagues; and (4) candidates are presented with anonymous DIBELS data for multiple scholars and must explain how they would help each child succeed. Our hiring process is open to all credentialed teachers.

In addition to instructional aptitude, staffers must possess a deep philosophical alignment that supports high performance, consistent achievement, and advocacy for our scholars. We regard these skills, knowledge sets, and abilities as non-negotiables and drivers for success. This professional profile is unique, and as a result, we have developed tailored selection criteria which serve as a blueprint to ensure we select leaders, teachers, and support staff with targeted skills. Once the candidate becomes a team member, PLA continues to evaluate staff using metrics aligned with our selection criteria bi-annually and annually.

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

Our process for hiring teachers was described above. Background checks are performed as part of the screening process. All new hires go through a 4-stage process that includes screening, phone interview, in-depth in-person interview with interviewing rubrics, credential/license checking, criminal background check, and a reference check. For Senior level positions, candidates must also sign off on a thorough review of their social media accounts.

All PLA staff receive ongoing performance feedback either through our Coaching Cycle platform or through the evaluation process – and many times through both. That process, and student achievement data, drives our employee dismissal decisions.

As it relates to dismissing school personnel, PLA has a well-developed process. While all employees are at-will, our goal is to retain 85% of high performing teachers (effective and highly effective) from year-to-year. It is also our goal to remove 100% of ineffective teachers if after coaching, peer mentoring, professional development and other supports, they are still unable to support student growth.

Again, while PLA Virtual is an at-will employee, below is our four-step process when it comes to dismissing an employee: **Give the teacher a warning.** If a teacher has demonstrated or has been reported for incompetence or misconduct, giving them a warning is generally the first step in our process. School leadership can do this verbally, but we recommend giving them a written warning, depending on the severity of the misconduct report.

Provide resources to help the teacher improve. Aligned with our goals of development and retention, in addition to giving a warning, supervisors will give the team member resources to help them improve. Some of these resources have been described above – coaching, peer mentoring, modeling and professional development.

Observe the teacher in the classroom. The teacher will to be evaluated by the principal, especially in the case of incompetence. We recommend our school leaders schedule two 30-minute observations. During those observations, evidence will be gathered that either support the grounds for possible dismissal or demonstrate that sufficient improvement has been made.

Document every incident that occurs. We ask that our school leader create a file for the teacher in question. We strongly recommend that our leaders document everything – complaints, absences, what was found in the evaluations, and anything else that has to do with that teacher.

Again, our primary goals are development and retention, but this is our process towards removal should a team member continue to struggle with performance.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in <mark>Attachment 22</mark>, any leadership evaluation tool(s) that you have developed already.

PLA has developed several tools (see image below) to support the success of our school leaders, some of which include our Leadership Evaluation Assessment, a rubric outlining the successful behaviors of school leaders; and the PLA Leadership Institute, a week-long intensive leadership training institute for school leaders. Weekly tactical

meetings with peers; monthly webinars; and tailored professional development also support the success of our school leaders.

PLA has also developed Pathways to Leadership, which is a uniquely designed fellowship program tailored to building capacity for aspiring school leaders; and the PLA Leadership Coaching Cycle,

Leadership Institute

Leadership Coaching Reviews

PLA Leadership Evaluations

PLA Teacher Coaching Cycle

PLA University

Pathways to Leadership

which systematically support the growth of our school leaders.

During the summer months, the PLA Virtual principal and their teams will participate in one or some combination (dependent on role) of three PLA training institutes;

Leadership Institute, a specialized week-long training for school leaders;
New Teacher Institute, a week-long introduction for new teachers; and
Teacher Institute, a training program that prepares school leaders, new teachers and returning teachers for success.

PLA is currently working to ensure that each of these trainings is recorded and that materials are uploaded in PLA University by September 30th.

In addition to the summer institutes, PLA provides targeted training during the school year. Each school will receive professional development that is specifically tailored to its needs. During the school year, our partner schools will have access to PLA University, which is a comprehensive online professional development resource and training platform. The platform's 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional differentiated resources.

Access to such a rich and diverse array of professional development will be critical in supporting the success of our partners. Additionally, through the PLA Consultancy, partners can purchase more intensive supports in the areas of partnering with families; coaching and developing teachers; strategic uses of state, federal and other funding; effective use of technology; and more.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 23**, any teacher evaluation tool(s) that already exist for the school.

Our primary process for supporting, developing and retaining staff, the PLA Coaching Cycle is a process that supports growing teachers in an intentional manner. The PLA Coaching Cycle platform includes six domains or

focused areas of observations based on Charlotte Danielson's framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:

- Culture and Behavior Management
- Classroom Management and Environment
- Scholar Engagement
- Effective Lesson Components
- Level 1 Instructional Execution
- Level 2 Instructional Execution

The first step of the Coaching Cycle is to conduct intentional walk-throughs, looking for evidence of best practices. Each walk-through takes no more than 10-12 minutes. In a virtual space, this will take the form of the school leader or coach sitting in during a virtual class. The second step of the cycle is to lead effective coaching conversations with each teacher. Relationship-building is crucial during this step of the process. During this step, it is imperative that the coach offers coaching side by side, gives positive feedback, and asks leading questions that guide the teacher to identifying their own next steps. Timely feedback has a significant impact on implementation. Research says there is a 70% chance of implementation if feedback is delivered within 24 hours of observation; after the first 24 hours, the likelihood of implementation drops 10% each day feedback is not delivered. The next step of the Coaching Cycle is collaboratively creating a bite-sized goal for change; both the teacher and coach are accountable for the change. The final step before the cycle repeats is a follow-up observation from the same domain, looking for evidence of change according the bite-sized goal.

The PLA Coaching Cycle has an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the walk-through. The sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the education they all deserve. A toolbox of strategies and resources for each coaching area is also available within the Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share with the teacher. It is recommended that the coach go through the resource with the teacher to increase the likelihood of implementation, then follow through by sharing the resource with them to revisit on their own time. The toolbox provides short video clips, activities, articles, book recommendations, and PLA University modules to assist with teacher growth.

Each week, teachers participate in Professional Learning Communities, or PLCs, in which they come prepared with student assessment data and performance artifacts to (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate design appropriate interventions, including for example the incorporation of content literacy across subjects within a grade; (d) develop and refine curriculum mapping; and (e) organize model lessons on specific strategies and standards so that teachers can learn from their peers to improve their own practice. These weekly meetings also provide a venue for educators to collaborate and learn new skills from their peers. During PLC meetings, teachers can develop interventions and learn new approaches to implementing best practices.

PLA's Academic Leadership Team supports each school in facilitating their professional learning communities and the culture of learning that is essential to supporting these communities. PLCs include focused workshops, planning time, and data deep-dives. During these sessions, educators collaborate with their peers and evaluate student data to inform upcoming instruction, and they also work to map and align their pacing guides across grades and subject areas. Educators also have space to exchange best practices and ask each other for support. PLC topics can include Differentiated Instruction, Partnering with Parents, Effective Classroom and Behavior Management, Analyzing Student Data, Effectively Implementing Online and Classroom Curricula, and more.

Accordingly, our comprehensive professional development system is robust and is primed for immediate implementation at our school partner sites. This system is critical to our philosophy of working to retain the existing staff at our school sites and provide them with the professional development and training that they need to guide our scholars toward academic success.

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

Our four-step performance management process was described above – feedback, coaching/support, observation and documentation.

Some of the coaching/support resources is our Coaching Cycle, peer mentoring, targeted professional development and modeling. In addition to using the PLA Coaching Cycle to promote our educators' progress, we also use a rigorous, standards aligned performance evaluation system. This system employs a comprehensive 360-degree performance review and analyzes student test scores, classroom observations, attendance, and parent/scholar surveys as part of the evaluation of our teachers. We feel very comfortable that all of the systems and processes that we implement successfully in-person (i.e., observing a class, peer mentoring, coaching) can be similarly be successfully implemented at PLA Virtual.

PLA works with our school leaders and school leader supervisors to evaluate each principal and educator at the end of the school year, based on their overall performance as measured by the PLA Coaching Cycle/PLA Leadership Coaching Cycle, and our comprehensive performance evaluation system. Educators and school leaders are given feedback in real time, which optimizes planning and minimizes turnover as staff members know where and how to improve.

Most of our school leaders and educators succeed within our tiered systems of professional development and support.

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. Describe the school's professional development expectations and opportunities, including the following:
   - Identify the person or position responsible for professional development.

PLA's Academic Team will take a leading role in providing professional development for PLA Virtual school leaders, educators, and staff through the implementation of our tiered professional development support system. Heading this team will be Andrea Robinson (CAO) and Nikki Watts (Director of Professional Development). We will also work collaboratively with the school leader to identify partners to provide additional other professional development activities where necessary.

- 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.

PLA's robust, proprietary professional development systems directly support cultural competency training for educators and school-based staff in both the planning phase and throughout the school year. Prior to the school year, educators attend the PLA Summer Institute, during which topics such as behavior management and parental engagement are reviewed in the context of the life situations faced by our scholars. During the school year, the biweekly observations of the PLA Coaching Cycle strengthen educator ability to develop nurturing relationships of trust with their scholars. Teachers are trained to nourish the socio-emotional development of our scholars and to support them in the unique challenges and stressors they may face at home. This is complemented by courses within PLA University and frequent discussions at weekly PLCs, where cultural competence training is regularly implemented.

Leadership Institute
Every year, PLA's principals also participate in the PLA Leadership Institute. Some elements of this summer institute include:

- Network leaders gather together to collaborate and support one another for a two-day institute that includes Roles and Goals; PLA Academic Model; PLA University; Curriculum & Assessment; Special Education; Human Resources; and more.
- Leaders receive training on key network initiatives, such as the PLA Coaching Cycle; Classroom Observation Inter-Rater Reliability; Infinite Campus; and more.
- Principals engage in collaborate team-building sessions developing a network of peers from around the country to rely on once the school year begins.

A critical element that supports student growth is the development of staff. Our robust professional development programs are central to these efforts, and include three elements: PLA University, the PLA Coaching Cycle, and weekly professional learning communities, and PLA University. The primary goals of PLA's professional development program are to: (1) prepare team members to effectively implement the pedagogical model; (2) communicate expectations for collaboration and professional behavior; (3) prepare educators to build positive partnerships with scholars and families; (4) prepare educators to effectively execute approved curriculum, instructional texts, and materials; and (5) prepare staff to uphold school-wide scholar behavior management and maintain school culture policies.

PLA University
PLA University is an online learning hub hosted on the Instructure Canvas Learning Management System (LMS) that is aligned to teacher evaluation tools, with resources available for teachers and school leaders to download and customize. PLA University's 72 modules fall into seven categories. Full course modules are available for each topic complete with quizzes, teacher reflection, and self-evaluation. The content of each training module includes narrated presentations, videos, classroom activities, implementation examples, an online discussion forum, shareable resources, and research/scholarly articles. Completion of modules is tracked in the Canvas LMS. Modules include

topics such as Scholar Behavior and Classroom Management; Curriculum Mapping; Implementing Evidence-Based Curricula; Evaluation, Assessment, and Data-Driven Instruction; and Parents as Partners.

Professional Development
Each school will receive 14 days of professional development throughout the school year that is specifically tailored to its needs. Some professional development topics include: Utilizing on Learning Management System, Blackboard Collaborate; Effectively Partnering with Parents; Mentoring; Effective Classroom and Behavior Management; Implementing Edgenuity, Moby Max and Raz Kids; Formative and Summative Assessments; Effectively Using Data to Drive Instruction; Tier 2 Instruction at PLA; and more. Professional development at PLA is targeted based on school leader input and from an independent review of Coaching Cycle areas of challenge. The PLA Virtual training will be specifically designed for the needs of our team.

The PLA Coaching Cycle
The PLA Coaching Cycle (described above) is a process that supports growing teachers in an intentional manner. The PLA Coaching Cycle platform includes six domains or focused areas of observations based on Charlotte Danielson's framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:

- Culture and Behavior Management
- Classroom Management and Environment
- Scholar Engagement
- Effective Lesson Components
- Level 1 Instructional Execution
- Level 2 Instructional Execution

Professional Learning Communities
Each week, teachers participate in Professional Learning Communities, or PLCs, in which they come prepared with student assessment data and performance artifacts to (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate design appropriate interventions, including for example the incorporation of content literacy across subjects within a grade; (d) develop and refine curriculum mapping; and (e) organize model lessons on specific strategies and standards so that teachers can learn from their peers to improve their own practice. These weekly meetings also provide a venue for educators to collaborate and learn new skills from their peers. During PLC meetings, teachers can develop interventions and learn new approaches to implementing best practices.

PLA's Academic Leadership Team supports each school in facilitating their professional learning communities and the culture of learning that is essential to supporting these communities. PLCs include focused workshops, planning time, and data deep-dives. During these sessions, educators collaborate with their peers and evaluate student data to inform upcoming instruction, and they also work to map and align their pacing guides across grades and subject areas. Educators also have space to exchange best practices and ask each other for support. PLC topics can include Differentiated Instruction, Partnering with Parents, Effective Classroom and Behavior Management, Analyzing Student Data, Effectively Implementing Online and Classroom Curricula, and more.

In general, our pedagogy is focused on individualizing the learning experience for scholars. This focus on personalization is reflected in our teacher training on key strategies that support differentiated instruction, including data-driven instruction, small-group learning, collaborative teaching, and personalized learning. PLA U is specifically designed to complement the two main professional development vehicles (Coaching Cycles and weekly professional learning communities) that we use to support our educators. PLA U adds value to these professional development practices by adding a self-paced component to the growth of educators. For example, when a coach conducts a walkthrough of a classroom and observes that the teacher needs to improve on classroom management, she can direct the teacher to the corresponding modules in PLA U for further reinforcement. Accordingly, our comprehensive

professional development system is robust and is primed for immediate implementation at our school partner sites. This system is critical to our philosophy of working to retain the existing staff at our school sites and provide them with the professional development and training that they need to guide our scholars toward academic success.

- 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.

As described above, there are three primary ways in which PLA delivers strong professional development: In-Person Training (summer and during the school year); PLA University, our on-line training portal; and the PLA Coaching Cycle.

During the summer months, partner schools and their teams will participate in one or some combination (dependent on role) of three PLA training institutes;

- Leadership Institute, a specialized week-long training for school leaders;
- New Teacher Institute, a week-long introduction for new teachers; and
- Teacher Institute, a training program that prepares school leaders, new teachers and returning teachers for success.

All sessions are recorded and materials are available PLA University should a leader or teacher want to review.

In addition to the summer institutes, PLA provides targeted training during the school year. Each school will receive 30 hours of professional development throughout the school year that is specifically tailored to its needs. During the school year, our partner schools will have access to PLA University, which is a comprehensive online professional development resource and training platform. The platform's 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional differentiated resources.

The PLA Coaching Cycle (described above) is another process that systematically supports the development of teachers.

Access to such a rich and diverse array of professional development will be critical in supporting the success of our partners. Additionally, through the PLA Consultancy, partners can purchase more intensive supports in the areas of partnering with families; coaching and development teachers; strategic uses of state, federal and other funding; effective use of technology; and more.

- 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.

As highlighted above, school leaders participate in a three-day leadership; in New Teacher Training; and in the week-long Teacher Training. New teachers participate in two weeks of pre-service training, and returning teachers participate in one week of pre-service training.

During the school year, teachers participate in 14 days (100 hours) of professional development. Topics include focused on curriculum development, parent engagement, behavior management, lesson planning, classroom management, school culture, and school policies/procedures.

PERFORMANCE MANAGEMENT

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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.

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1. In addition to all mandatory assessments, identify the primary interim assessments the school 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.

Regular assessment as a core learning activity: PLA views regular quizzes and assessments as both a core learning activity and a tool for tracking growth. We use assessments that align with curriculum to support retention, stamina, and rigor. Encouraging students to set goals—and determine steps to achieve those goals—gives students a sense of control and ownership over their own success, a factor conducive to learning and intrinsic student motivation. During biweekly check-ins, PLA teachers implement research-based practices proven to raise students' achievement, helping students: 1) know what high-quality work looks like; 2) develop skills to objectively evaluate their own work compared to the standard; and 3) use strategies to guide improvement of their work. Since PLA reframes tests as a core classroom learning activity, scholars look forward to this opportunity to improve on past performance, and weekly results provide ongoing motivation. The intentional focus of PLA on shared, data-driven ownership of academic progress supports continuous improvement in student performance.

PLA Virtual's annual performance goals are as follows:

- The number of students in grades 3-8 who meet passing standards ("approaches," "meets," or "masters") on reading and mathematics will increase by 5-8% on ILEARN.
- Scholars will gain 1-1.25 years of grade equivalent skills on NWEA Reading and Math.
- Partner schools will retain over 85% of high-performing teachers (highly effective or effective).
- Partner schools will receive over 85% parent and scholar satisfaction rates on annual satisfaction surveys.

We will utilize the following methods to measure our progress toward achieving our stated academic goals:

Diagnostic Assessments
Diagnostic and summative assessments identify incoming students' knowledge, skill levels, interests, and any signs of special needs. PLA utilizes:
- **Nationally-Normed Assessment in Reading and Math:** PLA administers nationally-normed assessments at the beginning of each year (NWEA) to measure progress against standards in both literacy and mathematics. PLA uses assessments that are aligned with Common Core State Standards and highly rated for reliability and validity by organizations such as the National Center on Intensive Intervention or the National Center on Response to Intervention.

- **Curriculum-tied diagnostic surveys/quizzes:** Placement tests within our reading and math curricula will round out diagnostic assessments and help teachers appropriately differentiate instruction.
- **Adaptive software placement quizzes:** Where resources allow, we will also use diagnostic assessments that align with state standards via adaptive learning software. These assessments are rigorous, adaptable, and suitable for students with disabilities.

Benchmark/Interim Assessments
Several benchmark assessments measure progress toward goals:
- **Reading Inventory:** Quarterly reading inventories measure progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- **Nationally-normed Reading and Math Assessments:** Literacy and math tests administered at mid-year evaluate progress toward academic goals.
- **Curricula-based benchmark tests:** Based on our curriculum maps, scope, and sequences, benchmark assessments evaluate student mastery of content in any subject.

Formative Assessments
Teachers will identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Strategies PLA teachers will employ include:
- **Questioning:** Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills. These tests extend student assessment beyond screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- **Adaptive software assessments:** Computer-based content offers built-in assessments that provide immediate feedback. This allows both students and teachers to determine mastery and to pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate teachers.

Summative Assessments:
Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards:
- **ILEARN:** All eligible students will take the state's standardized assessment annually.
- **Nationally-normed Reading and Math Assessment:** Scholars will also take a nationally-normed exam end-of-year assessment to assess growth in these subjects.

All of these layers of assessment will help us build on scholar growth and ensure ongoing monitoring, tracking and adjustments throughout the year.

2. Explain how the school will measure and evaluate 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. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

A focus on data-driven decision-making is a core feature of our schools, and we have a comprehensive system in place for using the aforementioned assessment data to continuously improve scholar outcomes. Each day, teachers use the results of weekly quizzes and interim assessments to ensure that every scholar receives small-group or one-to-one instruction that is personalized based on their needs and strengths. On a weekly basis, our educators analyze

assessment data to identify scholars who may be struggling or who may need additional challenges; to customize their lesson plans based on this data; and to identify the special supports or resources a scholar may need in order to achieve at their highest potential. On a quarterly basis, our educators and leaders comprehensively assess scholars' learning trends and achievement data. All of these layers of assessment will help us keep building on scholar growth, and ensure strong ongoing monitoring, tracking and adjustments of performance throughout the year.

To support educators in using data, PLA offers high quality professional development in the form of coaching from instructional coaches, school leaders, and/or veteran teachers. These coaches will build the capacity of other educators, through mentoring and support, to use data to drive differentiated instruction and develop/deliver appropriate Tier 2 and Tier 3 reading and math interventions. PLA also offers weekly Professional Learning Communities (PLC) to support data-driven instruction. For example, one PLA school just concluded a PLC on Multi-Tiered Systems of Support (MTSS). This professional development experience focused on how to best use the increased frequency of assessments and concurrent increased volume of data to customize instruction and personalize learning for every scholar. PLCs are not just run by school leaders, but also offer leadership opportunities to veteran teachers who can facilitate learning communities. Teachers also bring real-time data to grade-level meetings and use that data to improve instructional 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 school academic team will be responsible for managing data, interpreting for teachers, and leading or coordinating professional development to improve student achievement. The academic team is comprised of the school principal/building leader, instructional coaches, data coach, SPED teacher, and a grade level/content area team leader from each grade level.

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

School leadership will receive an in depth training at the beginning of the school year and ongoing support during the school year of continually analyzing and interpreting data to improve student learning outcomes. The beginning of the year training focuses on data outcomes of both local and state mandated benchmark assessments to determine academic improvements and deficits to drive learning outcome goals for the school year. Throughout the school year, school leadership will partake in bi-weekly data driven meetings with other network school leaders to address academic challenges and instructional needs and supports. These trainings and supports are led and guided by the network academic team.

Teachers will receive an in depth training at the beginning of the school year, monthly professional development, and bi-weekly PLCs. All of these trainings and professional developments are focused on analyzing, interpreting and using performance data to drive instructional practices. The data used to drive these trainings will come from both local and state mandated benchmark assessments as well as weekly content area assessments. The teacher trainings will be lead and supported by the network academic team and the school academic team.

5. Describe the corrective actions the school will take if it falls short of student academic achievement 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.

PLA implements across-the-board continuous processes for improvement and adjustment. At the beginning of the school year, our Academic Team will work collaboratively with PLA Virtual leadership and teachers to set both school-

wide and classroom performance goals. SMART goals are developed based on PLA Comprehensive Educational Analysis, which includes historical data, instructional reviews, and stakeholder surveys. These goals are incorporated into the PLA Coaching Cycle platform, which triggers notifications and follow-up actions if key performance indicators fall below standard. Similarly, we support teachers in setting projected student growth on NWEA. When integrated with NWEA data, Edgenuity identifies a suggested Individualized Learning Path specific to each scholar's starting score in each domain that drives growth toward desired outcomes. The Learning Management System utilized at PLA consists of bite-sized, packaged, spiraled curriculum pathways, providing scholars with self-guided modules for skill acquisition within each domain as they progress through the spectrum of mastery laid out by NWEA's MAP scores. Because NWEA MAP scores and Edgenuity modules transcend grade levels, both low-performing and high-performing scholars have access to practice that directly matches their level of understanding and guides them in mastering increasing complexity, and because the domains remain the same from elementary through high school, scholars can see a clear progression of how skills build upon each other over time. The PLA Coaching Cycle platform provides several key performance indicators, monitor progress constantly, and will be able to course-correct well before the end of the year if it appears that the school may fall short of its goals at any level. PLA promotes a culture of ongoing learning and continuously improving teaching practice through professional development, collaboration, modeling, and collaborative planning amongst faculty and staff. Some of the systems in place to facilitate this process include the Coaching Cycle and weekly PLCs, both of which are informed by our consistent use of data to inform and drive decision-making and instruction at the school. Because of the job-embedded support provided to our school leaders and teachers, we are able to monitor school progress on a weekly basis and use data to adjust our approach when necessary.

Tier 2 instruction, Tier 3 interventions, and summer learning will be three strategies that we will also employ to support the success of our scholars. Data will be the driver of when each intervention will be employed.

Tier 2—Targeted Interventions: Scholars not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of performance levels and rates of progress. Such scholars receive targeted, small-group intervention based on their current skill level. Frequency and intensity vary across group size, duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.

Tier 3—Intensive Interventions and Comprehensive Evaluation: At this level, scholars receive individualized, intensive interventions that target each scholar's skill deficits. This one-on-one tutoring can happen within the core instructional block, but more frequently it takes place in the afternoon, where scholars work with teachers to catch up on key skills. Scholars who do not achieve the desired level of progress in response to these targeted interventions, after thorough consideration including both academic and non-academic factors, are referred for a comprehensive evaluation for special education services. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

PLA also operates a scientifically-proven summer learning program, and this will also be provided to students to ensure that they master grade-level standards.

FACILITIES

If you are 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)

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Not Applicable. PLA Virtual Learning Academy is a virtual school and will not have a facility.

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

Not Applicable.

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, work room/copy room, supplies/storage, teacher work rooms

Not Applicable.

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

Not Applicable.

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

Not Applicable.

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

   ☐ Yes   ☒ No

   If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood.

   Desired Location(s):

7. Is the applicant willing to share the facility with another school?

   ☐ Yes   ☒ No

8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Not Applicable.

Part B: Independent Facilities

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

Not applicable.

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 24**.

3. Briefly describe the facility including location, size, and amenities. You may provide, as **Attachment 25**, up to 10 pages of supporting documents providing details about the facility. 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.

Not applicable.

START UP & ONGOING OPERATIONS

1. Provide, as **Attachment 26**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook) and provide it as **Attachment 27**.

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

No transportation will be provided.

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

As a virtual school, the majority of our safety and security measures will focus on cyber bullying and appropriate technology use. Any cyber bullying will be addressed through our Disciplinary Policy, which was outlined above.

To protect misuse of the computer, we work with our partner technology organization, Five Star. They ensure technology safety, including a tracking device for all technology; a "kill switch" should a device be lost or stolen; restrictions on which sites can be accessed; and an alert system should a student or family member search for inappropriate materials or sites. Attached you will also find our technology usage agreement.

4. Provide, as **Attachment 28**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, 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

PLA is blessed to have an extremely strong team. In addition to the strong governing board and the Senior Leadership Team member bios which were highlighted previously, the team has collectively achieved many successes including:

- Founding a fresh-start charter in 2013.
- Successfully expanding from one school serving 152 children to 20 schools serving 8,000 scholars in Indiana, Ohio, Michigan, Florida and Texas.
- Being selected to take over the first Innovation School in the state.
- Transforming six F-rated schools into A-rated schools.
- Successfully recruiting, hiring and retaining 903 employees serving children in five states.
- Growing PLA from $3M non-profit to $87M in annual consolidated revenue.
- Achieving clean audits for all of our schools for the past seven years.
- Developing proprietary process (i.e., PLA Coaching Cycle, PLA University, PLA eLearning) to support the success of our scholars, staff and parents.
- Creating a scientifically validated process for increasing parental engagement.
- Developing one of only a handful of independently validated summer learning programs in the nation.
- Having the highest 3rd grade reading scores in the state for two consecutive years.

- Increasing scholars' passing rates on state ELA and Math tests by 11% in just one year – the highest standardized test growth for any school in Central Indiana.
- Ranking #4 and #5 in IPS for strongest state test score growth (with 8.2% and 8.1% increases).
- 80% of schools that have partnered with PLA for two years or more are now outperforming schools in their host district.
- PLA was also featured by the OECD as one of the best practices in the United States and the world for our transition from a traditional setting to remote learning during this crisis. The report can be found [here](#).

These are only a few of the accomplishments achieved by the collective PLA team. We are confident that our expertise and proven track record in the areas of staffing, professional development, performance management, general operations, blended learning, financial management, strategy and leadership will translate to comparable success launching and managing PLA Virtual.

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

While the team has this experience, since this is a virtual school, this skill is not applicable.

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 maintains 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.

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1. Describe the systems, policies and processes the 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.

To ensure a safe and sound financial system, we have in place a comprehensive internal financial control framework, as well as strong financial controls over expenditures and records retention procedures. This process has been developed in a culture in which controls are clear, consistently followed, and aligned with the financial reporting requirements of the State Board of Accounts, and the U.S. Department of Education.

The financial control system is designed to track and safeguard all assets; ensure that that all financial practices align with generally accepted accounting principles (GAAP); assign all grant expenses according to the requirements of the approved grant budgets; and maintain appropriate records, financial management systems and individual time distribution records to disburse funds and track program expenditures according to federal, state and grant requirements. The internal control system for expenditures includes the following key elements and principles:

- Authorization and approval controls for expenditures: We are authorized by the board to approve and make expenditures on behalf of our schools for the following purposes: insurance coverage as required to comply with agreements, payroll expenses and payroll taxes or other required taxes, and any payment required to comply with any agreement approved by the board, including charter sponsor-oversight fees and management/technology fees. All service contracts should be supported by a current written contract. Compensation and any other payments for goods and services should not be paid in advance of receipt of goods or services, and all invoices must be paid in a timely manner and within 30 days when possible. Invoices require full itemization and match to a purchase requisition.

- Segregation of duties controls for expenditures: The Chief Financial Officer (CFO) prepares all checks to fulfill obligations on expenses approved by PLA. If payment is requested on an invoice that has not been approved, the request will be denied until approval has been secured. Once approved, the CFO creates the check and records the payment, but does not have signatory authority.

- Payroll and benefit controls for expenditures: Payroll and benefits are managed by the CFO and processed by a third-party payroll provider who manages direct deposits and check preparation based upon a pre-approved contract. Payroll entry is managed by the CFO based on the payroll spreadsheet provided by the Director of Human Resources. Payroll is run twice per month and includes only employees at authorized salary or hourly rates. Payroll is reconciled to the bank account as part of the bank reconciliation and month end close.

- Expense reports controls for expenditures: All expense reports are completed in accordance with our guidelines and submitted to the operations department for initial review of supporting documentation and compliance with guidelines. Upon approval, the CFO reviews expenses reports and backup documentation to ensure compliance with PLA policies and federal/state requirements; the CFP then prepares checks for signature by the CEO.

- General operating expenses controls for expenditure: Normal monthly operating expenses, such as utilities, rent, and phone invoices are approved by the operations department. Once approved, the invoices are submitted to the CFO for processing and checks are signed by the CEO.

- Review and reconciliation controls for expenditures: In the event of overpayment to a vendor, a refund is collected. All payable accounts are reconciled to vendor statements on a monthly basis, and all check payments are also reconciled to bank statements on a monthly basis.

Our record retention procedures are designed to abide by all federal and state legal requirements regarding document retention. Pertinent documents that we will retain indefinitely include (but are not limited to) the following: records of incorporation, bylaws, amendments and corporate charter, 501(c)(3) approval letter, minutes of board meetings, annual reports, tax returns, financial audit reports and student records. Additionally, any document with confidential student, employee, or financial information is destroyed either by shredding the document or by using a certified document destruction vendor.

Financial records, including but not limited to balance sheets, detailed ledgers, banking records, vendor payments and payroll records, are retained for either seven years or per federal/state requirements, whichever is longer. To ensure the accuracy and integrity of financial records and reports, all financial records are reconciled on a monthly basis by the CFO and any required adjustments and/or corrections are made promptly and clearly documented. All general ledger accounts are reviewed on a monthly basis to determine that transactions were properly processed and approved. All general ledger entries are designated to the appropriate general ledger account and class with a clear audit trail to supporting details.

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

Our primary budgetary goal is to ensure that a school is financially sustainable. We consistently develop and implement financial processes and procedures that improve the efficiency of school financial operations and provide strong segregation of responsibilities, a clean audit trail, and clear processes for all financial transactions. We have successfully managed and improved the financials of all partner schools from pre-operational planning through startup and growth to capacity. Financial management includes ongoing financial operations, all state, federal, authorizer and grant reporting, forecasting, and budgeting, and long-term strategic financial planning. We have managed five years of clean audits and met or exceeded financial budgets for all schools.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

PLA Virtual will be audited by an external auditor as a part of our consolidated annual audit. The audit will be completed in alignment with SBOA and Authorizer requirements.

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

Financial transparency will be ensured through monthly financial reports that include all financials, a comparison to budget, variance analyses and clear communication with the Board and the authorizer. PLA maintains clear segregation of responsibilities on all financial transactions and adheres to a multi-level approval for all expenditures. All fiscal policies and procedures are SBOA and authorizer complaint and are tested annually during the external audit.

Costs for the annual audit are included in the budget under Audit Services (compliant with SBOA requirements) at $5,000 in year one, growing to $24,000 in year five. The audit will be completed as a part of PLA's consolidated annual audit so the Virtual School will only receive an allocation of the current total cost of approximately $28,000.

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.

We utilize an external auditor per SBOA and authorizer requirements and request an engagement letter to be approved by the Board annually. Anticipated costs are based on historical actuals and experience with other schools.

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

Please see our comprehensive liability insurance policy in the Attachments below. PLA has consulted with its current insurance brokers at Gallagher Insurance and they recommend the following coverages for our virtual school:

- Commercial General Liability with limits of $1M per occurrence and $2m in the aggregate;
- Educators Professional Liability with a limit of $1M;
- Directors and Officers Liability with a limit of $1M;
- Sexual Molestation and Misconduct with a limit of $1M;
- Workers Compensation and Employers Liability at a minimum of State Statutory limits;
- Auto Liability with a Combined Single Limit of $1M;
- Umbrella Liability of $4M;
- Cyber Liability Insurance of at least $1M with coverage for Ransom Ware and Social Engineering;
- Employee Dishonesty Coverage of $250,000;
- Property insurance, covering business personal property at our administrative office location;
- One2One insurance program to cover technology devices in the possession of students; and
- Student Accident Insurance to cover students should they be injured at school sponsored events.

7. Submit the Charter Application Budget and Staffing Workbook (provide the completed workbook as **Attachment 29**, and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-pupil revenue projections provided by the authorizer.

8. Budget Narrative: As **Attachment 30**, present a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:

- Per-Pupil Revenue
- Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

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 areas such as the following:
   - Financial management;
   - Fundraising and development;
   - Accounting and internal controls.

As described above, PLA has an exceptional CFO, Eva Spilker, and finance team; and a strong Chief Development Officer, Johnny Jin, and development team. Their experience and track record of success have been described both above and below.

PLA also has strong processes. As described above, The financial control system is designed to track and safeguard all assets; ensure that that all financial practices align with generally accepted accounting principles (GAAP); assign all grant expenses according to the requirements of the approved grant budgets; and maintain appropriate records, financial management systems and individual time distribution records to disburse funds and track program expenditures according to federal, state and grant requirements. The internal control system for expenditures includes the following key elements and principles:

- <u>Authorization and approval controls for expenditures:</u> We are authorized by the board to approve and make expenditures on behalf of our schools for the following purposes: insurance coverage as required to comply with agreements, payroll expenses and payroll taxes or other required taxes, and any payment required to comply with any agreement approved by the board, including charter sponsor-oversight fees and management/technology fees. All service contracts should be supported by a current written contract. Compensation and any other payments for goods and services should not be paid in advance of receipt of goods or services, and all invoices must be paid in a timely manner and within 30 days when possible. Invoices require full itemization and match to a purchase requisition.

- <u>Segregation of duties controls for expenditures:</u> The Chief Financial Officer (CFO) prepares all checks to fulfill obligations on expenses approved by PLA. If payment is requested on an invoice that has not been approved, the request will be denied until approval has been secured. Once approved, the CFO creates the check and records the payment, but does not have signatory authority.

- Payroll and benefit controls for expenditures: Payroll and benefits are managed by the CFO and processed by a third-party payroll provider who manages direct deposits and check preparation based upon a pre-approved contract. Payroll entry is managed by the CFO based on the payroll spreadsheet provided by the Director of Human Resources. Payroll is run twice per month and includes only employees at authorized salary or hourly rates. Payroll is reconciled to the bank account as part of the bank reconciliation and month end close.

- Expense reports controls for expenditures: All expense reports are completed in accordance with our guidelines and submitted to the operations department for initial review of supporting documentation and compliance with guidelines. Upon approval, the CFO reviews expenses reports and backup documentation to ensure compliance with PLA policies and federal/state requirements; the CFP then prepares checks for signature by the CEO.

- General operating expenses controls for expenditure: Normal monthly operating expenses, such as utilities, rent, and phone invoices are approved by the operations department. Once approved, the invoices are submitted to the CFO for processing and checks are signed by the CEO.

- Review and reconciliation controls for expenditures: In the event of overpayment to a vendor, a refund is collected. All payable accounts are reconciled to vendor statements on a monthly basis, and all check payments are also reconciled to bank statements on a monthly basis.

Our record retention procedures are designed to abide by all federal and state legal requirements regarding document retention. Pertinent documents that we will retain indefinitely include (but are not limited to) the following: records of incorporation, bylaws, amendments and corporate charter, 501(c)(3) approval letter, minutes of board meetings, annual reports, tax returns, financial audit reports and student records. Additionally, any document with confidential student, employee, or financial information is destroyed either by shredding the document or by using a certified document destruction vendor.

Financial records, including but not limited to balance sheets, detailed ledgers, banking records, vendor payments and payroll records, are retained for either seven years or per federal/state requirements, whichever is longer. To ensure the accuracy and integrity of financial records and reports, all financial records are reconciled on a monthly basis by the CFO and any required adjustments and/or corrections are made promptly and clearly documented. All general ledger accounts are reviewed on a monthly basis to determine that transactions were properly processed and approved. All general ledger entries are designated to the appropriate general ledger account and class with a clear audit trail to supporting details.

SECTION IV: PORTFOLIO REVIEW & PERFORMANCE RECORD

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, including any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. As **Attachment 31**, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed partner, if applicable). Include the following information for every school:
   - Year opened;
   - City/location;
   - School contact information;
   - Authorizer contact information;
   - Number of students;
   - Grade levels served;

- Student data including: free/reduced lunch status, ethnicity population percentages, Special Education percentages, and English Language Learner percentages;
- Year in which contract with ESP/CMO commenced and/or ended (if applicable);
- State assessment achievement results for the past five years by grade level in ELA and Mathematics; and
- State assessment growth results for the past five years by grade level in ELA and Mathematics.
- *For High Schools Only:*
  - Past five years of 4-year graduation rates;
  - Past five years of college and career readiness percentages;
  - Number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain.

2. Select one of the consistently high-performing schools that the organization 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.

Our mantra at PLA is "Beat District. Beat State." After two years, we expect our scholars to outperform their peers in the district, and after five years, we expect our scholars to outperform their peers throughout the state. Scholars at our flagship school, George and Veronica Phalen Leadership Academy (GVP), have been high performing since its inception in 2015. Scholars at the only school that has been in our network for five years, GVP, are outperformed their statewide peers in both Math and ELA two year ago, and in ELA last year.

Additionally, our GVP scholars had two consecutive years of having the high IREAD scores in the state, with 100% of our scholars passing both years. GVP scholars have consistently had over 90% IREAD passage – and that has come without any exceptions.

We are proud of all of our scholars, and the performance of our children at GVP. We attribute this success to the ability to identify strong teachers presence over the years, the high quality execution of our educational model, determination and the strong relationships with families.

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

The school encountered a leadership change in the middle of the year, and was still able to deliver exceptionally strong results for students, and high retention rates for teachers.

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

PLA has developed a more unified model that now encompasses our core pillars. As a result of the success of our GVP, and from lessons learned at our other schools, we developed an educational model. Core components of our educational model include:

• Strong school leadership: We believe that the success of any school hinges on a strong school leader. A PLA school leader is expected to uphold the standard of excellence our scholars deserve through communication, coaching and commitment.

• Positive climate and culture: The culture of a school can make or break a scholar's educational experience. Building a culture of excellence, acceptance, positive behavior and growth is just as important as rigorous curriculum. We have a structured process for ensuring a positive, strong and loving culture exists for our scholars.

• Highly effective, data-driven educators: Our model focuses on developing educators who are able to use assessment data to continuously improve the quality of instruction. Our goal is to retain over 80% of the educators in the schools in which we serve. We believe that through the implementation of our education model, high quality professional development, and the PLA Coaching Cycle, scholars will receive the high-quality instruction that they deserve, and staff will receive the professional support and development they need to be effective.

• Evidence-based, standards-aligned curricula: Our schools utilize evidence-based curricula to push students to perform beyond the required expectations of their grade level in the main subject areas of literacy and math.

• Rigorous, frequent assessments: Based on our scope and sequence documents, teachers implement regular formative and benchmark assessments to evaluate student mastery of content in reading, writing and math. Assessments are designed to be both highly rigorous and to align to state standards. Our teachers also gain a holistic look at children's progress through state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data (such as scholar, parent and teacher surveys). Consistent and rigorous evaluation of student performance helps ensure both higher quality instruction and higher academic achievement.

• Extensive differentiated, small-group, and standards-aligned instruction: One of the unique core components of our model is that it implements regular assessments while maximizing the time that scholars can spend in small-group and one-to-one instruction with effective teachers, TAs, or coaches. Consistently providing differentiated instruction that targets specific standards, based on the results of assessment data, has been one of the core reasons for scholars' strong growth.

• Enrichment experiences: Each day, scholars will take courses in art, music, STEM and physical fitness. In addition, scholars may also hear from inspirational guest speakers; participate in educational field trips to college campuses, professional workplaces, museums, and cultural landmarks; and lead service projects to build connections to their communities and their futures. We believe children learn best when they are engaged and they make connections between school, their communities and their futures.

• Strong parental engagement: We recognize the importance of family engagement on student achievement and we use a scientifically proven process for engaging families. Some of the elements of this process include training teachers to effectively communicate with parents; creating a welcoming environment for families; holding regular meetings with parents where families and teachers dive in depth into a scholar's academic and behavioral progress; and hosting events throughout the year that celebrates their student's progress.

We are now able to hire for this model; provide targeted professional development in support of implementation fidelity; and develop processes which support strong execution. We also created a quality assurance process to evaluate how well each of these core elements are being delivered. We developed a dashboard which enables us to evaluate the quality of implementation of each of the aforementioned core pillars, and we have also strengthened our oversight process, which now includes:

- Weekly visits from headquarters with direct support around PLA's academic priorities.
- Bi-weekly instructional reviews, providing data analysis and reporting to measure growth.
- Bi-weekly review meetings with the PLA central office staff to report Turnaround Principles for

Success status.
- Professional development on curriculum implementation for both ELA and math and instructional resources.
- Training and coaching on curriculum mapping to ensure all standards are being met with the appropriate level of cognitive complexity and scholar autonomy.
- Full training and full immersion of the Coaching Cycle for every leader and teacher in the building.
- On-site support and training on the Turnaround Principles for Success as needed.
- On-line professional development and support through PLA University.

These lessons learned and the processes that we have developed will support the success of our PLA Virtual scholars.

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3. Select one of the organizations 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.

PLA was brought in to help turn around two failing schools in Texas. We wanted to make a leadership change on both campuses, but it was May and while we believed that we had found one great replacement, we felt that the likelihood that we were going to find a second strong new leader was minimal. As a result, we kept one leader and replaced the other.

As we predicted, where we made the change, the mid-year formative results are strong; where we did not ultimately make the change, the start was weak.

Below, you will see the formative assessment results from our Jones-Clark Elementary School, where we made the leadership change.

2019-20
Beginning of Year to Middle of Year STARR 360 -
% of Students at or Above Grade Level Proficiency

As you can see, in 2019-2020 all Jones-Clark Elementary grades increased their percentage of students meeting or mastering grade level standards - with some grade levels increasing as many as 10 percentage points in just half a year - on the Starr 360 assessment.

At Smith, where we originally did not make the principal change, our start was rough. We did ultimately separate from the principal, and the school has been getting stronger ever since.

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

We made a leadership change in November and that has had a major impact on the success of the school. We also increased the intensity of oversight, so that we can quickly address any challenges or deviations from the model. We hold weekly tactical meetings at the central office to discuss the progress in Texas and provide wrap around support to tackle any barriers as they come up. These two changes have had a major impact on climate and culture; staff morale; and parent satisfaction.

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

Our plan to monitor implementation with fidelity our performance goals. We expect the following:

- PLA Virtual scholars will outperform their peers in the host district after three years, and outperform the state average after five years.
- Scholars will experience a 3% annual increase in proficiency on the state test.
- Scholars will experience high or expected annual growth movement on the state test.
- Schools will retain over 80% of highly effective or effective teachers.
- Schools will receive over 85% parent and scholar satisfaction rates.
- Retain over 85% of our scholars annually.

We will measure the above goals and we will implement other processes to gather feedback including: focus groups with teachers, scholars and parents; meeting quarterly with our partner school boards/leadership; and launching a dashboard, which will allow us to recognize those who are excelling and more quickly support those who are struggling.

Our monitoring and oversight process will also support performance. Our plan will include the following elements:

- Weekly visits with direct support around PLA's academic priorities.
- Bi-weekly instructional reviews, providing data analysis and reporting to measure growth.
- Bi-weekly review meetings with the PLA central office staff focused on performance data.
- High quality, targeted pre- and on-going professional development.
- Training and coaching on curriculum mapping to ensure all standards are being met with the appropriate level of cognitive complexity and scholar autonomy.
- Full training and full immersion of the Coaching Cycle.
- Virtual on-site support and training on the PLA Academic Principles for Success.
- On-line professional development and support through in-person and PLA University.

Our school leader and our central office staff use the performance expectations set at the beginning of the year and on an ongoing basis to drive performance on a school-wide level, and these written expectations are specific, clear, and measurable; they are data-driven and drawn from a robust initial assessment. These expectations are also clearly aligned with the mission of the school, as they stem from our Academic Principles, which are based on critical pillars of academic excellence that we have honed through our years of experience — pillars which we institute at PLA Virtual.

4. For all schools operating in the state of Indiana, provide as **Attachment 32** (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 33**: (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."

No contracts have been terminated.

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.

Thea Bowman Leadership Academy was placed on an Emergency Improvement Plan during the 2019-20 school. Other than that, there have been no charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by PLA.

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.

Thea Bowman Leadership Academy had two campuses, Thea Bowman Elementary and Thea Bowman Middle/High School. While our elementary school was making consistent progress, our middle/high school was not. As a result, we were placed on an Emergency Improvement Plan. To address the challenges, we elected to consolidate our two campuses into one school, promoted our exceptional leader to head our newly consolidated campus; and retained our strongest teachers. These changes already have the school moving in a positive direction.

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 34**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

PLA has not been and is not currently involved in any litigation.

SECTION V: 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 other approaches.

Summarize the innovation(s) embodied in the proposed school design. 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 will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

We hope that the totality of our proposal has demonstrated how PLA Virtual is innovative. There are very few high quality virtual learning opportunities for children and families in Indiana, and PLA Virtual will provide this to families.

- *List the members of the school's proposed leadership team and governing board and complete the table of information.*
- *Include full resumes after the table that contain contact information and professional biographies for each individual listed.*
- *No page limit.*

Leadership Team

Name	Role with School	Current Job Title	Current Employer
Earl Martin Phalen	CEO	CEO	PLA
Andrea Robinson	CAO	CAO	PLA
Eva Spilker	CFO	CFO	PLA
Courtney Lumbley	Director of School Improvement	Director of School Improvement	PLA
Amber Deckard	Director of Recruitment	Director of Recruitment	PLA
Leticia Sampson	Director of Special Education	Director of Special Education	PLA
Michelle McConnico	Director of Communications	Director of Communications	PLA
Helen Dixon	Director of Human Resources	Director of Human Resources	PLA
Johnny Jin	Chief Strategy & Development Officer	Chief Strategy & Development Officer	PLA

Please see resumes attached. Below please find bios for key leaders:

Earl Martin Phalen, Founder & CEO: Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of $12,000 to $27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. Both BELL and Summer Advantage are among the very few expanded learning time programs in the country to be scientifically proven to raise student achievement. As a result of this track record, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 19 schools serving over 7,000 students, uplifting children from our most vulnerable communities. In addition to transforming multiple F-rated schools into A-rated schools, PLA consistently helps its scholars achieve outstanding growth. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Scholars recently produced Rosa2018: writing, producing, acting, and filming a modern-day version of the Rosa Parks story. Through this experience, scholars learned film stitching, video production, virtual reality, graphic design, video editing and so much more. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black

Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

Andrea Robinson, Chief Academic Officer: Andrea received her BA from Indiana University in elementary education and her master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building, where she was recognized with the district-wide Indiana Teacher of the Year award in 2009. She worked to become the instructional coach for her K-5 building where she used her knowledge of best practices to lead educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. Andrea has provided professional development for the University of Indianapolis' elementary education program and for educational webinars with Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County, working closely with schools and districts to develop best practices for turnaround principles. Andrea has also served as the district manager in the State Development Network (SDN) to ensure the development of district system alignment and improve student achievement.

Courtney Lumbley, Director of School Improvement: Courtney's educational pathway began with a B.A. in Elementary Education from DePauw University, an M.Ed. from Indiana Wesleyan University in Curriculum and Instruction, and an endorsement for administration through WGU's Educational Leadership program. Her twelve years of classroom experience span grades three through twelve including Title I language arts, high ability, and German language instruction. Courtney taught in MSD Perry Township and Bartholomew Consolidated County Schools before serving in Franklin Township Community School Corporation as a teacher, instructional coach, and building administrator where quality instruction and collaboration for student growth was her focus. Courtney worked with teams of teachers implementing a data-driven Tier 2 and 3 intervention plan to impact student achievement. Before her role as a building administrator in Franklin Township, Courtney received the honor of Teacher of the Year for the district and finalist for the Indiana State Teacher of the Year.

Amber Deckard, Director of Recruitment: Amber is an accomplished Executive in the nonprofit industry. She has over 20 years' experience in nonprofit leadership including human resources and talent management. Amber first joined the team in 2010 as a Regional Director for Summer Advantage where she was instrumental in helping the program reach thousands of scholars across the country. In 2014 Amber was called to serve as a Regional Vice President for a national nonprofit charged with improving birth outcomes and health equity for moms and babies in the US. During her tenure, Amber was successful in building teams across 26 Markets in the Midwest, supporting a reduction in both premature birth and health equity disparities – both critical focuses for the Foundation. In October of 2018 Amber joined the PLA Team as National Director of Recruitment with a goal to help positively impact children across the country by partnering with our schools to source, attract, and hire exceptional educators that share our unwavering belief and passion for educating and empowering scholars from underserved communities.

Leticia Sampson, Director of Special Education: Leticia came to PLA with 19 years of experience in special education. At her previous position with Total Education Solutions, she assisted schools in maintaining compliance in their special education departments. She had also been an integral team member of PLA's Michigan schools as a contracted employee. Leticia grew up in Detroit and has worked in many counties across Michigan. She also served as Program Director of a special education day school in Washington, D.C. Leticia obtained her Ed.S. from Wayne State University and is current working on her Ed.D. in Education Leadership and Policy Studies.

Helen Dixon, Director of Human Resources: Helen is responsible for leading the recruitment, selection and placement of all employees. Helen has over 10 years of recruitment experience. Prior to joining PLA, Helen served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Helen was the architect of an enterprise-wide recruitment program for 38,000 employees and 43 operating departments. Prior to the City of Chicago, Helen served as a Senior Recruitment Officer and Marketing Manager for

the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance for 600 schools and implemented new strategies to meet annual workforce requirements.

Michelle McConnico, Director of Communications: Michelle is as an award-winning communications and marketing professional and proud United States Air Force Veteran. She has spent over a decade connecting communities and helping organizations achieve their goals through communications. Michelle received numerous awards for her work including Verizon Wireless Communications Improvement Recognition, President Obama's Call to Service Award, and The Village's Helping Hand Award. She was also named one of Chicago's Top Professionals Under the age of 40. In addition to representing school districts and cities, Michelle has counseled and represented companies and CEO's of some of the world's most successful organizations including The Coca-Cola Company, The Department of Veterans Affairs, Verizon Wireless and PetSmart.

Eva Spilker, Chief Financial Officer: Eva has served as Controller and Finance Director at Diamondback Direct, an international division of Quadriga Direct Mail Holdings—a leading global provider of direct marketing services. Her responsibilities included all finance and accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, executive team and board presentations, margin and audit management, and annual budgeting. Eva's career in finance began in the Corporate Financial Consulting Division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all capital expenditure justifications and analyses. After CSX, Eva transitioned to a partner role in a regional advertising agency where she managed all finance and operations functions. Eva holds an economics degree from the University of North Carolina at Chapel Hill.

Johnny Jin, Chief Strategy & Development Officer: Johnny brings over a decade of proven leadership in institutional advancement to achieve large-scale social impact. As a core member of the founding team, Johnny helped grow a regional summer learning pilot into a high-performing school network serving over 7,000 children across the country. In this capacity, Johnny develops pathways to scale; oversees the procurement of grants and contracts; and facilitates the calibration of strategy to drive sustained growth and success. Johnny has consulted with companies and initiatives on projects concerning early childhood literacy, city-wide arts education, social studies innovation, and adult professional development. Johnny is a first-generation college graduate. He earned his BA in Economics from UC Berkeley (where he graduated early in two years), and a Master's in Education Policy and Management from Harvard.

Governing Board List of members and resumes: [View here](#)

- *Include a sample course scope and sequence for one subject (reading, math, science, or social studies) for each division (elementary, middle, and high school) the school would serve.*
- *Identify outcomes of the course and demonstrate alignment with state standards.*
- *30 page limit*

See below sample course scope and sequence for elementary, middle, and high school.
Elementary Course Scope and Sequence – Elementary School
Edgenuity Course Scope and Sequence SAMPLE - Middle School
Edgenuity Course Scope and Sequence SAMPLE - High School

Edgenuity online K–12 curriculum lessons and resources are built to align with both Common Core and state standards. Upon request and specified tailored needs of a school, the Edgenuity curriculum can be further tailored to meet each state's specific requirements.

Elementary course outcomes when using Edgenuity learning paths aligned to NWEA MAP with fidelity, in addition to direct classroom instruction, students are able to rapidly close the gap in grade level achievement. From fall 2016 to spring 2017, students demonstrated statistically significant gains on all domains of the NWEA MAP Reading and Mathematics assessments (p<.01). For the large majority of participants in grades 1–8, students who completed 50% or more of the instructional learning path activities in an NWEA domain area improved 1.5 to 2 times more on the NWEA MAP assessment (fall 16–spring 17) than their peers who had only direct classroom instruction in the same domain area.
https://www.edgenuity.com/Case-Studies/Edgenuity-Case-Study-Ohio%20Flyer.pdf

The course outcomes with use of Edgenuity for middle and high school students, Edgenuity high school students outperform state and national Peers on the ACT®. In 2008, Park City Independent began using Edgenuity Instructional Services for its core curriculum and electives. Homeschool students can access Edgenuity virtual-school courses 24 hours a day, seven days a week from their personal computers. They are expected to spend at least five hours a week on each Edgenuity course. In addition to taking core courses, students have access to the Edgenuity ACT preparation course. Additionally, students enrolled in traditional high schools across the country participate in PCI's ACT preparation program and other Edgenuity courses. Data were collected from 19 juniors and seniors who took the ACT. An analysis of ACT data indicated that Park City Independent Edgenuity students outperformed their national and state peers across all content areas. For example, on the English Composition subtest of the ACT, 84 percent of PCI students met ACT benchmark scores. This was 17 percent higher than the reported national average and 20 percent higher than the reported statewide average.
https://www.edgenuity.com/Case-Studies/Park-City-UT-Research-Brief.p

Attachment 3

- *Provide a plan for how the curriculum will be developed between approval of the application and the opening of the school.*
- *Identify who will be responsible and a timeline for key stages to be complete.*
- *5 page limit*

Not applicable.

Attachment 4

- *Provide a complete set of the school's proposed learning standards for one grade for each division (elementary, middle, high school) the school would serve.*
- *10 page limit*

PLA will following Indiana's learning standards. Excerpts from the elementary, middle and high school standards can be found below:

Indiana Academic Learning Standards – Elementary School
Indiana Academic Learning Standards – Middle School
Indiana Academic Learning Standards – High School

- *Provide the school's exit standards for graduating students (those students in the last grade served)*
- *10 page limit*

PLA Virtual Academy students must complete the state mandated graduation requirements in order to be awarded a high school diploma. See each state approved diploma type as well as the certificate of completion option noted below.

Core 40 and Honors Diploma: The Core 40 diploma is the required diploma track for all students in Indiana. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. Legislation made Core 40 a minimum college admission requirement for the state's public four-year universities. Students can earn the Core 40 with Academic and/or Technical Honors by completing additional requirements, including maintaining a "B" GPA and taking advanced coursework. In addition, students must also pass both ELA and Math 10th grade state mandated GQE (ISTEP+10) or fulfill Indiana graduation pathways.
Indiana Core 40 and Honors Diploma Requirements

General Diploma: The General Diploma option is an opt-out of the Core 40 diploma, but still requires 40 semester credits. It is a less rigorous diploma option than the Core 40. The completion of Core 40 is an Indiana graduation requirement. To graduate with less than Core 40 (one option is the Indiana General Diploma), students must have a formal opt-out conference with their parents/guardians and school staff in order to graduate with a general diploma. At the conference, parents must determine whether or not their students could receive a greater benefit from the General Diploma. Students must also pass both ELA and Math 10th grade state mandated GQE (ISTEP+10) or fulfill Indiana graduation pathways.
Indiana General Diploma Requirements

Certificate of Completion: Students who are identified with special needs that are taken off the diploma path by the decision of a Case Conference Committee will pursue a Certificate of Completion.

Our grading policy and graduation handbook can be found here.

- *Provide the school's proposed calendar for the first year of operation.*
- *Include the total number of days/hours of instruction.*
- *2 page limit*

PLA Virtual Calendar

Grade Levels	Instructional Days	Instructional Hours per Year
K-6	180	1035
7-8	180	1095
9-12	180	1125

Phalen Leadership Academies
School Calendar 2020-2021

First Semester-85 days

Teacher Work Days/PD
Mon, Aug 3-Wed, Aug 5 (New Staff Only)
Thurs., Aug. 6, Fri., Aug. 7, Mon. Aug. 10
Wed., Sept. 2 (e-learning)
Wed., Sept. 30 (e-learning)
Wed, Nov 11 &Tues, Nov 24 (e-learning)
Wed, Dec. 2 & Fri, Dec. 18 (e-learning)

Parents in Touch
Wed., October 14 (e-learning)

Fall Break
Mon. October 19- Fri. October 23

Election Day
Tuesday, Nov. 3 (e-learning)

Thanksgiving Break
Wed., Nov. 25-Fri., Nov. 27

Winter Break
Mon., December 21 -Fri., January 1

Second Semester-95 days

Teacher Work Days/PD
Monday, January 4 (No Students)
Wednesday, January 13 (e-learning)
Wednesday, February 3 (e-learning)
Wed. March 3, Fri. March (e-learning)
Wednesday, April 7(e-learning)
Thursday, May 27 (e-learning)

Parents in Touch (at-risk)
Wednesday, March 10 (e-learning)

IREAD Window
Monday, May 10 -Friday, May 21

Spring Break
Monday, March 29-Friday, April 2

ILEARN Window
Monday, April 19 -Friday, May 14

Teacher Work Days/ Professional Development (Full Day)
P.I.T (e-learning/No Students)
Teacher Work Days/Professional Development (e-learning/No Students)
Holiday/Break
Testing Windows (School in session)
End of Grading Period
New Teacher Institute

- *Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.*
- *5 page limit*

All PLA students will be welcomed into their online class starting at 8:45am and begin ELA classes at 9:00am. K-6 students will attend from 8:45am - 4:00pm, grades 7-8 will go from 8:45am - 4:15pm, and 9-12 students will attend from 8:45am - 4:30pm. K-8 students will receive 1 hour and 30 minutes of instruction in ELA, 1 hour and 35 minutes of instruction in mathematics, and 1 hour of either science or social studies. 9-12 students will receive 1 hour and 30 minutes of instruction in ELA, 1 hour and 30 minutes of instruction in mathematics, and 1 hour of either science or social studies.

These schedules will put our students in the position to succeed by prioritizing time for small group instruction and differentiated eLearning in ELA and Math, allowing students to continue with specials and electives, and providing built in time for brain breaks throughout the day. Instructional hour totals are as follows:

- **K-6**: 5 hours and 45 minutes a day, 28 hours and 45 minutes per week
- **7-8**: 6 hours and 5 minutes a day, 30 hours and 25 minutes per week
- **9-12**: 6 hours and 15 minutes a day, 31 hours and 15 minutes per week

Below are the requested tables:

Grade Levels	Instructional Minutes per Day	Instructional Minutes per Week	Start and End Times
K-6	340	1700	8:45am - 4:00pm
7-8	365	1825	8:45am - 4:15pm
9-12	375	1875	8:45am - 4:30pm

Weekly Schedule K-6	
Monday	8:45am - 4:00pm
Tuesday	8:45am - 4:00pm
Wednesday	8:45am - 4:00pm
Thursday	8:45am - 4:00pm
Friday	8:45am - 4:00pm

Weekly Schedule 7-8	
Monday	8:45am - 4:15pm
Tuesday	8:45am - 4:15pm
Wednesday	8:45am - 4:15pm
Thursday	8:45am - 4:15pm
Friday	8:45am - 4:15pm

PLA K-6 Sample Schedule			
Course Title	**Scheduled Time**	**Activity**	**Instructional Minutes**
Welcome/Transition	8:45am - 9:00am	Students are welcomed into class with a writing prompt and discussion	0
ELA Whole Group	9:00am - 9:45am	An objective based whole group lesson that will follow the gradual release model of instruction	45
Transition	9:45am - 9:50am	Assigning of and transition to breakout groups	0
ELA Differentiated Instruction	9:50am - 10:35am	Scholars will be grouped to receive remediation from that day's lesson or utilize e-learning platforms to reinforce objectives	45
Brain Break/Transition	10:35am - 10:45am	A brain break and transition to math instruction	0
Math Whole Group	10:45am - 11:30am	An objective based whole group lesson that will follow the gradual release model of instruction	45
Transition	11:30am - 11:35am	Assigning of and transition to breakout groups	0

Math Differentiated Instruction	11:35am - 12:20pm	Scholars will be grouped to receive remediation from that day's lesson or utilize e-learning platforms to reinforce objectives	50
Lunch	12:25pm - 1:00pm	Students will take lunch on their own	0
Science/Social Studies	1:00pm - 2:00pm	Science or Social Studies whole group instruction supplemented by our e-learning platforms	60
Transition/Brain Break	2:00pm - 2:05pm	A short brain break and transition to specials instruction	0
Specials (Music, Art, PE)	2:05pm - 3:05pm	Specials instruction	60
Transition/Brain Break	3:05pm - 3:20pm	A brain break and transition to electives	0
Elective	3:20pm - 4:00pm	Teacher led electives that work to build efficacy and community as they would in a brick and mortar school	40

PLA 7-8 Sample Schedule			
Course Title	**Scheduled Time**	**Activity**	**Instructional Minutes**
Welcome/Transition	8:45am - 9:00am	Students are welcomed into class with a writing prompt and discussion	0
ELA Whole Group	9:00am - 9:45am	An objective based whole group lesson that will follow the gradual release model of instruction	45
Transition	9:45am - 9:50am	Assigning of and transition to breakout groups	0
ELA Differentiated Instruction	9:50am - 10:35am	Scholars will be grouped to receive remediation from that day's lesson or utilize e-learning platforms to reinforce objectives	45

Brain Break/Transition	10:35am - 10:45am	A brain break and transition to math instruction	0
Math Whole Group	10:45am - 11:30am	An objective based whole group lesson that will follow the gradual release model of instruction	45
Transition	11:30am - 11:35am	Assigning of and transition to breakout groups	0
Math Differentiated Instruction	11:35am - 12:25pm	Scholars will be grouped to receive remediation from that day's lesson or utilize e-learning platforms to reinforce objectives	50
Lunch	12:25pm - 1:00pm	Students will take lunch on their own	0
Science/Social Studies	1:00pm - 2:00pm	Science or Social Studies whole group instruction supplemented by our e-learning platforms	60
Transition	2:00pm - 2:05pm	Transition to specials	0
Specials (Music, Art, PE)	2:05pm - 3:05pm	Specials instruction	60
Transition/Brain Break	3:05pm - 3:15pm	A brain break and transition to electives	0
Elective	3:15pm - 4:15pm	Teacher led electives that work to build efficacy and community as they would in a brick and mortar school	60

PLA K-6 Sample Schedule		
Course Title	**Scheduled Time**	**Instructional Minutes**
Welcome/Transition	8:45am - 9:00am	0
ELA Whole Group	9:00am - 9:45am	45
Transition	9:45am - 9:50am	0
ELA Differentiated Instruction	9:50am -10:35am	45

Brain Break	10:35am - 10:45am	0
Math Whole Group	10:45am - 11:30am	45
Transition	11:30am - 11:35am	0
Math Differentiated Instruction	11:35am - 12:20pm	50
Lunch	12:25pm - 1:00pm	0
Science/Social Studies	1:00pm - 2:00pm	60
Transition/Brain Break	2:00pm - 2:05pm	0
Specials (Music, Art, PE)	2:05pm - 3:05pm	60
Transition/Brain Break	3:05pm - 3:20pm	0
Elective	3:20pm - 4:00pm	40

PLA 7-8 Sample Schedule		
Course Title	**Scheduled Time**	**Instructional Minutes**
Welcome/Transition	8:45am - 9:00am	0
ELA Whole Group	9:00am - 9:45am	45
Transition	9:45am - 9:50am	0
ELA Differentiated Instruction	9:50am -10:35am	45
Brain Break	10:35am - 10:45am	0
Math Whole Group	10:45am - 11:30am	45
Transition	11:30am - 11:35am	0
Math Differentiated Instruction	11:35am - 12:25pm	50
Lunch	12:25pm - 1:00pm	0
Science/Social Studies	1:00pm - 2:00pm	60
Transition/Brain Break	2:00pm - 2:05pm	0
Specials (Music, Art, PE)	2:05pm - 3:05pm	60
Transition/Brain Break	3:05pm - 3:15pm	0

Elective	3:15pm - 4:15pm	60

PLA 9-12 Sample Schedule		
Course Title	**Scheduled Time**	**Instructional Minutes**

Welcome/Transition	8:45am - 9:00am	0
ELA Whole Group	9:00am - 9:45am	45
Transition	9:45am - 9:50am	0
ELA Differentiated Instruction	9:50am -10:35am	45
Transition/Brain Break	10:35am - 10:45am	0
Math Whole Group	10:45am - 11:30am	45
Transition	11:30am - 11:35am	0
Math Differentiated Instruction	11:35am - 12:20pm	45
Lunch	12:20pm - 12:55pm	0
Science	12:55pm - 1:55pm	60
Transition	1:55pm - 2:00pm	0
Social Studies	2:00pm - 3:00pm	60
Transition/Brain Break	3:00pm - 3:10pm	0
Specials (Music, Art, PE)	3:10pm - 3:55pm	45
Transition	3:55pm - 4:00pm	0
Elective	4:00pm - 4:30pm	30

- *Provide the school's enrollment policy. The policy should include:*
  - o *Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;*
  - o *A timeline and plan for student recruitment/engagement and enrollment;*
  - o *Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and*
  - o *Explanation of the purpose of any pre-admission activities for students or parents*
- *10 page limit*

Phalen Leadership Academies Enrollment Policy

Purpose

The Phalen Leadership Academies (hereinafter "PLA") Board of Trustees recognizes that its enrollment policies must reflect current requirements of Indiana Law. Therefore, as a virtual school, PLA shall comply with these enrollment and admissions procedures to ensure that scholars are promptly enrolled through the policy provisions set forth below.

Pre-requisite for Participation in the PLA Virtual Education Program

Pursuant to IC 20-19-8, all scholars and a parent of the scholar shall participate in PLA's annual onboarding process and orientation. Said onboarding process and orientation shall include, but is not limited to, PLA's scholar engagement and attendance requirements and policies of the virtual education program. Additionally, the orientation shall incorporate information and notice that a person who knowingly or intentionally deprives a dependent of education commits a violation under IC 35-46-1-4. If a scholar or a scholar's parent does not participate in PLA's annual onboarding process and orientation, the scholar may not participate in the virtual education program.

ENROLLMENT PLAN

PLA's enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of PLA's enrollment and recruitment practices will comply with Indiana State and federal standards.

PLA will open in August of 2020 to serve students (K-12) throughout the state of Indiana virtually. PLA will enroll any eligible scholar who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building.

Enrollment.

(a)   Enrollment in the School shall be open to all students in grades as set forth in the Enrollment Plan who are residents of the State of Indiana. The Organizer's recruitment, admissions, and enrollment policies for the School are subject to all federal and state law and constitutional provisions that prohibit discrimination on the basis of race, disability, gender, religion, national origin, ancestry, or color, except as allowed for a single-gender charter school pursuant to IC § 20-24-5-4(b) and in accordance with the regulations under Title IX for single-gender classes or schools issued by the U.S. Department of Education's Office for Civil

Rights. The Organizer shall not limit student admissions in any manner in which a public school is not permitted to limit student admissions.

        (b)   If the number of applicants for admission exceeds the maximum capacity stated in the Enrollment Plan for any grade, building, or program, the Organizer must comply with the admissions and enrollment requirements of IC § 20-24-5-5, including conduct of a random lottery, giving each timely applicant an equal chance of admission, or, where explicitly permitted, through a publicly verifiable random selection process, subject to allowable exceptions set forth in IC § 20-24-5-5(c).

A. Admissions Requirements

PLA has established admission policies in full compliance with IC 20-24-5-4 and will not limit student admission in any manner that a traditional public school is not permitted to establish. We are non-selective, open to all applicants residing in Indiana, and will enroll any eligible student who submits a timely application for enrollment unless the number of applicants exceeds the availability. In this case, we will adhere to our lottery policies.

B. Timeline and Procedures (Please note that all timelines are tentative)

- **Application Schedule**
  We will begin accepting applications for the 2020-2021 school year on or about June 1, 2020 and/or upon a virtual charter school approval. The application will be made available through our school website and all school social media sites.
- **Intent to Enroll Forms**
  Once an intent to enroll form is received by the school, it is stamped with the date and time of day. The form is then filed into the school's enrollment organization system in the order it was received. Contact and family information will be stored in an online database that also logs the date and time received. The Director of Operations, Office Manager, and School Leader share this database.
- **Enrollment Deadlines**
  Applications to enroll at our virtual school will be open until August 1st, 2020. All applications to the school after this deadline will be added to our waitlist post-enrollment lottery on a day-stamped and time-stamped basis.

C. Lottery Dates and Procedures

Lottery Schedule

Pursuant to IC 20-24-5-5, should the number of applicants exceed the number of available seats, we will hold a random drawing in a public meeting for student enrollment two weeks after the application deadline. The lottery will be governed by the following principles:

1. All students who have submitted a formal application prior to the deadline will be allowed to enter the lottery. In 2020, this date is contingent upon our virtual school approval.
2. All students drawn in the public lottery will receive an offer for a seat in the school until all available entry grade seats are filled.
3. Students who are drawn after all seats are filled will be added to an ordered wait list, and will come off the wait list once seats become available in the order they are listed.
4. Applicants who are siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. Sibling preference is designed to ensure that all students within a family are able to, if desired, attend the same school.

5. The lottery will be conducted within two weeks of the application deadline.

In accordance with IC 20-24-5-5, should a public lottery be required, admission preference is prioritized based on the following criteria:

- Students currently attending PLA Schools
- Siblings of students attending PLA Schools

D. Additional

Wait Lists. Applicant families will be notified of their student's available seat or wait list position no later than five business days after the lottery. Families will then have a period of two weeks (10 business days) from notification to confirm in writing their intent to enroll their child in PLA and submit an enrollment packet including birth certificate, proof of address, and immunization records. Any family who does not notify PLA of their intent to enroll within this timeframe will automatically relinquish their child's seat within the school, and the seat will be offered to the next student on the ordered wait list. In 2020, we will begin offering seats to wait listed students on at the close of the above referenced 10 days. Wait listed families offered a spot within the school will have a period of five business days to confirm their intent to enroll, after which their spot will be relinquished and given to the next family on the ordered wait list.

Student Withdrawals. If a student withdraws or is expelled from PLA, his or her seat will be given to the next person on the waiting list.

Re-Enrollment. Students who have withdrawn from the school are sent to the bottom of the waiting list. Should these students wish to be readmitted to the school, they will be the last to receive a seat or granted a seat if there is one available.

Student Transfers. Students who would like a seat after the enrollment deadline has passed will be granted one if there are seats available. Should there be not seats, the student is placed on the waiting list in the next numerical order.

Student Recruitment Plan

Phalen Virtual Leadership Academy has a formal recruitment plan that will ensure that it conducts outreach designed to reach current and prospective scholars and all Indiana families and students who may benefit from the PLA learning model.

Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the competing demand of being fiscally conservative. PLA has an active base of interested families that have already reached out, without any direct contact, to the Phalen Leadership Academies website seeking additional information about our schools. As we launch efforts to continue to expand in the virtual education space, PLA developed a plan to actively recruit families that represent the full cultural, demographic, and socioeconomic range of Indiana.

Direct Mail: PLA conducts direct mail campaigns announcing the school to families with students throughout Indiana. In a typical mailing, a postcard will be sent out inviting parents to attend an Information Session, visit the website, and/or contact us. PLA uses electronic mail to supplement or replace its physical mail campaign. Our current mail list hosts over 10,000 subscribers and families.

Virtual Open House Sessions: PLA will conduct virtual information sessions as well as sessions at its physical campuses across Indiana—Indianapolis, Fort Wayne and Gary. Both virtual and on-site sessions will assure that families from a variety of communities are able to attend. For virtual information sessions, parents may attend from their home via mobile phone as well as computer device. PLA will educate families about the school and provide a complete array of information, including its curriculum, teaching methods, technology, and testing requirements. Finally, PLA will periodically staff booths and tables at events designed to attract a broad range of students, including those with enrollment preference.

Website: The school will create and maintain a website for Phalen Virtual Leadership Academy VirtualLeadershipAcademy.PhalenAcademies.org. The website will contain information about PLA, its approach, its curriculum, and FAQs and their answers. The site includes enrollment information and procedures, a detailed lottery description, information sessions schedules, and other useful tools for prospective students and their families. There will also be a chat feature for parents to reach out to our school at any time for questions, concerns and enrollment support.

Telephone/e-mail Information Service: PLA maintains a toll-free information line and an email information service to answer parents' questions.

Specific Outreach: To reach students who are at risk of becoming dropouts, and for parents who would be interested home-schooling with additional support, PLA will develop specific advertising for guidance counselors and families.

Community and Youth Services Partnerships: As part of its outreach process, PLA will provide information about the school to the community that may include: youth-serving organizations such as Boys and Girls Clubs, parent groups, health-related organizations, and organizations for young actors, dancers, and athletes.

Media Outreach: PLA will make use of paid media, primarily advertisements via television, and radio service announcements.

Referrals/Word of Mouth: As PLA grows, it anticipates that an increasing number of families who come to the school will enroll due to positive feedback received from their friends, community members, traditional school leaders, and family. In similar schools nationally, 80% of our enrollment is supported by parents who recommend our schools to friends, neighbors, and relatives.

Search Engines and Social Media: PLA and its schools are linked to leading Internet search engines with local reference capability to help Indianapolis families looking for a virtual school option find this high- quality school. In addition, PLA benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.

Retention Policy and Practices

To ensure outstanding retention of PLA Virtual students, the school will undertake a number of initiatives, including but not limited to the following:

Begin Outreach Early: PLA will begin formal outreach in mid-April 2021 and engage students and parents in information sessions, offered both virtually and face to face. To ensure that the school is accessible to all families, the school varies the day of the week, time of day, geographic location (for face-to-face information sessions) to ensure the broadest opportunities for all Indiana families to learn about PLA and its educational program. The school will offer a self-paced information session that can be viewed at any time for those who may have schedule conflicts with both face-to-face and virtual information sessions.

Provide a Local Face: The Leader and his/her staff are the local representatives for the school. The school conducts information sessions, one-on-one consultations, and appears at local events. The School Leader remains engaged with the community throughout the year.

Establish a Sense of Place: The Downtown Indianapolis will host walk-in inquiries, school tours, information sessions, and other activities throughout the school year.

Provide Multiple Interactions: The initial outreach effort includes evening and daytime information sessions, virtual info sessions, informal drop-in hours, community appearances, earned and paid local media coverage, social events such as pizza parties and coffee breaks, and individual staff consultations to ensure that families receive helpful school information.

Particularly critical throughout this process is helping families develop a clear picture of the unique scheduling and workload realities of the online learning model, including the need for self-motivation. Following enrollment, the team leads each student and his or her family through on-boarding activities that prepare the student for success. Follow-up interventions are provided as needed throughout the school year based on the escalation system that tracks student attendance, participation, and performance.

Required Enrollment Documentation

Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), an Indiana school district resident, or any other person having charge or care of the child, PLA shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. Proof of the child's age

Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. Immunizations required by law

Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of Residency

Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, or Department of Transportation identification card. While more than one form of residency confirmation may be required, PLA should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on Homeless Scholars for guidance in that situation.

4. Parent Registration Statement

A sworn statement attesting to whether the scholar has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a scholar to be admitted to any school entity. PLA may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, PLA may wait to enroll a scholar until a current a period of expulsion has expired.

5. Home Language Survey

All scholars seeking first time enrollment in a school shall be given a home language survey in according with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the scholar may not be delayed in order to administer the Home Language Survey.

Registration Form

A registration form, filled out by families for scholar enrollment, may include the following: name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the scholar is living, emergency contact information, former school information, and other locally required information. Failure to complete this form will not be made a condition of the scholar's enrollment.

Documentation Required From Other Sources

PLA is also entitled by law to receive information on an enrolling scholar from the previous school, public, charter, nonpublic or private, which the scholar attended. However, the provision of this information rests with the educational entity and not the family, and so, PLA, as the receiving local educational agency, will not require this information as a precondition to enrollment and will not delay a scholar's admission for lack of this information.

Scholar Education Records

Upon enrollment, PLA contacts the scholar's former school for a copy of the scholar's education records. The former school district or charter school, if within the State of Indiana, is required to respond by forwarding the records within the timelines established by the Indiana Code.

Disciplinary Records

Whenever a pupil transfers to another Indiana school entity or nonpublic school, a copy of the scholar's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the scholar has transferred should request the record. Failure to receive the scholar's discipline record cannot be used to deny or delay the scholar's enrollment or school attendance. A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

Resident Scholars and Court Orders or Custody Agreements

PLA may require a parent/guardian to provide a custody or dependency order when the child is being enrolled at PLA pursuant to the Indiana Code. PLA will not require a custody order or agreement as a condition of enrollment in any circumstances other than the circumstance specified above

Scholars Living With a Resident Adult other than a Parent

When a child is living with an adult other than a parent, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that adult's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled Required Enrollment Documentation. In addition, before accepting the child as a scholar, PLA shall require the resident to file **only one** of the following:

6. A sworn and notarized statement from the resident of the school district indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling

7. Appropriate legal documentation to show dependency or guardianship, which may include a custody order. PLA may require other information to be submitted by the resident to substantiate the sworn statement. The natural parent(s) or former guardian(s) of the scholar may not be required to provide information. Once the requested information is provided, PLA will enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days

A resident's receipt of payments, such as Supplemental Security Income (SSI), state assistance, pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Emancipated Minors

An emancipated minor is a scholar under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this scholar is living is his or her resident school district and the scholar may enroll at PLA without any additional assistance from an adult.

Homeless Scholars

PLA will ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless scholars may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless scholars, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are scholars who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, PLA administration will consult with the respective county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school enrollment. These scholars will be enrolled without delay, and considered residents of the district where they are presently residing, or continue their education in the district of prior attendance.

Prohibited Requests - Items Which May Not Be Requested

For both enrollment and also for residency determinations, PLA will not request or require any of the following: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding. A child's right to be admitted to school may not be conditioned on the child's immigration status. PLA will not inquire as to the immigration status of a scholar as part of the admissions process.

Other Issues Related to Enrollment

Age

Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21 if identified pursuant to the Individuals with Disabilities Education Act of 2004. PLA will not refuse admission to a child who meets the age requirement.

Scholars who turn 21 during the school term are entitled to finish that school term. If a scholar is under age 21 and has a Graduation Equivalency Diploma ("GED"), the scholar can enroll in school and work towards a diploma. For subsidy purposes, scholars who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department of Education will accept requests to allow scholars to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

Children and Families with Limited English Proficiency

Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the scholar in school promptly per applicable federal law.

Written Policies

PLA's written policy on scholar admission is a public record and will be posted to the school's website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

- *Provide the school's proposed discipline policy.*
- *10 page limit*

[Phalen Leadership Academies Code of Student Conduct](#)

Although our classroom environment is virtual (online), the standards of behavior are as important as they are in brick and mortar schools. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate scholar behavior is expected. To ensure that all PLA scholars understand how to behave in an online environment, we have developed a code of conduct that all scholars are required to follow. This code of conduct addresses student interaction with PLA teachers, staff, and other PLA scholars, as well as their individual actions.

Scholars share with the school community a responsibility for developing PLA into a school that exemplifies high standards and excellence. This Code of Student Conduct and the Discipline Procedures described below are designed to help scholars fulfill this responsibility. In order to fully realize the advantages of PLA's educational opportunities, scholars must assume personal responsibility for their behavior.

Understanding the information that follows is an essential responsibility of each scholar. The PLA Code of Student Conduct shall apply in all environments - home and community, during the school day and at any school function that occurs outside regular school hours. Although we are a virtual school, scholars are still expected to follow all policies and procedures for behavior in the virtual environment and any in-person events, including state testing and school community events.

All members of the school community must:

- Demonstrate honesty and integrity
- Respect the differences in people, their ideas and opinions
- Treat one another with respect and dignity especially when there is disagreement
- Respect and treat others fairly
- Respect the rights of others
- Demonstrate respect for others especially those in positions of authority
- Respect the need of others to work in an environment that is conducive learning and teaching in an online setting
- Be courteous and polite at all times especially in electronic mail exchanges

In addition, all students must:

- Respect the integrity of all online systems and networks
- Respect all copyright laws
- Respect the personal information and privacy of others
- Be active and engaged participants in the learning program
- Be accountable for off-school internet services which may have a negative impact on the school program, teachers or students
- Obey directions from teaching and administrative staff
- Complete all assignments and work in a timely and thorough manner

Unacceptable behavior

Members of the school community must NOT:

- Engage in bullying or aggressive behavior
- Threaten or intimidate others
- Engage in behaviors motivated by hate or bias

- Commit any act of vandalism that causes damage to school property or servers
- Create a disturbance with interrupts or disquiets the proceedings of the school, a class, or any learning environment
- Engage in any behavior that would be considered as conduct injurious to the moral tone of the school or injurious to the physical or mental well-being of others
- Misrepresent an identity or assume the identity of another by using login credentials other than those specifically assigned. This includes using email or login information issued to another including family members

In addition, all scholars shall NOT:

- Share login credentials with anyone else
- Knowingly upload any file or program that contains a virus, malware or other malicious code
- Reproduce course content including assessments, electronic mail correspondence, digital captures, discussion or chat threads in any fashion and to any other server without explicit written permission from the school principal or designate
- Use anyone else's login account
- Write, use, send, download or display any information that is hostile, insulting to others, obscene, threatening, or otherwise offensive.
- Discuss in any open forum information that is critical of another student or teacher. Discussion forums and chat threads are open to all school members and not appropriate mediums for private correspondence.
- Engage in any of the following acts of academic misconduct: *Cheating*: The act or attempted act of deception, in which a participant falsely represents that he or she has learned information in an academic exercise including unauthorized collaboration with others. *Plagiarism*: Representing the words, data or ideas of another as one's own in any academic exercise. *Collusion:* Intentionally or knowingly helping or attempting to help another commit academic misconduct such as substituting for a test or completing an assignment for someone else. Collaborating with others while taking online tests or similar summative evaluation.

Students can expect that:

- Appropriate and progressive discipline will result when school rules and routines are violated
- While parental input is welcomed and considered, it is the responsibility of the school staff and administration to make decisions about discipline
- Login privileges will be revoked at the discretion of the school Principal for acts deemed injurious to the moral tone of the school, injurious to the physical or mental well-being of any other member of the school community, or contrary to the Board or School Code of Conduct.
- Suspension pending expulsion must be considered by the Principal for any act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical well-being of others or for any conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or respect the rights or dignity of other school community members despite having been given reasonable opportunity to do so.

Discipline and Due Process

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning
   Scholars who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the scholar's permanent record. The scholar will not have a disruption in schooling and will continue to have access to PLA's learning management system and programs.

   Warnings are issued when a scholar demonstrates a breach of expected conduct, but not as serious as

those listed under the suspension and/or expulsion categories in this policy.

2. Suspension

When a scholar is suspended, access to PLA's learning management system and programs are temporarily blocked and he/she is not permitted to attend school-sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a scholar's permanent record.

During a period of suspension as defined by the school principal, a scholar's permission to use parts of PLA's learning management system and programs is restricted. Scholar access to webmail, the message boards and online clubs/activities may be revoked. In such cases where the scholar's access is completely revoked, the learning coach is responsible for obtaining the scholar's assignments, responding to webmail and recording assessment responses for the scholar. The scholar should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

• Cheating on tests or daily work: A scholar who knowingly participates in copying, using another's work and representing it as his or her own (for example, Scholars transmitting their work electronically for another scholar's use), or who provides other Scholars with test answers, answer keys or otherwise uses unauthorized materials in an assignment or assessment situation.

• Plagiarism: A scholar's use of another person's words, products or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the internet, and getting family or friends to help with coursework.

• Unexcused absences: A pattern of unexcused absences is the absence of a scholar due to truancy, illegal employment or parental neglect.

• Illegal absence: Illegal absences are unexcused absences by a scholar who is under the age of 17 who is absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations and truancy.

• Abusive conduct: A scholar who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

• Bullying: A scholar who repeatedly engages in negative actions against another scholar in an attempt to exercise control over him or her.

• Harassment: A scholar who demonstrates verbal, written, graphic or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

• Vandalism: A scholar who intentionally damages or destroys school property or records (physical or electronic). In these instances, PLA reserves the right to contact the proper law enforcement agency(ies).

- Theft and robbery: A scholar who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.

- Sexual harassment: A scholar who subjects another to any unwelcome sexual advances, including verbal harassment, unwelcome or inappropriate touching or suggestions, requests or demands for sexual favors.

- Violation of Acceptable Use Policy: Scholars who violate the Acceptable Use Policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.

- Repeated violation of any disciplinary policies or codes of conduct.

3. Expulsion

When a scholar is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a scholar's permanent record. Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a scholar is a serious threat to the safety of others: e.g., possession of firearms, dangerous weapons, bombs or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations and laws.

Due Process for Scholars

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the scholar, parent, school principal and other staff members as appropriate. At this hearing, the scholar will be provided all due process as required by law. The school principal will inform the scholar and parent of the charges. If the scholar does not admit to the charges, he or she will be provided an explanation of the evidence. The scholar will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the scholar and parent.

Suspension of an additional 10 days, or an expulsion

If a principal believes that a scholar has committed an offense that might require expulsion, the principal may suspend the scholar for more than 10 days, pending a board hearing. During this time, the principal will request a board hearing to discuss the possible expulsion of the scholar. The parent(s) will be notified of due process rights, including the right to appear at the board hearing and to present the scholar's side of the case. The parent(s) will be notified of the date, time and place of the hearing in compliance with Indiana statute.

- *Provide evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.*
- *25 page limit*

PLA Virtual has support from PLA and Summer Advantage USA. We do not, at this time, have any other letters of commitment or support. More information about Summer Advantage can be found below.

NOW BEING OFFERED!!

Morning

VIRTUAL SUMMER LEARNING

Summer Advantage has partnered with Phalen Leadership Academies (PLA) to provide continuous learning to Phalen scholars during the summer.

WHY VIRTUAL SUMMER LEARNING?

- Small breakout class sizes
  With an average of 10 students per class!
- Extended learning time
  Taught by a LIVE Teacher each day!
- Morning academics followed by
  Fun weekly virtual club choices!
- Community time every morning
  For scholars to connect with peers!
- Weekly Guest Speakers & Virtual Field Trips

JUN **08** to JUL **10**

9:00 - 12:00 AM

We will be closed on Friday, July 3, 2020.

Sign Up Now!
HTTPS://BIT.LY/PLAVIRTUALSUMMERLEARNING

- *Provide the qualifications, resume and professional biography of the proposed school leader.*
- *No page limit*

While the school leader has not yet been selected, below are the qualifications that we will look for in our leader:

Job Title: Principal

PAY STATUS: Exempt; 12 Month

Department: Academics

Supervises: School Staff

Reports to: Regional Director

JOB FUNCTION: The school principal provides strategic leadership in our school and is responsible for creating and inspiring a positive learning culture that supports staff and scholars.

Minimum Qualifications:

- Master's degree from accredited college or university
- Administrator's License in state of operation
- Experience in turnaround work strongly preferred
- Persistent, adaptable, entrepreneurial, and goal driven
- Strong belief in the learning potential of all scholars
- Alignment and high belief in PLA model
- Evidence of substantial impact on student performance

- *Provide the job description or qualifications for a school leader to be hired.*
- *Identify the timeline, criteria, and recruiting and selection process for hiring.*
- *No page limit*

See above. We are currently evaluating several candidates ad expect that the principal will be hired by June 15th.

Our process for recruitment and selection were defined in detail in the body of the proposal, and include a rigorous, multi-stage screening process. During the first phase of the interview process, candidates complete an online application and participate in an intensive phone interview with one of PLA's Recruiters. Applicants then complete a writing sample and leadership assessment test. If successful, candidates are advanced to the second phase of the selection process that includes an Interview Day with a panel of educational experts. Final phase of the selection process is an interview conversation with our Chief Academic Officer.

- *Include Articles of Incorporation, proof of non-profit status, and tax exempt status (or copies of filings for the preceding items), and any governing documents already adopted (board policies).*
- *No page limit*

Amended By-Laws/Articles: View here

Proof of Non-Profit Status: View here

- *Include the completed and signed Statement of Assurances from each board member.*
- *No page limit*

EDUCATION ONE, L.L.C. - CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

☒1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

☒ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☒3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Education One, L.L.C. and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☒4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act*.

☒ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☒6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☒7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☒8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

☒9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☒ 10. Recipients will indemnify and hold harmless Education One, L.L.C., Trine University, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

☒11. Recipients understand that Education One, L.L.C. may revoke the charter if it deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School
Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE **Earl Martin Phalen** **SIGN NAME**	**DATE** **5/12/20**

- *Provide organization charts that show the school governance, management, and staffing structure.*
- *Include Year 1 and at full build-out.*
- *5 page limit*

PLA Organization Chart

- *Include the completed and signed Board Member Information Sheet for each board member.*
- *No page limit*

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   PLA Virtual Learning Academy

2. Your full name: **Earl Martin Phalen**

3. Brief educational and employment history. (No narrative response is required if
   ☐ resume is attached.) Resume is attached.
   Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of $12,000 to $27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. As a result of the impact of Summer Advantage, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 14 schools serving nearly 6,000 students, while helping our most vulnerable communities achieve exceptional educational outcomes. In addition to transforming multiple F-rated schools into A-rated schools, nine out of PLA's 10 partners (results not yet available for four new partners) are outperforming their host district. PLA's oldest school is five years old, and scholars at that school outperformed the state average on both the ELA and math portions of the state test. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Scholars most recently produced Rosa2018: writing, producing, acting, and filming a modern-day version of the Rosa Parks story. Through this experience, scholars learned film stitching, video production, virtual reality, graphic design, video editing and so much more. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University.

   Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies.

4. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
My brother, Jim Phalen, is a fellow board member. Also, all board members have served the previously for the Phalen Leadership Academies.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☒ Yes
My brother, Jim Phalen, is a fellow board member.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. Yes

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Certification

I, **Earl Martin Phalen** , certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for PLA Virtual School is true and correct in every respect.

_____   _May 19, 2020_____

Signature   Date

Attachment 17

- *Include the completed and signed Board Member Information Sheet for each board member.*
- *No page limit*

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
    PLA Virtual Learning Academy

2. Your full name: Dr. Fernando Reimers

3. Brief educational and employment history. (No narrative response is required if resume is
    ☐ attached.) Resume is attached.
    Dr. Reimers' research focuses on educational innovation and on the impact of education policy, education leadership and professional development of the quality and relevancy of education to develop twenty first century skills and expand opportunity for socially disadvantaged children and youth. He has designed and led a number of innovative graduate and executive education programs and curricula, and participated in the evaluation of higher education programs and strategies, including the National Research Council evaluation of Title VI, Fulbright-Hays and other Federally Funded Programs to promote the Internationalization of American Universities. He completed an Ed.M and Ed.D. in Administration, Planning and Social Policy at the Harvard Graduate School of Education and an undergraduate degree in Psychology at the Universidad Central de Venezuela. He is a member of the Massachusetts Board of Higher Education, the Council of Foreign Relations, a Fellow of the International Academy of Education, as well as a member of the United States National Commission for Unesco. He is currently serving on the Global Learning Leadership Council of the American Association of Colleges and Universities Project "General Education for a Global Century" focusing on some of the pressing issues related to global learning and undergraduate education. He serves on the board and advisory boards of a number of educational organizations. Dr. Reimers will lend his support and

expertise in the development of the educational program, particularly in the area of English language education.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
    He serves on the board and advisory boards of a number of educational organizations. Dr. Reimers will lend his support and expertise in the development of the educational program, particularly in the area of English language education.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
    ☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
    ☐ I/we do not know any such trustees. ☒ Yes
    All board members have served together previously for the Phalen Leadership Academies.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
    ☒ I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
    ☒ I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
    ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
    ☐ I/we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
    ☒ N/A. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
    ☒ N/A. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
    ☒ Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☒ None. Yes

Certification

I, **Dr. Fernando Reimers**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for PLA Virtual School is true and correct in every respect.

May 21, 2020

Signature

- *Include the completed and signed Board Member Information Sheet for each board member.*
- *No page limit*

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   PLA Virtual Learning Academy

2. Your full name: Marlin Jackson

3. Brief educational and employment history. (No narrative response is required if resume is
   ☐ attached.) Resume is attached.

   Marlin Jackson, Super Bowl Championship Cornerback for the Indianapolis Colts; Executive Director at Fight For Life Foundation: Marlin Jackson grew up in extreme poverty in Sharon, PA, and became the first member of his family to attend college. As a cornerback for the Indianapolis Colts, Jackson caught a crucial interception with 18 seconds left in the 2007 AFC Championship

game to send them to Super Bowl XLI against the Chicago Bears, which they subsequently won. Since retiring from the NFL, Marlin has devoted his life to giving back to others through his foundation, the Fight For Life Foundation.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Marlin Jackson has served on numerous boards and committees in the area and nationally and has served on the board of the Phalen Leadership Academies since its inception in 2013.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
   ☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I/we do not know any such trustees. ☒ Yes
   All board members have served together previously for the Phalen Leadership Academies.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☐ I/we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. Yes

Certification

I, **Marlin Jackson**, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for PLA Virtual School is true and correct in every respect.

[signature]   05/19/20
Signature   Date

<div style="background:#1F3864;color:white;text-align:center;padding:4px;font-weight:bold;">Attachment 17</div>

- *Include the completed and signed Board Member Information Sheet for each board member.*
- *No page limit*

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve:
   PLA Virtual Learning Academy

2. Your full name: James S. Phalen

3. Brief educational and employment history. (No narrative response is required if
   ☐ resume is attached.) Resume is attached.

   James S. Phalen, Vice Chairman at State Street Global Advisors (retired): Mr. Phalen retired from State Street Bank in 2017 as a vice chairman and member of the management committee. During his career, he managed the firm's international businesses, technology and operations, asset management business, and most recently led regulatory affairs and compliance. Prior to State Street, Mr. Phalen was the chair and CEO of Citistreet, a private company that provided retirement and healthcare administrative services to firms in the U.S. and Australia. Before joining Citistreet, Mr. Phalen was the President and CEO of Boston Financial (BFDS), a private company providing shareholder record keeping services to Mutual Funds. Mr. Phalen is Chairman of the Boston Medical Center System Board. He is also a board member of Camp Harbor View and Phalen Leadership Academy. Jim holds a degree from Boston College and graduated from Stonier Graduate School of Banking. He also attended the executive development program at Massachusetts Institute of Technology's Sloan School of Management.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Mr. Phalen is Chairman of the Boston Medical Center System Board. He is also a board member of Camp Harbor View and Phalen Leadership Academy.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
   ☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☒ Yes
   All board members have served together previously for the Phalen Leadership Academies. The CEO of the proposed school is my brother.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe   any   such relationship. ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest. ☐ Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
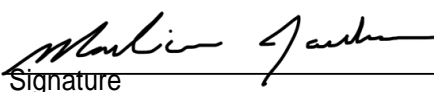   ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse or family. ☒ Yes
   My brother. Earl Martin Phalen, is the CEO of the proposed school.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. Yes

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part *of* the application for a new charter school, Education *One,* L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations *at the* earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
    PLA Virtual Learning Academy

2. Your full name: Kristopher Kingery

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
    D Resume is attached.
    Kristopher Kingery is Principal at River Birch Elementary School in Avon, IN: Mr. Kingery has served in various leadership and teaching positions in Pike Township in Indianapolis. He has been recognized for his initiatives and innovative solutions that have led to impressive outcomes for children. In addition, Mr. Kingery is largely recognized as the most successful Program Manager in Summer Advantage USA's history. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University, Bloomington and his B.S. from Indiana State University. Born and raised in Indianapolis, Mr. Kingery continues to lend his support and expertise in the development of the educational program and leadership development of PLA.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
    Kristopher Kingery is Principal at River Birch Elementary School in Avon, IN: Mr. Kingery has served in various leadership and teaching positions in Pike Township in Indianapolis. He has been recognized for his initiatives and innovative solutions that have led to impressive outcomes for children.
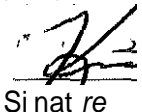
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
    [2J Yes D Don't Know/ Unsure

Disclosures

2. Indicate whether you or your spouse knows *the* other prospective board members for *the* proposed school. If so, please indicate the precise nature of your relationship.

   D 11 we do not know any such trustees. [2J Yes

   All board members *have* served together *previously* for *the* Phalen Leadership Academies.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   [2J 11 we do not know any such persons. D Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, *any* business with *the* school. If so, indicate the precise nature of the business that is being or will be conducted.

   [2J 11 we do not anticipate conducting any such business. D Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe   any   such   relationship.
   [2J Not applicable because the school does not intend to contract with an education service provider or school management organization.

   D 11 we do not know *any* such persons.   D Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   [2J NIA. D 11 we have no such interest. D Yes

7. If *the* school plans to contract with an Educallon Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will *be* conducted

   [8;J NIA. D 11 we or my family do not anticipate conducting any such business. D Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
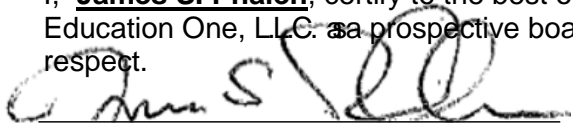
   [2J Does not apply to *me,* my spouse or family. D Yes

9. Indicate *any* potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
   [2J None. D Yes

Certification

I, <u>Kristopher Kingery</u> , certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospectiv boardmember I   PLA Virtual School is true and correct in every respect.

Si nat *re*   5-22-2020

                                                                                                          Date

- *Include the completed and signed Board Member Information Sheet for each board member.*
- *No page limit*

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   PLA Virtual Learning Academy

2. Your full name: **Earl Martin Phalen**

3. Brief educational and employment history. (No narrative response is required if
   ☐ resume is attached.) Resume is attached.
   Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of $12,000 to $27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. As a result of the impact of Summer Advantage, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 14 schools serving nearly 6,000 students, while helping our most vulnerable communities achieve exceptional educational outcomes. In addition to transforming multiple F-rated schools into A-rated schools, nine out of PLA's 10 partners (results not yet available for four new partners) are outperforming their host district. PLA's oldest school is five years old, and scholars at that school outperformed the state average on both the ELA and math portions of the state test. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Scholars most recently produced Rosa2018; writing, producing, acting, and filming a modern-day version of the Rosa Parks story.
   Through this experience, scholars learned film stitching, video production, virtual reality, graphic design, video editing and so much more. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
My brother, Jim Phalen, is a fellow board member. Also, all board members have served together previously for the Phalen Leadership Academies.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☒ Yes
My brother, Jim Phalen, is a fellow board member.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. Yes

Certification

I, **Earl Martin Phalen** , certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for PLA Virtual School is true and correct in every respect.

_____

Signature

  May 19, 2020

Date

- *Provide the board's proposed Code of Ethics and Conflict of Interest policy.*
- *No page limit*

PLA Conflict of Interest Policy

Any Board member, officer of the Organizer, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "Interested Persons"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which the Organizer contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.

Attachment 19

- *Provide the ESP or CMO documentation, including:*
    - o *Term sheet*
    - o *Draft of proposed management contract detailing term sheet limits*
    - o *Evidence that the service provider is authorized to do business in Indiana*
- *No page limit*

Not applicable.

- *Provide a <mark>complete staffing chart for the school.</mark>*
- *5 page limit*

PLA Virtual staffing chart at the school starts pretty simple with a school leader and only a small cohort of teachers. As highlighted above, the school will be supported by a robust leadership team. Additionally, we see some of the following responsibilities as important elements of the school.

Learning Coach Description
Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. Learning Coaches play an active role, especially in the early grades.

Specific Tasks:
- Check off daily work as scholars complete
- Keep scholar on track
- Help scholars log in
- Stay in constant communication with teacher/school
- Support scholars with learning

Advisor Description
The Advisor is the primary point of contact for assigned students/families for non-instructional matters. The role helps foster a high touch approach to educational support and exhibits a commitment and desire to provide the best experience possible for students and families. The role empowers families to increase their involvement and assist in their student's education, facilitates engagement in school activities and provides clear and consistent communication regarding school expectations and activities.

Specific Tasks:
- Oversees a caseload of students assigned to as the primary point of contact with the school
- Monitors student participation and works to contact students who do not attend;
- Ensures a Strong Start at the school and identifies students showing signs of academic decline as determined by course grades, log-ins, course activity and missing assignments, and initiates appropriate student support interventions;
- Arranges support conferences as needed to address performance concerns;
- Assists students in creating plans to Student Support plans;
- Oversees the onboarding process for assigned students;
- Moderates homeroom activities and facilitates Social Emotional Learning programs;
- Provides a reactive response to students who reach out for support;
- Provides proactive outreach to students identified at risk;
- Serves as a liaison between the student, Learning Coach, and teachers to ensure that all school personnel understand how to contact and communicate with the student in a manner that builds ties between the student and the school;
- Provides outreach, training, and support to families who respond to Students First Check In surveys as it relates to family engagement to enhance the sense of community and belonging;
- Provides individualized attention and support to students and Learning Coaches identified for

training gaps or requested networking within the school community;
- Serves as a point of contact for all non-instructional issues after placement, ensuring students have all necessary equipment and know both how and when to access their courses;
- Initiates meaningful contact by phone with students and their Learning Coach;
- Participates in the live online orientation sessions;
- Oversees weekly office hours/help sessions to support new families through the Strong Start process;
- Serves as a liaison between students and/or Learning Coaches and teachers and/or administration;
- Identifies school programs, resources, and assistance to help each family make the most of what the schools have to offer.

The Advisor responsibilities will be led by our principal until capacity allows for this to be a separate position.

- *Provide the personnel policy or an employee manual, if developed.*
- *No page limit*

PLA's current employee manual can be found here. We are in the process of reviewing and adapting, if necessary for PLA Virtual.

Attachment 22

- *Submit any leadership evaluation tool(s), if **developed.***
- *No page limit*

A clean copy of our leadership evaluation tool can be found [here](#).

- *Submit any teacher evaluation tool(s), if developed.*
- *No page limit*

Our teacher evaluation tool can be found here, and below.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies Eff		Highly effective (4) ect	ive (3) Eff ent	Improv
1.1	**Utilize for Level 3 and** Achievement goals, unit plans, OR lesson plans, but not assessm the above	**At Level 4, a teacher fulfills the criteria** Teacher **Assessment** **Data to Plan** planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate: additionally:** **-** Incorporates differentiated instructional strategies in	**Teacher** - Achiev e
1.2	**Set Ambitious and** **Measurable** **Achievement** **Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans an <u>ambitious</u> annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher that is:** - Measur **The goal** - Align to - Inclu de inform in
1.3	**Develop** by **Standards-** **Based Unit** OR **Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, that district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level ofdifficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based o** - Identify in each u **Teacher** -Create a backwar r - Allocat for each u

1.4	**Create Objective-Driven Lesson Plans and Assessmen ts**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Bas ed** - Ide nt state c - Mat c activi ti obje cti **Teac he** - Desi g - Plan f progr e instr uc
1.5	**Track Studen t Data and Analyz e Progre ss**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teac he** - Rec or - Mai n **Teac he** - Use d mast er - Hav e with st

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvem
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher nee student unde objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson obje learning and end of the le standards or - Objective is friendly man - Teacher att importance c understand - Lesson gene knowledge o this connecti - Organizatio be connecte

Notes:
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc).
In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Impro
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teac her and clea to stude
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized	- Teache - Conte n not as w
	- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content	- Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content	- Teach e rephra s to incre - Teach e ideas, a about k
	- Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	- Expla n devel op - Teach e and imp learne d

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvem
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher nee students in a
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than content and - Teacher ma students, but objective or - Teacher ma ways of diffe engagement - Some stude skills necessa teacher's att students is li - ELL and IEP appropriate engaged in c - Students m when it com disinterested

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necess
Competency 2.4: **Check for Understandi ng**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improveme
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	- Teacher sometimes chec but misses several key mo
	- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	- Teacher may use more th understanding, but is often capturing an accurate "pul understanding
	- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher uses wait time effectively both after posing a question and before helping students think through a response	- Teacher may not provide posing a question for stud before helping with an ans content
		- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	- Teacher sometimes allow checks for understanding students
		- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher may occasionally end of the lesson through

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Ne
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs impro instruction as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	- Teacher may attem instruction based on c these attempts may b increase understandi
	- Teacher anticipates student misunderstandings and preemptively addresses them	- Teacher responds to misunderstandings with effective scaffolding techniques	- Teacher may primar by using teacher-dri example, re-explaini driven techniques co
	- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may persist for responding to a m is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improveme n
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs a higher level o rigorous instruc
Develop Higher Level of Understanding through Rigorous Instruction and Work	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher- level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not for students - Some questio effective in dev understand ing - Lesson pushes misses other st differentiati on understandi ng - While student opportunity to apply concepts, directed than a - Teacher may hard, but may students keep t

Notes:

1. Examples of types of questions that can develop higher-level understanding:

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze",
 "classify", "compare", "decide", "evaluate", "explain", or "represent")

• Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvem...
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs maximizing inst...
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Students arrive on-time and are aware of the consequences of arriving late (unexcused)	- Some student (unexcused) for
		- Class starts on-time	- Class may con
	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	- Routines, tran place, but requi prompting to b
	- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	- There is more when students work to keep th
	- Students share responsibility for operations and routines and work well together to accomplish these tasks	- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	- Teacher may o inappropriately
	- All students are on-task and follow instructions of teacher without much prompting	- Almost all students are on-task and follow instructions of teacher without much prompting	- Significant pro necessary for st remain on-task
	- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Disruptive be sometimes occ the most effect to stop the less problem.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvemen...
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs i... classroom cultu...
Create Classroom Culture of Respect and Collaboration	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are g... and peers, but ... be reminded of ... - Students are g... but may not al... or may need sig... teacher to work... - Teacher may p... enforce conseq... but not both - Teacher may f... students, while ... (positive or neg...

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improveme n
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs high expectatio
Set High Expectations for Academic Success	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may s not others - Students are g but may occasi up when work i - Some student challenges and when needed o - Teacher may but not others - High quality w may be display

Note:
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

*Teachers develop and sustain the intense energy and leadership within their school community
to ensure the achievement of all students.*

Competencies		Highl ective (4)	Effective (3) Improvement	Teacher
y Eff				
3.1	Contribute to will:	At Level 4, a teacher fulfills the criteria for Level 3 Teacher will: Teacher		Teacher
	School Culture	and additionally may: Contribute occa aimed at - Seek out leadership roles mission dedicate - Go above and beyond in dedicating time for needed, to towards students and peers outside of class students and peers outside of class	- Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when **Teacher may *not***	- school's helping - Frequently dedi peers efficiently
3.2	Collaborate with will:	At Level 4, a teacher fulfills the criteria for Level 3 Teacher will:		Teacher
	Peers in oc Teacher	and additionally may: - Go above and beyond in seeking out learn from others player. opportunities to collaborate assistan - Coach peers through difficult situations - Take on leadership roles within collaborative to others in need Learning Communities	**-** Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide **Teacher may *not*** groups such as Professional	- Participate - Ask for assistance - Seek to provide when needed OR - Regularly seek c
3.3	Seek Professional will:	At Level 4, a teacher fulfills the criteria for Level 3 Teacher will:		Teacher
	Skills and Attend all mand Knowledge	and additionally may: - Regularly share newly learned knowledge and and practice practices with others - Seek out opportunities to lead professional instruction, where applicable learning development sessions Actively pursue	- Actively pursue opportunities to improve opportunities - Seek out ways to implement new practices into **Teacher may *not*** - Welcome constructive feedback to improve practices	- knowledge - opportunities

| | | - Seek out ways t |
| | | - Accept construc |

tive (1)

3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher will:** - Display comm his/her student **Teacher may _n_** - Advocate for s
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to co - Engage in all f the school **Teacher may _n_** - Proactively re student learnin

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets S
1	**Attendance**	Individual demonstrates a pattern of Individual unexcused absences * patter n of	has not demonstrat ed a unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of demonstrated a pattern of unexcused late arrivals that are in violation of procedures set arrivals that are in violation of policy and by the procedures set forth by local school relevant collective bargaining the relevant collective agreement)	Individual has not unexcused late arrivals (late arrivals (late forth by local school policy and by bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of demonstrates a pattern of failing to follow state, corporation, and and school policies and procedures and procedures (e.g. (e.g. procedures for submitting submitting discipline discipline referrals, policies for policies for appropriate appropriate attire, etc) etc)	Individual following state, corporation, school policies procedures for referrals, attire,
4	**Respect**	Individual demonstrates a pattern of Individu d ual failing to interact with students, interact ct ing colleagues, parents/guardians, and paren t s/g community members in a respectful members manner	demonstrates a pattern of with students, colleagues, uardians, and community in a respectful manner

Attachment 24

- *Submit documentation of a currently held facility, MOU, or other proof of intent to secure a specific facility.*
- *No page limit*

Not applicable.

Attachment 25

- *Provide support documents that offer details about the facility.*
- *10 page limit*

Not applicable.

- *Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*
- *10 page limit*

Having launched multiple schools, PLA has fine-tuned its start-up plan for effective implementation. The following chart identifies key planning tasks. Please note we understand we are behind on some action items, but are working tirelessly to execute our plan.

Table 5: Start-Up Plan for PLA

Personnel: Planning Task	2020						
	Feb	Mar	Apr	May	June	July	Aug
Governance and Management							
CEO & Development: Charter activation application and approval	X	X	X	X	X		
Operations: Register for corporation and school as well as access to key IDOE data systems	X	X	X	X	X		
Legal: Develop agreement with school dc	X	X	X	X	X		
Operations & Compliance: Ensure Board of Directors is fully staffed and submit list of board members to Education One, including contact information	X				X		
Legal & Compliance: Complete state and federal filings as state vendor, ensuring good standing for IN Sec. State, etc.	X	X					
HR: Provide written notice that principal has been hired to Education One along with a copy of the head of school's resume		X	X	X	X		
HR: Provide Education One with updated data including names of specific individuals occupying key leadership roles at the school			X	X	X	X	
HR: Conduct expanded background check to any new Board members; keep documentation on file and submit to EO			X	X	X		
Operations & Compliance: Ensure board member names stand up to date on the school's website, per Indiana statute			X				
Legal & Compliance: Submit to Education One a ratified board by-laws (if authorizer does not have ratified copy or if changes have been made)			X	X			
Operations, Compliance: Submit to Education One minutes one Board meeting within the 60 days preceding the pre-opening to				X			
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Aug
Staffing							
Director of Recruitment: Recruit and hire key staff, BP and School Secretary	X	X	X				
HR: Conduct expanded background check for a leadership; submit to Education One and keep documentation on file			X	X	X	X	
Principal & Secretary: Start date for key staff				X			
Director of Recruitment: Recruit all staff, including for contracting school nurse as required by Indiana administrative code	X	X	X	X	X		
HR: Conduct expanded background checks for and volunteers (including parents) who	X	X	X	X	X		

have contact with children; submit to BD and keep on file	▓	▓	▓	▓	▓		
HR: Provide a copy to Education One of 6 for certified Special Education staff, speech and language therapists, and physical therapists, etc.					▓		
HR: Provide a copy to Education One of 6 for qualified English Language Learner staff as required to meet the 6 enrolled students					▓		
Director of PD: Coordinate PD for all staff, 9 on FERPA, serving SPED students, and health record procedures					▓	▓	
HR: Create written staffing plan with 6 teachers by grade level, subject area, and title, as well as admin positions; submit to BD and keep on file						▓	

Task	Feb	Mar	Apr	May	June	July	Aug
HR & Compliance: Obtain copy of valid Indiana for on-staff special education teacher of record; submit to Ed One and keep on file						X	
HR & Compliance: Submit copies to Education O valid Indiana teacher's licenses with certification areas or proof that id is obtaining license; keep on file						X	
Director of Instruction and Curriculum & Director of PD: Begin ongoing for teachers (Coaching Cycles)							X
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Aug

Curriculum and Instruction

Task	Feb	Mar	Apr	May	June	July	Aug
Principal & Compliance: Prepare master school year & daily class schedule	X	X	X	X			
Principal: Complete preparations to provide each approved grade		X	X	X			
Principal: Finalize lesson plans and pacing			X				
Principal & Secretary: Order and appropriately materials, computers, and supplies				X	X	X	
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Aug

Families, Students and Community Engagement

Task	Feb	Mar	Apr	May	June	July	Aug
PLA Community Outreach Team (COT): Community outreach (please see question 8 in this document for a full)			X	X	X	X	
Legal: Submit student enrollment policy to Ed One , including enrollment deadlines, capacity by grade level, limitations law, and lottery process			X	X	X		
Legal: Submit written policies/procedures Ed One for services to SPED students, student discipline, grievances, FERPA, state Public Access laws			X	X	X		
Legal: Update Student and Family Handbook to policies (including suspension/expulsion, school health Board Meeting policies)			X	X	X		
PLA COT: Student recruitment and enrollment			X	X	X	X	X
Legal & Director of SPED: Ensure Staff Policies & (SPPM) is aligned with IDEA/Article 7 in serving SPED			X	X	X		
Legal & Director of SPED: Ensure the school's health are included in the SPPM			X	X	X		
Legal: Ensure required staff procedures FERPA for storage/handling of student files are included in the SPPM to Education One			X	X	X		
Principal & Secretary: Implement electronic system for student records				X	X		
Principal & Secretary: Request and process student immunization records/exemptions & records for special needs				X	X		
Principal & Secretary: Secure student academic, test records, and (separately) health records in locked				X	X		
PLA COT & all school staff: Host parent and community			X	X	X	X	
Legal & Compliance: Provide written assurances Ed One regarding student records and electronic data system			X	X	X		
PLA COT: Ensure that master school year daily class schedule is available in both English and Spanish and distributed to families					X	X	
PLA COT: Ensure that Student and Family available in both English and Spanish and distributed to all families					X	X	X

	Feb	Mar	Apr	May	June	July	Aug
Compliance: Submit to Education One any enrollment lotteries held and keep on file							
Compliance: Submit to Education One reports including number of enrolled students, number of students on waitlist and student rosters by grade level							
Personnel: Planning Task							
Operations							
Operations & Secretary: Coordinate services with bus providers/partners							

Task	Feb	Mar	Apr	May	June	July	Aug
Legal & Operations: Create specific written plan for responding to emergencies; post copies in the school and submit to Education One			█		█	█	
Secretary: Ensure that Department of Public W installed school zone and speed limit signs			█		█	█	
Legal, Operations & Secretary: Finalize food vendor and contracts per IDOE requirements; submit to ED			█	█	█	█	
HR, Compliance, & Secretary: Obtain copies of expanded checks for employees of supplemental service providers; to Education One			█	█	█	█	
Operations & Secretary: Coordinate appropriate state local health department inspections and licenses; ensure compliance and to Education One			█	█	█	█	
SPED Director: Submit to Education One with transportation provider regarding homeless students and students with			█	█	█	█	
Legal & Compliance: Provide Education One with what updated school administration contact information has provided to IDOE staff			█	█	█	█	
Legal: Submit written plan to Education One medication administration and provision of required health services (student and vision)				█	█	█	
Operations & Compliance: Submit to Education One that health services are available (e.g., school nurse on staff or contract, contract with health care clinic)				█	█	█	
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Aug
Finance							
CFO: Create budget for school		█	█				
CFO & Compliance: Submit to Education One management policies and accounting system with internal on file			█	█			
CFO: Establish School #48's bank account			█	█			
CFO, HR, & Compliance: Provide to Education One employment of accountant			█	█			
CFO, Board Chair, & Compliance: Provide Education One copy of the initial statement adopted by the Board of			█	█	█		
CFO & Legal: Provide written assurance to that School #48 has contracted a Certified Public Accounting firm to Accountant's Report			█	█	█	█	
CFO & Compliance: Provide Education One with of deduction policy and proof of contract with payroll company			█	█	█		
CFO: Develop and review cash flow for the school			█	█	█		
Finance and Development: Confirm all funding sources School #48 is now eligible for as a charter school			█	█	█	█	█
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Aug
Pre-Opening Site Visit and Final Items							
Legal & Compliance: Submit a letter of assurance to a signed by the Board Chair and School Leader, stating that all are complete				█	█		
Regional Director & Principal: Host pre-opening site					█	█	
Principal & Compliance: Obtain Prior Action Complete from ICSB to verify that school meets all criteria specified in a Prior Action Checklist						█	
Personnel: Planning Task	Feb	Mar	Apr	May	June	July	Au

							g
Tentative Opening Day: August 11, 2020							
Scholars & all Staff: School opening							

- *Complete the Financial Plan Workbook.*
- *Use required template provided by Education One.*

The Financial Plan Workbook is attached [here](#).

- *Provide a list of the types of insurance coverage the school will secure.*
- *Include a description of the levels of coverage.*
- *No page limit*

PLA Virtual Insurance Coverages

PLA has consulted with its current insurance brokers at Gallagher Insurance and
they recommend the following coverages for our virtual school:

- Commercial General Liability with limits of $1M per occurrence and $2M in the
  aggregate
- Educators Professional Liability with a limit of $1M
- Directors and Officers Liability with a limit of $1M
- Sexual Molestation and Misconduct with a limit of $1M
- Workers Compensation and Employers Liability at a minimum of State Statutory limits
- Auto Liability with a Combined Single Limit of $1M
- Umbrella Liability of $4M
- Cyber Liability Insurance of at least $1M with coverage for Ransom Ware and Social
  Engineering
- Employee Dishonesty Coverage of $250,000
- Property insurance, covering business personal property at our administrative office
  location
- One2One insurance program to cover technology devices in the possession of
  students
- Student Accident Insurance to cover students should they be injured at school
  sponsored events

- *Complete the Charter Application Budget and Staffing Workbook.*
- *Use required template provided by Education One.*

The Charter Application Budget and Staffing Workbook are attached. Below is a summary of our plan:

School Name: PLA Virtual Learning Academy				
Enrollment	65	130	260	390	520
	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE					
Total Revenue	$0 4 412,9	$0 8 825,8	$1 6 1,651,6	$2 4 2,477,4	$3 2 3,303,2
	52 6,3	52 6,3	52 6,3	52 6,3	52 6,3
EXPENDITUR ES					
Total Personnel Expenses	$3 3 287,5	$1 6 534,2	$8 9 973,3	$8 0 1,542,5	$0 0 2,006,3
Total Instructional Supplies and Resources	$67 64,5	$3 4 129,1	$6 7 258,2	$0 1 387,4	$3 4 516,5
Total Support Supplies and Resources	$53 6,6	$50 10,8	$60 19,8	$00 31,3	$23 39,5
Total Board Expenses	$-	$-	$-	$-	$-
Total Professional Purchased or Contracted Services	$87 40,3	$92 79,8	$7 4 127,2	$2 0 171,9	$2 6 223,3
Total Facilities	$-	$-	$-	$-	$-
Total Other	$40 11,4	$25 68,5	$5 4 268,9	$8 3 341,3	$0 8 512,9
Total Expenditures	$7 9 410,5	$1 7 822,6	$4 4 1,647,7	$8 4 2,474,5	$9 0 3,298,5
	$17 6,3	$28 6,3	$37 6,3	$45 6,3	$43 6,3
Carryover/Defi cit	$25 2,3	$91 3,1	$72 3,8	$40 2,8	$41 4,6
	-	0	-	-	-

Enrollment	65	130	260	390	520
Staff Summary	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Lead Teacher	2	3	6	10	12
Small Group Teacher	2	3	6	10	12
Help desk staff	1	2	2.4	4.0	6.2
School leader	0.4	1	1	1	1

Interventionist	-	-	1	1	1
Instructional Coach	-	-	-	-	1
AP	-	-	-	-	-
Total	**5.4**	**9.0**	**6.4** [1]	**6.0** [2]	**3.2** [3]

- *Provide a Budget Narrative that gives a detailed description of the assumptions and revenue estimates.*
- *Address the degree to which the school budget will rely on variable income.*
- *5 page limit*

The PLA Virtual School budget is based on historical actuals adjusted for known revenue and expense variables in the virtual environment. Revenue assumptions are based on 85% of average per pupil State funding of $6,902 or $5,867 per scholar. To be conservative, federal revenue was limited to Title I and IDEA Part B at $411 per scholar or $26,715 total in year one. The five-year forecast holds PPF constant to provide the most conservative view of the subsequent years.

Personnel expenses are the largest expense category comprising 68.66 of revenue and 69.05% of total expenses. Employee benefits are assumed at 28% of salaries and include employer contribution to insurance, workman's compensation, employer contribution to taxes and employer contribution to retirement through either TRF or a 403b. Other key expense categories are curriculum, supplies, technology, administrative technology and software, general liability, D&O and scholar insurance as well as the authorizer fee of 3% of State basic funding. Year one does not include a management fee as expenses will be dedicated to scholar support and building a strong staff infrastructure.

The PLA Virtual School budget is sustainable on State & Federal funds and targets a small positive surplus for each of years 1 through 5. The school financials will be managed against budget monthly and all positive and negative variances will be identified and resolved. A forecast will also be maintained to project actual results based on experience to date and identify any potential shortfalls or gains. Competitive grants and philanthropy are not included in the budget to provide the most conservative view of financials.

Key financial highlights are below:

PLA Virtual School Key Assumptions:	
Year 1 Enrollment (2020-2021)	65
Year 5 Enrollment (2024-2025)	520
Average State PPF	5,867
Avg Federal PPF	411

Competitive Grants & Philanthropy	-
Total Staff FTE	5
Fringe %	28%
Years 2-5 Annual Staff Increase	3%
Management Fee Year 1	-
Authorizer Fee	3%

Attachment 31

- *Complete the following tables for each school in* <mark>*the organization's portfolio. Copy tables as*</mark> <mark>*needed.*</mark>
- *No page limit*

School Name: George and Veronica Phalen Academy (5496)
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Indianapolis, IN	**317-333-6980**	**Indiana Charter School Board - 317-232-7585**
Number of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-8 **19-20 Enrollment: 415**	**77%**	**6%**	**0%**
Black % **Population**	*Hispanic/Latino %* **Population**	*Asian %* **Population**	*White %* **Population**
93%	**2%**	**0%**	**6%**
Year in which Contract with ESP/CMO Commenced and/or Ended (if applicable)		**2013-2014**	

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Achievement (ELA)	71.40%	60.00%	56.70%	67.00%	32.70%
Growth - (ELA)	-	-	-	-	50.7%
Achievement (Math)	46.40%	40.00%	53.10%	60.90%	63.40%
Growth (Math)	-	-	-	-	60.6%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

	Year 1 2015	Year 2 2016	Year 3 2017	Year 1 2018	Year 2 2019
chievement (ELA)	N/A	N/A	N/A	45.10%	26.50%
rowth - (ELA)	-	-	-	-	39.3%
chievement (Math)	N/A	N/A	N/A	23.90%	7.70%
Growth (Math)	-	-	-	-	7.7%

Rosemary Phalen Middle-High School (4894)

- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Indianapolis, IN	617-781-8195	Indiana Charter School Board - 317-232-7585
umber of Students and Grade Levels Served	F/R Lunch Population	Special Education Population	English Language Learner Population
7-10 19-20 Enrollment: 509	79%	16.2%	9%
Black % Population	*Hispanic/Latino* % Population	*Asian* % Population	*White* % Population
77%	17%	-%	1%
ar in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	2017-2018		

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: Timothy L Johnson Academy
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Fort Wayne, IN	260-441-8727	Education One - Lindsay Omlor - Lindsay@education1.org
umber of Students and Grade Levels Served	F/R Lunch Population	Special Education Population	English Language Learner Population
K-5 19-20 Enrollment: 442	99%	5%	47%
Black % Population	*Hispanic/Latino* % Population	*Asian* % Population	*White* % Population
43%	7%	45%	4%
ar in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	2017-2018		

	Year 2015	Year 2016	Year 2017	Year 1 2018	Year 2 2019
chievement (ELA)	N/A	N/A	N/A	41.60%	15.20%
rowth - (ELA)	-	-	-	-	29%
chievement (Math)	N/A	N/A	N/A	25.40%	20.00%
Growth (Math)	-	-	-	-	19.39%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: Timothy L Johnson Middle School (1039)
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Fort Wayne, IN	260-441-8727	Education One - Lindsay Omlor - Lindsay@education1.org
umber of Students and Grade Levels Served	F/R Lunch Population	Special Education Population	English Language Learner Population
6-8 19-20 Enrollment: 95	84.2%	7.4%	56.8%
Black % Population	*Hispanic/Latino* % Population	*Asian* % Population	*White* % Population
30.5%	5.3%	57.9%	1.1%
ar in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	2018-2019		

	Year 2015	Year 2016	Year 2017	Year 2018	Year 1 2019
chievement (ELA)	N/A	N/A	N/A	N/A	22.90%
rowth - (ELA)	-	-	-	-	46.5%
chievement (Math)	N/A	N/A	N/A	N/A	12.50%
Growth (Math)	-	-	-	-	11.6%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: Trix Academy
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Detroit, MI	**313-426-1020**	**Central Michigan University -The Governor John Engler Center for Charter Schools - 989-774-2100**
umber of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-8 **19-20 Enrollment: 263**	**99%**	**0%**	**0%**
Black **% Population**	*Hispanic/Latino* **% Population**	*Asian* **% Population**	*White* **% Population**
99%	**-%**	**1%**	**-%**
ar in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	**2017-2018**		

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
chievement (ELA)	**N/A**	**N/A**	**N/A**	**27.90%**	**15.97%**
rowth - (ELA)	**-**	**-**	**-**	**-**	**20.93%**
chievement (Math)	**N/A**	**N/A**	**N/A**	**10.00%**	**5.00%**
Growth (Math)	**-**	**-**	**-**	**-**	**1.52%**

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Graduation Rate			**N/A%**	**N/A%**	**N/A%**
College and Career Readiness			**N/A%**	**N/A%**	**N/A%**
# and % of Students Enrolled in Post-Secondary Institutions			**N/A**	**N/A**	**N/A**

School Name: Thea Bowman Leadership Academy
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Gary, IN	219-883-4826	Education One - Lindsay Omlor - Lindsay@education1.org
Number of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-12 9-20 Enrollment: 1136	99%	9%	0%
Black % Population	*Hispanic/Latino* % Population	*Asian* % Population	*White* % Population
94%	4%	0%	1%
Year in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	2016-2017		

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Achievement (ELA)	N/A	N/A	43.80	43.60%	27.90%
Growth - (ELA)	-	-	-	-	34.6%
Achievement (Math)	N/A	N/A	28.30	26.10%	13.50%
Growth (Math)	-	-	-	-	5.3%

			Year 1 2017	Year 2 2018	Year 3 2019
Graduation Rate	N/A	N/A	89.4%	82.5%	76.6%
College and Career Readiness	N/A	N/A	23.7%	57%	67.1%
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: PLA @ Francis Scott Key School - 103 (5603)
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Indianapolis, IN	**317-226-4103**	**Indianapolis Public Schools**
umber of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-6 **19-20 Enrollment: 479**	**78%**	**9%**	**15%**
***Black* % Population**	***Hispanic/Latino* % Population**	***Asian* % Population**	***White* % Population**
72%	**23%**	**-%**	**6%**
ar in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	**2015-2016**		

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
chievement (ELA)	N/A	29.50%	26.80%	25.80%	10.40%
rowth - (ELA)	-	-	-	-	31.6%
chievement (Math)	N/A	6.80%	20.80%	25.10%	9.40%
Growth (Math)	-	-	-	-	9.6%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: PLA @ George Fisher - 93 (5593)
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Indianapolis, IN	**317-226-4293**	**Indianapolis Public Schools**
Number of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-6 19-20 Enrollment: 434	**71%**	**12%**	**12%**
Black **% Population**	*Hispanic/Latino* **% Population**	*Asian* **% Population**	*White* **% Population**
73%	**15%**	**-%**	**6%**
Year in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	**2016-2017**		

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Achievement (ELA)	N/A	N/A	57.30	46.90%	20.90%
Growth - (ELA)	-	-	-	-	47%
Achievement (Math)	N/A	N/A	65.90	59.20%	44.70%
Growth (Math)	-	-	-	-	48.5%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

School Name: Higher Institute of Arts and Technology
- Please note that the growth metric shown is the % of students meeting state growth targets for 2018-2019 ILEARN goals in Indiana and Mstep in Michigan

Year Opened	City/Location	School Contact Information	Authorizer Contact Information
	Merrillville, IN	**219-359-1522**	**Indiana Charter School Board - 317-232-7585**
Number of Students and Grade Levels Served	**F/R Lunch Population**	**Special Education Population**	**English Language Learner Population**
K-8 **19-20 Enrollment: 241**	**82%**	**8%**	**0%**
Black % **Population**	*Hispanic/Latino %* **Population**	*Asian %* **Population**	*White %* **Population**
92%	**3%**	**-%**	**2%**
Year in which Contract with ESP/CMO Commenced and/or Ended (if applicable)	**2018-2019**		

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Achievement (ELA)	N/A	N/A	N/A	N/A%	14.30%
Growth - (ELA)	-	-	-	-	36%
Achievement (Math)	N/A	N/A	N/A	N/A%	16.90%
Growth (Math)	-	-	-	-	38.5%

	Year	Year	Year	Year	Year
Graduation Rate	N/A	N/A	N/A	N/A	N/A
College and Career Readiness	N/A	N/A	N/A	N/A	N/A
# and % of Students Enrolled in Post-Secondary Institutions	N/A	N/A	N/A	N/A	N/A

- *Provide a summary of every school in the organization's portfolio.*
- *No page limit*

PLA primarily manages turnaround schools. This is hard and important work that, as you know, often takes time – "…turning around chronically low-performing schools is a process rather than an event. It does not occur immediately when staff or leadership or governance structures are replaced, but it can occur over time." (1)

Despite research illustrating that significant gains in student achievement can often take up to 5 years to manifest in a turnaround environment (2), PLA has had positive success in Indianapolis and throughout the country. All four PLA schools in Indianapolis have moved from F-rated to A-rated; an impact that has been replicated in other communities as well. In 2018-2019, for instance, two PLA managed schools showed significant results within just one year of turnaround management. Both PLA schools – HIAT (Merrillville) and Sheehy Elementary (Tampa) –showed significant achievement gains on their state assessments and improved their state accountability grades in just one year.

While HIAT and Sheehy Elementary show that our model can be successful in a turnaround setting, not all of our turnaround schools have had such quick success. The current variability in results across our network is due to the nature of the turnaround work itself, especially as it pertains to finding the right person to lead the change at the school level. In the places where we have struggled the most/experienced the most variability, we either held onto the existing leader too long, or changed school leadership and did not find the right leader.
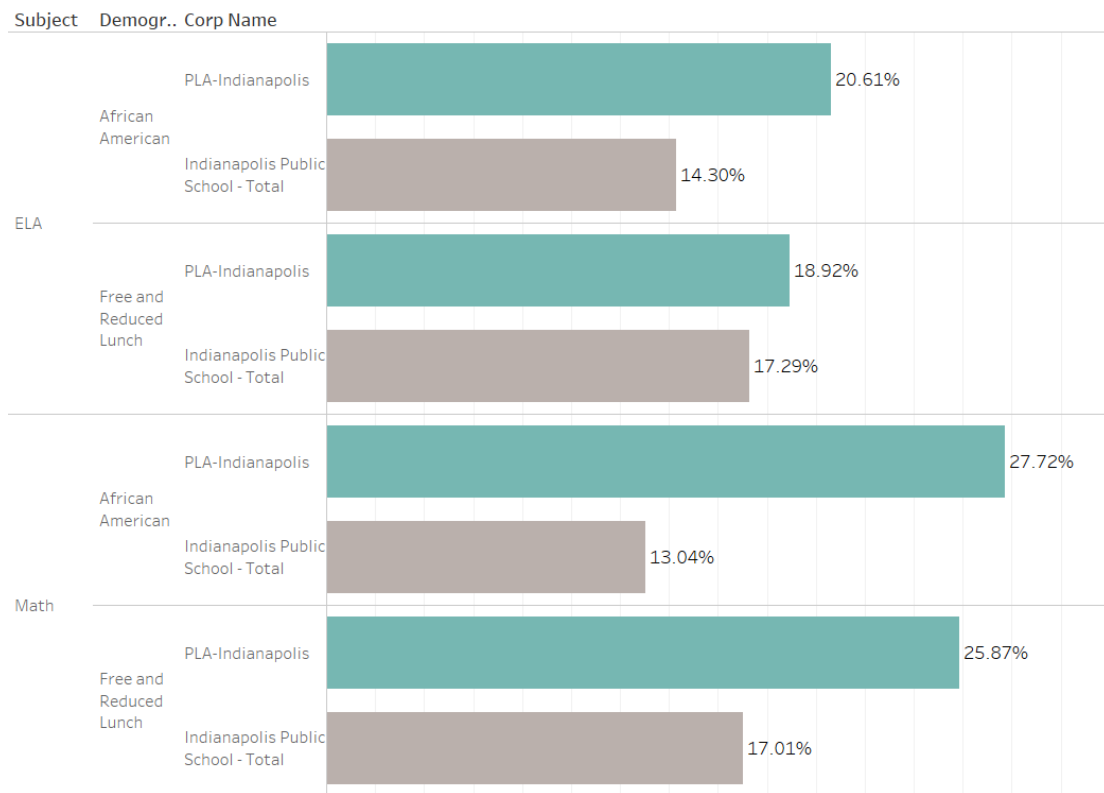
That said, we strive to live out our mantra, "Beat District. Beat State", in every district that we are blessed to partner with. After three years, we expect our scholars to outperform their peers in their host district, and after five years, we expect them to outperform their peers in their home state. Below are some of our results and impact to date.

1. de la Torre, Marisa., Allensworth, Elaine., Jagesic, Sanja., Sebastian, James., Salmonowicz, Michael., Meyers, Coby., Gerdeman, R. Dean. 2013. **Turning around Low-Performing Schools in Chicago: Research Report**. Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/publications/turning-around-low-performing-schools-chicago-full-report

2. Aladjem, D. K., Birman, B. F., Orland, M., Harr-Robins, J., Heredia, A., Parrish, T. B., & Ruffini, S. J. (2010). **Achieving dramatic school improvement: An exploratory study. A cross-site analysis from the evaluation of comprehensive school reform program implementation and outcomes study**. Office of Planning, Evaluation and Policy Development, U.S. Department of Education. Retrieved from http:// eric.ed.gov/?id=ED526783

Examples of Success

PLA schools in Indianapolis are outperforming the district for African American and Free and Reduced lunch populations:

2019 ILEARN Summary - PLA to IPS Demographic Comparison (2)

Subject	Demogr..	Corp Name	
ELA	African American	PLA-Indianapolis	20.61%
		Indianapolis Public School - Total	14.30%
	Free and Reduced Lunch	PLA-Indianapolis	18.92%
		Indianapolis Public School - Total	17.29%
Math	African American	PLA-Indianapolis	27.72%
		Indianapolis Public School - Total	13.04%
	Free and Reduced Lunch	PLA-Indianapolis	25.87%
		Indianapolis Public School - Total	17.01%

HIAT: Success outside of Indianapolis

HIAT was on the verge of closing when we were called in to help manage. Declining academics, drops in enrollment, and compliance issues were just a few of the issues that plagued the school. Here is some of the growth students experienced after one year of PLA's leadership:
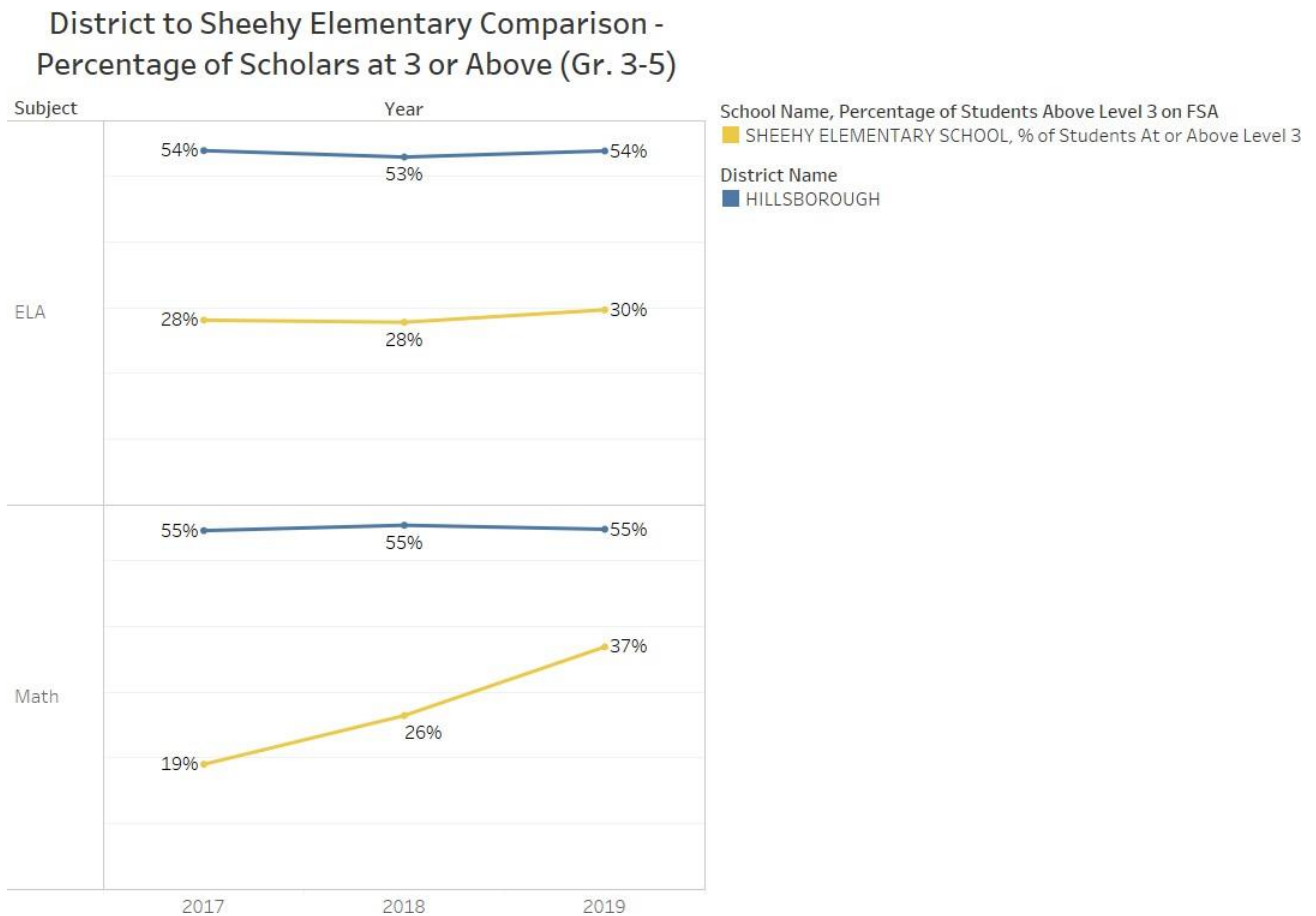
- HIAT went from a D to an A grade in one year based on tremendous student growth.
- As Indiana transitioned to the new state assessment ILearn, the state saw a trend of decreasing proficiency. HIAT bucked this trend as their percent of proficient students in math *increased* by over 13% while the state dropped by 11% overall.
- While HIAT had a decrease in the percent of proficient students in ELA, our scholars still outperformed the state trend by decreasing 7% points compared to a 17% drop across Indiana.

Sheehy Elementary: Success in a new state

Although we did not have the same autonomies (i.e., to hire and fire), our model still had great success in Hillsborough County Florida with Sheehy Elementary:

- Over two years our FSA (Florida Standards Assessments) math scores showed an 18% increase in the percent of proficient scholars while the district (Hillsborough) grew 0% over those same 2 years.

- In the same two years that we had exceptional math results, we also outperformed the district in ELA, even though by only 2%.

District to Sheehy Elementary Comparison - Percentage of Scholars at 3 or Above (Gr. 3-5)

Subject   **Year**

School Name, Percentage of Students Above Level 3 on FSA
SHEEHY ELEMENTARY SCHOOL, % of Students At or Above Level 3

District Name
HILLSBOROUGH

ELA
54%   53%   54%
28%   28%   30%

Math
55%   55%   55%
19%   26%   37%

2017   2018   2019

Florida has a strong predictive formative assessment. It was precise in its prediction that Sheehy would move off of the failing list last year. When implemented this winter, it predicted that two more of our schools will move off the failing list at the end of this year, as they are on track to rise from being D-rated to being B-rated.

Two of our other Florida schools will remain on the failing list. As I shared previously, our hire/fire ability in Hillsborough County is limited, and at the two schools that are predicted to remain on the failing list, we wanted to make a leadership change and the district would not allow us to make these changes.

To that end, a lesson learned for us is that we will no longer partner with schools or school districts where we do not have the ability to hire and fire. This limitation significantly impacts our ability to move the needle as greatly and quickly as we have proven time and time again.
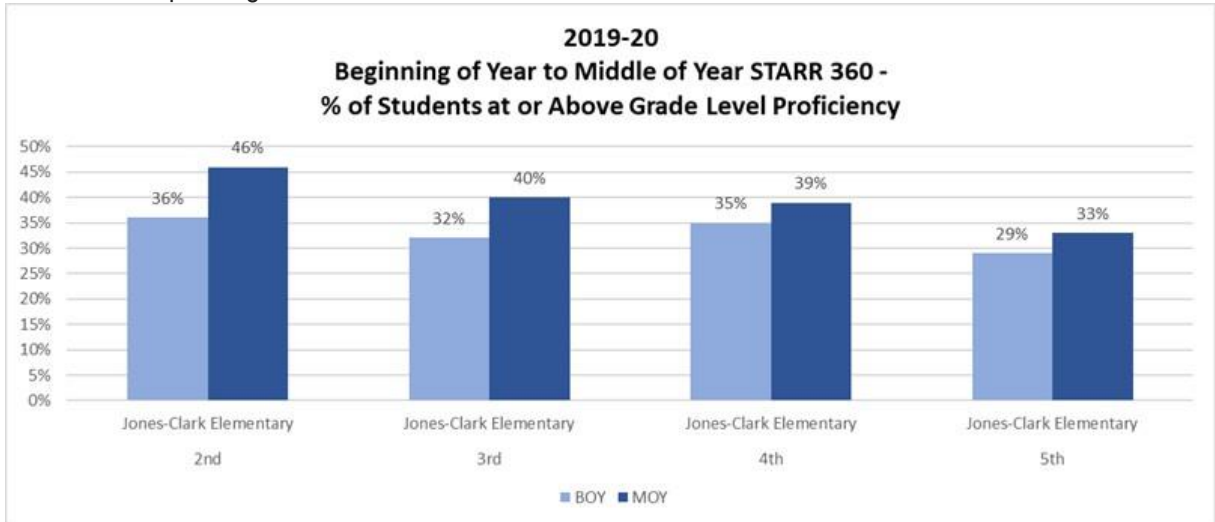
Texas: Everything's the same in Texas!
PLA was brought in to manage two failing schools in Texas. We have hire/fire ability in Beaumont. We wanted to make a leadership change on both campuses, but it was May and while we believed that we had found one great replacement, we felt that the likelihood that we were going to find a second strong

new leader was minimal. As a result, we kept one leader and replaced the other.

As we predicted, where we made the change, the mid-year formative results are strong; where we did not ultimately make the change, the start was weak.

Below, you will see the formative assessment results from our Jones-Clark Elementary School, where we made the leadership change.

As you can see, in 2019-2020 all Jones-Clark Elementary grades increased their percentage of students meeting or mastering grade level standards - with some grade levels increasing as many as 10 percentage points in just half a year - on the Starr 360 assessment.

At Smith, where we originally did not make the principal change, our start was rough. We did ultimately separate from the principal, and the school has been getting stronger ever since.

Final Thought

We have learned many lessons. First, we are a great organization that has found many of the ingredients to turn around some of our nation's toughest schools. Second, we changed our belief – whereas we first wanted to retain the majority of the staff and leadership; now we want to retain the majority of the staff, and our default is to change leadership. Third, we have made some considerable investments in ensuring we get our leader selection right (i.e., partnering with a national search firm, developing a Pathways to Leadership program to develop our future school leaders). And fourth, in evolving every element of the PLA model, we firmly believe that our model; management and quality assurance systems; and our processes are exceptional.

Many more lessons, but wanted to share a few. I think that we could be a powerful force together, and I appreciate you taking a look at our data; understanding the time that it takes to turn around failing schools; acknowledging how much success PLA has already had in doing so; and understanding that your investment could make us a significantly stronger organization for so many more children.

Charter School Growth Fund Analysis.

Attachment 32

- *Provide the last three years of audited financial statements for the schools operating in in Indiana.*
- *Provide the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities*
- *Ensure that school level, ESP/CMO level, and the overall operations are distinctly represented.*
- *No page limit*

Please click [here](#).