

Exhibit A

**Application Checklist - Renewal**

<b>#</b>	<b>Document</b>	<b>Page Limit</b>	<b>Format</b>	<b>Completed</b>
	Renewal Proposal Overview	Use Template in <u>Exhibit B</u>	PDF	
	Renewal Application	30	MS Word or PDF	
1	Budget and Staffing Workbook	Template	MS Excel	
2	Budget Narrative	5 pages	MS Word or PDF	
3	Statement of Assurances (only one form required)	Use Template in <u>Exhibit C</u>	PDF	
4	Entire Application (including Exhibits)		PDF	

Exhibit B

**Renewal Application Overview**

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

**Charter School Name:** \_\_\_\_\_

**Charter School Address:** \_\_\_\_\_

**Designated Representative and Contact Information (Phone & Email):** \_\_\_\_\_

**Mission Statement:** \_\_\_\_\_

**School Leader/Principal:** \_\_\_\_\_

Current Board of Directors	

**Grade Levels and Student Enrollment**

Complete Tab 1 of either the [Enrollment Plan for K-12 Schools](#) or the [Enrollment Plan for Adult High Schools](#), as applicable. Please ensure that you are completing the correct Enrollment Plan.

**Identify ESP or partner organization (if applicable):** \_\_\_\_\_



## JRP-MS Charter Renewal Application Narrative

### SECTION I: PERFORMANCE REVIEW

- 1. Specifically address all measures in the Performance Dashboard Summary in which the school received a rating of “Approaches Standard,” “Improvement Necessary,” or “Does Not Meet Standard” focusing primarily, but not exclusively, on the school’s most recently completed school year. Responses can include a root cause analysis, actions the school has taken to address deficiencies, supplemental or contextual information to augment the school’s record, or a timeline as to when the school expects to “meet standard.”**

We are honored to partner with the Indiana Charter School Board in service of our scholars. Over the last five years, our partnership has allowed children on the Far Eastside of Indianapolis to receive a high-quality public education, providing them with a safe and nurturing place to learn and thrive. We want to start by expressing our gratitude for your partnership because we know it means so much for the children and families we serve. In this section we will provide our analysis on key indicators on the Performance Dashboard. “Continuous improvement” constitutes one of the core values of Phalen Leadership Academies. James and Rosemary Phalen Middle School (JRP-MS) is committed to using performance data to drive and adjust decision-making so that we can best serve our scholars. In all categories of the Performance Dashboard, including Academic Success, Financial Health, and Organizational Compliance, we have performed a root cause analysis to determine how to capitalize on our strengths and address our areas of improvement. Our assessment of our school’s performance is outlined below.

#### A. Academic Success

Through the implementation of PLA’s model, JRP-MS has made significant strides towards improving scholar achievement in the Far Eastside of Indianapolis - one of the most impoverished areas of the state. In fact, based on the latest available school report cards published prior to the COVID-19 pandemic, JRP-MS stands as the only A-rated public middle school in this community. Accordingly, we see that in ICSB’s Accountability Dashboard, our school has ‘Exceeded Standards’ on Performance Measure 1.2.a. - ‘the school’s summative rating on Indiana’s A-F accountability system’. Aside from academic performance, our scholar enrollment and attendance rates serve as further evidence of the trust our families and communities place in our school as their educational home. In spite of universal challenges to learning brought about by the pandemic, our school’s Dashboard reflects that we ‘Exceeded Standards’ on Performance Measure 1.1.d (year-to-year re-enrollment rate). Our school also ‘Met Standards’ on Measure 1.1.a (overall attendance rate) and Measure 1.1.c. (student re-enrollment rate from end of year to beginning of year). These data points speak to the value of our work supporting our scholars’ socio-emotional wellbeing, especially during a time with significant and unprecedented challenges.

While our progress over the past two years has provided a strong foundation for Academic Success, we recognize that there is much room for improvement as we strive to provide all of our students with the high-quality education they deserve. As a result of the learning disruptions caused by the pandemic in the 2019-20 and 2020-21 school years, the State of Indiana did not perform its usual comprehensive assessment of student performance. However, the SY2018-2019

school report card, as well as performance data from the past two school years highlight our areas for growth. In spite of our A-rating, our school did not meet any of the sub-standards of Standard 1.2 on the Accountability System Dashboard in 2018-19. This standard measures scholar proficiency on math and reading assessments, as well as their performance compared to scholars from similar schools. Going forward, we specifically aim to bolster ILEARN proficiency rates for all scholars who attend JRP-MS, including scholars of color, scholars from low-income communities, and scholars with disabilities (Measures 1.2.f and 1.2.g). Progress toward meeting this goal has been especially challenging due to the disproportionate impact that the pandemic has had on underserved and economically vulnerable communities, including the community JRP-MS serves.

As a school, we devote significant time to developing and executing data-driven strategies to strengthen our academic performance. Moving forward, we want to ensure that we further strengthen the implementation of the evidence-based PLA model which enabled us to become the only A-rated middle school on the Far Eastside. The following chart outlines how JRP-MS is working towards strengthening our execution of the PLA academic model so that we can ensure our scholars receive the quality of education necessary to achieve proficiency. The chart considers key performance domains from IDOE’s School Performance Dashboard to guide our analysis and develop strategies for improvement.

Key Performance Domains	Root Cause Analysis	Strategies for Improvement
<p><b>Math &amp; ELA Proficiency:</b> 3% of our scholars tested proficient in Math, and 12% tested proficient in English Language Arts on the 2020-21 ILEARN assessment.</p>	<p>While our scholars have been disproportionately impacted by pandemic-related learning loss, inconsistent implementation of Tier II interventions has also prevented them from achieving at their highest potential.</p>	<ul style="list-style-type: none"> <li>• Stronger universal implementation of Tier II Instruction</li> <li>• More personalized instructional supports through the Reading Advantage Program to mitigate learning loss</li> <li>• Hiring Interventionists to provide real-time instructional supports</li> </ul>
<p><b>Scholar Attendance and Enrollment:</b> Scholars maintained a 99% attendance rate in the 2020-21 school year.</p> <p>Scholar enrollment for the most recent 2020-21 school year was 272 scholars.</p>	<p>In 2020-21, JRP-MS maintained a stellar attendance rate in spite of challenges due to the pandemic. We attribute this to our efforts to engage the community and support the socio-emotional wellbeing of our scholars. However, we also need to strengthen student enrollment and retention. Pandemic-related logistical challenges and a need to expand the capacity of our enrollment team have been key root causes that we will address.</p>	<ul style="list-style-type: none"> <li>• Community Outreach</li> <li>• Progress Feedback Cycles</li> <li>• Positive Behavioral Interventions and Supports</li> <li>• Expanded enrollment team with regional Enrollment Coordinators</li> <li>• Data-driven system with campaigns and KPIs for enrollment</li> </ul>
<p><b>Teacher Effectiveness and</b></p>	<p>Our academic model is designed to</p>	<ul style="list-style-type: none"> <li>• PLA Coaching Cycle</li> </ul>

<p><b>Retention:</b> 97% of our educators are ranked highly effective or effective, per PLA’s rigorous evaluation system. In SY2021-22, JRP-MS retained 86% of our most effective teachers.</p>	<p>coach up effective educators. Opportunities for professional development make educators feel supported in their growth. Implementation of the PLA Coaching Cycle can be strengthened to tightly link student achievement with the growth of our educators.</p>	<ul style="list-style-type: none"> <li>• PLA Learning Institute</li> <li>• Professional Learning Communities</li> <li>• Pathways to Leadership</li> <li>• PLA Summer Teacher and Leader Institutes</li> </ul>
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The root cause analysis outlined above demonstrates our school’s commitment to using performance data to drive decision-making so that we can make adjustments that better support our scholars’ growth. Section II will provide extensive details on how each recommended improvement strategy in the table above will support the ongoing success of our scholars. We have received an A-rating from the state largely due to the significant progress we have made supporting the growth of our school’s lowest performing percentile (Standard 1.3.b). Going forward, we strive to ensure that our model better supports the growth and proficiency of all scholars attending our school, regardless of their demographic background or history of performance.

**B. Financial Health**

**I. School Level**

Financial sustainability is one of our priority operational goals at JRP-MS. Accordingly, the state’s Accountability System Dashboard shows that we have experienced strong improvements in Cash Flow and Days Cash on Hand (Standards 2 & 7) since the start of our charter term. In addition, our school has met all sub-standards of 2.1, relating to the effective management and monitoring of our budget. PLA’s approach to quality assurance and budget monitoring has proven especially helpful in supporting the effective use of funds, as the network coordinates and strategically allocates various funding streams in alignment with educational priorities.

While the progress our school has achieved has directly supported financial sustainability, we recognize that there remains room for growth. With the unprecedented pandemic bringing both instructional and financial challenges to the fold, building our financial strength is more important than ever. First and foremost, JRP-MS prioritizes the academic needs of our scholars. Scholar needs have increased significantly as the result of the pandemic, which places an additional financial strain on our school as we implement evidence-based strategies to support scholar proficiency. Moving forward, we seek to strengthen our capacity to meet student needs while balancing financial health. Therefore, we conducted a root-cause analysis of all metrics in which JRP-MS does not currently meet standard on the Performance Dashboard. The following table outlines steps we are taking to improve these key performance domains.

<b>Key Performance Domains</b>	<b>Root Cause Analysis</b>	<b>Strategies for improvement</b>
<b>Current Ratio</b> (Standard 1)	The JRP-MS current ratio is below target as the school is focused on providing staff, materials and	We will closely manage all purchases including furniture & fixtures, technology, curriculum and materials to

	supplies for scholars and enrollment growth. The current ratio will increase as enrollment grows and cash flow increases.	ensure that the school only needs to purchase for new enrollment growth and modest replacements.
<b>Primary Reserve Ratio</b> (Standard 4)	Our primary reserve ratio was below target due to our focus on providing the staff and resources needed to support JRP-MS scholars.	We will focus on maintaining and increasing enrollment to support staff, programs and resources needed at JRP-MS. At the network level, PLA will continue to reduce expenses at all schools as they move towards maturity.
<b>Change in Net Assets Margin/Aggregated Three-Year Margin</b> (Standard 5)	JRPMS net assets are below the target due to the startup and buildout of the school including facility renovations, furniture and fixtures, curriculum, technology and a strong staffing model to support scholar growth.	Net assets will improve as the school moves towards capacity since fixed costs will be covered by a larger scholar base and core staff and systems.
<b>Debt to Asset Ratio</b> (Standard 6)	The JRMS Debt to Asset ratio of .97 is just above the target of .9 due to higher expenses associated with the school buildout and growth.	The focus on increasing enrollment to improve the net surplus of the school will increase the cash reserve of the school and that will improve the debt to asset ratio.
<b>Debt Service Coverage Ratio</b> (Standard 8)	The DSCR is below target as the school grows enrollment to capacity to support the buildout of the school.	PLA will continue to focus on increasing enrollment at all schools to support staff, programs and resources needed at the schools. PLA will also continue to focus on reducing expenses at all schools as they move towards maturity.

Due to the quality of education we offer and deep engagement with families on the Far Eastside, JRP-MS has been able to meet and exceed its enrollment goals. This provides a stable financial foundation for the school and has allowed the school to become financially sustainable on public funding. Our Finance Team will continue to work with staff to implement key strategies to further enhance financial sustainability for the school.

## II. Network Level

At the network level, PLA is currently meeting standards in seven out of eight performance categories including Current Ratio (1), Unrestricted Days Cash (2), Annual Enrollment Change (3), Change in Net Assets Margin/Aggregated Three-Year Margin (5), Debt to Asset Ratio (6), Cash Flow (7), and Debt Service Coverage Ratio (8). Because we are committed to using funds to meet the increasing needs of our schools and the scholars they serve, we currently fall short of meeting Standard 4, our Primary Reserve Ratio. Moving forward, PLA is committed to improving this metric by scaling back on new expenses and strengthening implementation fidelity within our existing schools. By slowing down expansion and investing in our current schools, we can ensure quality while also building our cash reserve.

Overall, at both the school and network levels, our holistic approach to budget management will allow us to improve upon key indicators of Financial Health, including Unrestricted Days Cash, Primary Reserve Ratio, Debt-to-Asset Ratio, and Debt Service Coverage Ratio. By strengthening fidelity in the implementation of our strong financial control system, our budget management process, and scholar enrollment strategies, we look forward to building financial sustainability. Section II further elaborates on the strategies we are taking to build and maintain financial health at the school and network levels.

### **C. Organizational Compliance**

Viewing Organizational Compliance as a bedrock of our school's Academic Success and Financial Health, we have always placed great emphasis on meeting key benchmarks in this area. The Accountability System Dashboard reflects this strong commitment: in each of the past two years, we met standards for all measures of Organization Compliance. The following two examples illustrate how JRP-MS is currently implementing strategies that have led to success in this area:

- Positive Behavior Intervention and Supports - The introduction of PLA's Positive Behavior Intervention and Supports system has supported excellence in our discipline practices, as reflected in Measure 3.2 of the Accountability Dashboard. By consistently modeling, practicing, and encouraging positive behaviors, we have been able to keep in-school suspension and expulsions under statewide averages.
- Strong Enrollment and Retention Processes - Since the start of the charter term, we have maintained strong organizational compliance in the area of admissions, enrollment, and retention, meeting standards for Measure 3.1 for each available year. This success is evidence of our strong, data-driven processes for student recruitment and retention, which we will continue to improve with the hiring of our Director of Enrollment and the development of our online recruitment system.

With these effective strategies in place, we look forward to continuing to build excellence in the area of Organizational Compliance. The strong systems and practices we have in place to support school culture, scholar attendance, and enrollment have set a strong foundation for improvement in the areas of Academic Success and Financial Health.

## **SECTION II: SCHOOL IMPROVEMENT**

- 1. Describe the school's plans and strategies for sustaining and continuing to build academic, organizational, and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in a) the governing board; b) the leadership team; c) the teaching staff; and d) academic achievement.**

Building on the academic, organizational, and operational progress we have experienced in the current charter term, our school has developed strong plans and strategies for continuing improvement and sustaining long-term success. We have analyzed and reflected authentically on our



recent performance, identifying both strengths and areas of improvements as shown in our Accountability System Dashboard and other data sources. Below please find our plan for building long-term sustainability and success in the governing board, leadership team, teaching staff, and academic achievement.

### **A. Governing Board**

As a PLA school, JRP-MS is governed by the PLA board. PLA currently has a strong board in place, with extensive experience in the areas of education, finance, business development, facilities management, organizational leadership, and change management. Please find their bios below:

**Dr. Fernando Reimers, Professor of International Education and Director of the International Education Policy Program at Harvard Graduate School of Education:** 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.

**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.

**Kristopher Kingery, Indianapolis 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 the history of PLA's sister summer programming organization,

Summer Advantage USA. 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.

**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. Jackson attended the University of Michigan, where he played for coach Lloyd Carr's Michigan Wolverines football team from 2001 to 2004. As senior team captain in 2004, he was a first-team All-Big Ten selection, and a consensus first-team All-American, having received first-team honors from the Associated Press, American Football Coaches Association, Football Writers Association of American, The Sporting News, and ESPN. 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 & CEO, George and Veronica Phalen Leadership Academies:**

Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL) in Boston, Massachusetts, 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. Through his work in the out-of-school time sector, 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 27 schools serving over 10,000 students, while helping our most vulnerable communities achieve exceptional educational outcomes. In addition to transforming multiple F-rated schools into A-rated schools, PLA has empowered its scholars to consistently demonstrate educational growth each year. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, and constructed their own submersible robots. 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.

The impact of PLA, its leadership team and staff on the lives of children has earned recognition from numerous regional and national organizations and publications, including: Mr. Phalen's acceptance into the Pahari-Aspen Institutes' Education Fellows Program, a diverse group of leaders who are transforming America's public schools; and the Mitch Daniels Leadership Foundation's Daniels Leadership Prize, in which the former Indiana governor's foundation recognized Mr. Phalen as a leader who is making an exceptional impact across the state. PLA has also been recognized as the organization that was most outstanding in its contribution to education nationwide through the Make It Better Philanthropy Award.

We are also working to increase the diversity of our board of directors and incorporate more perspectives and experiences that will help sustain the impact of sound governance. We have

initiated outreach efforts to look for talented leaders who can help bolster the board's capacity to further support key areas, including stakeholder management, operations, college and career readiness. We will utilize the following process to add 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: a) attending regularly scheduled board meetings; b) reviewing and approving operating budgets; c) supporting educational programming for our scholars (i.e., serving as guest speakers, hosting career day visits, or supporting a college campus visit for our scholars); and d) engaging in efforts to raising the visibility of PLA.
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.

Another area where we will plan on bolstering the effectiveness of the PLA board will be deeper integration and utilization of performance management systems and processes. As we have shared in this application, JRP-MS utilizes key systems such as the PLA Coaching Cycle, data dashboards, NWEA assessment reports, and staff evaluations. As a school and organization, we are working to improve implementation effectiveness of our key systems and processes; and embedding these data-driven practices more consistently into our regular touchpoints. During board meetings, we will more intentionally integrate opportunities for the board to review our performance dashboards, ask probing questions, and work in partnership with school and academic staff to devise meaningful solutions to address any performance gaps. Both announced and unannounced site visits are available to the board, in addition to performance reviews at the school level. We also support the board in effectively evaluating and supporting school performance through the following training opportunities:

1. External experts who will provide workshops: Key topics include organizational strategy, strategic planning, gathering, and presenting stakeholder feedback, developing a decision-making matrix, and more. Experts will also bolster board member knowledge by sharing best practices from the field for each topic.
2. Board members with functional expertise will provide training to fellow board members: For example, a board member with a strong academic background may walk others through understanding and drawing meaningful interpretations from NWEA assessments. Similarly, a board member with nonprofit financial management may train others on processes and systems to continually refine resource allocation.
3. Internal experts who will provide training at board meetings: For example, our academic team may train board members to view scholar data using the scholar data warehouse. Similarly, our compliance team may provide an overview of applicable state federal and local laws that our school abides by.
4. Program partners: Will provide training on the specific ways they are supporting our school.

Through these strategies, we will ensure that each board member has a strong understanding of key school components such as academics, finance, and professional development. The overall goal is

for our board members to work as a team with JRP-MS educators and school leaders in achieving academic growth for scholars.

### **B. Leadership Team**

JRP-MS currently has a strong leadership team in place. Our leaders have worked for decades on the Far Eastside of Indianapolis, working to improve educational outcomes for children. They are deeply committed to our scholars and bring to the school a proven track record of improving educational outcomes. Please find below bios for some of our key school leaders:

**Nicole Fama, School Leader:** Nicole Fama is a seasoned educator with over 15 years of district, education, and innovation experience, along with a track record of success in urban school turnaround. Before coming to PLA, she taught for 12 years with IPS at various levels (third, sixth, and tenth grades at Title I schools). She also served as an IPS Dean of Student Discipline and Culture for six years before transitioning to her role as a building principal. During her time with IPS, she was part of the leadership team at Arlington Woods High School that founded Project RESTORE; she created, wrote, and coordinated all discipline policies and procedures under the new program. As part of this effort, Nicole has led turnaround efforts at three Indianapolis schools, improving their state ratings from Fs to As. She has gone on to build positive student, parent, and community relationships to sustain the academic results Project RESTORE creates. Nicole has been a principal for four years and is currently serving as school leader at both a K-6 building and a middle school. Both of these schools have earned and are maintaining an A-rating. While teaching Nicole was voted teacher of the year twice and was named a Hubbard Top 10 Outstanding Educator in 2014. She has also received the Above and Beyond the Call of Duty award, the Indianapolis Peace in the Streets award, and the Senator Richard Lugar Patriot award. Nicole served in 2016-17 as the committee chair of the Indiana Education and Testing Reform Panel after being directly appointed by former Governor Mike Pence. In 2017, Nicole was awarded with the highest honor the Indiana Governor can bestow, the Sagamore of the Wabash Award. Nicole has a BS in Elementary Education from Indiana University and a M.Ed. in Educational Leadership from Indiana Wesleyan University.

**Mario Brown, Assistant Principal:** Beginning his 5th year as the Vice Principal at JRP-MS, Mario has a deep commitment to public service that drives him in his everyday work of supporting our scholars. Prior to graduating from Indiana University with his B.A. in education, Mario worked with underserved children as a camp counselor for Boys and Girls Club. He also has served as a member of the United States National Guard for nine years, a position that he has maintained throughout his entire professional career. Prior to joining the JRP community in 2017, Mario taught 8th grade language arts for three years.

**Brandon Gillard, Assistant Principal:** Brandon Gillard is beginning his 10th year in public education, all of which started with Indianapolis Public Schools. Graduating from Franklin College, he began his career as an elementary and junior high school Physical Education teacher. In 2015, Brandon was hired as the first Physical Education teacher at Phalen Leadership Academy@103, where he also served on the school leadership team for two years. During those two years of teaching, Brandon returned to school to earn his administrator license from Indiana Wesleyan University. After graduating in 2017, he became the Dean of Students at PLA@103. These years were very formative in his growth as an educator as it provided a solid foundation of quality leadership in both elementary curriculum and decision-making. In 2018, he was honored to accept the position of Assistant Principal of James and Rosemary Phalen Leadership Academy.

In addition to a strong school leadership team, we have the support of a robust leadership team at the PLA central office. PLA leaders have devoted their adult lives to improving the lives of children in underserved communities. The PLA headquarters team includes 119 leaders. They bring decades of classroom experience, school and instructional leadership track record, project management expertise, and substantial knowledge in key operational aspects, including compliance, reporting, and program management. PLA's senior leadership team offers exceptional experience in a wide range of functional areas, allowing our school leaders and teachers to focus fully on the academic success of our scholars. This includes our Founder and CEO, Earl Martin Phalen, who has more than twenty years of education leadership and executive experience; our Academics department led by our Chief Academic Officer, Andrea Robinson who has over 25 years of experience in teaching, professional development, and education leadership; our Recruitment department led by our National Director of Recruitment who is an experienced nonprofit recruitment executive with over 20 years of experience in data-driven talent recruitment; our Human Resources team led by our Chief Human Assets Officer who has more than twenty years of experience in leading schools and developing educators; our Operations team led by our Chief Operating Officer who has successfully supported more than 1,500 educators and 24,000+ scholars in her two-decade long career; our Finance Department led by our Chief Financial Officer who has over two decades of experience in finance and accounting, including payroll and benefit management, internal and external reporting, annual budgeting, and audit management; our Legal and Compliance department led by our Chief of Compliance, Legal and External Partners who has more than ten years of experience supporting schools maintain compliance with applicable standards; and our Community Engagement and Marketing department led by our National Director who has over a decade of experience connecting communities and helping organizations achieve their goals through communications.

Please find their bios below:

**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 scholar 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 scholars to a national network of 27 schools serving over 10,000 scholars, 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. 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 has 23 years of working in the field of education as an educator, instructional coach, building leader, and state DOE employee. She 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. She received the Sallie Mae First Class teacher award and Olin Davis Award. She was also recognized for her passion in teaching when she was honored with the district-wide Indiana Teacher of the Year award in 2009. She eventually became the instructional coach for her a K-5 building where she used her knowledge of best practices to lead other educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. As a building leader, she helped lead her building from an accountability grade of an F to an A in two years. Andrea has also 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 schools in turnaround status. After conducting classroom walk-throughs and leadership/staff interviews, she worked with the school leadership team to develop the next steps that met the needs of each individual school. She often provided differentiated professional development for each school for this process. Andrea also served as the IDOE case manager for a district 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 scholar growth was her focus. Courtney worked with teams of teachers implementing a data-driven Tier 2 and 3 intervention plan to impact scholar 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.

**JoAnn Gama, Chief Human Assets Officer:** JoAnn has more than twenty years of experience serving in various roles at educational nonprofits and school districts. In her most recent employment at IDEA public schools, JoAnn served in leadership positions including school leader, Chief of New Schools, Chief Operating Officer, Superintendent, and a CEO. As CEO for IDEA, JoAnn managed 130 schools and more than 68,000 scholars across Texas and Louisiana. Prior to IDEA Public Schools, JoAnn served as a classroom teacher at Aldine ISD, in Texas. As the Chief Human Assets Officer at PLA, JoAnn focuses on meeting data-driven KPIs for several key HR priority areas, which include recruiting and onboarding talented educators and staff; providing opportunities for ongoing teacher development and retention; and maintaining a strong school leadership pipeline. JoAnn graduated with a Liberal Arts degree in International Relations from Boston University and obtained her master's degree in educational leadership from the University of Texas.

**Jennifer Becker, Chief Operating Officer:** Jennifer's background includes 15 years in healthcare

operations before moving into education operations 3 years ago. She most recently supported a network of 24 schools providing operational support to more than 1,500 educators and 24,000+ scholars. She is passionate about creating processes and systems to allow everyone to focus on being their very best. Jennifer's past experience includes working with large-scale Operations-focused projects such as supporting the opening of nine new schools including eight new ground-up builds. She has also spearheaded the implementation of several low-effort fiscal and operational responsibility initiatives that have resulted in tremendous organization-wide resource maximization and cost savings.

**Amber Deckard, National 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.

**Michelle McConnico, National Director of Communications & Marketing:** Michelle is 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 CEOs of some of the world's most successful organizations including The Coca-Cola Company, The Department of Veterans Affairs, Verizon Wireless and PetSmart.

**Nicole Scott, Chief of Compliance, Legal and External Partners:** Nicole Scott joined PLA with over 10 years of experience as an attorney and leader in the education/charter school industry. Most recently, Nicole served as Chief of Employee Solutions & Legal Affairs for KIPP Los Angeles Schools. In this role, Nicole served as General Counsel and led the human resources department for all school sites operated by KIPP LA. Nicole also managed the relationship between KIPP L.A. and Los Angeles Unified School District, the organization's authorizer. She was instrumental in getting a K-8 charter school approved through Compton Unified School District for KIPP as well. Prior to joining the KIPP team, Nicole worked with the Inner-City Education Foundation as SVP of Talent and General Counsel where she was instrumental in getting the first charter middle school approved through Inglewood Unified School district. Before committing her career to education, Nicole was an associate at a leading law firm in Los Angeles and worked for various entertainment companies such as Sony Pictures and the William Morris Agency. Nicole is a proud alumna of Spelman College and the UC Berkeley School of Law, Boalt Hall.

**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 PLA founding team, Johnny helped grow a regional summer learning pilot into a high-performing school network serving over 10,000 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.

### **C. Teaching Staff**

Our school's cadre of teachers is a diverse group of 41 educators who possess a wealth of experience and expertise in providing strong support to scholars from underserved communities. Leveraging a comprehensive professional development framework consisting of several data-driven, personalized feedback systems and training opportunities, we work hard to support the retention of our highest performing educators. To that end, we were able to retain 86% of our most effective teachers at JRP-MS in the 2020-21 school year. JRP-MS's frequent use of intentional, personalized feedback through data-driven systems such as the PLA Coaching Cycle has also allowed us to reach a strong educator effectiveness rate. Currently, 97% of our educators rate as "effective" or "highly effective" per our rigorous evaluation framework. We strive to further build upon the effectiveness of our teachers through providing consistent opportunities for data-driven professional development support.

We also have in place sustainable capacity and processes to ensure that the school has a strong teaching staff each year. As we shared earlier, we have a Recruitment office of 20+ leaders dedicated to working with school leadership to staff the school with strong teachers. PLA's rigorous, multi-stage hiring process also ensures that students have access to high-quality teachers from the start of the school year. 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 a Principal. Applicants then complete a writing sample and leadership assessment test. If successful, candidates will be advanced to the second phase of the selection process, which includes an interview day with a panel of educational experts. There are four components to this interview day: candidates present a 5-7 slide PowerPoint highlighting their background, reasons for becoming a teacher, and their teaching and leadership accomplishments; candidates watch a video of a teacher teaching and highlight the teacher's strengths and areas for improvements; candidates respond to a range of scenarios involving issues that might arise with scholars, parents and their peers; and candidates will be presented with scholar data for several scholars and are asked to explain how they would work to help each child succeed. The hiring process will be open to all credentialed teachers.



### Selection criteria

In addition to technical ability, staffers must possess a deep philosophical alignment that supports high performance, consistent achievement, and advocacy for our scholars. We regard these skills, knowledge and abilities as non-negotiables and drivers for success. This professional profile is unique, and as a result, we have developed tailor-made selection criteria, which serve as a blueprint to ensure we select leaders, teachers, and support staff with targeted skills. Below are the key qualities we look for:

<b>Belief</b>	All educators believe that all scholars/children can learn and should be given the opportunity to reach their highest potential.
<b>Personal Responsibility</b>	Educators possess relentless self-efficacy; holding themselves and other team members accountable for the achievement of our scholars/children.
<b>Results-Driven</b>	Has a track record of achieving goals and results.
<b>Communication &amp; Interpersonal</b>	Has the ability to establish impactful relationships across diverse and various groups.
<b>Teacher Proficiency</b>	High instructional aptitude.
<b>Classroom Management</b>	Ability to set a positive tone, culture and expectations.
<b>Collaboration</b>	Understands the value of teamwork.

We understand the value of high-quality educators and know that providing opportunities for their growth means passion, innovation, and results for scholars.

### **D. Academic Achievement**

While education remains the best pathway for change, children on the Far Eastside of Indianapolis where JRP-MS is located – 94% of whom are scholars of color and 71% of whom live in poverty – are continually and disproportionately denied access to high-quality education. Through the implementation of PLA’s strong education model and high-quality proprietary systems, we have managed to make strong progress towards narrowing the opportunity gap as the only A-rated, public middle-high school in the community. Due to disruptions to learning attributed to the pandemic, the US Department of Education granted the State of Indiana a waiver from annual assessment and accountability requirements for the 2019-2020 school year. Currently, state accountability portals such as IDOE’s INView reflect assessment and accountability determinations from the 2018-2019 school year as the latest available data that accurately represent school performance prior to COVID. At JRP, highlights of scholar achievement include:

- JRP is the only A-rated public middle/high school on the Far Eastside of Indianapolis, one of the most underserved communities in the state and in the country.
- The school earned 113.7 points for ELA and 105.8 for Math, surpassing the 0-100 State Accountability score scale for Bottom 25% Growth.

- On the 2019-20 Winter NWEA Math assessment, scholars' Student Growth Percentile was 55 overall, showing greater achievement than 55% of their academic peers nationwide.
- Scholars in seventh grade achieved 142% of individualized growth goals on the 2019-20 Winter NWEA, while eighth grade scholars achieved 106% of their individualized growth goals in Math.
- On the most recent state summative, JRP scholars in the Bottom 25% grew their proficiency by 31% in ELA, 8 percentage points higher than that of the host district.
- The growth rate for scholars in the Bottom 25% in Math was 14%, 5 percentage points higher than that of the host district, on the most recent, pre-COVID state test.

Although COVID-19 has since presented significant challenges for children across Indiana, we are also pleased to highlight bright spots in our scholars' performance during the 2020-21 school year:

- Despite pandemic-related learning loss, scholars in Grade 8 met 73% of projected growth goals for Math.
- Despite a significant portion of our scholar population facing transience and added challenges at home, made more challenging by COVID, JRP-MS scholars maintained a 99% attendance rate.

The foundation to our school's sustainable academic improvement is the PLA educational model. There are six key pillars of the PLA educational model, collectively referred to as the PLA Academic Priorities for Success. These include:

- a) Effective Leadership
- b) Strong Culture and Climate
- c) Collaborative Staff
- d) Effective Instruction
- e) Curriculum, Assessments and Interventions
- f) Strong Support Systems

As we move forward, we will continue to focus on improving quality implementation of these key priorities:

#### **(a) Effective Leadership**

PLA has developed several data-driven systems that are designed to support the success of our school leaders. Some of these systems include the PLA Coaching Cycle for Leaders, a process that systematically supports the growth of our school leaders; our Leadership Evaluation Assessment, a rubric outlining the successful behaviors of turnaround 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. Lastly, PLA also supports the development of future leaders through our Pathways to Leadership Program, which is a uniquely designed fellowship program tailored to building capacity for aspiring school leaders.

#### **(b) Climate and Culture**

Having a school that is safe, loving and nurturing is critical to the success of scholars. Overall, PLA provides several resources to support schools in developing a strong school culture including PBIS

and Kickboard, a systematic process for recognizing scholars who make good choices and treat others well. The PLA Coaching Cycle (which will be discussed in more detail below) and PLA Learning Institute, our on-line training portal, also support teachers in ensuring effective classroom and behavior management.

PLA also believes that parents are a critical partner in supporting the success of their scholars and the school. PLA has developed a scientifically validated method for partnering with parents; and will train our leaders and teachers in how to engage partners more effectively.

### **(c) Collaborative Staff**

Staff must work together to promote strong professional growth. Our Peer Mentoring Program, Coaching Cycle, Summer Book Club, and Differentiated Professional Development are just some of the ways we build collaborative staff. Our operating methods for high-impact PLCs and Instructional Learning Rounds, and our Staff Appreciation framework also support collaboration.

### **(d) Effective Instruction**

The most important component of effective instruction is hiring strong teachers, and we can help with this. PLA also believes that school structure matters, and we have developed a targeted staffing model. Another key to effective instruction includes the implementation of evidence-based curriculum with fidelity. Our professional development program helps ensure that JRP-MS is both implementing evidence-based curriculum, and that we have sufficient training to implement that curriculum with fidelity.

### **(e) Curriculum, Assessments and Interventions**

For scholars to succeed, educators need to have the instructional materials needed to teach, assess and inform instruction. Another critical element of the PLA model is our weekly formative assessment. Using weekly assessments developed with Edulastic, our school is able to gauge scholar progress in vocabulary, grammar, cold reads and math, and then use this data to inform instructional decisions. This data helps educators address both scholar needs and grouping for Tier 2 instruction, and the specific targeted interventions that will help scholars both catch up and move ahead.

### **(f) Support Systems**

PLA believes that it “takes a village to raise a child.” Schools, families and communities provide resources and support systems that ensure success for all scholars. We will help our schools leverage these key partnerships, some of which might include: All Pro Dads/Muffins with Mom; wrap-around programming (i.e., summer learning, STEM); and health service organizations.

You will find more information in the following section regarding strategies for ensuring strong implementation.

## **2. Identify particular weaknesses, challenges and areas for improvement, and detail the school’s plans for addressing each of these needs.**

While we have made strides in supporting the achievement of our scholars and the effectiveness of our educators, there are three key areas of improvement that we would like to build upon with ICSB’s continued partnership. These include academic performance, financial health, and enrollment. Overall, we believe that year-round, consistent implementation fidelity with PLA’s data-

driven systems and processes will be a key vehicle for strategic, sustainable improvement at JRP-MS in these three domains.

### **A. Academic Performance**

Proficiency on Indiana state assessments remains a priority area of improvement for our school. Although children across Indiana suffered from pandemic related learning-loss, scholars residing in the Far Eastside of Indianapolis - 94% of whom are scholars of color and 71% of whom live in poverty - were disproportionately impacted by the array of challenges brought forth by COVID-19. On the most recent ILEARN exams from 2020-21, 3% of our scholars tested proficient in Math, and 12% tested proficient in English Language Arts. These rates are both considerably lower than the statewide averages (37% and 41%, respectively). We will implement the following evidence-based academic supports to ensure that our scholars have the tools and interventions necessary to catch up to their peers:

**Daily implementation of Tier II instruction:** To meet the needs of our scholars, JRP-MS is committed to using academic performance data to drive decision-making and adjust the design and execution of classroom instruction. Because our school community is primarily composed of underserved children of color, our scholars were disproportionately impacted by pandemic related learning loss. Therefore, in order to ensure that our scholars can achieve on-level proficiency, we now offer Tier II small group intervention to all of our scholars. Tier II intervention is a daily 30-minute targeted intervention block where small groups (usually 3-5 scholars, but never more than six students) who perform similarly in that subject area work with a teacher or teacher's assistant on targeting curricula that will accelerate their growth. To accurately assess scholar progress and needs, our school implemented our Student Data Dashboard in the 2020-21 school year. This performance dashboard provides real-time scholar achievement and behavior data, empowering our teachers to design intentional, differentiated groupings to provide evidence-based Tier II interventions within our rotational learning model. Prior to the pandemic, Tier II interventions were reserved for scholars needing moderate remediation. Recognizing the impact of learning loss on our scholars overall, we now offer this added layer of personalized support to all scholars to both remediate and accelerate learning where needed. In the 2021-22 school year, we will continue to tighten up our school leaders and educators' day-to-day use of data-driven insights from the Student Data Dashboard, so we can collectively work towards raising scholar performance.

In order to bolster academic achievement in the 2021-22 school year, we are also introducing further instructional programs and strategies that adequately address increased academic need as a result of pandemic-related learning loss. PLA's Reading Advantage (RA) program is a strong example of a differentiated instruction strategy that we have developed in response to greater recent academic need. As of the 2021-22 school year, Reading Advantage will now be implemented as a new standardized Tier II program in direct response to pandemic-related gaps in literacy proficiency. Based on Fountas & Pinnell Leveled Literacy Instruction, Reading Advantage is an evidence-based comprehensive approach to high-quality literacy instruction. At the beginning of the school year, every scholar is assessed using the F&P Benchmark Assessment System (BAS). Scholars are then grouped based on their performance level where they can receive personalized support within PLA's rotational instructional model. Reading Interventionists provide in-person support throughout the day, working with two groups of scholars in every class for thirty minutes per group. Ultimately, the goal of this program is to improve reading proficiency by at least 10% each year and ultimately support all PLA schools including JRP-MS in outperforming the local district and the state. As a

newly implemented, innovative program, RA highlights our commitment to respond to and address academic challenges in real-time so that all JRP-MS students can excel.

In addition, if a determination is made that a scholar needs support beyond our standardized Tier II approach, our school will utilize its Response To Intervention process to determine the specific interventions needed by the scholar. In the RTI process, a struggling scholar is provided with increasingly intensive instruction in his or her area of academic weakness. The scholar's progress is monitored, and if there is no positive response or improvement, the scholar will be referred for testing to determine eligibility for special education services and what services the scholar needs to succeed. Through this multi-layered, evidence-based framework of interventions and supports, we believe we will be able to robustly address the learning needs of our JRP-MS scholars and facilitate their academic growth.

**Customized training opportunities:** At JRP-MS, we are committed to providing our teachers and school staff with the professional tools they need to excel. Specifically, we provide our educators several targeted, personalized systems of support which include:

The PLA Coaching Cycle: Our primary platform for staff development and retention, the PLA Coaching Cycle is a process that supports growing teachers throughout the school year 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 Component
- 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. 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 identify 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 to 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 Learning Institute modules to assist with teacher growth.

The following graphic provides a sample feedback loop from the PLA Coaching Cycle platform, the main driver for continuous professional development at our school.



**The PLA Learning Institute:** During the school year, our schools also have access to the PLA Learning Institute, 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 resources. PLA Learning Institute modules are differentiated in order to serve professionals on a spectrum of career trajectories, offering customized growth pathways for teachers, leaders, and instructional support staff members.

**Professional Learning Communities:** Professional Learning Communities (PLCs) are weekly strategy meetings that offer educators a chance to: (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate and design appropriate interventions, including 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 Teacher Institute: We also provide targeted, summer training sessions to support new teachers and additional training for all teachers. New teachers receive training on the following components at this institute:

Day 1:

- PLA Model Introduction and Overview (including Curriculum and Standards)
- Safe Schools (Road to Re-entry)
- PLA Coaching Cycle
- PLA Learning Institute
- Brain-Based Learning

Day 2:

- Pedagogy and Instructional Execution
- Parental Engagement
- PBIS Platform and Tools (including Kickboard)
- PLA Teacher Evaluations

Day 3:

- Developing Curriculum Maps (1st quarter)
- Small Group Instruction and MTSS
- Scholar Engagement (including virtual engagement strategies)
- Creating SMART Goals

This framework for pre-school year professional development allows us to seamlessly transition into our core professional development systems and processes to be implemented during the school year.

PLA Leadership Institute: PLA provides targeted professional development (PD) to school leaders as part of our Leadership Institute. PD topics will focus on the research-based effective leadership levers described in the highly respected book by Paul Bambrick-Santoyo, 'Leverage Leadership 2.0, A Practical Guide to Building Exceptional Schools'. Through interactive, discussion-based work sessions, school leaders will familiarize themselves with the seven key levers of effective school leadership including 1) Data-driven Instruction; 2) Instructional Planning; 3) Observation and Feedback; 4) Professional Development (what to teach, how to teach and how to help content retention); 5) Student Culture; 6) Staff Culture; and 7) Managing School Leadership Teams. Leaders will also receive training on time Management and Planning Tools they can leverage to support effective leadership.

Following the initial work sessions, PLA will provide a 3-day summer Leadership Institute. Building on the seven key levers defined above, PD topics at the institute will include:

Day 1:

- PLA Model Introduction and Overview
- PLA Learning Institute process and tools

- PBIS platform and process

Day 2:

- Benchmark Leadership Coaching Reviews: Coaching leaders around the PLA Academic Priorities for Success competencies and tools.
- Leadership Evaluation process and tools.
- Development of the CNA, root cause analysis, and determination of SMART goals.

Day 3:

- The PLA Coaching Cycle platform and process.
- Teacher Evaluation process and tools.

Each day of the institute will begin and end with interactive work sessions focused on understanding, applying and receiving feedback on the seven key effective leadership levers outlined above. Through this thoughtful design, the PLA Leadership Institute will support school leaders in gaining mastery of the seven research-based key leadership levers prior to the start of the school year.

Principal-in-Residence Program (PiR): PiR is a residency program designed to combine theory and practice with coaching to prepare participants to lead PLA's schools to success defined by growth and performance. The program activities consist of:

- Seminar/Webinar
- Practicum
- Tasks Completion
- Coaching
- Mentorship

The PiR resident will serve on an existing PLA's school leadership team. PiRs will spend 6-18 months in residency with a high performing mentor principal learning how to launch and lead a new or existing PLA school. During the residency, in addition to serving as a school lead team member, PiRs will spend time engaging in seminars, workshops, practicums, task completion, coaching and mentorship, so they can be assured of hitting goals as a school leader when they manage their own PLA school.

Our commitment to data-driven personalized support for our educators ensures that the evidence-based PLA model is implemented with fidelity at our school.

**Data-driven instruction and school management:** We will strengthen our school's capacity to implement a data-driven framework for classroom instruction and overall school management. Within classroom instruction, we will increase implementation fidelity with our use of progress feedback cycles - a core instructional strategy in which scholars are encouraged to reflect on their progress in real-time and work with teachers and instructional support staff on individualized pathways to learning. From a school management perspective, for the first time, JRP-MS leaders will have a data-driven framework of accountability, with Key Performance Indicators (KPIs) related to



in-year scholar proficiency growth and improvements in educator performance. Both these data-driven elements are described in more detail below.

Progress Feedback Cycles: Leveraging the data generated through adaptive learning and the individualized support enabled by small-group, Tier II instruction, our approach to progress feedback begins with the administration of weekly common formative assessments, using Edulastic. These learning-centered assessments provide a framework for progress monitoring, as educators use them to access timely, accurate performance data reports, which they share with scholars on a weekly basis. The final stage of the progress feedback cycle process consists of the one-on-one scholar-educator meetings, which occur on a bi-weekly basis during small-group rotations. In these biweekly check-ins, teachers and students work collaboratively to 1) continually review and process the meaning of recent performance data; 2) set goals with specific steps to achieve those goals; and 3) provide structured recognition of student progress.

At JRP-MS, we are proud to support scholar growth through a strong focus on structured recognition of progress. Structured recognition of progress, as codified in the PLA model, regularly recognizes and rewards student growth and persistence instead of absolute grades. Our scholar recognition program will include weekly trophies (based on class-level academic growth); bi-weekly prizes (based on student-level academic growth); a monthly social event (based on behavior); quarterly honor program (based on cumulative academic growth); and an annual celebration ceremony (based on academic and social growth). Structured recognition supports the development of a growth mindset in our scholars and a strong belief in their own abilities.

Throughout the progress feedback cycle process, scholars look forward to the opportunity for explicit reflection to improve on past performance and review weekly results for ongoing motivation. Progress feedback cycles support academic achievement by empowering student-owned learning and promoting instruction that is individualized to each scholars’ distinct learning needs. As shared previously, we will leverage the current and upcoming school years to strengthen the frequent implementation of progress feedback cycles as a core component of classroom instruction. We believe that, with a scholar-centered focus, progress feedback cycles will be another responsive avenue through which we can address the increased learning needs of our scholars in real-time.

Data-driven accountability framework for school leadership: We recognize that in order to be implemented effectively, a data-driven approach to school management must include a strong accountability framework that begins with school leaders. PLA is committed to ensuring that school leaders are set up for success in reaching their goals. The following table highlights our network-wide goals and Key Performance Indicators that guide our approach to school-wide decision making. As a PLA school, JRP-MS school leaders will be held accountable for these goals and KPIs as of the 2021-22 school year:

<b>Domain</b>	<b>Goal</b>	<b>KPI 1</b>	<b>KPI 2</b>
<b>Student Achievement</b>	Ensure school increases by a minimum 10% proficiency per year in both ELA and math on the state accountability	Ensure scholars will meet 100% of their projected math and reading growth goals from BOY to EOY as measured by the	Ensure school maintains a daily attendance average for both students and teachers of 94% or higher.

	test.	NWEA Map assessment.	
<b>Student enrollment and retention</b>	Retain over 95% of enrolled scholars during the year and meet Day 1 budgeted enrollment goals for the school.	Retain over 95% of enrolled scholars during the year and meet Day 1 budgeted enrollment goals for the school.	Receive 80% satisfaction from key stakeholders (parents, staff, scholars, and boards) based on the data collected.
<b>Educator effectiveness</b>	Retain 90% of highly effective teachers, 85% of our Effective teachers and 90% of our highly effective and effective leaders at the school.	Retain 90% of highly effective teachers, 85% of our Effective teachers and 90% of our highly effective and effective leaders at the school.	Ensure that 100% of teachers are coached up one performance level in the PLA Coaching Cycle by building leaders providing weekly observations and feedback.

Our leadership team will consistently use surveys and student performance data to monitor our progress towards these goals and make intentional adjustments to our management strategies. In addition to introducing more accountability, we will implement strong quality assurance mechanisms on the school level that ensure that we can meet our goals:

- **Scholar achievement controls:** These include daily progress feedback cycles and opportunities for explicit reflection; real-time assessments personalized through blended learning; a strategic mix of diagnostic, interim, formative, and summative assessments to monitor daily, weekly, biweekly, monthly, and quarterly progress against annual scholar performance and overall school improvement goals; and more.
- **Staff development controls:** These include daily staff huddles, weekly Professional Learning Communities, bi-weekly observations of the PLA Coaching Cycle, quarterly stepbacks, annual teacher training institutes, and self-paced modules of the PLA Learning Institute which collectively allow the PLA team and school leaders to assess staff success with the implementation of the PLA model.
- **Leadership effectiveness controls:** These include weekly calls with PLA’s Academic team; Bi-weekly Instructional Reviews to provide data analysis and reporting to measure growth; Bi-weekly onsite reviews with leadership to report Academic Priorities for Success status; BOY/MOY/EOY Leadership Coaching Reviews; PLA Leadership Professional Learning Communities; and the PLA Leadership Institute.
- **Climate and culture controls:** These include weekly site visits and BOY, MOY and EOY climate and culture audits to determine each school’s success with implementing PLA’s framework of Positive Behavioral Interventions and Supports (PBIS); PLA’s recommended real-time behavioral tracking system, Kickboard; structured recognition of scholar progress in daily small-group instruction and bi-weekly check-ins; and a scientifically validated parent engagement framework.

With these quality-driven systems in place, we plan to make strong improvements in supporting scholar achievement and educator effectiveness at JRP-MS from the 2021-22 school year onwards.

**B. Financial Health**

At JRP-MS, financial responsibilities have been consistently managed with success, including budget

development and management; federal grants; financial forecasting and long-term strategic planning. As a result, our school has met all auditing requirements and earned four consecutive years of clean audits since our launch in the 2017-18 school year. With ICSB's partnership, we will continue to build the financial health and sustainability of our school. We have identified three main areas where we can further fortify the school's financial strength:

**a) Budget management:** A key driver of our school's financial health is strong budget management. Through the implementation of effective budget management processes, we will work to ensure that our school will become financially sustainable on recurring government funding for the core operating budget. Key strategies that we will implement to strengthen budget management at JRP-MS include:

- Accurate cash planning forecast - Maintaining a strong cash reserve is essential for the Financial Health of all charter schools, allowing adequate preparation for any unforeseen changes that can yield budgetary impacts. In order to ensure our school maintains a healthy cash reserve, we will work to ensure accounting actuals are tied closely to cash flow forecasts.
- Improving position control - We will ensure all personnel expenditures are tightly linked to our core operating budget by strengthening position control, the capability that links our Human Resources Information System, which tracks employment and job openings, with our Finance and Accounting systems. By improving this interdepartmental capacity, we will ensure all new hires are budgeted for and aligned with our cash planning forecast.
- Tighter coordination between finance, enrollment, and school leadership - Strong budget management is a cross-functional process that requires collaboration between finance, enrollment, and school leadership. Our expansion of our enrollment team's capacity will strengthen essential linkages across the three departments coordinating to support our school's financial health.

As a PLA school, we also benefit from network-level budget management strategies that have a positive impact on our school's financial health. As an organization, PLA continuously strives to improve financial health through a robust, holistic approach to budget management. At the network-level, PLA maintains financial sustainability through the following strategies:

- PLA's financial model is sustainable on recurring, guaranteed state and federal revenues. Overall, over 95% of PLA revenues come from recurring government funding and fee-for-service contracts.
- Philanthropy plays only a supplemental role – supporting one-time expenses such as special projects and capital improvements that help to round out the educational experience.
- PLA's strategic business model has been refined such that ITS central office is sustainable on revenues from fee-for-service contracts.
- Through the capacity and decades-long experience of PLA's senior leadership, they are intentional about building enterprise-level systems, processes and teams that can scale as they grow and support their financially sustainable business model.
- Since PLA systems and processes are designed to be replicable at each new school, school-level budgets do not bear the costs of these systems – this directly builds each new school's capacity to support network-level financial sustainability.

- As part of the network-level resource allocation framework that is implemented at all PLA schools including JRP-MS, 80% of all grant resources are allocated to planned expenses that are directly in service to the academic growth and overall well-being of our scholars.

**b) Internal controls for expenditure management:** To ensure a sound financial system at JRP-MS, we will implement a comprehensive internal financial control framework, as well as strong financial controls over expenditures. Our school's financial control system is designed to track and safeguard all assets; ensure all financial practices are in accordance 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. We will work to further strengthen implementation fidelity of the following processes:

- Authorization and approval controls for expenditures: Our school's Operations Manager and School Leader are responsible for reviewing and approving invoices for grant expenditures. Invoices for expenditures aligned to the grant budget are specially marked for tracking and reporting purposes. Our Office Manager first reviews the invoices to confirm that the goods were received or the services were provided. The School Leader completes final review and approval, and then the expenditure is entered into our school's accounting system.
- Segregation of duties controls for expenditures: Our school ensures that Accounts Payable listings are reviewed and approved by two distinct individuals to maintain a segregation of duties and ensure accuracy against the approved invoices. We file a copy of the check along with the invoice, voucher, and any supporting documentation at our school.
- Payroll and benefits controls for expenditures: Our Office Manager is responsible for preparing the school payroll, which is then reviewed and approved by our School Leader. Payroll expenses that are part of the grant will be specially marked for tracking and reporting purposes. Approved payroll is submitted to our payroll provider for processing and entered into our accounting system. Monthly payroll reports are included in the Financial Report packet for our Governing Board's regular Financial Review process.
- Expense controls for expenditures: Our school ensures that all expenses are approved prior to the expense being incurred. Staff members must first submit an expenditure request, providing information such as a plan for how the expenditure will be used, a vendor quote, a justification for improving the school or scholar experience, etc. Before expenditures for the grant are approved, they will be reviewed against the final grant budget to ensure suitability against the item description. All expenses must be supported by an invoice or receipt and submitted to the School Leader for approval. Once approved, the expenditure will be entered into our school's accounting system.
- General operating expenses controls for expenditure: Review and approval of all invoices for general operating expenses are the responsibility of our Office Manager and School Leader. Our Office Manager reviews the invoices to confirm that the goods were received or the services were provided. The invoice is submitted to the School Leader for final review and approval, and then entered into the accounting system.
- Review and reconciliation controls for expenditures: Our Office Manager and School Leader are responsible for reviewing and confirming vendor statements. Approved statements are reconciled against the AP Aging report. Our School Leader reviews bank statements on a

monthly basis. Any disbursements are submitted to our Governing Board for review and approval during their regular meetings.

By strengthening fidelity in the implementation of our budget management and expenditure controls, we look forward to continuing to build financial sustainability for JRP-MS in the years to come.

### **c) Enrollment**

One of the primary drivers of our school's financial health is scholar enrollment. While we have seen positive progress with scholar enrollment, attendance, and retention, we recognize that the COVID-19 crisis continues to place a strain on scholars and their families. Therefore, we see increased potential for enrollment challenges. To strengthen scholar enrollment, we will implement the following key strategies:

- Leveraging the capacity of our team: JRP-MS will be supported by PLA's robust Enrollment Department, which consists of seven talented Enrollment Coordinators with decades of experience in data-driven community engagement, working to meet student recruitment goals, and successful conversion of families from the inquiry to the enrollment stage of the recruitment process. Together with PLA's Operations team, Enrollment Coordinators supporting our school will work actively on the ground to engage with local families and drive student recruitment and retention for JRP-MS.
- Implementing a robust student recruitment plan: Our holistic student recruitment plan a) leverages lessons learned from previous network-wide enrollment campaigns to set specific Key Performance Indicators (KPIs) and targets; b) provides clearly delineated roles and responsibilities for key staff involved in the implementation of the student recruitment plan; c) includes a year-round calendar with engagement activities to support key student recruitment phases such as early interest, lottery, late rush and churn; and d) provides updated communication collateral that can be used effectively to reach and authentically engage with a variety of families.
- Integrating the use of data-driven systems: Utilizing industry best practices, our student recruitment system SchoolMint will provide an online hub to empower data-driven decision-making at all stages of our scholar enrollment and retention process for JRP-MS. Equipped with automated, multilingual mobile capabilities, SchoolMint will help us streamline the student recruitment process for JRP-MS while equitably reaching a broad array of interested families. With predictive and real-time enrollment statistics, the enrollment system will allow us to build the financial sustainability of our school by setting and reaching KPIs through accurate, data-driven forecasting.
- Facilitating authentic family and community engagement: Partnering closely with parents is a core element of the PLA approach and a critical step in ensuring the success of scholars. We hold monthly parent events, with 80% consistent participation at All-Pro Dads and Muffins with Moms. As another indicator of engagement, 85% of parents and family members attend parent-teacher conferences at our schools. These events are part of our multi-channel community engagement approach which includes:
  - News and print media: PLA pitches news stories to the press on a monthly basis and collaborates with media on coverage within PLA schools.
  - TV and Radio campaigns: PLA boosts visibility for enrollment expansion with appearances and targeted advertisements in local radio stations and TV channels.

- PLA newsletters: Our community members will have the opportunity to register to receive PLA's e-newsletters. Twice per month, PLA sends out news about its schools, supporting family awareness, engagement, and satisfaction.
- PLA's online presence: PLA uses its network web page, social media platforms (Facebook, Twitter, Instagram, and a YouTube Channel), and the PLA Mobile App to share news, updates, and events with the community. PLA also creates a dedicated website for each school, which provides easy access to enrollment documents and supports successful conversion from the inquiry to the application stage.
- Formal and informal community outreach: We will notify local churches, community organizations, and after-school programs about JRP-MS, send letters home, conduct phone blasts, and hold community-focused events.

Overall, PLA's approach to enrollment places quality assurance and capacity-building at the forefront: two key pillars that will help bolster a school's financial sustainability and enrollment. These systems will also help us to support continued academic growth and satisfaction overall, which we expect will have a continued positive impact on scholar enrollment and retention at JRP-MS.

**3. Present any additional evidence, beyond the data contained in the final performance report for the charter school, supporting the school's case for renewal.**

The strong, data-driven systems we have implemented with support from PLA have captured a wealth of information that we use each day to improve educational outcomes. In the area of educator effectiveness, data collected as part of the PLA Coaching Cycle shows strong evidence of instructional improvements taking place. In EOY Coaching Cycle performance assessments, 97% of JRP-MS educators were rated as "Effective" or "Highly Effective," showing the impact of positive school climate and culture in the classroom. Overall, JRP-MS teachers scored an average of 3.2 on a 1-4 scoring scale. Coaching Cycle performance domains where teacher scores were the highest include "Core Professionalism," "Effective Instruction," and "Teacher Leadership." With ICSB's partnership, we would like to continue to build upon this success and empower our educators to provide strong, data-driven instruction to scholars on the Far Eastside.

In addition to strong educator data, we are seeing evidence of improvements in the areas of scholar behavior and social-emotional development. In the last behavior dataset collected by IDOE in 2019-2020, we were pleased to see that rates of 0% for in-school suspension and expulsion were below statewide averages of 3.9% and 0.2%, respectively. Behavioral data collected by our academic deans revealed a similarly positive trend in the 2020-21 school year. In a particularly challenging school year for children across the country, our 272 middle school scholars averaged only five tardies, one out-of-school suspension, and four in-school suspensions per week. For our JRP-MS scholars who all face daily life stressors such as violence in their community and the added isolation brought by the pandemic, our school acts as an educational home where they are nurtured by caring adults. With ICSB by our side as a key partner, our goal is to continue to build our school as a safe haven for our scholars - a place where they are empowered to unlock their innate potential and be their best selves.

**4. Please provide, as Attachment 1, a detailed five-year pro-forma budget for the school.**  
Please see attached.

5. **Please provide, as Attachment 2, a detailed budget narrative providing a high-level summary of the budget and how the budget aligns with the five-year business plan.**  
Please see attached.
6. **Please provide, as Attachment 3, a single complete Statement of Assurances form.**  
Please see attached.

### **SECTION III: PROPOSED CHANGES**

Currently, James and Rosemary Phalen Middle School does not anticipate material changes to provisions of the relevant charter agreement. However, if unforeseen circumstances arise, JRP-MS reserves the right to modify and/or seek material revisions (pursuant to ICSB's process and procedures) in order to ensure compliance with all other provisions of the charter agreement.

# JRP-MS Budget and Staffing Workbook

## Instructions for Renewal Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Charter School: **James and Rosemary Phalen Leadership Academy (Middle)**  
 Location: **Indianapolis Public Schools**

First Year of New Charter (Renewal Year): **2022 - 23 SY**

<a href="#">1. Instructions</a>	<ul style="list-style-type: none"> <li>All organizers submitting a charter application to the Indiana Charter School Board must complete worksheets 1 through 4 of the Renewal Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.</li> <li>Column and Row references in these instructions are to the Excel spreadsheet Column or Row.</li> </ul>
<a href="#">2. Enrollment Projection</a>	<ul style="list-style-type: none"> <li>Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.</li> </ul>
<a href="#">3. Staffing Plan</a>	<ul style="list-style-type: none"> <li>Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets.</li> <li>The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances).</li> <li>"Other Insurance" includes health care, long-term care, life, disability.</li> <li>"Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).</li> </ul>
<a href="#">4. 5-Year Budget</a>	<ul style="list-style-type: none"> <li>Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.</li> </ul>
Notes:	<ul style="list-style-type: none"> <li>Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.</li> <li>This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.</li> </ul>

Ver. 01.28.2021



**School Enrollment Projections**  
(must align with Renewal Application Enrollment Plan)

School Name: **James and Rosemary Phalen Leadership Academy (Middle)**  
 Location: **Indianapolis Public Schools**  
 Renewal Year: **2022 - 23 SY**

Is the school an Adult High School (please see instructions): **No**

Complete Enrollment Lines 15-27 only.

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Instructions
	2021 - 22 SY	2022 - 23 SY	2023 - 24 SY	2024 - 25 SY	2025 - 26 SY	2026 - 27 SY	
Kindergarten							<p><b>Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.</b></p> <p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. <u>if you are an adult high school, complete Row 31 only.</u></p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula:  (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2021-23 FY) budget- Foundation = \$5,995 for the 2021-22 SY and \$6,235 for the 2022-23 SY (and beyond) and Complexity Multiplier = \$3,775. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for mild/moderate disabilities (\$2,657 for the 2022-23 SY). The grant amount for severe disabilities is \$10,575 for the 2022-23 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6	76	89	100	100	100	100	
Grade 7	80	93	100	100	100	100	
Grade 8	81	93	100	100	100	100	
Grade 9							
Grade 10							
Grade 11							
Grade 12							
<b>Total K-12 Enrollment:</b>	237	275	300	300	300	300	
Adult Learners (1)							
<b>Total Adult Enrollment:</b>	0	0	0	0	0	0	
<b>Estimated % of Students:</b>							
Special Education							
English Learners							
Free/Reduced Priced Lunch							
Virtual Students (2)							
<b>K-12 Distribution (3)</b>	\$ 1,825,007.84	\$ 2,117,625.13	\$ 2,310,136.50	\$ 2,310,136.50	\$ 2,310,136.50	\$ 2,310,136.50	
<b>Adult Distribution (4)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	



**5-Year Projected Annual Operating Budget (Fiscal Year July 1-June 30)**

School Name: **James and Rosemary Phalen Leadership Academy (Middle)**  
 Renewal Year: **2022 - 23 SY**

**Special Instructions for Schools Contracting with a Management Company:**

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column L.  
 Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
<b>State Revenue - See Footnotes</b>							
Basic Tuition Support / Adult Grant - From Tab 2	\$ 1,825,007.84	\$ 2,117,625.13	\$ 2,310,136.50	\$ 2,310,136.50	\$ 2,310,136.50	\$ 2,310,136.50	Other State Grants (Row 29)
Special Education Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant	\$ 237,000.00	\$ 275,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	
Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbook Reimbursement	\$ 21,721.00	\$ 25,203.69	\$ 27,494.94	\$ 27,494.94	\$ 27,494.94	\$ 27,494.94	
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appraisal Grant	\$ 35,000.00	\$ 40,612.00	\$ 44,304.00	\$ 44,304.00	\$ 44,304.00	\$ 44,304.00	
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total State Revenue:</b>	<b>\$ 2,118,728.84</b>	<b>\$ 2,458,440.82</b>	<b>\$ 2,681,935.44</b>	<b>\$ 2,681,935.44</b>	<b>\$ 2,681,935.44</b>	<b>\$ 2,681,935.44</b>	
<b>Federal Revenue - See Footnotes</b>							
Public Charter School Program Grant (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Federal Revenue (Row 41)
Charter Facilities Assistance Program Grant (2011)	\$ 93,968.00	\$ 109,034.00	\$ 118,946.84	\$ 118,946.84	\$ 118,946.84	\$ 118,946.84	
IDEA - Part B Grant (Special Education)	\$ 284,585.00	\$ 332,535.34	\$ 362,765.82	\$ 362,765.82	\$ 362,765.82	\$ 362,765.82	
Title I	\$ 139,808.00	\$ 162,224.47	\$ 176,972.15	\$ 176,972.15	\$ 176,972.15	\$ 176,972.15	Other Federal revenue (Row 41) = CSP and ESSER
Federal Lunch Program	\$ 102,272.00	\$ 118,670.04	\$ 155,224.29	\$ 148,306.71	\$ 152,755.91	\$ 157,338.59	
Federal Breakfast Reimbursement	\$ 62,683.00	\$ 72,733.44	\$ 83,582.31	\$ 79,857.46	\$ 82,253.18	\$ 84,720.78	
Other Federal Revenue (please describe)	\$ 1,335,904.00	\$ 1,246,975.00	\$ 1,244,975.00	\$ -	\$ -	\$ -	
<b>Total Federal Revenue:</b>	<b>\$ 2,021,220.00</b>	<b>\$ 2,042,172.89</b>	<b>\$ 2,144,466.42</b>	<b>\$ 886,848.97</b>	<b>\$ 893,693.90</b>	<b>\$ 900,744.17</b>	
<b>Other Revenue</b>							
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50)
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Other Revenue:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL REVENUE:</b>	<b>\$ 4,139,948.84</b>	<b>\$ 4,500,613.71</b>	<b>\$ 4,826,401.85</b>	<b>\$ 3,568,784.41</b>	<b>\$ 3,575,629.34</b>	<b>\$ 3,582,679.61</b>	
<b>EXPENSES</b>							
<b>Administrative Staff - See Footnote (3)</b>							
Executive Administration: Office of Superintendent	\$ 232,268.00	\$ 239,225.74	\$ 246,402.51	\$ 233,795.00	\$ 261,408.85	\$ 269,361.32	
School Administration: Office of the Principal	\$ 250,146.00	\$ 257,650.38	\$ 265,379.89	\$ 273,343.79	\$ 281,541.53	\$ 270,697.77	
Other School Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Administrative Staff:</b>	<b>\$ 482,414.00</b>	<b>\$ 496,876.12</b>	<b>\$ 511,782.40</b>	<b>\$ 527,138.79</b>	<b>\$ 542,950.38</b>	<b>\$ 539,959.09</b>	
<b>Instructional Staff</b>							
Teachers - Regular	\$ 1,106,672.00	\$ 1,139,872.16	\$ 1,174,068.32	\$ 870,000.00	\$ 886,100.00	\$ 922,983.00	
Teachers - Special Education	\$ 32,240.00	\$ 33,207.20	\$ 34,203.42	\$ 35,229.52	\$ 36,286.40	\$ 37,375.00	
Substitutes, Assistants, Paraprofessionals, Aides	\$ 278,947.00	\$ 287,315.43	\$ 295,934.87	\$ 30,000.00	\$ -	\$ -	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Instructional Staff:</b>	<b>\$ 1,417,859.00</b>	<b>\$ 1,460,394.77</b>	<b>\$ 1,504,206.61</b>	<b>\$ 935,229.52</b>	<b>\$ 922,386.40</b>	<b>\$ 960,358.00</b>	
<b>Non-Instructional/Support Staff - See Footnotes</b>							
Social Workers, Guidance Counselors, Therapists	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Support Staff (Row 78)
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Support Staff (please describe) (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ 41,399.00	\$ 42,640.97	\$ 43,920.20	\$ 45,237.81	\$ 46,594.94	\$ 47,992.79	
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Non-Instructional/Support Staff:</b>	<b>\$ 41,399.00</b>	<b>\$ 42,640.97</b>	<b>\$ 43,920.20</b>	<b>\$ 45,237.81</b>	<b>\$ 46,594.94</b>	<b>\$ 47,992.79</b>	
<b>Subtotal Wages and Salaries:</b>	<b>\$ 1,941,662.00</b>	<b>\$ 1,999,911.86</b>	<b>\$ 2,059,909.22</b>	<b>\$ 1,507,609.61</b>	<b>\$ 1,478,931.72</b>	<b>\$ 1,448,299.67</b>	
<b>Payroll Taxes and Benefits - From Tab 3</b>							
Social Security/Medicare/Unemployment	\$ 202,991.05	\$ 209,080.79	\$ 153,021.77	\$ 150,111.57	\$ 147,002.42	\$ -	Other Compensation (Row 94)
Health Insurance	\$ 342,295.00	\$ 342,985.00	\$ 353,274.00	\$ 258,554.00	\$ 253,637.00	\$ 248,383.00	\$5/medicare/using are calculating off of next year's salaries, not current year (i.e., year 0 benefits are 10.123% of year 1 salaries)
Retirement Contributions	\$ 101,561.00	\$ 123,995.00	\$ 127,714.00	\$ 93,471.00	\$ 91,694.00	\$ 89,795.00	
Other Compensation (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Payroll Taxes and Benefits:</b>	<b>\$ 646,847.05</b>	<b>\$ 676,060.79</b>	<b>\$ 634,009.77</b>	<b>\$ 502,136.57</b>	<b>\$ 492,333.42</b>	<b>\$ 338,178.00</b>	
<b>Total Personnel Expenses:</b>	<b>\$ 2,588,509.05</b>	<b>\$ 2,675,972.65</b>	<b>\$ 2,693,918.98</b>	<b>\$ 2,009,746.18</b>	<b>\$ 1,971,265.14</b>	<b>\$ 1,786,477.67</b>	
<b>Instructional Supplies and Resources - See Footnotes</b>							
Textbooks	\$ 35,550.00	\$ 41,250.00	\$ 45,000.00	\$ 7,677.00	\$ 7,907.00	\$ 8,144.00	Tab 3 and Tab 5 values do not match.
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Instructional Supplies and Resources (Row 108)
Technology Supporting Instruction (computers, tablets, etc.)	\$ 33,000.00	\$ 33,996.00	\$ 37,000.00	\$ 13,000.00	\$ 11,050.00	\$ 10,488.00	
Student Assessment	\$ 25,000.00	\$ 29,979.00	\$ 33,573.00	\$ 34,580.00	\$ 35,637.00	\$ 36,686.00	
Instructional Software	\$ 7,430.72	\$ 8,880.81	\$ 9,978.80	\$ 10,278.16	\$ 10,586.51	\$ 10,904.10	
Professional Development	\$ 31,870.00	\$ 44,218.00	\$ 47,231.00	\$ 12,925.00	\$ 13,002.00	\$ 13,392.00	
Enrichment Programs (athletics or extra-curricular activities)	\$ 14,580.00	\$ 17,298.64	\$ 19,477.22	\$ 20,056.38	\$ 20,658.07	\$ 21,278.83	
Other Instructional Supplies (please describe)	\$ 25,372.00	\$ 30,323.29	\$ 34,072.35	\$ 35,094.52	\$ 36,147.35	\$ 37,211.77	
<b>Total Instructional Supplies and Resources:</b>	<b>\$ 172,722.72</b>	<b>\$ 205,876.74</b>	<b>\$ 226,327.36</b>	<b>\$ 133,611.06</b>	<b>\$ 134,967.93</b>	<b>\$ 138,133.75</b>	
<b>Administrative Resources</b>							
Administrative Technology - Computers & Software (not SIS)	\$ 3,612.00	\$ 3,720.36	\$ 3,133.00	\$ 3,944.00	\$ 4,062.00	\$ 4,184.00	
Other Administrative Expenses (please describe)	\$ 22,495.00	\$ 23,169.85	\$ 23,864.95	\$ 24,580.89	\$ 25,318.32	\$ 26,077.87	
<b>Total Administrative Resources:</b>	<b>\$ 26,107.00</b>	<b>\$ 26,890.21</b>	<b>\$ 55,196.95</b>	<b>\$ 28,524.89</b>	<b>\$ 29,380.32</b>	<b>\$ 30,261.87</b>	
<b>Governing Board Expenses</b>							
Legal Services	\$ 1,854.00	\$ 1,909.62	\$ 1,966.91	\$ 2,025.92	\$ 2,086.69	\$ 2,149.29	Other Governing Board Expenses (Row 120)
Other Governing Board Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Governing Board Expenses:</b>	<b>\$ 1,854.00</b>	<b>\$ 1,909.62</b>	<b>\$ 1,966.91</b>	<b>\$ 2,025.92</b>	<b>\$ 2,086.69</b>	<b>\$ 2,149.29</b>	
<b>Purchased or Other Services (do not include staff expenses)</b>							
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Services (Row 138)
Payroll Services	\$ 17,292.00	\$ 75,377.00	\$ 78,897.00	\$ 25,931.50	\$ 26,709.45	\$ 27,510.73	
Financial Accounting	\$ 14,356.00	\$ 14,786.68	\$ 15,230.28	\$ 15,687.19	\$ 16,157.80	\$ 16,642.54	
Printing, Publishing, Duplicating Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telecommunication & IT Services	\$ 49,465.00	\$ 50,948.95	\$ 52,477.42	\$ 24,051.74	\$ 24,773.29	\$ 25,516.49	
Insurance (non-facility)	\$ 7,600.00	\$ 7,828.00	\$ 8,063.00	\$ 8,305.00	\$ 8,554.00	\$ 8,810.00	
Travel	\$ 488.00	\$ 482.04	\$ 496.50	\$ 511.40	\$ 526.74	\$ 542.54	
Mail Services	\$ 2,142.00	\$ 2,294.28	\$ 2,460.99	\$ 2,639.36	\$ 2,828.15	\$ 3,027.93	
Special Education Administration	\$ 67,838.00	\$ 71,336.00	\$ 74,349.00	\$ 37,505.58	\$ 38,634.87	\$ 39,793.52	
Student Information Services or Systems	\$ 33,180.00	\$ 39,655.00	\$ 43,260.00	\$ 43,260.00	\$ 43,260.00	\$ 43,260.00	
Food Services	\$ 185,314.00	\$ 219,253.39	\$ 238,806.61	\$ 228,164.16	\$ 235,009.09	\$ 242,059.36	
Transportation Services	\$ 192,493.00	\$ 240,097.56	\$ 256,501.04	\$ 266,256.07	\$ 274,243.76	\$ 282,471.07	
Marketing Expenses	\$ 8,661.00	\$ 49,218.00	\$ 47,404.00	\$ 9,464.00	\$ 9,747.00	\$ 10,040.00	
Other Services (please describe)	\$ 60,639.00	\$ 67,509.00	\$ 72,398.00	\$ -	\$ -	\$ -	
<b>Total Professional Purchased or Other Services:</b>	<b>\$ 694,048.00</b>	<b>\$ 824,275.88</b>	<b>\$ 892,789.84</b>	<b>\$ 662,136.91</b>	<b>\$ 680,703.07</b>	<b>\$ 699,825.74</b>	
<b>Facilities Expenses (do not include staff expenses, e.g. custodian)</b>							
Facility Leases/Mortgage Payments (please describe)	\$ 190,476.00	\$ 196,190.28	\$ 202,075.99	\$ 208,138.27	\$ 214,382.42	\$ 220,813.89	Lease, Mortgage, & Other Facilities (Rows 143, 158)
Capital Improvements	\$ -	\$ 43,000.00	\$ 125,000.00	\$ -	\$ -	\$ -	
Other Principal Payments	\$ 67,044.00	\$ 69,005.32	\$ 71,124.98	\$ 73,260.79	\$ 75,458.61	\$ 77,722.37	
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Payments	\$ 24,895.00	\$ 25,641.85	\$ 26,411.11	\$ 27,203.44	\$ 28,019.54	\$ 28,860.13	

Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ 141,439.00	\$ 145,682.17	\$ 150,052.64	\$ 154,554.21	\$ 159,190.84	\$ 163,966.57
Insurance (Facility)	\$ 31,098.00	\$ 32,030.94	\$ 32,993.97	\$ 33,981.62	\$ 35,000.07	\$ 36,051.11
Purchase of Furniture, Fixtures, & Equipment	\$ -	\$ 42,000.00	\$ 67,000.00	\$ -	\$ -	\$ -
Electric & Gas	\$ 75,979.00	\$ 78,258.37	\$ 80,606.12	\$ 83,024.30	\$ 85,515.03	\$ 88,080.48
Water & Sewage	\$ 6,771.00	\$ 6,974.13	\$ 7,183.35	\$ 7,398.85	\$ 7,620.82	\$ 7,849.44
Repair and Maintenance Services (including cost of supplies)	\$ 78,838.00	\$ 81,159.34	\$ 83,628.63	\$ 86,137.48	\$ 88,721.81	\$ 91,383.26
Custodial Services (including cost of supplies)	\$ 21,042.00	\$ 21,673.26	\$ 22,323.46	\$ 22,993.16	\$ 23,682.96	\$ 24,393.45
Waste Disposal	\$ 3,001.00	\$ 3,091.03	\$ 3,183.76	\$ 3,279.27	\$ 3,377.65	\$ 3,478.98
Security Services	\$ 5,228.00	\$ 5,384.84	\$ 5,546.39	\$ 5,712.78	\$ 5,884.16	\$ 6,060.68
Other Facility Expenses (please describe)	\$ (5,912.00)	\$ (6,090.00)	\$ (6,266.00)	\$ (6,441.00)	\$ (6,616.00)	\$ (6,791.00)
<b>Total Facilities Expenses:</b>	<b>\$ 639,889.00</b>	<b>\$ 744,085.03</b>	<b>\$ 933,190.28</b>	<b>\$ 708,595.19</b>	<b>\$ 729,963.72</b>	<b>\$ 895,662.36</b>
<b>Other Expenses - See Footnotes</b>						
Indiana Charter School Board Administrative Fee (6)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ 3,669.00	\$ 3,719.07	\$ 3,770.64	\$ 3,823.76	\$ 3,878.47	\$ 3,934.83
Escrow (8)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ 9,125.00	\$ 10,588.00	\$ 11,551.00	\$ 11,551.00	\$ 11,551.00	\$ 11,551.00
<b>Total Other Expenses:</b>	<b>\$ 10,794.00</b>	<b>\$ 12,307.07</b>	<b>\$ 13,321.64</b>	<b>\$ 13,374.76</b>	<b>\$ 13,429.47</b>	<b>\$ 13,485.83</b>
<b>TOTAL EXPENSES:</b>	<b>\$ 4,133,923.77</b>	<b>\$ 4,491,311.19</b>	<b>\$ 4,816,711.96</b>	<b>\$ 3,558,008.91</b>	<b>\$ 3,561,796.34</b>	<b>\$ 3,565,996.51</b>
<b>CHANGE IN NET ASSETS:</b>	<b>\$ 6,025.06</b>	<b>\$ 9,302.51</b>	<b>\$ 9,689.90</b>	<b>\$ 10,775.50</b>	<b>\$ 13,832.99</b>	<b>\$ 16,683.10</b>

Other Facility Expenses Row 15B is to adjust for the payroll benefits that is not pulling correctly from the staffing plan tab and the cells are locked- we had to manually adjust in this line item to ensure that costs were accurately captured.

Other Expenses (Row 167)

KSB fee: is not showing in line 163 (locked cell)

**Footnotes:**

- Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10-1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- This is a competitive grant. Funding is not guaranteed. The funding for the PCSF grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers, Directors, Deans, and Coordinators of Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- Secretary, Receptionist, Attendance Clerk, Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- One half percent (0.5%) of basic tuition support or adult learner grant amount received by the school.
- Include only those fees (per pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.
- Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.

<b>PLAs Combined (GV, JRMS, JRHS, 48, 93, 103, VS)</b>						
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>
<b>State Revenue</b>						
Basic Tuition Support / Adult Grant - From Tab 2	19,508,554	20,509,854	21,477,553	22,337,731	23,258,389	24,239,529
Special Education Grant - From Tab 2	462,274	486,001	508,932	529,315	551,130	574,380
Honors Diploma Grant	-	-	-	-	-	-
Special Education Grant	-	-	-	-	-	-
CTE Grant	490,340	515,507	539,830	561,450	584,591	609,251
Charter and Innovation Network School Grant	2,066,000	2,172,040	2,274,522	2,365,616	2,463,116	2,567,021
Formative Assessment Grant	-	-	-	-	-	-
State Matching Funds for School Lunch Program	-	-	-	-	-	-
High Ability (Gifted and Talented) Program	27,748	29,172	30,549	31,772	33,082	34,477
Textbook Reimbursement	209,420	220,169	230,557	239,791	249,674	260,206
Remediation Program Grant	-	-	-	-	-	-
Teacher Appreciation Grant	-	-	-	-	-	-
Other State Grants (please describe)	-	-	-	-	-	-
	-	-	-	-	-	-
<b>Total State Revenue:</b>	<b>22,764,336</b>	<b>23,932,743</b>	<b>25,061,942</b>	<b>26,065,675</b>	<b>27,139,982</b>	<b>28,284,864</b>
	-	-	-	-	-	-
<b>Federal Revenue - See Footnotes</b>						
Public Charter School Program Grant (2)	-	-	-	-	-	-
Charter Facilities Assistance Program Grant (2011)	258,093	271,340	284,142	295,522	307,702	320,683
IDEA- Part B Grant (Special Education)	893,785	939,660	983,995	1,023,404	1,065,584	1,110,535
Title I	1,985,028	2,086,912	2,185,377	2,272,902	2,366,580	2,466,413
Title II	450,424	473,543	495,886	515,746	537,003	559,656
Federal Lunch Program	1,630,405	1,714,088	1,936,429	2,068,225	2,216,967	2,378,649
Federal Breakfast Reimbursement	865,471	909,892	1,042,692	1,113,660	1,193,751	1,280,811
Other Federal Revenue (ESSER & CSP)	6,082,991	6,395,208	6,696,948	1,726,590	1,799,425	1,875,333
	-	-	-	-	-	-
<b>Total Federal Revenue:</b>	<b>12,166,198</b>	<b>12,790,643</b>	<b>13,625,470</b>	<b>9,016,049</b>	<b>9,487,013</b>	<b>9,992,080</b>
	-	-	-	-	-	-
<b>Other Revenue</b>						
Contributions and Donations from Private Sources	-	-	-	-	-	-
Student Fees	-	-	-	-	-	-
Other Fees	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Other Revenue (IPS In-Kind)	4,777,736	5,022,959	5,259,954	5,470,615	5,696,089	5,936,374
	-	-	-	-	-	-
<b>Total Other Revenue:</b>	<b>4,777,736</b>	<b>5,022,959</b>	<b>5,259,954</b>	<b>5,470,615</b>	<b>5,696,089</b>	<b>5,936,374</b>
	-	-	-	-	-	-
<b>TOTAL REVENUE:</b>	<b>39,708,271</b>	<b>41,746,346</b>	<b>43,947,366</b>	<b>40,552,338</b>	<b>42,323,083</b>	<b>44,213,318</b>
	-	-	-	-	-	-
<b>EXPENSES</b>	13,678					
	-	-	-	-	-	-
	-	-	-	-	-	-
<b>Administrative Staff - See Footnote (3)</b>						
Executive Administration: Office of Superintendent	58,191	60,880	63,997	59,053	61,631	64,384
School Administration: Office of the Principal	1,293,721	1,332,532	1,372,508	1,413,683	1,456,094	1,499,777
Other School Administration	1,343,906	1,384,223	1,425,750	1,468,522	1,512,578	1,557,955
Business Manager/Director of Finance	116,382	121,760	127,993	118,105	123,263	128,768
	-	-	-	-	-	-
<b>Total Administrative Staff:</b>	<b>2,812,200</b>	<b>2,899,396</b>	<b>2,990,248</b>	<b>3,059,364</b>	<b>3,153,566</b>	<b>3,250,884</b>
	-	-	3.1%	2.3%	3.1%	3.1%
<b>Instructional Staff</b>						
Teachers - Regular	10,501,570	11,371,793	12,265,589	11,147,600	11,831,507	12,389,508
Teachers - Special Education	890,868	964,691	1,040,513	1,114,651	1,195,410	1,283,213
Substitutes, Assistants, Paraprofessionals, Aides	2,094,784	2,157,627	2,222,356	450,000	463,500	477,405
Summer School Staff	-	-	-	-	-	-
	-	-	-	-	-	-
<b>Total Instructional Staff:</b>	<b>13,487,222</b>	<b>14,494,111</b>	<b>15,528,458</b>	<b>12,712,251</b>	<b>13,490,417</b>	<b>14,150,126</b>
	-	-	7.1%	-18.1%	6.1%	4.9%
<b>Non-Instructional/Support Staff - See Footnotes</b>						
Social Workers, Guidance Counselors, Therapists	-	-	-	-	-	-
Instructional Support Staff (4)	290,955	304,400	319,983	295,264	308,156	321,919
Other Support Staff (please describe) (5)	-	-	-	-	-	-
Nurse	101,854	104,910	108,057	111,299	114,638	118,077
Librarian	-	-	-	-	-	-
Information Technology	58,191	60,880	63,997	59,053	61,631	64,384
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	641,678	660,928	680,756	701,178	722,214	743,880
Security Personnel	-	-	-	-	-	-

<b>PLAs Combined (GV, JRMS, JRHS, 48, 93, 103, VS)</b>						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	FY22	FY23	FY24	FY25	FY26	FY27
Athletic Coaches	-	-	-	-	-	-
	-	-	-	-	-	-
Total Non-Instructional/Support Staff:	1,092,678	1,131,118	1,172,793	1,166,794	1,206,640	1,248,261
	-	-	3.7%	-0.5%	3.4%	3.4%
Subtotal Wages and Salaries:	17,392,100	18,524,625	19,691,498	16,938,409	17,850,622	18,649,270
	-	-	6.3%	-14.0%	5.4%	4.5%
<b>Payroll Taxes and Benefits - From Tab 3</b>	-	-	-	-	-	-
Social Security/Medicare/Unemployment	1,622,106	1,667,216	1,772,235	1,524,457	1,606,556	1,678,434
Health Insurance	3,083,227	3,390,006	3,603,544	3,099,729	3,266,664	3,412,816
Retirement Contributions	1,040,886	1,148,527	1,220,873	1,050,181	1,106,739	1,156,255
Other Compensation (please describe)	-	-	-	-	-	-
	-	-	-	-	-	-
Total Payroll Taxes and Benefits:	5,746,219	6,205,749	6,596,652	5,674,367	5,979,958	6,247,506
	-	-	6.3%	-14.0%	5.4%	4.5%
Total Personnel Expenses:	23,138,319	24,730,374	26,288,150	22,612,776	23,830,580	24,896,776
	-	7,970	8,103	6,803	6,885	6,902
<b>Instructional Supplies and Resources - See Footnotes</b>	-	-	-	-	-	-
Textbooks	535,221	579,573	625,126	394,404	422,979	454,047
Library/Media Services (Other than Staff)	-	-	-	-	-	-
Technology Supporting Instruction (computers, tablets, etc.)	671,321	726,951	668,795	484,876	520,006	558,201
Student Assessment	42,801	46,348	49,991	53,553	57,433	61,651
Instructional Software	7,431	8,046	8,679	9,297	9,971	10,703
Professional Development	450,654	483,732	518,415	536,346	341,806	363,362
Enrichment Programs (athletics or extra-curricular activities)	135,922	147,186	158,754	170,066	182,387	195,784
Other Instruction Supplies (not including technology)	233,419	252,761	272,628	292,053	313,213	336,218
	-	-	-	-	-	-
Total Instructional Supplies and Resources:	2,076,770	2,244,597	2,302,387	1,940,594	1,847,795	1,979,966
	-	-	2.6%	-15.7%	-4.8%	7.2%
<b>Administrative Resources</b>	-	-	-	-	-	-
Administrative Technology - Computers & Software (not SiS)	100,804	103,828	106,943	110,151	113,456	116,859
Other Administrative Expenses (please describe)	199,867	205,863	212,039	218,400	224,952	231,700
	-	-	-	-	-	-
Total Administrative Resources:	300,671	309,691	318,982	328,551	338,408	348,560
	-	-	3.0%	3.0%	3.0%	3.0%
<b>Governing Board Expenses</b>	-	-	-	-	-	-
Legal Services	24,768	25,511	26,276	27,064	27,876	28,713
Other Governing Board Expenses (please describe)	-	-	-	-	-	-
	-	-	-	-	-	-
Total Governing Board Expenses:	24,768	25,511	26,276	27,064	27,876	28,713
	-	-	-	-	-	-
<b>Purchased or Other Services (do not include staff expenses)</b>	-	-	-	-	-	-
Audit Services	-	-	-	-	-	-
Payroll Services	503,541	521,477	540,991	536,630	555,150	574,515
Financial Accounting	149,597	154,085	158,708	163,469	168,373	173,424
Printing, Publishing, Duplicating Services	4,065	4,187	4,313	4,442	4,575	4,712
Telecommunication & IT Services	1,146,436	917,149	733,719	623,661	642,371	661,642
Insurance (non-facility)	9,752	10,045	10,346	10,656	10,976	11,305
Travel	11,936	12,294	12,663	13,043	13,434	13,837
Mail Services	6,521	6,717	6,919	7,126	7,340	7,560
Special Education Administration	651,283	700,986	752,745	787,372	841,018	899,243
Student Information Services or Systems	116,382	121,760	127,993	118,105	123,263	128,768
Food Services	2,554,067	2,763,579	2,979,121	3,181,885	3,410,718	3,659,461
Transportation Services	1,124,283	1,217,447	1,313,136	1,406,699	1,508,617	1,619,425
Marketing Expenses	224,677	233,304	242,884	236,443	245,150	254,312
Other Services (please describe)	1,892,499	1,768,550	1,885,584	1,935,391	1,994,246	2,054,965
	-	-	-	-	-	-
Total Professional Purchased or Other Services:	8,395,039	8,431,581	8,769,121	9,024,921	9,525,231	10,063,169
	-	-	4.0%	2.9%	5.5%	5.6%
<b>Facilities Expenses (do not include staff expenses, e.g. custodian)</b>	-	-	-	-	-	-
Facility Lease/Mortgage Payments (please describe)	2,656,733	2,736,435	2,818,528	2,903,084	2,990,176	3,079,881
Capital Improvements	-	-	-	-	-	-
Other Principal Payments	67,044	69,055	71,127	73,261	75,459	77,722
Operating Leases	-	-	-	-	-	-
Interest Payments	298,490	307,445	316,668	326,168	335,953	346,032
Interest Expense	-	-	-	-	-	-
Depreciation Expense	865,058	891,010	917,740	945,273	973,631	1,002,840
Insurance (Facility)	341,617	351,866	362,421	373,294	384,493	396,028

<b>PLAs Combined (GV, JRMS, JRHS, 48, 93, 103, VS)</b>						
	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>
Purchase of Furniture, Fixtures, & Equipment	-	-	-	-	-	-
Electric & Gas	436,705	449,806	463,300	477,199	491,515	506,260
Water & Sewage	15,452	15,915	16,393	16,884	17,391	17,913
Repair and Maintenance Services (including cost of supplies)	401,047	413,079	425,471	438,235	451,382	464,924
Custodial Services (including cost of supplies)	261,559	269,406	277,488	285,813	294,387	303,219
Waste Disposal	9,538	9,825	10,119	10,423	10,736	11,058
Security Services	141,875	146,131	150,515	155,030	159,681	164,472
Other Facility Expenses (please describe)	-	-	-	-	-	-
-	-	-	-	-	-	-
<b>Total Facilities Expenses:</b>	<b>5,495,118</b>	<b>5,659,972</b>	<b>5,829,771</b>	<b>6,004,664</b>	<b>6,184,804</b>	<b>6,370,348</b>
-	1,893	1,855	1,824	1,806	1,787	1,766
<b>Other Expenses - See Footnotes</b>	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (6)	185,100	102,549	107,388	111,689	116,292	121,198
Management Fee (7)	-	-	-	-	-	-
Bank Fees	8,191	8,437	8,690	8,951	9,220	9,496
Escrow (9)	-	-	-	-	-	-
Other Expenses (please describe)	-	-	-	-	-	-
-	-	-	-	-	-	-
<b>Total Other Expenses:</b>	<b>193,292</b>	<b>110,986</b>	<b>116,078</b>	<b>120,640</b>	<b>125,512</b>	<b>130,694</b>
-	-	-	-	-	-	-
<b>TOTAL EXPENSES:</b>	<b>39,623,976</b>	<b>41,512,712</b>	<b>43,650,765</b>	<b>40,059,210</b>	<b>41,880,206</b>	<b>43,818,225</b>
-	-	-	-	-	-	-
<b>CHANGE IN NET ASSETS:</b>	<b>84,294</b>	<b>233,633</b>	<b>296,600</b>	<b>493,128</b>	<b>442,877</b>	<b>395,094</b>

## JRP-MS Charter Renewal Budget Narrative

Please find below a high-level summary of the budget, including key assumptions and revenue estimates:

- The budget is a conservative view of enrollment, revenue and expenses to ensure that the school is sustainable on State and Federal funds for each of the five years projected.
- After a decrease in enrollment in FY22, due to covid, we expect to return to FY21 enrollment levels in FY23 and reach the current facility capacity of 300 by FY24.
- State basic funding is also conservatively projected at the values generated by the budget model.
- Staffing is based on current average salaries and benefits plus an allowance for 3% annual increases.
- Staff ratios are based on 20 scholars per class.
- Facility lease costs are based on current expenses for FY22, with a 3% increase per year.
- All expenses are aligned to funding available based on annual enrollment.
- Competitive grants and philanthropy are not included but will be applied for to support supplemental resources for the school.

<b>JR MS 5 Year Budget - Key Assumptions:</b>	FY22	FY23	FY24	FY25	FY26	FY27
Enrollment	237	275	300	300	300	300
Annual Enrollment Growth	-15%	16%	9%	0%	0%	0%
Average Basic State Funding Per Scholar	7,700	7,700	7,700	7,700	7,700	7,700
Charter School Facility Grant Per Scholar	1,000	1,000	1,000	1,000	1,000	1,000
Average Other State Funding Per Scholar	239	239	239	239	239	239
Federal Funding Per Scholar (excl Nutrition)	7,832	6,730	6,352	2,196	2,196	2,196
Avg Nutrition per Scholar	696	696	796	761	783	807
Comp. Gr & Philanthropy per Scholar	-	-	-	-	-	-
Total Funding Per Scholar	17,468	16,366	16,088	11,896	11,919	11,942
Total Full Time Staff (FTE)	41.5	41.5	41.5	28.5	26.5	25.5
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Facility Lease	190,476	196,190	202,076	208,138	214,382	220,814
Total Expenses per Scholar	17,443	16,332	16,056	11,860	11,873	11,887
Net Surplus	6,025	9,303	9,690	10,776	13,833	16,683

Building on the core assumptions we have shared above, our business plan incorporates several key strategies to promote our school's financial health:

- We maintain a full-year monthly cash flow projection to identify any variances against the budget and allow time to adjust.
- We evaluate all budgeted expenses as they arise during the school year to ensure they are still necessary and represent the best use of funds.
- The enrollment set in the Pro-Forma employ s conservative ADA figures.
- Staffing levels are based on actual enrollment only.
- We align all state and federal grants to educational priorities, working cross-functionally with Academics, Finance, and School Leadership to ensure funds are allocated to maximize educational outcomes.



- As our school-level budget demonstrates, we use non-competitive public funding and conservative state and federal funding estimates as the only source of revenue. This approach yields a financial model that is low-risk and well-positioned to help the school reach sustainable financial health.

In addition to the information we have shared above, please refer to our Application Narrative for additional strategies that will further contribute to our school's long-term financial health, including our data-drive processes for Budget Management and Student Enrollment and Retention. Thank you for your partnership in helping our school provide sustainable impact to the scholars and families we serve.

Exhibit C

**Statement of Assurances**

The charter school agrees to comply with 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 Indiana Code ("IC") § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") 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 receiving federal Charter School Program Grant funds 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 *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015*, 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 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 the ICSB, 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 the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational 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.

**Earl Martin Phalen**

Name



Signature

**Chief Executive Officer**

Title

**10/20/2021**

Date