

Exhibit A

Application Checklist - Renewal

| # | Document | Page Limit | Format | Completed |
|----------|-----------------------------------------------------|----------------------------------------|-------------------|------------------|
| | 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 | |
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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): _____

GVP 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 past nine years, our partnership has allowed children in Indianapolis to receive a high-quality public education in a safe and nurturing learning environment. We want to start by expressing our gratitude for your partnership, as it means so much for the children and families we serve. In this section, we provide our analysis on key indicators of the Performance Dashboard. “Continuous Improvement” is one of the core values of Phalen Leadership Academies. Accordingly, George and Veronica Phalen Leadership Academy (GVP) 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

By implementing the evidence-based PLA model, GVP has made significant strides towards improving scholar achievement. Based on the latest available school report cards published prior to the COVID-19 pandemic, GVP stands as one of few A-rated schools in this community. Data from the 2021-2022 school year reflects the strong achievement gains our scholars have experienced at GVP, even in spite of pandemic-related challenges. According to the ICSB’s Accountability Dashboard, our school has “Exceeded Standards’ on Performance Measures 1.4.a and 1.4.b. - the school’s “grade level proficiency on the state assessment in ELA and Math compared with the previous school year.” Aside from the growth our scholars have experienced, our average scholar attendance rate serves as further evidence of the trust our families and communities place in our school as their educational home. Our school’s dashboard reflects that we ‘Exceed Standards’ on Performance Measure 1.1.a (attendance rate compared to school corporation average). These data points speak to the value of our work supporting our scholars’ socio-emotional well-being, especially during a time in which unprecedented challenges have drastically affected their personal lives and their learning experiences.

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. Partially as a result of the learning disruptions caused by the pandemic, performance data from the past two school years demonstrate significant areas for growth. Despite strong achievement gains, our school did not meet standards 1.4.c or 1.4.d which measures grade-level proficiency on the state ELA and Math assessment, as compared with traditional school corporations. Going forward, we specifically aim to bolster ILEARN proficiency rates so that scholars of all backgrounds are prepared to meet, and ultimately exceed district and state averages. Progress toward meeting this goal has been challenging due to the disproportionate impact that the pandemic has had on economically vulnerable communities, including that of GVP. However, the overall proficiency gains that our school did experience in SY21-22 exceed standards (indicator 1.4), pointing to the value of the PLA Model in supporting continued scholar growth. As scholars enter their second full year of return to in-person learning, we anticipate that the achievement gap will continue to shrink as a result of the strong support they receive.

We devote considerable 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 an A-rated school. The following chart outlines how GVP is working to strengthen our execution of the PLA 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 |
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| <p>State Test Proficiency Math & ELA Proficiency: 12% of our scholars tested proficient in Math, and 21% tested proficient in English Language Arts on the 2021-22 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. This is especially true for scholars who need consistent 1:1 support.</p> | <ul style="list-style-type: none"> ● Stronger universal implementation of Tier II Instruction ● More personalized instructional supports through the Reading and Math Advantage Programs to mitigate learning loss and support the learning needs of all student populations ● Interventionists to provide real-time instructional support ● Utilizing assessment data to identify areas of need and drive decision-making. |

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| <p>Scholar Attendance and Enrollment Scholars maintained an 89% attendance rate in the 2021-22 school year. The ADM average for the 2021-2022 school year was 301 scholars.</p> | <p>In 2021-22, GVP maintained a strong attendance rate in spite of ongoing 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 see that scholar attendance dropped by approximately 6 points when compared to the previous school year. In addition, we see a need to further strengthen student enrollment.</p> | <ul style="list-style-type: none"> ● Community outreach and parent engagement events ● Improving school culture through community events, progress feedback cycles, and positive behavioral interventions and supports. ● Aligning programming to meet community needs. |
| <p>Teacher Effectiveness and Retention: Our educators scored an average of 3.28 out of 4 based on PLA’s Coaching Cycle evaluation system. However, in SY2021-22, the overall teacher retention rate was only 41%.</p> | <p>Our academic model is designed to coach up educators, resulting in robust overall effectiveness. However, in spite of our school’s strong teacher effectiveness, educator turnover has been a challenge. While staff turnover is a prevalent issue across the nation during this period of “Great Resignations,” we can support retention by providing increased opportunities for high-quality professional development so that educators feel supported in their growth. Additionally, building school culture and recognizing educators for their hard work is a key step to strengthening retention.</p> | <ul style="list-style-type: none"> ● Strengthening the implementation fidelity of the PLA Coaching Cycle. ● Ensuring all educators have access to the PLA Learning Institute, Professional Learning Communities, and high-quality Summer Teacher and Leader Institutes ● Teacher appreciation events and performance-based retention stipends ● Providing additional management coaching to leadership staff |

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 details on how each recommended improvement strategy in the table above will support the ongoing success of our scholars. Going forward, we strive to ensure that our model will more effectively support the growth and proficiency of all scholars attending our school.

B. Financial Health

Financial sustainability is one of our priority operational goals at GVP. According to the state’s Accountability System Dashboard, we have experienced strong improvements in our change in net

assets margin and debt service coverage ratio 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 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, GVP prioritizes the academic needs of our scholars. Scholar needs have increased significantly as a result of the pandemic, which places an additional financial strain on our school as we implement additional 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 GVP does not currently meet standard on the Performance Dashboard. The following table outlines steps we are taking to improve these key performance domains:

| Key Performance Domains | Root Cause Analysis | Strategies for Improvement |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current Ratio | The current ratio is below target as the school is focused on providing scholars with the staff, materials and supplies necessary to strengthen academic proficiency and enrollment. The current ratio will increase as enrollment grows and cash flow increases. | We will closely manage all purchases including furniture and fixtures, technology, curriculum and materials to ensure that the school only needs to purchase for new enrollment growth and modest replacements. |
| Annual Enrollment Change | Scholar enrollment for the 2021-2022 school year decreased by 13%. This reflects that we need to be more persistent in our efforts to build school culture and provide our families with a positive experience from the start to the end of the school year. | As an organization, PLA is expanding our enrollment team to include regional enrollment coordinators. By working alongside the PLA marketing team, we will be able to increase enrollment through stronger community engagement efforts. In addition, PLA will use a data-driven system with KPIs to ensure GVP remains on track to reaching enrollment goals. |
| Cash Flow & Multi-Year Cash Flow | 2020-2021 enrollment at GVP was 294 and 2021-2022 enrollment was 301 against a | Growing enrollment at GVP and aligning staff with actual enrollment numbers will ensure |

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| | <p>budgeted enrollment of 400. PLA determined that it was in the best interest of scholars and staff to retain staff and serve scholars with smaller class sizes since scholars needed extra support during virtual learning and after the return to in person classes. Carrying extra staff resulted in extra costs and reduced cash flow.</p> | <p>that we meet these standards in the future. Enrollment for the 2022-23 school year is 237 versus a budget of 308. PLA is in the process of aligning expenses to actual enrollment. Growing enrollment will be a key focus for this school year to bring the school into a strong financial position.</p> |
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Our Finance Team will continue to work with staff to implement key strategies to further enhance financial sustainability for the school.

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. As a result of the robust support from the PLA central office and strong implementation at the campus level, we are pleased to observe that the school has achieved a “Meet Standard” rating for all indicators on the “Organizational and Operational Accountability” Dashboard.

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 our progress, we have developed strong plans and strategies for sustaining improvement over time. We have analyzed and reflected 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, GVP 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: Mr. Jackson grew up in extreme poverty in Sharon, PA, and became the first member of his family to attend college. Mr. 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, Mr. Phalen 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 23 schools serving 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 Pajara-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, GVP 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 by which our school abides.
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 GVP educators and school leaders in achieving academic growth for scholars.

B. Leadership Team

GVP currently has a strong leadership team in place. Our leaders have worked for decades in 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. Below, please find bios for some of our key school leaders:

Javaris Carrion, School Leader: Javaris is a multi-talented school leader with nine years of experience working in higher education and K-12 education. Javaris has served in numerous roles within Phalen and other educational organizations such as National Director of Operations, Regional Director of Operations, Assistant Principal and Principal. In Javaris' current role as the Principal for George & Veronica Phalen Leadership Academy, he organizes daily operations of the school, and promotes a high performing learning environment for employees and scholars. Javaris is currently a member of the Surge Academy fellowship. Javaris was also recently nominated for the Broad Fellow for Educational Management at Yale School of Management. Javaris received a bachelor's degree in History from Tennessee State University in Nashville, Tennessee, while excelling academically and in a number of leadership roles. He is currently pursuing a Master of Business Administration from Purdue University.

Katina Knox, Instructional Strategist: Katina is a dynamic turnaround school leader, with a proven track record of taking failing schools to A-rated status. Katina has over 15 years of experience in K-8 education. As an educator, she has served in the roles of teacher, academic dean, assistant principal, and principal. In 2015, Katina was awarded "Teacher of the Year" at the George and Veronica Phalen Leadership Academy, and in 2018, Katina was nominated as "Educator of the Year" by the Indiana Black Expo. As an Instructional Strategist in her current role at the George and Veronica Phalen Leadership Academy, Katina oversees the implementation of the instructional model and data analysis, serves as test coordinator, and coaches and mentors instructional leaders. Katina holds a Bachelor of Arts in Elementary and Special Education from Marian University and a Master of Education and Organizational Leadership from the University of Dayton.

Kate Foster, Instructional Coach: Ms. Foster is in her 6th year of teaching in public education, all of which have been at George and Veronica Phalen Leadership Academy. She graduated from

IUPUI with a degree in Elementary Education and a minor in science. Ms. Foster was a member of the Phi Theta Kappa's Honor Society. She began her career as a Kindergarten teacher and transitioned into an Instructional Coach role in 2021. Ms. Foster returned to her teaching roles in 2022 to teach 5th and 6th grade ELA. She believes wholeheartedly in the motto “Children First”.

In addition to a strong school-based leadership team, we have the support of a robust leadership team at the PLA central office. PLA leaders have devoted their careers to improving the lives of children in underserved communities. The PLA headquarters team includes over 100 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. The team 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 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 thousands of educators and 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; and 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.

Please find below bios for some of our key leaders:

Earl Martin Phalen, Founder & CEO: Widely recognized as one of the nation’s top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. Both BELL and Summer Advantage are among the very few expanded learning time programs in the country to be scientifically proven to raise 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 23 schools serving 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.

Nikki Watts, Director of School Improvement: Nikki has been in the education field for over a decade in a variety of service roles. She has been a primary classroom teacher and then led two schools as Instructional Coach. Nikki joined PLA in 2019 as Director of Training to support teachers and leaders throughout the network with data driven instruction, best practices for instruction, and classroom community building. As Director of Training Nikki supported schools with implementing instructional processes such as Professional Learning Communities, Multi-Tiered Systems of Support, and Positive Behaviors and Supports. In her current role as Director of School Improvement, Nikki supports schools with implementing instructional programs to accelerate scholar learning.

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.

Arely Benavides, Chief Operating Officer: Arely has more than twenty years of experience in operations, strategy and logistics. While her work began as a management consultant with Accenture and Kurt Salmon Associates, she transitioned to lead operations with consumer products companies like Oakley and VF Corp. Over the last eight years, she has worked in education including five years at IDEA Public Schools as the Child Nutrition Director and then Senior Vice President of Operations. Arely graduated with a Bachelor of Science degree in Operations Research and an MBA from MIT, and obtained her Masters in Administration, Planning and Social Policy from Harvard.

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.

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 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 14 educators who possess a wealth of experience and expertise 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. GVP’s frequent use of intentional, personalized feedback through data-driven systems such as the PLA Coaching Cycle has also allowed us to reach strong educator effectiveness.

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 process for identifying and screening talent 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. If the candidate meets minimum position qualifications,

they will participate in a phone interview with PLA’s recruitment office. Screening questions focus on the following:

- Learning more about the candidate’s teaching experience.
- Assessing the extent to which a candidate shares similar experiences with our scholars.
- Examining how the candidate is able to articulate his/her student achievement data.
- Ensuring the candidate possesses proper credentials and content expertise.
- Understanding previous employment experiences and reasons for leaving their previous job.

If Recruitment determines that the candidate’s values and experiences are in line with PLA’s culture, the candidate will be passed on to the school-based academics and leadership teams for a final in-person interview. The final interview is designed to assess an applicant’s alignment with our Academic Priorities for Success. In addition, teaching candidates are required to complete a lesson demonstration, ideally to a live class. Ultimately, our school leadership team will determine whether the applicant fits the needs of our campus.

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 seek:

| | |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Belief | All educators believe that all scholars/children can learn and should be given the opportunity to reach their highest potential. |
| Personal Responsibility | Educators possess relentless self-efficacy; holding themselves and other team members accountable for the achievement of our scholars/children. |
| Results-Driven | Has a track record of achieving goals and results. |
| Communication & Interpersonal | Has the ability to establish impactful relationships across diverse and various groups. |
| Teacher Proficiency | High instructional aptitude. |
| Classroom Management | Ability to set a positive tone, culture and expectations. |
| Collaboration | 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 from the community we serve are continually and disproportionately denied access to high-quality education. Over 99% of GVP scholars are children of color, with 81% living in households experiencing poverty. In spite of the opportunity gap that children often experience in our community, GVP has made strong progress towards ensuring that the scholars we serve have access to a high-quality educational experience. Through the implementation of PLA's strong education model and proprietary systems, we have achieved an A-rating for the past five years of our charter term. Recent school achievement data further reflects that GVP has made major strides towards closing the achievement gap. Highlights of scholar achievement from the 2021-22 ILEARN assessment include:

- GVP is in the top 100 of all state schools, public and private, for increase in ELA proficiency. Specifically, our school ranked 98th out of 1757 Indiana schools and experienced a 10.5% proficiency gain.
- GVP ranked #5 in the district (IPS) for the strongest increase in ELA proficiency.
- Compared to achievement data from the 2020-2021 school year, GVP's Math and ELA proficiency rates on the ILEARN exam doubled. The increase in academic achievement reflects the strides our school has taken to address COVID-related learning loss.
- The proficiency rate of Black students at GVP surpassed that of the state average in both ELA and Math.

This data illustrates the dedication of our school team to address pandemic-related learning loss and support the holistic wellbeing of GVP scholars. The foundation of our school's sustainable academic improvement is the PLA educational model. There are six 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. PLA serves all students by creating a school culture that gives scholars a sense of belonging and emphasizes academic rigor and comprehensive social-emotional development. One of the ways that PLA schools will support the intellectual and social emotional development of scholars is by cultivating a growth mindset through implementing intentional strategies and tools like Progress Feedback Cycles, Progress-Based Internal Incentives, and Explicit Reflection. These strategies are embedded into PLA's framework for climate and culture management, which is structured around the Positive Behavioral Intervention and Supports (PBIS) model, family engagement, real-time behavioral management, and structured recognition of student progress. We view families as key partners in their child's success, and families play an integral role in facilitating our school culture. We will regularly communicate with families regarding their child's academic progress. PLA has developed a scientifically validated method for partnering with parents; and ensure that our school leaders and teachers are trained in how to effectively engage parents.

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. 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 GVP 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, 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.

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

2. Identify 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, we have identified three key areas of improvement in partnership with ICSB. These include academic performance, financial health, and enrollment. Overall, we believe that year-round, consistent implementation of PLA's data-driven systems and processes will be a key vehicle for sustainable improvement.

A. Academic Performance

Proficiency on the Indiana state assessment remains a priority area of improvement for our school. Although children across Indiana suffered from pandemic related learning-loss, scholars from our community were disproportionately impacted by the array of challenges brought forth by COVID-19. On the most recent ILEARN exams from 2021-22, 12.4% of our scholars tested proficient in Math, and 20.9% tested proficient in English Language Arts. Although our scholars experienced considerable growth, these rates are lower than the statewide averages (39.4% and 41.2% 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, GVP 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 help us accurately assess scholar progress and needs, PLA's central office is building out data warehousing infrastructure so that our school staff can see how scholars are performing. This performance dashboard provides real-time scholar achievement and behavior data, empowering our teachers to assess areas of need and design

intentional, differentiated groupings to provide evidence-based Tier II interventions. 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 2022-23 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 2021-22, our school further developed our instructional program to address pandemic related learning-loss and strengthen academic proficiency. PLA's Reading Advantage (RA) program is a strong example of how our campus uses differentiated instructional strategies in response to academic needs. Reading Advantage is a 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.

Building on the success of Reading Advantage, we will also launch a similarly modeled Math Advantage (MA) program in the 2022-23 school year. Using the same construct, MA will implement the top-rated Zearn Math learning platform to bridge learning loss through intensive personalized Tier II instruction. With our organizational goal of continuous improvement, we are confident that these standardized, innovative programs will continue to respond to student needs and address academic challenges so that all GVP scholars can excel. We also intend to sustain these programs beyond ESSER support through a combination of public funding, philanthropy, and increased revenues from strengthening enrollment numbers.

Customized training opportunities: At GVP, we are committed to providing our teachers and school staff with the professional tools they need to excel. Our core systems are designed to replicate best practices and distribute knowledge in a way that is effective in real-time. For example, one of our core systems, the PLA Coaching Cycle, embeds real-time feedback through biweekly classroom observations to support continuous knowledge-sharing and improvement. Similarly, one of our key processes, our weekly Professional Learning Communities, provides opportunities for educators to share their knowledge and best practices in real-time. This strategic process of refinement through continued knowledge-sharing allows us to build the strength of classroom instruction at our school. Below, please find detailed descriptions of the evidence-based professional development opportunities that we plan to implement with greater fidelity going forward:

The PLA Coaching Cycle: Our primary platform for staff development and retention, the PLA

Coaching Cycle consists of weekly observational walkthroughs, personalized coaching, and progressive goal setting aligned to scaffolded instructional domains. The PLA Coaching Cycle's six domains or focused areas of observations are 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 10–12-minute walk-throughs, looking for evidence of best practices. Instructional coaches will then offer side by side guidance, give positive feedback, and ask leading questions that guide teachers to identify their areas for growth. During this conversation, the teacher and coach will collaboratively create a bite-sized goal for change that will be focused on in subsequent observations. Through this process, teachers have the opportunity to systematically improve their abilities, receiving individualized coaching on specific, actionable strategies that strengthen classroom instruction.

To further support teachers, the PLA Coaching Cycle also 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 observation feedback through email following the walk-through. The sophisticated analytics provided by our online platform provide leaders with feedback to ensure we are coaching up our teachers and providing our scholars with the high-quality instruction 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 relevant resources with the teacher. The coach will then review the resource with the teacher to increase the likelihood of implementation. The toolbox provides short video clips, activities, articles, book recommendations, and PLA Learning Institute modules to assist with teacher growth.

Moving forward, we will focus on strengthening the implementation of the Coaching Cycle by providing every instructional coach with office hours, as well as monthly training provided by the PLA Academics Team. Providing additional training for managers will ensure that the feedback our teachers receive is consistent and of high quality. Additionally, our school will share weekly fidelity reports with the PLA National Team so that they can evaluate the extent to which the Coaching

Cycle, as well as its online resources are being utilized on our campus. The National Team will then use these reports to offer differentiated on-site training and implementation support. These learning opportunities will help GVP's school leaders to efficiently and effectively support the instructional development of their educators, and therefore, the academic success of their scholars. Through the consistent execution of our evidence-based system, our teachers will also be able to build strong collaborative partnerships with their coaches, which in turn will increase their job satisfaction and support retention.

Professional Learning Communities: Professional Learning Communities (PLCs) are weekly strategy meetings that allow our educators to collaboratively develop interventions and learn new approaches to implementing best practices that empower scholar achievement. These meetings support the continuous improvement of our educators by offering them 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. PLCs include focused workshops, planning time, and data deep-dives. The meetings also help to build a positive professional culture on our campus, as they serve as an opportunity for teachers to seek support from each other as they grow in their profession. To strengthen the impact of our PLC's, the PLA Academic Team will provide ongoing support facilitating PLCs and building the culture of learning that is essential to ensuring the success of these communities.

PLA Teacher Institute: To ensure that all teachers feel well prepared for their first day, we also provide targeted, summer training sessions to support new teachers, as well as 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
- 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.

Data-driven instruction and school management: 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. 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 a strategic mix of diagnostic, interim, formative, and summative assessments to monitor progress and inform interventions.
- **Staff development controls:** These include 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 Review 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); 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 to support scholar achievement and educator effectiveness at GVP in the years to come.

B. Financial Health

At GVP, 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 2013-2014 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 GVP 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.

b) **Internal controls for expenditure management:** To ensure a sound financial system at GVP, 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.
- 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 monthly. 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 GVP in the years to come.

C. Enrollment

One of the primary drivers of our school's financial health is scholar enrollment. 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. As we develop plans for GVP to increase enrollment, we are focusing on specific strategies in three key areas. First, effective and compelling communication with current and prospective families regarding academic programming using both traditional and social media. We have to over communicate program offerings and be very intentional when doing so. Second, increased outreach to prospective families through community partners. We have to leverage community partners to engage with prospective families. Third, additional and more relevant programs before and after school to more closely align with community needs. Parents want a portfolio of activities such as art, music, robotics, as options for their children. With the recent addition of a new enrollment coordinator, a strategic approach to enrollment, and a concerted effort to increase parent communication and engagement, we expect to convert engaging touchpoints and prospective applications to enrolled scholars.

To strengthen scholar enrollment, we will implement the following key strategies:

- Leveraging the capacity of our team: GVP 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 GVP.

- **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 GVP. Equipped with automated, multilingual mobile capabilities, SchoolMint will help us streamline the student recruitment process for GVP 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, such as All-Pro Dads and Muffins with Moms. 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 GVP, 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 GVP.

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.

In addition to the data we have already shared, 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 2021-22 school year. In a particularly challenging school year with the transition back to in-person learning, our school of 301 scholars averaged 2.3 out-of-school suspensions and 0 in-school suspensions per week. For our GVP 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, we strive 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, including the current school year, by competing ICSB's Budget Projections Workbook.

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. The budget narrative should clearly describe assumptions and revenue estimate, including but not limited to the basis for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs.

Please see attached.

6. Please provide, as Attachment 3, a single complete Statement of Assurances form, attached hereto as Exhibit C, signed by an authorized representative of the applicant group.

Please see attached.

SECTION III: PROPOSED CHANGES

1. In this section, please specify any changes the school would like to see in any of the material terms in the Charter Agreement.

Currently, George and Veronica Phalen Leadership Academy does not anticipate material changes to provisions of the relevant charter agreement. However, if unforeseen circumstances arise, GVP 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.

GVP Budget and Staffing Workbook

Instructions for Renewal Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Charter School: George and Veronica Phalen Leadership Academy
Location: Indianapolis Public Schools

First Year of New Charter (Renewal Year): 2023 - 24 SY

| | |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Instructions | <ul style="list-style-type: none"> All organizers submitting a Charter Renewal 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. Column and Row references in these instructions are to the Excel spreadsheet Column or Row. |
| 2. Enrollment Projection | <ul style="list-style-type: none"> 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. |
| 3. Staffing Plan | <ul style="list-style-type: none"> 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 current and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.). |
| 4. 5-Year Budget | <ul style="list-style-type: none"> Please provide budget projections for the Current Year and the next 5 years. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 4 or Tab 4 will throw an ERROR. |
| Notes: | <ul style="list-style-type: none"> 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. 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. |

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

School Name: **George and Veronica Phalen Leadership Academy**
 Location: **Indianapolis Public Schools**
 Renewal Year: **2023 - 24 SY**

Is the school an Adult High School (please see instructions):

| Enrollment | Current Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Notes & Instructions |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2022 - 23 SY | 2023 - 24 SY | 2024 - 25 SY | 2025 - 26 SY | 2026 - 27 SY | 2027 - 28 SY | |
| Kindergarten | 27 | 31 | 35 | 40 | 45 | 47 | <p>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.</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 Rows 32, and 37-40 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 | 32 | 30 | 35 | 39 | 44 | 46 | |
| Grade 2 | 35 | 35 | 33 | 39 | 43 | 45 | |
| Grade 3 | 41 | 38 | 38 | 36 | 43 | 45 | |
| Grade 4 | 20 | 45 | 42 | 42 | 39 | 42 | |
| Grade 5 | 22 | 22 | 49 | 46 | 46 | 48 | |
| Grade 6 | 23 | 25 | 25 | 54 | 51 | 53 | |
| Grade 7 | 24 | 25 | 27 | 27 | 59 | 61 | |
| Grade 8 | 15 | 26 | 27 | 30 | 30 | 33 | |
| Grade 9 | | | | | | | |
| Grade 10 | | | | | | | |
| Grade 11 | | | | | | | |
| Grade 12 | | | | | | | |
| Total K-12 Enrollment: | 239 | 277 | 311 | 353 | 400 | 420 | |
| Adult Learners (1) | | | | | | | |
| Total Adult Enrollment: | 0 | 0 | 0 | 0 | 0 | 0 | |
| Estimated % of Students: | | | | | | | |
| Special Education | 15% | 15% | 15% | 15% | 15% | 15% | |
| English Learners | 20% | 20% | 20% | 20% | 20% | 20% | |
| Free/Reduced Priced Lunch | 85% | 85% | 85% | 85% | 85% | 85% | |
| Virtual Students (2) | | | | | | | |
| K-12 Distribution (3) | \$ 1,840,408.75 | \$ 2,133,026.04 | \$ 2,394,841.51 | \$ 2,718,260.62 | \$ 3,080,182.00 | \$ 3,234,191.10 | |
| Adult Distribution (4) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |

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

School Name: **George and Veronica Phalen Leadership Academy**
 Renewal Year: **2023 - 24 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 | |
|----------------------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------------------------------------|-----------------------------------------------------|
| State Revenue - See Footnotes | | | | | | | | |
| Basic Tuition Support / Adult Grant - From Tab 2 | \$ 1,840,408.75 | \$ 2,133,076.04 | \$ 2,394,841.51 | \$ 2,718,260.62 | \$ 3,080,182.00 | \$ 3,234,191.10 | Other State Grants (Row 29) | |
| Special Education Grant - From Tab 2 | \$ 95,253.45 | \$ 110,398.35 | \$ 123,949.05 | \$ 140,688.15 | \$ 159,420.00 | \$ 167,391.00 | | |
| Honors Diploma Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| CTE Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Charter and Innovation Network School Grant | \$ 296,350.00 | \$ 346,250.00 | \$ 388,750.00 | \$ 441,250.00 | \$ 500,000.00 | \$ 525,000.00 | | |
| Formative Assessment Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| State Matching Funds for School Lunch Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| High Ability (Gifted and Talented) Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Textbook Reimbursement | \$ 51,617.00 | \$ 60,328.73 | \$ 67,733.70 | \$ 76,881.02 | \$ 87,117.30 | \$ 91,473.16 | | |
| Remediation Program Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Teacher Appreciation Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other State Grants (please describe) (1) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total State Revenue: | \$ 2,283,529.20 | \$ 2,650,003.11 | \$ 2,975,274.26 | \$ 3,377,079.78 | \$ 3,826,719.30 | \$ 4,018,055.26 | | |
| Federal Revenue - See Footnotes | | | | | | | | |
| Public Charter School Program Grant (2) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Federal Revenue (Row 41) | |
| Charter Facilities Assistance Program Grant (2011) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| IDEA - Part B Grant (Special Education) Title I | \$ 101,184.00 | \$ 118,261.47 | \$ 132,777.22 | \$ 150,708.86 | \$ 170,774.68 | \$ 179,313.42 | | |
| Title II | \$ 370,186.52 | \$ 432,665.26 | \$ 485,772.18 | \$ 551,374.86 | \$ 624,787.38 | \$ 656,026.74 | | |
| Federal Lunch Program | \$ 85,160.44 | \$ 118,465.37 | \$ 133,006.25 | \$ 150,968.50 | \$ 171,069.12 | \$ 179,622.58 | | |
| Federal Breakfast Reimbursement | \$ 207,355.20 | \$ 242,351.86 | \$ 279,040.70 | \$ 335,920.26 | \$ 404,394.13 | \$ 486,825.70 | | |
| Federal Breakfast Reimbursement | \$ 88,866.52 | \$ 103,865.09 | \$ 150,252.68 | \$ 180,880.14 | \$ 217,750.69 | \$ 262,136.91 | | |
| Other Federal Revenue (please describe) | \$ 1,266,831.00 | \$ 479,133.50 | \$ 141,000.00 | \$ - | \$ - | \$ - | | |
| Total Federal Revenue: | \$ 2,119,583.68 | \$ 1,494,742.54 | \$ 1,321,849.13 | \$ 1,369,852.42 | \$ 1,588,776.00 | \$ 1,763,925.35 | | |
| Other Revenue | | | | | | | | |
| Contributions and Donations from Private Sources | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Revenue (Row 50) | |
| Student Fees | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Fees | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Interest Income | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Revenue (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Other Revenue: | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| TOTAL REVENUE: | \$ 4,403,112.88 | \$ 4,144,745.66 | \$ 4,297,123.39 | \$ 4,746,932.20 | \$ 5,415,495.30 | \$ 5,781,980.62 | | |
| EXPENSES | | | | | | | | |
| Administrative Staff - See Footnote (3) | | | | | | | | |
| Executive Administration: Office of Superintendent | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Administrative Expenses (Row 114) | |
| School Administration: Office of the Principal | \$ 234,369.00 | \$ 241,400.07 | \$ 248,642.07 | \$ 256,101.33 | \$ 263,784.37 | \$ 271,697.91 | | |
| Other School Administration | \$ 103,170.00 | \$ 106,265.10 | \$ 109,453.05 | \$ 112,736.64 | \$ 116,118.74 | \$ 119,602.31 | | |
| Business Manager/Director of Finance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Administrative Staff: | \$ 337,539.00 | \$ 347,665.17 | \$ 358,095.13 | \$ 368,837.98 | \$ 379,903.12 | \$ 391,300.21 | | |
| Instructional Staff | | | | | | | | |
| Teachers - Regular | \$ 960,861.93 | \$ 988,087.79 | \$ 1,019,378.42 | \$ 1,062,131.09 | \$ 1,215,500.50 | \$ 1,314,616.58 | Other Instructional Supplies and Resources (Row 108) | |
| Teachers - Special Education | \$ 42,000.00 | \$ 43,200.00 | \$ 44,557.80 | \$ 45,984.53 | \$ 47,271.37 | \$ 48,689.51 | | |
| Substitutes, Assistants, Paraprofessionals, Aides | \$ 296,398.05 | \$ 94,259.61 | \$ 97,087.40 | \$ 100,000.02 | \$ 103,000.02 | \$ 106,090.02 | | |
| Summer School Staff | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Instructional Staff: | \$ 1,299,259.98 | \$ 1,127,207.40 | \$ 1,161,023.62 | \$ 1,208,025.65 | \$ 1,365,821.89 | \$ 1,469,396.11 | | |
| Non-Instructional/Support Staff - See Footnotes | | | | | | | | |
| Social Workers, Guidance Counselors, Therapists | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Support Staff (Row 78) | |
| Instructional Support Staff (4) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Support Staff (please describe) (5) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Nurse | \$ 40,000.00 | \$ 41,200.00 | \$ 42,436.00 | \$ 43,709.08 | \$ 45,020.35 | \$ 46,370.96 | | |
| Librarian | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Information Technology | \$ 44,693.00 | \$ 46,033.79 | \$ 47,414.80 | \$ 48,837.25 | \$ 50,302.37 | \$ 51,811.44 | | |
| Maintenance of Buildings, Grounds, Equipment (including Custodial Staff) | \$ 189,471.03 | \$ 195,155.16 | \$ 201,009.82 | \$ 207,040.11 | \$ 213,251.31 | \$ 219,648.85 | | |
| Security Personnel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Athletic Coaches | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Non-Instructional/Support Staff: | \$ 274,164.03 | \$ 282,388.95 | \$ 290,860.62 | \$ 299,586.44 | \$ 308,574.03 | \$ 317,831.25 | | |
| Subtotal Wages and Salaries: | \$ 1,910,963.01 | \$ 1,757,261.52 | \$ 1,809,979.36 | \$ 1,876,450.07 | \$ 2,054,299.04 | \$ 2,178,527.58 | | |
| Payroll Taxes and Benefits - From Tab 3 | | | | | | | | |
| Social Security/Medicare/Unemployment | \$ 193,962.75 | \$ 178,362.04 | \$ 183,712.91 | \$ 190,459.68 | \$ 208,511.35 | \$ 221,120.53 | Other Compensation (Row 94) | |
| Health Insurance | \$ 324,962.00 | \$ 301,370.00 | \$ 310,411.00 | \$ 321,811.00 | \$ 332,322.00 | \$ 343,617.00 | | |
| Retirement Contributions | \$ 84,329.00 | \$ 108,950.00 | \$ 112,219.00 | \$ 116,340.00 | \$ 127,366.00 | \$ 135,069.00 | | |
| Other Compensation (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Payroll Taxes and Benefits: | \$ 603,254.75 | \$ 588,682.04 | \$ 606,342.91 | \$ 628,610.68 | \$ 688,189.35 | \$ 729,806.55 | | |
| Total Personnel Expenses: | \$ 2,514,217.76 | \$ 2,345,943.56 | \$ 2,416,322.27 | \$ 2,505,060.75 | \$ 2,742,488.39 | \$ 2,908,334.13 | | |
| Instructional Supplies and Resources - See Footnotes | | | | | | | | |
| Textbooks | \$ 46,255.56 | \$ 55,684.28 | \$ 64,394.75 | \$ 75,282.88 | \$ 87,866.73 | \$ 95,027.87 | Other Administrative Expenses (Row 114) | |
| Library/Media Services (Other than Staff) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Technology Supporting Instruction (computers, tablets, etc.) | \$ 117,520.00 | \$ 65,000.00 | \$ 48,000.00 | \$ 101,398.00 | \$ 132,133.37 | \$ 142,902.24 | | |
| Student Assessment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Instructional Software | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Professional Development | \$ 33,303.00 | \$ 40,091.47 | \$ 15,000.00 | \$ 23,181.00 | \$ 23,181.00 | \$ 23,181.00 | | |
| Enrichment Programs (athletics or extra-curricular activities) | \$ 2,339.80 | \$ 2,816.74 | \$ 3,257.36 | \$ 3,808.17 | \$ 4,444.67 | \$ 4,806.91 | | |
| Other Instructional Supplies (please describe) | \$ 41,339.48 | \$ 49,766.11 | \$ 57,550.82 | \$ 67,282.64 | \$ 78,528.18 | \$ 84,928.23 | | |
| Total Instructional Supplies and Resources: | \$ 240,757.84 | \$ 213,358.60 | \$ 188,202.92 | \$ 270,953.69 | \$ 326,153.96 | \$ 350,846.25 | | |
| Administrative Resources | | | | | | | | |
| Administrative Technology - Computers & Software (not SIs) | \$ 15,866.00 | \$ 16,341.98 | \$ 16,832.24 | \$ 17,337.21 | \$ 17,857.32 | \$ 18,393.04 | Other Administrative Expenses (Row 114) | |
| Other Administrative Expenses (please describe) | \$ 91,744.00 | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Administrative Resources: | \$ 107,610.00 | \$ 16,341.98 | \$ 16,832.24 | \$ 17,337.21 | \$ 17,857.32 | \$ 18,393.04 | | |
| Governing Board Expenses | | | | | | | | |
| Legal Services | \$ 5,341.00 | \$ 5,501.23 | \$ 5,666.27 | \$ 5,836.25 | \$ 6,011.34 | \$ 6,191.68 | Other Governing Board Expenses (Row 120) | |
| Other Governing Board Expenses (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Governing Board Expenses: | \$ 5,341.00 | \$ 5,501.23 | \$ 5,666.27 | \$ 5,836.25 | \$ 6,011.34 | \$ 6,191.68 | | |
| Purchased or Other Services (do not include staff expenses) | | | | | | | | |
| Audit Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Services (Row 138) | |
| Payroll Services | \$ 26,024.00 | \$ 26,804.72 | \$ 27,608.86 | \$ 28,437.13 | \$ 29,290.24 | \$ 30,168.95 | | |
| Financial Accounting | \$ 30,604.92 | \$ 31,523.07 | \$ 32,468.76 | \$ 33,442.82 | \$ 34,446.11 | \$ 35,479.49 | | |
| Printing, Publishing, Duplicating Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Telecommunication & IT Services | \$ 105,796.00 | \$ 75,000.00 | \$ 77,250.00 | \$ 79,567.50 | \$ 81,954.53 | \$ 84,413.16 | | |
| Insurance (non-facility) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Travel | \$ 2,713.28 | \$ 2,794.68 | \$ 2,878.52 | \$ 2,964.87 | \$ 3,053.82 | \$ 3,145.44 | | |
| Mail Services | \$ 1,852.44 | \$ 1,908.01 | \$ 1,965.25 | \$ 2,024.21 | \$ 2,084.94 | \$ 2,147.49 | | |
| Special Education Administration | \$ 44,557.36 | \$ 68,337.01 | \$ 70,407.73 | \$ 108,034.94 | \$ 165,709.51 | \$ 254,270.76 | | |
| Student Information Services or Systems | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Food Services | \$ 296,221.72 | \$ 356,603.46 | \$ 429,293.38 | \$ 516,800.40 | \$ 622,144.82 | \$ 748,962.61 | | |
| Transportation Services | \$ 7,502.00 | \$ 9,031.21 | \$ 10,443.92 | \$ 12,209.98 | \$ 14,250.75 | \$ 15,412.18 | | |
| Marketing Expenses | \$ 31,876.48 | \$ 32,832.77 | \$ 33,817.76 | \$ 34,832.29 | \$ 35,877.26 | \$ 36,953.58 | | |
| Other Services (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Professional Purchased or Other Services: | \$ 547,148.20 | \$ 604,854.92 | \$ 686,134.17 | \$ 818,294.16 | \$ 988,811.97 | \$ 1,210,903.65 | | |
| Facilities Expenses (do not include staff expenses, e.g. custodian) | | | | | | | | |
| Facility Lease/Mortgage Payments (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | Lease, Mortgage, & Other Facilities (Rows 143, 158) |
| Capital Improvements | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Principal Payments | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Operating Leases | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Interest Payments | \$ 176,929.00 | \$ 176,929.00 | \$ 176,929.00 | \$ 176,929.00 | \$ 176,929.00 | \$ 176,929.00 | | |
| Interest Expense | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Depreciation Expense | \$ 270,660.72 | \$ 278,780.54 | \$ 287,143.96 | \$ 295,758.28 | \$ 304,631.02 | \$ 313,769.96 | | |
| Insurance (Facility) | \$ 69,663.28 | \$ 71,753.18 | \$ 73,905.77 | \$ 76,122.95 | \$ 78,406.64 | \$ 80,758.83 | | |
| Purchase of Furniture, Fixtures, & Equipment | \$ 15,022.84 | \$ 15,473.53 | \$ 15,937.73 | \$ 16,415.86 | \$ 16,908.34 | \$ 17,415.59 | | |
| Electric & Gas | \$ 133,711.84 | \$ 137,723.20 | \$ 141,854.89 | \$ 146,110.54 | \$ 150,493.85 | \$ 155,008.67 | | |
| Water & Sewage | \$ 4,651.64 | \$ 4,791.19 | \$ 4,934.92 | \$ 5,082.97 | \$ 5,235.46 | \$ 5,392.53 | | |
| Repair and Maintenance Services (including cost of supplies) | \$ 107,984.88 | \$ 111,224.43 | \$ 114,561.16 | \$ 117,997.99 | \$ 121,537.93 | \$ 125,184.07 | | |
| Custodial Services (including cost of supplies) | \$ 10,843.76 | \$ 11,169.07 | \$ 11,504.14 | \$ 11,849.27 | \$ 12,204.75 | \$ 12,570.89 | | |
| Waste Disposal | \$ 3,631.84 | \$ 3,740.80 | \$ 3,853.02 | \$ 3,968.61 | \$ 4,087.67 | \$ 4,210.30 | | |
| Security Services | \$ 4,465.04 | \$ 4,598.99 | \$ 4,736.96 | \$ 4,879.07 | \$ 5,025.44 | \$ 5,176.21 | | |
| Other Facility Expenses (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Facilities Expenses: | \$ 797,564.84 | \$ 816,183.92 | \$ 835,361.56 | \$ 855,114.54 | \$ 875,460.11 | \$ 896,416.04 | | |
| Other Expenses - See Footnotes | | | | | | | | |
| Indiana Charter School Board Administrative Fee (6) | \$ - | \$ 13,803.07 | \$ 15,997.70 | \$ 17,961.31 | \$ 20,386.95 | \$ 23,101.37 | Other Expenses (Row 167) | |
| Management Fee (7) | \$ 174,156.00 | \$ 123,241.37 | \$ 127,041.70 | \$ 250,459.79 | \$ 432,330.27 | \$ 361,011.17 | | |
| Bank Fees | \$ 1,225.56 | \$ 1,262.33 | \$ 1,300.20 | \$ 1,339.20 | \$ 1,379.38 | \$ 1,420.76 | | |
| Escrow | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Expenses (please describe) | \$ 11,026.00 | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Total Other Expenses: | \$ 186,407.56 | \$ 138,306.76 | \$ 144,339.59 | \$ 269,760.30 | \$ 454,096.60 | \$ 385,533.29 | | |
| TOTAL EXPENSES: | \$ 4,399,047.20 | \$ 4,140,490.97 | \$ 4,292,859.02 | \$ 4,742,356.90 | \$ 5,410,879.68 | \$ 5,776,618.09 | | |
| CHANGE IN NET ASSETS: | \$ 4,065.68 | \$ 4,254.69 | \$ 4,264.36 | \$ 4,575.30 | \$ 4,615.62 | \$ 5,362.53 | | |

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

GVP 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.
- Due to a decrease in enrollment in the last couple years due to COVID, we would expect to be able to grow at 10%+ over the next few years.
- 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 25 scholars per class.
- All expenses are aligned to funding available based on annual enrollment.

| GV 5 Year Budget - Key Assumptions: | FY23 | FY24 | FY25 | FY26 | FY27 | FY28 |
|----------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Enrollment | 237 | 277 | 311 | 353 | 400 | 420 |
| Annual Enrollment Growth | | 17% | 12% | 14% | 13% | 5% |
| Average Basic State Funding Per Scholar | 8,167 | 8,099 | 8,099 | 8,099 | 8,099 | 8,099 |
| Charter School Facility Grant Per Scholar | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 |
| Average Other State Funding Per Scholar | 218 | 218 | 218 | 218 | 218 | 218 |
| Federal Funding Per Scholar (excl Nutrition) | 7,694 | 4,146 | 2,870 | 2,417 | 2,417 | 2,417 |
| Avg Nutrition per Scholar | 1,250 | 1,250 | 1,380 | 1,464 | 1,555 | 1,783 |
| Total Funding Per Scholar | 18,579 | 14,963 | 13,817 | 13,447 | 13,539 | 13,767 |
| Total Full Time Staff (FTE) | 49.0 | 38.5 | 38.5 | 38.5 | 40.5 | 40.5 |
| Annual Salary Increase | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% |
| Total Expenses per Scholar | 18,561 | 14,948 | 13,803 | 13,434 | 13,527 | 13,754 |
| Net Surplus | 4,066 | 4,255 | 4,264 | 4,575 | 4,615 | 5,363 |

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 employs 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 IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by ICSB and IDOE. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

- 10. Recipients will indemnify and hold harmless 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 ICSB may revoke the charter if ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

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

10/20/2022

Date