



Phalen Leadership Academies:

PLA@ Promise Prep

Change in Authorizer Application

2023 - 2024 School Year

As Submitted to the Indiana Charter School Board

December 2023

Exhibit B

Charter Application Overview: cf. e in Authorizer.

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

Type of Submission: Existing charter has not been revoked and organizer has not been informed that its charter will not be renewed by its current authorizer.

D Existing charter has been revoked or Organizer has been informed that its charter will not be renewed by its current authorizer.

PLA @ Promise Prep

Name of Charter School(s):

5640 Caito Drive

School Address(es):

Indianapolis, IN 46226

Name of Board Chair:

James Phalen

Contact Information:

jphalen@phalenacademies.org

Name of Head of School/Principal(s):

Ms. Nicole Fama (317) 294-5069

Contact Information:

nfama@phalenacademies.org

Year School(s) Opened:

2021

Name of Current Authorizer:

Indianapolis Mayor's Office - Office of Education Innovation

Name of Education Service Provider (ESP) (if applicable):

N/A

Current School Information:

School Name(s)	Year Opened	School Address
PLA @ Promise Prep	2021	5640 Caito Drive Indianapolis, IN 46226

Sshool(s)'	Grade Levels	Number Qf Students	SchQOI Model
PLA @ Promise Prep	K-4	90	Elementary

Projected Student Enrollment

Complete Tab 1 of either the Enrollment Plan for K-12 Schools or the Enrollment Plan for Adult h Schools, as applicable. Please ensure that you are completing t^he correct Enrollment Plan.

Signature of Designated Representative

Nicole Scott

Sature

11/01/2023

Date

Executive Summary

The Board of Directors of Phalen Leadership Academies (hereinafter "PLA") seeks to engage the Indiana Charter School Board ("ICSB") as the authorizer of PLA@ Promise Prep. Currently, the Indianapolis Mayor's Office of Education Innovation serves as the authorizer of the school. PLA@Promise Prep is in good standing with OEI and the charter expires in August 2028. However, given that ICSB is the authorizer for all of PLA's Marion county-based charter schools, our team believes that it is in the best interest of the school and organization to streamline and create efficiency by operating these schools under one authorizer - ICSB.

It should be noted that the school was initially founded by Promise Prep Inc; however, PLA acquired the school in 2022 and the charter contract was amended through the current authorizer with PLA as the organizer. Promise Prep Inc. has since dissolved and the PLA board governs the school.

The George and Veronica Phalen Leadership Academies (PLA) is a nonprofit network of high-quality schools that was founded in 2013 to empower the academic achievement and overall well-being of children from traditionally underserved communities. We are proud to have launched our first school - George and Veronica Phalen Leadership Academy, an A-rated K-8 school - in Indianapolis. Since then, we have expanded our efforts to serve Indiana scholars through additional schools in Indianapolis. Across our network, 89% of our scholars come from families experiencing poverty, and 77% are scholars of color.

PLA has also been able to have a significant impact on the success of the schools and scholars we serve. Our track record includes the following:

- Transformed six F-rated schools to A-rated schools and three to B-rated schools.
- Increased scholar passing rates on the state ELA and Math tests by 11% in just one year - the highest standardized test growth for all schools in Central Indiana.
- Earned school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1 % increases in state test score proficiency growth, respectively).
- Accelerated progress towards grade-level proficiency with 72% of scholars showing standard to high annual growth on the state test.
- Achieved an average of 92% proficiency on IREAD at our founding school.
- Empowered PLA scholars in grades K-6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on the STAR, nationally-normed assessment.

Furthermore, PLA has a proven track record of helping Black children living in poverty grow at an exponential rate; closing the achievement gap with their peers. A strong example of our work is reflected in the academic growth of our scholars in Indianapolis, where we have partnered with Indianapolis Public Schools for the past five years. Black scholars attending PLA schools surpassed district performance by 15% on the math state assessment, and by 7% on the ELA state assessment.

Our educational model was designed by educators to serve scholars from traditionally underserved communities and empowers both educators and students to grow and take ownership of learning. As a result, PLA schools consistently demonstrate improved student outcomes. An educational model that supports success leads to greater capacity to sustain and grow excellence over time. Rigorous curriculum, high quality professional development, a coaching cycle that develops teachers, enrichment opportunities for scholars, and authentic partnership with families are just a few of the elements that help us ensure the success of PLA students. Highlights from our track record further illustrate the effectiveness of the PLA model, as we have:

- Transformed six F-rated schools to A-rated schools.
- Increased scholar passing rates on the state ELA and Math tests by 11% in just one year - the highest standardized test growth for all schools in Central Indiana.
- Earned school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1 % increases in state test score proficiency growth, respectively).
- Accelerated progress towards grade-level proficiency with 72% of scholars showing standard to high annual growth on the state test.
- Achieved an average of 92% proficiency on the state third-grade reading exam at our founding school.
- Empowered PLA scholars in grades K-6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on the STAR, nationally-normed assessment.

The PLA educational model has also produced strong achievement gains at schools across Indiana. During the 2019-20 school year, schools and scholars across Indiana faced unprecedented learning challenges brought forth by the pandemic. As a result of these disruptions, the US Department of Education granted the state of Indiana a waiver from annual assessment and accountability requirements for the 2019-2020 school year. Currently, state accountability portals such as IDOE's INView reflect assessment and accountability determinations from the 2018-2019 school year as the latest available data that accurately represents school performance prior to COVID. Therefore, it is this data that is captured in the academic highlights below. We have selected George and Veronica Phalen Leadership Academy (GVP) and James and

Rosemary Phalen Leadership Academy (JRP) as reference points as like Promise Prep, they are fresh start charter schools.

Through the PLA educational model, GVP has:

- Maintained an A-rating, continually outperforming its local district and stayed close to or outperformed overall state achievement for both math and ELA.
- Demonstrated strong performance in the Growth domain on the 2019-20 Indiana Accountability report, with 121.9 overall points for Math and 108.1 overall points for ELA.
- Achieved 120% of individualized growth goals for fourth graders on the 2019-20 Winter NWEA Reading assessment.
- Built a strong foundation in math skills for scholars in Grade K, who achieved 101 % of individualized growth goals on the 2019-20 Winter NWEA Math assessment.
- Achieved a scholar proficiency rate of 63% on the 2019-20 Math ILEARN, with all subgroups surpassing the state average. Proficiency for Black scholars was 61%, 13 percentage points above the state average; while proficiency for scholars experiencing poverty was 64%, 16 percentage points above the statewide average.
- Consistently surpassed the host district and statewide proficiency rates on the IREAD exam, outperforming peers for more than 4 years in a row. On the most recent IREAD, Black scholars and scholars experiencing poverty achieved proficiency in reading at a rate of 91%.

At JRP, highlights of scholar achievement include:

- JRP is the only A-rated public middle/high school on the Far Eastside of Indianapolis, one of the most underserved communities in the state.
- The school earned 113.7 points for ELA and 105.8 for Math, surpassing the 0-100 State Accountability score scale for Bottom 25% Growth.
- On the 2019-20 Winter NWEA Math assessment, scholars' Student Growth Percentile was 55 overall, showing greater achievement than 55% of their academic peers nationwide.
- Scholars in seventh grade achieved 142% of individualized growth goals on the 2019-20 Winter NWEA, while eighth grade scholars achieved 106% of their individualized growth goals in Math.

- On the most recent state summative, JRP scholars in the Bottom 25% grew their proficiency by 31 % in ELA, 8 percentage points higher than that of the host district.
- The growth rate for scholars in the Bottom 25% in Math was 14%, 5 percentage points higher than that of the host district, on the most recent state summative.
- Pass rates or equivalent for the state's mandatory assessment in English Language Arts and mathematics; Data is included in attachments.
- Disaggregated student performance data in English Language Arts and mathematics.
- Performance of students on statewide assessments compared to students in nearby traditional public Schools.
- Graduation rates for every year the school has had graduates; N/A (High school will have first graduating class in June 2022)
- Post-graduation degree attainment, if available; (N/A)
- Any additional evidence showing that schools are serving student populations similar to the target population.

Leadership

PLA operates as an Indiana non-profit organization. Therefore, the board of directors govern the organization and ensure that our schools are fulfilling PLA's mission, vision and values. In terms of day to day operations, PLA is led by its founder and CEO, Earl Martin Phalen. Mr. Phalen employs a senior leadership team that consists of the following positions:

- Chief Academics Officer (leader of all academic related strategies and goals)
- Chief Financial Officer (leader of PLA and schools financial health)
- Chief Human Assets Officer (leader of all human capital related strategies and goals)
- Chief Strategy and Development Officer (leader of grants and and growth strategies and goals)
- Chief of Legal and Compliance (leader of legal, special education and risk mitigation strategies and goals)
- Chief Operating Officer (leader of operations and special programming strategies and goals)
- Regional Director - Indianapolis Region (leader of Indianapolis schools' strategies and goals)
- PLA University ED (leader of PLA University programming strategies and goals)
- Director of Recruitment (leader of staff recruitment strategies and goals)
- Director of Enrollment (leaders of student enrollment strategies and goals)

- Director of Marketing and Communications (leader of PLA branding and)

Service

PLA provides a comprehensive suite of services to our schools to ensure alignment with organizational mission, vision, and values that will ultimately result in academic achievement for all of our scholars. Specifically, PLA offers the following services to our schools:

- Staff recruitment and on-boarding
- Student/family recruitment and enrollment
- School marketing and communications support
- Financial compliance, guidance, and budget development/monitoring
- Risk mitigation and insurance services
- Implementation and administration of the educational program (curriculum, professional development, coaching cycle, etc.)
- Human resources management
- Policy and procedures guidance and development
- Board management
- Federal, state, and private grants management and compliance
- Fundraising and development
- Extra-curricular and summer program offerings
- Pupil accounting
- Sponsor reporting and management
- Compliance reporting
- Information technology system development and management
- Facilities management
- Special education and special populations services

Section I: School Overview

School Governance

1) List the school's current board members and provide a brief explanation of the expertise each member brings to the board. Has there been any recent significant board member turnover? How long has the current board chair been in his or her role? Provide, as Attachment 1, resumes for all current board members. Provide, as Attachment 2, a signed Statement of Economic Interest and Conflict of Interest Form (as provided in Exhibit C) for each current board member who is responsible for oversight of the school.

Promise Prep 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 several 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 several 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. Before 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, Chief Education Officer, Gibraltar Design: Mr. Kingery has served in various leadership and teaching positions in Pike Township in Indianapolis. He has been recognized for his initiatives and innovative solutions that have led to

impressive outcomes for children. In addition, Mr. Kingery is largely recognized as the most successful Program Manager in Summer Advantage USA's history. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University, Bloomington and his B.S. from Indiana State University. Born and raised in Indianapolis, Mr. Kingery continues to lend his support and expertise in the development of the educational program and leadership development of PLA.

Marlin Jackson, Super Bowl Championship Cornerback for the Indianapolis Colts; Executive Director at Fight for Life Foundation: Marlin Jackson grew up in extreme poverty in Sharon, PA, and became the first member of his family to attend college. Jackson attended the University of Michigan, where he played for coach Lloyd Carr's Michigan Wolverines football team from 2001 to 2004. As senior team captain in 2004, he was a first-team All-Big Ten selection, and a consensus first-team All-American, having received first-team honors from the Associated Press, American Football Coaches Association, Football Writers Association of America, The Sporting News, and ESPN. As a cornerback for the Indianapolis Colts, Jackson caught a crucial interception with 18 seconds left in the 2007 AFC Championship game to send them to Super Bowl XLI against the Chicago Bears, which they subsequently won. Since retiring from the NFL, Marlin has devoted his life to giving back to others through his foundation, the Fight for Life Foundation.

Earl Martin Phalen, Founder & CEO, George and Veronica Phalen Leadership Academies: Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL) in Boston, Massachusetts, which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Through his work in the out-of-school time sector, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 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.

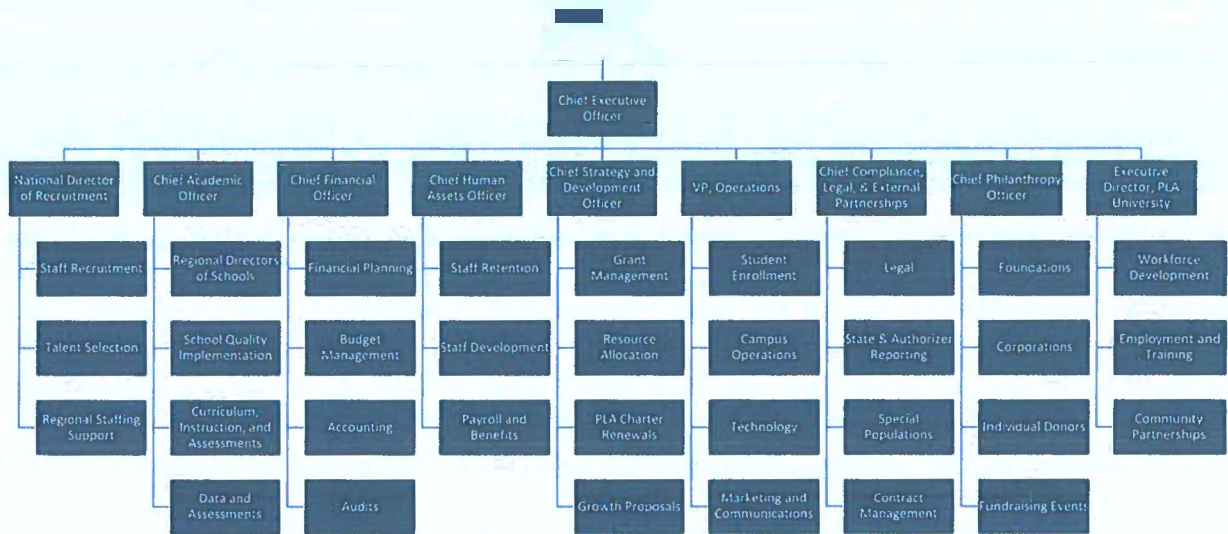
The PLA board has been very stable, with no significant turnover in recent years. The current board chair has been in his role for 2 years.

3) How does the chosen governance model support quality oversight of the school, including monitoring of academic outcomes, financial health, organizational compliance, and school leadership performance? Provide an organization chart listing governance and operational responsibilities for the organization and the school(s).

Our school governance plan will center educators—those who have the greatest direct impact on the outcomes of our scholars. Educators will be continuously supported by school leaders, who provide the necessary resources, tools, and feedback to ensure goals are achieved for all scholars. The principal will also provide instructional leadership by coaching teachers and fostering a performance-based culture centered around student outcomes. Instructional coaches/specialists provide support to our teachers in the effective delivery of classroom instruction through coaching and feedback. Additionally, the school is supported by our Academics and Training Teams in the development and implementation of data-driven professional development opportunities. Furthermore, we will collaborate with Finance and Development to ensure that resources are managed effectively; and with Compliance and Operations to ensure that all operational and compliance needs are met.

From an operational perspective, school leadership reports to the Regional Executive Director, under the strategic leadership of our Chief Academic Officer. The PLA board will manage Promise Prep and support schoolwide improvement. Some of the board's responsibilities include academic management; budgeting and financial oversight; strategic planning; authorizer compliance; facility management; and community engagement. During quarterly meetings, the board conducts a comprehensive review of activities through financial reports and a balanced scorecard which illustrates our performance on measures such as educational performance, employee satisfaction, systems, and finance. The board reviews and votes to adopt the annual operating budget. Team leads provide reports and updates during regular board meetings, site visits, and as requested by the board. Anchored in real-time data, our governance structure is designed to provide actionable insight into the school's performance and to activate the support systems required to ensure that our scholars are making academic progress. Accordingly, we empower our educators to deliver excellence in instruction with clear accountability around data-driven outcomes. The school principal reports to the PLA governing board, and the board holds ultimate accountability for the performance of the school.

Below please find our organizational chart:



Education Plan/School Design

1) Describe the educational philosophy of the school. Provide an overview of the learning environment, class size and structure, curricula, tools, methods, and instructional strategies used to provide differentiated instruction to meet the needs of all students and that support the school's education plan.

The educational philosophy of our school can be summarized through the PLA Academic Priorities of Success:

(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 Principal-in-Residence 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 ensures 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 an evidence-based curriculum with fidelity. Our professional development program helps ensure that PLA@93 is both implementing an 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 can gauge scholar progress in vocabulary, grammar, cold reads, and math, and then use this data to inform instructional decisions. This data helps educators address both scholar needs and grouping for Tier 2 instruction, and the specific targeted interventions that will help scholars both catch up and move ahead.

(f) Support Systems

PLA believes that it "takes a village to raise a child." Schools, families, and communities provide resources and support systems that ensure success for all scholars. We help our schools leverage these key partnerships, some of which might include: All Pro

Dads/Muffins with Mom; wrap-around programming (i.e., summer learning, STEM); and health service organizations.

With small-group instruction as a key pillar of our evidence-based instructional model, and our frequent use of data-driven assessments, we can identify the unique needs of each scholar in real-time. We then use these real-time insights to work with our instructional staff in addressing these unique needs through high-quality classroom instruction to support student achievement outcomes. Teachers implement regular, rigorous, standards-aligned formative and benchmark assessments to monitor student progress and to identify students in need of additional support. The school uses state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data. Consistent evaluation of student performance and progress helps ensure high-quality instruction. The data from frequent year-round assessments empowers educators to implement evidence-based interventions in real-time to address any learning gaps for each scholar throughout the school year.

2) Describe how the school's curriculum is aligned with Indiana's Academic Standards, integrated across subjects and grade levels served, and how it will enable students to reach proficiency in core subjects.

All curricula and programming choices are chosen based on which best supports the following criteria:

- State standard-aligned
- Research-based
- Culturally responsive

English Language Arts: We will use Houghton Mifflin Harcourt's (HMH) Into Reading for grades K-5 and Into Literature for grades 6-8 as well as grades 9-12. Resources from Into Reading are utilized daily to deploy curricular units of instruction that are aligned to state standards. Unit and lesson plans are built into the curriculum, and all curricular components are easily accessible online for both teachers and students. Houghton Mifflin Harcourt is the tier one ELA curriculum that provides print-rich grade level text to support grade-level standards. Orton-Gillingham (OG) supports the science of reading and teaches explicit phonics and phonemic awareness skills building the foundation of reading.

HMH Into Reading was built from the ground up to leverage the latest in literacy research to ensure every student has access to a proven path to success. According to EdReports, the instructional materials Into Reading, Grades K through 2, meet the expectations of alignment and usability, which represent the highest rating level. Texts included in the program are high quality and engaging, as well as appropriately rigorous and organized to support knowledge building. The materials include questions, tasks, lessons, and practice that support students' development of reading; writing; speaking; listening; and critical thinking. Materials include foundations for students to study topics and develop research habits, as well as practice different types of speaking and writing about different topics. According to EdReports, HMH Into Literature provides consistent

alignment to expectations. Throughout each grade level's materials, students read and listen to appropriately rigorous, high-quality texts and are provided questions and tasks that support close reading and critical analysis. The material support knowledge building as well as attending to growing vocabulary and independence in literacy skills. Teacher information includes guidance to support differentiation and implementation. Additionally, we leverage Orton-Gillingham, a structured literacy program, to complement ELA instruction. It introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds and then building on these skills over time. Their approach combines direct, multi-sensory teaching strategies paired with systematic, sequential lessons focused on phonics. The OG approach uses structures such as phoneme awareness, morphology, orthography, semantics, syntax, and text structure to improve reading skills. By using the visual, auditory, and kinesthetic centers of the brain, Orton-Gillingham aims to 'rewire' the neurological connections in the language centers of the brain.

Math: We will use the standards-aligned **Vimme Learning: Math** curriculum for math instruction. **Vimme Learning** is a modern, online math curriculum made for teachers by teachers. It provides access to real-time data, so we can see where our students are struggling and where they're succeeding - all in the instant they submit their assignments. Developed by teachers, **Vimme Learning** offers a single e-learning solution for math education and assessment, including the fact fluency game, **Mathbots**, an e-workbook builder for quick homework or quiz development, pacing guides, and more. **Vimme** was created by Tammy Laughner, who worked with our Regional Executive Director, Nicole Fama, to create **Project Restore**, one of the most successful educational initiatives in the Indianapolis Public School (IPS) system. With **Vimme's** real-time data, teachers are more informed about their classrooms' performance, so they can remediate on the spot. It's a tried and true method to prepare students for success on the standardized test, and the rest of their academic careers. Schools that use **Vimme** are some of the most math-proficient schools across Indiana. They consistently place well above the state average on **ILEARN's** math section. Long-time **Vimme** schools continue to see increases in math proficiency from school year to school year.

Additionally, the **Edgenuity Learning Management System** works in tandem with the aforementioned curriculum at PLA to support the implementation of blended personalized learning. **Edgenuity** consists of bite-sized, packaged, spiraled curriculum pathways, providing scholars with self-guided modules for skill acquisition within each domain as they progress through the spectrum of mastery laid out by **NWEA's MAP** scores. When integrated with **NWEA** data via connections to a school's **Student Information System**, **Edgenuity** identifies a suggested **Individualized Learning Path** specific to each scholar's starting score in each domain that drives growth toward desired outcomes. Score groupings within each domain indicate a starting level of complexity, and align to a set of skills scholars are required to master before "leveling up." **Edgenuity** packages modules that address these skills within the **Learning Path**, across each specific domain, so that a scholar can have a clear understanding of what he or she needs to accomplish to meet score goals over time. **Edgenuity** provides PLA

teachers with rich controls for sequencing and programming, the Individualized Learning Plan assignments. Because NWEA MAP scores & Edgenuity modules transcend grade levels, both low-performing and high-performing scholars have access to practice that directly matches their level of understanding and guides them in mastering increasing complexity, and because the domains remain the same from elementary through high school, scholars can see a clear progression of how skills build upon each other over time. This is truly data-driven instruction, as the NWEA data informs Edgenuity in directly mapping out a specific progression for student growth.

3) Describe any interim assessments (e.g., DIBELS, ClearSight, NWEA MAP) used by the school to assess student performance and improvement

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

Diagnostic Assessments

Diagnostic assessments are another way to identify the knowledge, skill levels, interests, and any signs of special needs for scholars. They tend to happen at the beginning of a unit, lesson, quarter, or period of time, with the goal of understanding a scholar's current position to inform effective instruction. This allows teachers to identify strengths and areas of improvement for scholars. PLA utilizes the following diagnostic assessments:

- Nationally-Normed Assessment in Reading and Math: PLA administers nationally-normed assessments at the beginning of each year (NWEA) to measure progress against standards in both literacy and mathematics. PLA uses assessments that are aligned with Common Core State Standards and highly rated for reliability and validity by organizations such as the National Center on Intensive Intervention or the National Center on Response to Intervention.
- Curriculum-tied diagnostic surveys/quizzes: Placement tests within our reading and math curricula will round out diagnostic assessments and help teachers appropriately differentiate instruction. This can occur through intervention programs such as Fountas and Pinnell Leveled Literacy Intervention or through module assessments built into the curriculum.

- Adaptive software placement quizzes: Where resources allow, we will also use diagnostic assessments that align with state standards via adaptive learning software. These assessments are rigorous, adaptable, and suitable for students with disabilities.

Interim Assessments

Interim assessments occur every 6-8 weeks and are school and district-level assessments given to identify gaps in student learning. These assessments help predict student performance on state tests and help drive decisions in the classroom and at the district level. The interim assessments that help guide PLA's decision-making are:

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

Formative Assessments

Formative assessments are daily or weekly assessments that are a critical component of PLA's data-driven academic model. These assessments are linked to the scholars' learning experience and assess their understanding and mastery of skills. This information is then used to modify instruction in the classroom. This form of assessment can present itself in various ways, a few of which are listed below:

- Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills. These tests extend student assessment beyond screening tests and are used to inform instruction.
- Adaptive software assessments: Computer-based content offers built-in assessments that provide immediate feedback. This allows both students and teachers to determine mastery and to pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate teachers.

Summative Assessments:

Summative assessments are state assessments or any end-of-year assessments. These are always aligned to content area state standards and are used to measure students' AYP (adequate yearly progress). Summative assessments are also a component of teacher accountability and evaluation. Two examples of summative assessments are:

- ILEARN: All eligible students will take the state's standardized assessment annually.

- **Nationally-normed Reading and Math Assessment:** Scholars will also take a nationally-normed exam end-of-year assessment to assess growth in these subjects.

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

4) Describe how the school collects, manages, and uses student academic data to refine and improve instruction.

Layered academic assessments are used to measure scholar performance continuously. Educators deliver diagnostic, benchmark, formative, and summative assessments to continuously measure scholar performance and ensure that the schoolwide plan is helping scholars achieve standards. Our school's assessment framework leverages annual, interim, weekly, and daily measures to provide real-time data on scholar performance:

- a) Diagnostic assessments identify incoming scholars' knowledge, skill levels, interests, and any signs of special needs. Our school administers nationally normed assessments at the beginning of each year to measure performance against standards in both literacy and mathematics. Where resources allow, we also use diagnostic assessments that align with state standards via adaptive learning software. These assessments are rigorous, flexible, and suitable for students with disabilities.
- b) Interim progress is measured through benchmark assessments to evaluate performance and design interventions. These include quarterly reading inventories to measure progress in reading levels; scholars identified through the MTSS process for Tier II and III interventions may be assessed more frequently. Additionally, nationally normed tests in core subjects and curriculum-delivered benchmark assessments measure academic skill growth and progress toward achieving state standards.
- c) Our scholars complete weekly rigorous, standards-aligned formative assessments in core subjects. Other informal formative measures include progressive questioning aligned to Bloom's Taxonomy and Webb's Depth of Knowledge; grade-level checklists to evaluate skills, for example, number sense, computation, and multi-step problem-solving; and observations made as part of the small-group instruction process.
- d) State summative assessments given at the end of the year indicate scholars' grade-level proficiency. All eligible scholars take the state's standardized assessment annually. Scholars also take a nationally normed end-of-year exam to assess growth in core subjects.

5) Is the board satisfied with the school's academic outcomes to date? If not, what corrective actions have the board and the school taken to ensure the school is on a positive academic trajectory?

Promise Prep became a PLA charter school in the 22-23 school year. Our Academics team presents performance updates at our board meetings, and the PLA board is satisfied with the school's educational progress.

6) If available, provide, as Attachment 6, a copy of, or a link to, the school's performance report or dashboard for the three (3) most recently completed school years. If available, provide, as Attachment 7, a copy of, or a link to, any formal academic review or evaluation conducted by your current authorizer or a third party on behalf of your current authorizer within the last three (3) years.

7) Describe the culture of the school and how this culture promotes a positive academic environment and reinforces student intellectual and social development.

PLA aims to support all students by creating a school climate that focuses on rigorous academic support and comprehensive social and emotional learning. PLA supports our scholars' social-emotional and leadership development by helping them cultivate skills such as the ability to collaborate, problem-solve, think critically, and be culturally aware. Moreover, the entire PLA school model seeks to holistically encourage social-emotional learning by targeting the following three core competencies:

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

First, we believe that physical space, the space in which students learn, truly matters. We create safe, secure and sustainable learning spaces for all scholars. Classrooms are designed to provide for personalized learning experiences throughout the school day and year. In our effort to provide scholars with an interactive, dynamic learning experience in the classroom, we configure classrooms specifically to help facilitate teacher-student and peer-to-peer interactions in our rotational stations. We also ensure adequate space for hands-on, interactive learning experiences where scholars can engage in project-based learning and creative tasks that use various learning tools and approaches. In addition to the physical environment of our schools, we believe the culture of a school can make or break a scholar's educational experience. Building a culture of excellence, acceptance, positive behavior and growth is just as important as a rigorous curriculum. Our teachers and support staff provide our scholars with a culture that engages parents as partners in learning and encourages the innate potential of our scholars.

Research indicates that early childhood emotional development has a strong, long-term impact throughout a child's life (Sroufe, 2005). Given the level of trauma created by

poverty and the exceptional obstacles that our scholars face at home, having adequate support staff and effectively engaging families is often a critical part of our early childhood education. We work with school-based mental health and wellness programs to provide services such as general screening/assessment; behavioral counseling, crisis intervention, health screenings, staff training, family counseling, and referral services. Wraparound services such as a Trauma-Informed Specialist also support the socio-emotional well-being of our young scholars. Aligning our mental health providers with our response-to-intervention system ensures intentionality in our efforts to train teachers. When we grow our teachers' capacity, we ultimately grow our scholars. With our "whole-child" philosophy in mind, we employ a response-to-intervention system which includes the PLA Coaching Cycle professional development system for teachers focused on relationship-building with scholars.

Our school uses a real-time behavior tracking system, Liveschool, that records student behavior, discipline incidents, referrals, and interventions data. When we track behavioral data, we can ensure that we are praising children for improvement and adjusting interventions when necessary. The Liveschool system is aligned with leading behavior interventions such as PBIS, MTSS, and RTI. The system offers apps for teachers, who can award points and make notes, as well as for students and parents to see feedback in real time. Liveschool also offers a database system for school- and district level data; school staff can pull reports, track school culture trends, and use data to adapt practices to achieve desired behavioral outcomes. The online system also provides support and resources for teachers and other school staff, including live support, video libraries, and best practices resources. This tool helps schools to decrease the number of discipline incidents, promote better communication with parents, and create student success; it is also a primary mechanism for monitoring school climate. Finally, teachers and school staff participate in training on behavior and classroom management through the Coaching Cycle, PLA Learning Institute, and pre-service training.

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

Finally, we view parents as key partners in their child's success, and parents play an integral role in facilitating our school culture. We regularly communicate with parents regarding their child's academic progress, behavioral needs, and successes at Parents in Touch days and throughout the year. Teachers send home biweekly report cards that

include test scores, teacher comments, and a rating of a child's effort and behavior each day during the previous week. Keeping parents informed of their child's successes and challenge through this constant flow of information is key, and we ensure that parents receive and discuss their child's progress by requiring parents to sign and return report cards. We also distribute to parents a regularly published newsletter containing important school updates, upcoming events, reminders, and link to resources in the community. Every other week, we make encouraging and informative phone calls home to every parent to ensure that our communications are personal, friendly, and create a very welcoming culture.

8) Describe how the school serves students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out.

Our educational model is designed to provide robust support for students from all backgrounds. Below please find our plan for serving students with special needs.

Special Education Students (Scholars with IEPs and Section 504 Plans): Our school is committed to providing a free and appropriate public education (FAPE) to all scholars with disabilities and to aligning all special education services with the Individuals with Disabilities Education Act (IDEA); state laws outlined in the Indiana State Board of Education, Special Education Rules Title 511, Article 7; and Section 504, 1973 Rehabilitation Act. Furthermore, students with disabilities will be provided a FAPE in the least restrictive environment (LRE). We will use a Response-to-Intervention (RTI) process to identify students with unique needs, create IEPs and annual goals and implement a Multi-Tiered System of Support (MTSS) with evidence-based interventions. PLA's educational model emphasizes the frequent use of small-group instruction and personalized academic intervention. PLA's data-driven model continuously measures SPED scholars' proficiency, and educators directly align instruction to meet individual needs. Because PLA uses academic performance data to create a uniquely rigorous and personalized learning experience for every child, our approach maximizes the amount of time SPED scholars spend in the General Education classroom. SPED scholars are placed in the Least Restrictive Environment (LRE) based on their IEPs, ensuring that they consistently receive academic support from both General Education and Special Education teachers. Scholars receive push-in and/or pull-out services during small-group instructional blocks. Services and accommodations are tied directly to the scholar's IEP and delivered by the SPED teacher or anyone under the direction of the SPED teacher/teacher of record. Core subject instruction leverages the MTSS model to ensure that SPED scholars receive instruction that meets their needs. This begins with Tier 1 high-quality teacher-led instruction in state standards. Scholars then break out into small groups for Tier 2 differentiated instruction informed by NWEA or weekly formative assessment data. Additional Tier 2 or Tier 3 instruction is provided in the afternoon for scholars who need extended learning time to achieve proficiency. Instructional benefits of this framework for SPED scholars include:

- Scholars are exposed to the General Education environment and curriculum to the maximum extent possible, allowing scholars on the high school diploma track to have regular exposure to state standards;
- Scholars participate in instruction within strategic, varied groupings, allowing them to learn collaboratively alongside their peers to bolster their retention and promote social-emotional development;
- Scholars receive data-driven instruction through individualized academic support, allowing them to master required core subject skills and systematically achieve state standards;
- Special Education and General Education teachers collaborate to provide scholars with a variety of evidence-based instructional strategies that reinforce core subject concepts; and
- High-quality, personalized SPED services and supports are embedded into the daily instructional framework, ensuring that scholars are receiving support aligned to their IEPs.

English Learners: Limited English Proficient students (ELL scholars) will receive the same Title I services as non-ELL scholars. Core instruction will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. As much as possible, teachers will use gestures, non-verbal cues, and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate. As oral fluency and literacy in the scholar's native language can be beneficial in literacy instruction in English, the scholar's first language will be welcome in the classroom. In addition to core instruction, each school day, EL scholars will also receive push-in and pull-out small-group instruction as required by their proficiency level and as written in their ILP and our school's English Learner Plan. Existing student's ILPs are created at the beginning of each year and include goals to help students reach the next level of English language proficiency. For any students arriving after the beginning of the year, the EL teacher creates a new ILP within 2 weeks. EL teachers are responsible for sharing the completed ILPs with stakeholders, including classroom teachers.

Gifted Students: In addition to accelerated, personalized learning opportunities built into the school day, our school offers an extra enrichment opportunity, called GATE (Gifted and Academically Talented Education). This is a short pull-out period (approximately 30 minutes) twice a week that exposes academically advanced scholars to subjects and topics that they may not be able to explore otherwise, for example, astronomy, archaeology, or chemistry. This program begins in second grade. If a participating scholar falls behind in regular classes, they will not continue with the program. A highly effective teacher leads this program, specifically trained and licensed to provide accelerated support.

At-Risk Students: PLA utilizes the MTSS process to continually monitor and evaluate at-risk scholars. We take advantage of the multi-tiered system of instruction and intervention to provide the necessary personalized learning to bring those scholars up to grade level. Scholars who do not achieve the desired level of progress in response to

these targeted interventions, after thorough consideration including both academic and non-academic factors are referred for a comprehensive evaluation for special education services. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. However, MTSS is an effective strategy for providing personalized support to learners at every performance level, as data-driven instruction is at the core. It is designed to provide additional support in focus areas for all scholars, wherever they have a need for improvement. Additionally, leveraging the nationally normed NWEA assessment data can indicate specific growth areas across grade levels which are unique to each scholar's needs. For scholars performing below grade level, NWEA data helps educators prioritize skills to get them back on track. Overall, this ensures that scholars at every performance level consistently demonstrate academic growth, a key strength of the MTSS framework. We use our data-driven family engagement framework to give our parents consistent access to real-time feedback from educators through multiple communication channels. We communicate regularly with families through biweekly report cards, parent newsletters, and phone calls home.

Exhibit A

Application Checklist - Change in Authorizer.

#	Document	Page Limit	Format	Completed
	Application Overview (Including Enrollment Plan)	Use Template in <u>Exhibit B</u>	PDF	
	Application (including Executive Summary)	60	MS Word or PDF	
1	Board Member Resumes	None	MS Word or PDF	
2	Statement of Economic Interest and Conflict of Interest Form (completed by each board member)	Use Template in <u>Exhibit C</u>	PDF	
3	Board Minutes	None	MS Word or PDF	
4	Governance Documents	None	MS Word or PDF	
5	Education Service Provider Contract	None	MS Word or PDF	
6	Performance Reports	None	MS Word or PDF	
7	Academic Reviews or Evaluations	None	MS Word or PDF	
8	School Litigation Information (if applicable)	10 pages	MS Word or PDF	
9	Statement of Assurances (only one form required)	Use Template in <u>Exhibit D</u>	PDF	
10	Budget Projections Workbook	Use required Template	MS Excel (no PDF submissions)	
11	Budget Narrative	5 pages	MS Word or PDF	
12	Academic Performance Workbook	Use required Template	MS Excel	

#	Document	Page Limit	Format	Completed
13	Written Acknowledgment of Court Authorizer	None	PDF	
14	Additional Information Required for Schools Who Have Received Official Notice of Charter Termination or Nonrenewal	None,	MS Word or PDF	
15	Entire Application (including Attachments)	None	PDF	

ATTACHMENT 1

James S. Phalen
State Street Bank
Executive Vice President
JSPhalen@AOL.com

Business Experience - 25+ years' experience in the asset management and asset servicing business

Boston Financial Data Services
1986-1992

Senior Vice President 86 - 88
Executive Vice President 88 - 89
President/CEO 89 - 92

2000 Crown Colony Drive
Quincy, MA 02169

- Rapid business expansion increased market share
- Restructured JV agreement significantly improving profitability
- Developed industry leading new workflow technology
- International Expansion - Offshore Funds Business
- Developed new business - corporate stock transfer

State Street Bank/SSGA
1992-2000

Executive Vice President, GS 1992 - 1994
Executive Vice President, SSGA 1995 - 2000

One Lincoln Street
Boston, MA 02111

- Developed a new business that became an industry leader
- Restructured business as part of asset management business
- Developed new asset management products for DC Market
- Acquired Watson Wyatt DC business

Citistreet LLC
2000-2005
Chairman/CEO

One Heritage Drive
Quincy, MA 02169

- Created a new joint venture company
 - Expanded globally
 - Increased market share established market leadership
 - Developed advice rollover business
 - Restructured Mutual Fund Family
 - Developed benefit outsourcing strategy
-

Phalen continued:

State Street Bank

2005 -2011

EVP, GS North America 2005-2007

EVP, International 2007 -10 10

Interim CEO, SSGA, Dec. 2007 - May 2008

EVP Global Ops & Tech 2010- Present

One Lincoln Street

Boston, MA 02111

20 Churchill Place

London, England E14 5HJ

Developed Offshore strategy/Joint Venture

New offices Beijing, Krakow, Qatar

Largest Non US Acquisition - Intesa Sanpaolo Security Services - \$2.5 billion

Major Transformation Plan - 600 million in annualized savings

Board Experience

Boston Financial Data Services Board 2005 - Present
2005 - 2007 Chaired Executive Committee

CoFunds LLC - United Kingdom Company 2008-2011
Chairman Remuneration Committee 2010- 2011

Boston Medical Center -Large Non Profit Hospital, 2009- 2011
Chairman Audit Committee 2009-2011

Former Board Member

Mass Bay Chapter American Red Cross 2005-2008
Bell Foundation
IFDS UK

Education

Boston College
Chestnut Hill, MA
Bachelor of Science in Accounting
09/68 - 05/72

Stonier Graduate School of Banking
New Brunswick, NJ
Certificate
09/78-5/80

MIT Sloan School of Management
Certificate
Cambridge, MA
05/82

EARL MARTIN PHALEN
1001. M na Drive, #410 - Quincy, MA 02171
(617) 818-1959 - emphalen@gmail.com

GEORGE AND VERONICA PHALEN LEADERSHIP ACADEMIES
Founder and CEO

2013-present
Indianapolis, IN

The mission of Phalen Leadership Academies (PLA) is to ensure children living in low-income communities meet high academic and social standards, and thrive leaders at high IQ®, in their communities, and in the world. PLA is a non-profit network of high-performing public and public charter schools. Our focus is primarily on turning around currently failing schools.

Key Accomplishments

- Successfully turned five F-rated schools into A-rated schools.
- Manage 10 schools serving 4,000 children in Indianapolis, Ft. Wayne, Gary and in Detroit.
- Approved to operate 10 charter schools for nearly 10,000 children, the largest number of charters approved in the history of Indiana.
- Secured over \$1 OM in public and private funding from organizations and individuals including the MindTrust, Charter School Growth Fund, and the Bill and Melinda Gates Foundation.
- Developed PLA into a \$38M non-profit within five years.
- Built and manage an exceptional national leadership of 34 team members and a 500-person school educational team.
- Developed and implement a business model to ensure long-term sustainability by operating only on the public reimbursement dollars we receive from the state funding.
- By the end of the second school year, 100% of scholars passed the IREAD state exam, demonstrating reading proficiency by third grade.
- Scholars increased from 49% to 76% proficient in reading, and from 66% to 77% proficient in math, based on STAR Reading, a nationally-normed assessment.

SUMMER ADVANTAGE USA
Founder and CEO

2008-present
Indianapolis, IN

The mission of Summer Advantage USA is to harness the power of summer to help all children maximize their tremendous innate potential. Summer Advantage is a full-day, 5-week educational program that includes a healthy breakfast and lunch; rigorous morning academic instruction in reading, writing and math; and afternoon enrichment in areas including art, music, drama, physical education and science.

Key Accomplishments

- Secured a \$1 M grant and served nearly 1,000 scholars in the pilot (2009) summer.
- Expanded the program to serve 5,000 scholars while maintaining exceptionally high outcomes.
- Ensure strong academic progress and program quality - scholars gain 2 months reading, writing and math skills; and parent and teacher satisfaction rates were 97% and 98% respectively.
- Built an exceptional leadership and teaching team including a COO, Regional Director, and Director of Development, and 435 certified teachers and college students.
- Became an approved professional development provider for the state of Indiana - our teachers get professional development points for participating in our 30-hour pre-program training.
- Attracted national visibility including TIME magazine (cover story), BET Awards, MSNBC, Wall Street Journal, Essence, the Chronicle of Philanthropy and several others.
- Secured over \$15M in public and private funding to continue and grow our work.

BUILDING EDUCATED LEADERS FOR LIFE (BELL)

1993,-2008

Co-Founder and CEO

Dorchester, MA

BELL is a \$25M non-profit organization whose mission is to increase the educational and life opportunities of elementary school children living in low-income urban communities. BELL educates nearly 12,000 scholars in 75 public and charter school sites throughout Baltimore, Boston, Detroit, New York City, and Springfield, CT. BELL's Corps of educators includes more than 1,000 teachers and tutors.

Key Accomplishments

- Grew BELL from a small service project with 10 volunteers serving 20 children to a national non-profit with 12 full-time and 750 part-time employees educating 12000 students annually.
- Created one of the nation's only two scientifically-proven programs, as demonstrated through a randomized control group independent evaluation conducted by Urban Institute and Mathematica.
- Increased annual revenues from \$12,000 to \$25.5M and raised over \$100M cumulatively.
- Established long-term and innovative corporate partnerships in the legal, publishing, sports, and banking industries. Partners include the New England Patriots, the Boston Red Sox, Houghton Mifflin Company, WilmerHale, the Monitor Group, Reebok, Fidelity, and Sovereign Bank. Each partner has played a key strategic role in advancing BELL's mission and service to scholars.
- Established a unique public-private partnership between the Baltimore City Public School System and BELL to be the exclusive outside provider for the district's summer school program.

COMMUNITY ENGAGEMENT AND PUBLIC SERVICE

- Trustee, Ewing Marion Kaufman Foundation (2016-present)
- Trustee, Kansas City Scholars (2017-present)
- Trustee, WorldTeach (2018-present)
- Trustee, Phalen Leadership Academies (2013-present)
- Trustee, Summer Advantage USA (2008-present)
- Trustee, BELL (1993-2008)
- Member, Education Policy Group for Senator Obama's presidential campaign (2008)
- Co-chair, Massachusetts Governor Deval Patrick's education task force to help shape the Commonwealth's education policy, pre-Kindergarten through higher education (Spring 2007)

AWARDS AND HONORS

- 2010 BET (Black Entertainment Television) Shine A Light Award for years of extraordinary community service.
- 1997 President's Service Award presented by President Clinton, honoring the nation's leading community service organizations.
- Three-time recipient of the Social Capitalist Award from *Fast Company*.
- Recipient of *The Network Journal's* "Top 40 Under 40" award, profiling the country's top Black business owners and professionals.
- 2014 NCAA Silver Anniversary Award winner, which recognizes six distinguished former student-athletes on the 25th anniversary of the end of their careers. Other honorees were 3-time Super Bowl winning quarterback Troy Aikman, 12-time Olympic medalist Dara Torres, and NFL quarterback Rodney Peete.

EDUCATION

HARVARD LAW SCHOOL J.D., 1993

Cambridge, MA

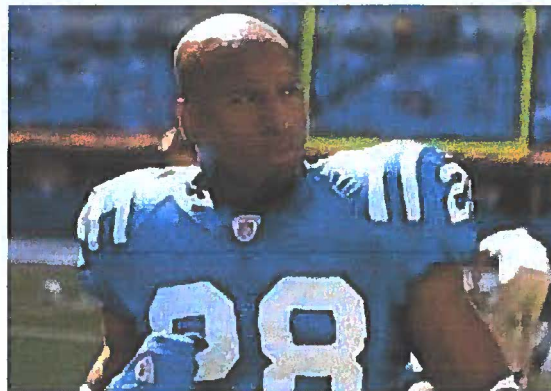
YALE UNIVERSITY B.A. Political Science, 1989

New Haven, CT



MARLIN JACKSON

Super Bowl Champion, Philanthropist, Champion for Youth



Marlin's mother was addicted to crack, and he never knew his father. He, his older brother and his younger sister grew up in extreme poverty in Sharon, PA. But he knew he wanted more out of life than what he witnessed all around him on a daily basis.

He focused on changing his life and that of his loved ones, and became the first member of his family to attend college. Jackson attended the [University of Michigan](#), where he played for coach [Lloyd Carr's Michigan Wolverines football](#) team from 2001 to 2004. As senior team captain in 2004, he was a first-team [All-Big Ten](#) selection, and a consensus first-team [All-American](#), having received first-team honors from the Associated Press, American Football Coaches Association, Football Writers Association of American, *The Sporting News*, and ESPN.

Jackson was selected as a first round draft choice by the [Indianapolis Colts](#). As an NFL rookie he had 52 tackles and one interception. Marlin played mostly in passing situations with one start in 15 games. In his second season, he had 82 tackles and 1 interception. He started at safety in place of the injured Bob Sanders. Marlin's career high was a 14 tackle performance against the [Houston Texans](#).

On January 21, 2007, Jackson intercepted [New England Patriots](#) quarterback [Tom Brady](#) with 18 seconds left in the fourth quarter of the [AFC Championship Game](#) to seal the Colts' 38-34 victory and send them to [Super Bowl XII](#) 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. Marlin's mission was to give kids a fighting chance. He had to fight to get to where he was and it wasn't a fight he wished for anyone. He never knew his father, his mother was addicted to drugs, he was neglected and moved from home to home - far from the ideal childhood.

So he fought. He had to fight for his life, the life that he wanted, the life that was just beyond the horizon of the ghetto that he could not see. The more he experienced outside the confines of his childhood, the more he became encouraged to fight for all that is right and just in the world.

Marlin's hope is to give kids who grow up as he did a fighting chance to make it in the world, to let them know their environment does not have to dictate who they are in a negative way.

Marlin's goal is to introduce kids to life lessons and coach character qualities that he has learned along the way, in order to help them side step some obstacles that he's faced and know they have or will face. We don't know what we don't know! If no one has ever shown or talked to you about love, respect, trust, courage, or discipline, then how will you know?

The mission of Fight for Life founders and supporters is to fill a void in children's lives where guidance is missing. We hope to give kids the fighting chance that each child deserves in life, by instilling the simple qualities that so many people take for granted. This is why we feel compelled to help in the fight for a better life for disadvantaged children. This is why we say, "Dream it... Believe it... Achieve it. The *it* is upto you!

Marlin and his wife, Nikki, have two beautiful sons and are proud to call Indianapolis home.

Kristopher J. Kingery
1807 Hunters Trail
Brownsburg, IN 46112
(317) 919-4498

Education

- Ben Davis/Brownsburg High School Graduated May 1997
- Indiana State University
Bachelor of Science-School of Education-December 2001
Major: Elementary Education
Endorsement: Computer Literacy
- Indiana University Bloomington
Prospective Principals Academy January 2006- June 2007
Masters of Science Administrative Leadership,

Professional Experience

- Metropolitan School District of Pike Township, Indianapolis, Indiana
August, 2002 - December, 2007 4th/5th grade looping teacher (Eagle Creek)
Assistant Principal December 2007 - July 2011 (Eagle Creek and Central)
Program Manager for Summer Advantage USA 2010
-Recognized and featured in Time Magazine
Principal Eagle Creek Elementary Pike Township July 2011-2012
- Avon Community School Corporation, Avon, Indiana
Principal River Birch Elementary July 2012-July 2021
- Education Consultant for Gibraltar Design June 2015 - July 2021
- Gibraltar Design July 2021-Present
Chief Education Officer

Continue; Professional Education; Seminars/ Workshops

- C.L.A.S.S. Training 2002-2003
- I.C.A.N. Training 2002-2003
- R.E.A.C.H. Training 2002
- Differentiated Instruction Workshops 2002
- Differentiated Instruction Workshops 2003
- A.S.C.D. Conference Chicago, Illinois June, 2003
- CLASSWORKS Indianapolis, IN July, 2004
- Indiana Mentor Certification 2006
- Butler Literacy Institute July 2009
- Look 2 Learning Evaluation Training July 2009
- Crisis Prevention Intervention Licensure 2004-Present
- Positive Behavior Support 2008 - Present
- Certified Instructor Nonviolent Crisis Intervention Fall 2010 - Present
- Response To Instruction Committee Member Fall 2008 - Present
- Teacher's College Columbia University (Reader's Workshop) July 2011

Professional Accomplishments and Responsibilities

- Dean's List for Academic Excellence
- Teacher of the Year Finalist for Eagle Creek (2 times)

- Founder and Director of After School Fitness Club 2002-, 2008
- Founder and Director of R.O.A.D. to Success 2006-2008
- Pike Township Leadership Academy with Superintendent August 2009-May 2010
- Student Ambassador Coach August 2007- July 2011
- Program Manager for Summer Advantage (Spotlighted by IDOE and *Time Magazine*)
- Regional Director and Quality Assurance Manager for Summer Advantage 2012-Present
- Testing Coordinator (NWEA, ISTEP, High Ability, and LAS Links) Dec. 2007- Present
- Public Agency Representative for Exceptional Learners December 2007- Present
- Board Member for Katie's Hear to Help of Hendricks County Fall 2008- Present
- Board Member for Phalen Leadership Academies January 2012-Present
- Member of Pike Township District Steering Committee 2010- 2012

Fernando Miguel Reimers

Ford Foundation Professor of International Education
Director International Education Policy Program
Harvard Graduate School of Education
Affiliated Professor, Harvard Law School
Gutman 461, Appian Way
Cambridge, MA 02138
Phone 617-4964817
e-mail: Fernando_Reimers@Harvard.edu
http://sites.harvard.edu/icb/icb.do?keyword=femando_reimers
IEP:<http://www.gse.harvard.edu/iep/index.html>

Interests

Educational Innovation
Global Education
Entrepreneurship Education
Education Policy and Instructional Improvement
Teacher and Principal Development
Education, Poverty and Inequality
Education, Democratic Citizenship and Character Development
Internationalization of K-12 and college education in the United States
Education Research Utilization and Policy Reform
International and Comparative Education

Professional Experience

Harvard Graduate School of Education

Director. Masters Program in International Education Policy.
Professor of International Education. January 2005--current
Associate Professor. January 1998-2004
Instructor. 1993-1994
Teaching Fellow. Educational Planning and Organizational Behavior 1986-1987.

The World Bank

Senior Education Specialist. October 1996--December 1997.

Harvard Institute for International Development

Policy Fellow. Education Specialist. (on leave October 1996-December 1997).
Institute Associate. Education Specialist. 1990-1996.
Research Associate. 1988-1990.

Harvard-Radcliffe College

Assistant Director. Cronkhite Graduate Center. 1984-1986.
Teaching Fellow. Comparative Politics in Latin America. 1986.

Universidad Central de Venezuela

Instructor. Research Methods and Experimental Psychology. 1982-1983.

Izaguirre, Pulido, Briceno y Asociados. Venezuela.

Education Consultant. 1982-1983

Recent and Current Research

Impact Evaluation of an Entrepreneurship Education Program (Injaz Al-Arab) in the Middle East. 2010-current

Designed a K-12 Global Studies Curriculum for the Avenues School, a private school in New York City part of a planned global network of 20 schools. 2010-2011.

Study of leadership effectiveness of school and district leaders and design and implementation of education leadership masters program. In collaboration with Universidad Federal de Juiz de Fora. Minas Gerais, Brazil. Principal investigator. 2009-current

A study of two approaches to citizenship education (service learning and civic education) in Guerrero and Monterrey of Mexico. Principal Investigator. 2009-current.

Evaluation of a citizenship education cross-national program in Colombia, Chile, Dominican Republic, Guatemala, Dominican Republic, Guatemala, and Mexico. 2007-2011.

Leadership of Recent Major Research, Policy Conferences and Seminars

Chair of Think Tank on Education and 21st Century Schools. Harvard University. Advanced Leadership Initiative. April 2012.

Seminar on education leadership, for 200 participants in Education Leadership Program at Universidad Federal de Juiz de Fora, Brazil. July 11-16, 2011.

Chair of Think Tank on Global Education. Harvard University. Professional development program for teachers, school principals and district leaders to review approaches to increase the global competence of K-12 students. May 19-20, 2011.

Educational Innovation and Entrepreneurship in Latin America. A seminar organized with the World Economic Forum to examine options to increase the relevance of education in the region. Rio de Janeiro, Brazil. April 25-28, 2011.

Chair of Think Tank on Educational Innovation and Technology. Convening of 150 leaders of school districts, philanthropies, education companies and school networks to discuss the role of technology supporting educational innovation to increase the

relevancy of education and to close equity gaps. Harvard University. Advanced Leadership Initiative. March 31-April 2, 2011.

Educational Innovation and Entrepreneurship in the Middle East. A seminar organized with the World Economic Forum to advance the relevance of education in the region. Marrakech, Morocco. October 24-28 2010.

Education and Democratic Citizenship in Latin America. High level ministerial meeting to discuss initiatives to advance education for democratic citizenship organized with Unesco-Cerlalc, Interamerican Development Bank and Organization of American States. Guayaquil, Ecuador. October 18-19 2010.

Implementing a new education strategy in Mexico. Leadership Seminar organized with the OECD and Ministry of Education. Mexico City. June 27-29, 2010.

Conference Chair. Leading Educational Innovation in Brazil. Symposium convening academic leaders in Brazil and Harvard faculty. Salvador, Bahia. August 12-14, 2010.

Chair Think Tank Educating for What Purpose? Developing Citizenship and Global Competencies. Think Tank organized as part of the Advanced Leadership Initiative at Harvard University. March 25-27, 2010.

Education in China and the United States. A Leadership Roundtable. Harvard Graduate School of Education. February 22-23, 2010.

Chair Think Tank Closing Education Gaps. Think Tank organized as part of the Advanced Leadership Initiative at Harvard University. March 12-14, 2009.

Conference Chair Civic Education and Democratic Citizenship in the Americas. Organized jointly by Harvard University and the Oscar Arias Foundation for Peace. August 18-19 2005. Funded by David Rockefeller Center for Latin American Studies, Oscar Arias Foundation for Peace, Academy for Educational Development.

Conference Chair Research Conference on Education and Immigration: US and Mexico. Organized jointly by Harvard University, the Instituto de Estudios Tecnológicos y Superiores de Monterrey and the Universidad de Monterrey. December 2004. Funded by David Rockefeller Center for Latin American Studies, ITESM and Universidad de Monterrey.

Chair Policy Roundtable on National Policy and Educational Opportunity for Disadvantaged Children in Mexico. This two day seminar brought to Harvard a group

Curriculum Vitae of Fernando Reimers. Page 4 of 45

of high level education decision makers, leaders of agencies of compensatory education programs and secretaries of education of several Mexican States to analyze the effects of current policies of instructional improvement in high poverty schools. Funded David Rockefeller Center for Latin American Studies. October 25-26, 2004.

Seminar for high level administrators of the Instituto de Estudios Tecnológicos de Monterrey to discuss how to prepare undergraduates in Mexico for democratic leadership. May 26, 2004.

Chair Policy Conference on Education Reform in El Salvador. Strategic planning retreat of business, leaders, politicians and education policy makers to develop a strategic plan for education reform to guide the efforts of the current administration. December 2004.

ATTACHMENT 2

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member.)

Background Information

1. Name of charter school on whose governing board you serve:

Phalen Leadership Academies, Inc.

2. Your full name:

Kristopher James Kingery

3. Your spouse's full name:

Kate Elizabeth Kingery

Employment History

4. Brief educational and employment history, (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Gibraltar Design (K-12 School Architecture and Design)
Title: Chief Education Officer

6. List the name(s) of your spouse's employer(s) and the nature of the business:

MSD of Pike Township (Teacher)

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Gibraltar Design (K-12 School Architecture and Design)

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

No.

Yes. Please provide a description of the interest:

- 6 (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the Provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.
D Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Kristopher Kingery

Name

slf::itz-;#

11/13/2023

Date

Statement of Economic Interest & Conflict of Interest Form

(Must be completed by each individual member of the Board)

1. Name of the organization

Name of the organization whose governing board you serve:

Phalen Leadership Academies, Inc.

2. Your name:

JAMES S Phalen

3. Your spouse's full name:

Phalen

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

Q My resume is not attached. Please provide a narrative response:

NO CHANGE TO PRIOR RESUME.

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Retired

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Retired

7. Do you and/or your spouse currently operate a sole proprietorship, partnership, or professional practice?

Yes

Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No

Yes. Please provide the name and describe the nature of the business:

SEA BUDY CHARITABLE LLC - MEMBER
WESTBROOK CHARITABLE LLC - Real Estate

9. Are you and/or your spouse an officer or director of a corporation?

Yes

Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No

Yes. Please identify the board member and indicate the nature of the relationship:

Paul Phelan is my brother

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the district school (whether as an individual or as a director, officer, employee or agent of either entity)?

QNo.

Yes, Please identify the business and indicate the nature of the relationship:

SEABOY charter leads money to PLA

3. Do you, your spouse, or any immediate family member conduct, or anticipate conducting, any business with the school?

() No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

See above

4. (If the school intends to contract with a Information Service Provider). Do you, your spouse, or any immediate family member have a personal or business relationship with any employee, officer, owner, director or agent of the service provider?

Not applicable.

Do Not:

Describe the relationship:

I am a '6... Paul is CEO

5. (If the school intends to contract with an Educational Service Provider). Do you, your spouse, or any immediate family member have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

- No.
 Yes. Please provide a description of the interest:

SEE previous response

6. (If the school intends to contract with an individual or service provider), do you, your spouse, or any other immediate family member conduct, or anticipate conducting, any business with the provider?
If not applicable;

If not applicable, please describe the nature of the business:

SEE prior response

7. Do you, your spouse, or any other immediate family member; a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.
Yes - Please describe the relationship and the nature of the partnership:

8. Are there any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.
Yes - Please describe the nature of the potential conflict(s):

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Indbna's P\ibltc, \ b,,:; tndudi, the.Open Door.l.ow and the .Access to Public R rd
Act?

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Don't Ki10"•1 Unsure

J. certify ro the besto f n,yknbwlcgde and-abiltr that the,irifonnaion 1am providing to the
Indiana Charter Sdio6l,Jiomi ,as a prospective boud-membtt foi;tlie:2boved1aaer school is' true
and·conut in every respect.

UA _____

11-10-23
Date

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Phalen Leadership Academies, Inc.

2. Your full name:

Marlin Jackson

3. Your spouse's full name:

Nicole Jackson

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

I am currently employed by Pulse Analytics. The nature of our business is software as a service focused on behavioral health.

6. List the name(s) of your spouse's employer(s) and the nature of the business:

My spouse is employed by Community Health, she is an RN.
The nature of the business is health care.

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.

Yes. Please provide the name and describe the nature of the business:

I currently own a sole proprietorship called MarlinJ28. The nature of the business is management of public speaking and appearances.

8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.

D Yes. Please provide the name and describe the nature of the business:

I am currently a member of Pulse Analytics. The nature of our business is software as a service focused on behavioral health.

9. Are you and/or your spouse an officer or director of a corporation?

No.

D Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

D Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

D Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Q Yes. Please describe the nature of the business that is being, or will be, conducted:

PLA currently licenses Software as a Service from Pulse Analytics to manage school culture and climate.

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

D Not applicable.

No.

D Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

D Not applicable.

ii No.
D Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

D Not applicable.

No.
D Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

I am a board member of the Fight for Life Foundation. We partner with PLA to provide field experiences for students.

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

ii No.

D Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access Law, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Marlin Jackson

Name



Signature

11/13/23.

Date

State of Connecticut Intergovernmental & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Phalen Leadership Academies, Inc.

2. Your full name:

Fernando Reimers

3. Your spouse's full name:

Eleonora Villegas-Reimers

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

D

My resume is attached.

D

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Harvard University

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Boston University

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

D Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

D Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

I am on the board of several non-profit corporations: Inversant, Facing History and Ourselves, Teach for All, Latin American Scholarship Program for American Universities

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

D Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

D Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

D Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

D Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

D No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

D Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

D Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

D Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.
D Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Fernando Reimers, Professor of
Education

Name

Signature

Date

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Phalen Leadership Academies

2. Your full name:

Earl Martin Phalen

3. Your spouse's full name:

N/A

Employment History

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

B

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

KC Scholars: non-profit organization based in Kansas City, MO that awards scholarships to students for college

EVE, Inc.: non-profit that provides educational services

6. List the name(s) of your spouse's employer(s) and the nature of the business:

NIA

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

D Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

D Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

D Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

James Phalen is my brother.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

D No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the

Evident?

Not applicable.

No.

D Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

D No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

D No.

Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of charter school's board of directors to comply with Indiana's Public Access laws, including, the Open Door Law and the Access to Public Record Act?

[E] Yes.

D Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Earl Martin Phalen

Name



Sign

11/01/2023

Date

ATTACHMENT 3



Phalen Leadership Academies
Board Meeting Notes

October 17, 2023

I. Roll Call

The meeting was called to order by the Board Chair at 4:30 PM ET on Tuesday, October 17, 2023.

Board Member	Present	Absent
Marlin Jackson	X	
Kris Kingery	X	
Earl Martin Phalen	X	
Jim Phalen	X	
Dr. Fernando Reimers		X

Approval of Agenda

The board voted unanimously to approve the October 17, 2023 board agenda.

Approval of Board Minutes

The board voted unanimously to approve the July 18, 2023 board minutes.

II. Consent Agenda

Nicole Scott, Chief of Compliance, proposed Resolution Number 2023_1017 for approval for PLA at Promise Prep to Submit a Change in Authorizer Application.

Jim Phalen made a motion to allow management to have the authority to explore and submit an application for a change in authorizer to either Indiana Charter School Board or Trine University for PLA at Promise Prep. Marlin Jackson supported the motion.

The board unanimously voted to approve and submit the change in authorizer application once management has made a final decision.

III. Academics

Andrea Robinson, Chief Academic Officer, presented the academic board report and shared updates on the 2023-2024 school year, preliminary DIBELS data, expectations for Math Advantage data, and building data culture.

IV. Financials

The financial report was presented by Chief Financial Officer, Eva Spilker.

V. Principal in Residence Program

JoAnn Gama, Chief Human Assets Officer, provided an update on the PiR (Principal in Residence) program.

VI. PLA University

Earl Martin Phalen shared a high-level update and recent successes of PLA University.

VI. ~~Open commynjcatjon~~
None

VIII. ~~Meptjng Adioyrned~~

The meeting was adjourned at 5:13 PM.



**Phalen Leadership Academies
Board Meeting Notes**

April 18, 2023

1. **Pr@hmi@ry**
The meeting was called to order by the Board Chair at 4:40 PM ET on Tuesday, April 18, 2023.

Board Member	Present	Absent
Marlin Jackson		X
Kris Kingery	X	
Earl Martin Phalen	X	
Jim Phalen	X	
Dr. Fernando Reimers	X	

Appmval.01.Board.Mjpytes

The board voted unanimously to approve the October 18, 2022 board minutes.

11. **C0011ot.Agepda**
The OEI Incident Communication Policy was presented by Nicole Scott, Chief of Compliance.

The board voted unanimously to approve the OEI Incident Communication Policy.

Acti0o.l@n

Approval to Submit a Charter Renewal Application for PLA 93

The board voted unanimously to approve the charter renewal application.

111. **Recryjtmeot&.Retefoti0o**
A talent acquisition overview was shared out, highlighting key metrics, goals for the 2023-2024 school year, and strategies to win.

1v. **Academjcs**

Andrea Robinson, Chief Academic Officer, presented the academic board report and shared the data dashboards, top two PLA academic goals, progress to goals, and strategies to win. State testing windows, celebrating Black History Month, summer book club, Teacher & Support Staff Member of the Year, and summer professional development were highlighted.

Lindsay Omlor, Executive Director of Charter Schools, Education One, provided a brief update on the growth and gains of PVLA. The Education One leadership conference will be held in early June.

V. **Eio1oci1ll**

The financial report was presented by Chief Financial Officer, Eva Spilker.

The board tranimously voted to approve the financials.

VI. PLA.University

James Swift, Vice President of PLA University, shared an update on partnerships, grants, outcomes, and recent graduates of the program.

VII. Open communication

None

VIII. Meeting Adjourned

The meeting was adjourned at 5:11 PM.



**Phalen Leadership Academies
Board Meeting Notes**

July 18, 2023

Pr@Umioary

The meeting was called to order by the Board Chair at 4:32 PM ET on Tuesday, July 18, 2023.

Board Member	Present	Absent
Marlin Jackson	X	
Kris Kingery		X
Earl Martin Phalen	X	
Jim Phalen	X	
Dr. Fernando Reimers	X	

Approval of Agepga

The board voted unanimously to approve the July 18, 2023 agenda.

Approval of Board Minutes

The board voted unanimously to approve the April 18, 2023 board minutes.

11. Pr111ofali0o

Rebecca Salvo presented the Tom Nida Award to James and Rosemary Phalen Leadership Academy.

111. coa of Agepga

The board voted unanimously to approve the OEI Indiana Open Door Law.

1v. Acagemjca

Andrea Robinson, Chief Academic Officer, presented the academic board report and shared the NWEA achievement data, summer book club, and teacher and support staff of the year.

v. Fioacocial1

The financial report was presented by Chief Financial Officer, Eva Spilker.

VI. Recruitment

Earl Martin Phalen presented an update on talent acquisition.

VII. PdoGP@Lio.B11idence program

Earl Martin Phalen provided an overview and update on the Principal in Residence program.

VIII. PP@o commugjcation

None

IX. Meeting Adlourged

The meeting was adjourned at 5:01 PM.

ATTACHMENT 4

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **Sept 23 2014**

PHALEN LEADERSHIP ACADEMIES INDIANA
INC
1001 **MARINA** DRIVE 410
QUINCY, MA 02171

Employer Identification Number:
36-4 729586
DLN:
17053090332044
Contact Person:
PAUL F CAPPEL II ID# 31665
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b) (1) (A) (ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 5, 2012
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c) (3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c) (3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c) (3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,


Director, Exempt Organizations

Letter 947

APPROVED AND FILED
JEROLD A. BONNET
INDIANA SECRETARY OF STATE
3/5/2012 10:26 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

1001 MARINA DRIVE #410, QUINCY, MA 02171

ARTICLE II - REGISTERED OFFICE AND AGENT

CORPORATION SERVICE COMPANY
251 EAST OHIO STREET SUITE 500, INDIANAPOLIS, IN 46204

ARTICLE III - INCORPORATORS

TERRA SMITH
1001 MARINA DRIVE #410, QUINCY, MA 02171
Signature: TERRA SMITH

ARTICLE IV - GENERAL INFORMATION

Effective Date: 3/5/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

SUBJECT TO ANY LIMITATION OR RESTRICTION IMPOSED BY THE ACT, SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, INDIANA CHARTER SCHOOL LAW, I.C. 20-24-1 ET SEQ, ANY OTHER LAW, THE DISCRETION OF THE BOARD OF DIRECTORS, OR ANY PROVISIONS OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL HAVE THE FOLLOWING PURPOSES AND POWERS:

SECTION 1. CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES. TO OPERATE AS A NON-PROFIT CORPORATION SOLELY AND EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES, AND SPECIFICALLY FOR THE PURPOSE OF CARRYING ON THE EDUCATIONAL ACTIVITIES OF A PUBLIC CHARTER SCHOOL IN THE CITY OF INDIANAPOLIS ORGANIZED TO PROMOTE THE ACADEMIC ADVANCEMENT OF CHILDREN WHO ARE AT RISK OF ACADEMIC FAILURE, THROUGH DIRECT ACTION, EDUCATION AND OTHER LEGAL MEANS, FUNDED BY THE STATE OF INDIANA. PURSUANT TO INDIANA CHARTER SCHOOL LAW. I.C. 20-5.5 ET SEQ.AND

ANY REGULATIONS NOW IN EXISTENCE OR HEREAFTER AMENDED.

SECTION 2. RETAIN TAX EXEMPT STATUS. TO DO ALL AND EVERYTHING NECESSARY, SUITABLE AND PROPER FOR THE ACCOMPLISHMENT OF THE PURPOSES AND ATTAINMENT OF OBJECTIVES HEREIN SET FORTH EITHER ALONE OR IN ASSOCIATION WITH OTHER INDIVIDUALS, CORPORATIONS OR PARTNERSHIPS, INCLUDING FEDERAL, STATE, COUNTY AND MUNICIPAL BOODIES AND AUTHORITIES; AND, IN GENERAL, TO DO AND PERFORM SUCH ACTS AND TRANSACT SUCH BUSINESS IN CONNECTION WITH THE FOREGOING OBJECTIVES NOT INCONSISTENT WITH LAWS; PROVIDED, HOWEVER, THAT THE CORPORATION SHALL NOT PERFORM ANY ACT OR TRANSACT ANY BUSINESS THAT WILL JEOPARDIZE THE TAX EXEMPT STATUS OF THE CORPORATION UNDER SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS SUCH SECTION AND REGULATIONS NOW EXIST OR MAY HEREAFTER BE AMENDED.

SECTION 3. EXERCISE ALL POWERS ALLOWED: TO EXERCISE ALL RIGHTS AND POWERS CONFERRED BY THE ACT ON NONPROFIT CORPORATIONS.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION AND AFTER RETURNING ANY UNUSED INCOME OR THE PROCEEDS OF ANY UNUSED INCOME TO THE STATE OF INDIANA AS REQUIRED BY THE INDIANA CHARTER SCHOOL LAW, DISPOSE OF ALL ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH A MANNER, OR TO SUCH ORGANIZATION(S) AS SHALL AT THE TIME QUALIFY UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AS CHARITABLE, EDUCATIONAL OR SCIENTIFIC PURPOSES, AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY SUCH ASSETS NOT SO DISPOSED OF, SHALL BE DISPOSED OF BY A JUDGE OF THE CIRCUIT OR SUPERIOR COURT OF MARION COUNTY, INDIANA, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION(S) AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

THIS CORPORATION IS A WHOLLY-OWNED NON-PROFIT SUBSIDIARY OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. THE CORPORATION SHALL NOT HAVE MEMBERS AS SUCH, BUT, IN LIEU THEREOF, SHALL HAVE A SELF-PERPETUATING BOARD OF DIRECTORS, WHICH MAY BE APPOINTED OR REMOVED AT THE DISCRETION OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. SUCH BOARD OF DIRECTORS MAY FROM TIME TO TIME DELEGATE AUTHORITY TO THE OFFICERS, AGENTS AND EMPLOYEES OF THE CORPORATION TO MAKE POLICY DECISIONS RELATING TO INSTRUCTION, ASSESSMENT, DISCIPLINE OR OTHER ISSUES RELATING TO THE EDUCATIONAL MISSION OF THE CORPORATION.

ARTICLE VI

ENTREPRENEURIAL VENTURES IN EDUCATION, INC. RESERVES THE RIGHT TO AMEND, ALTER, CHANGE OR REPEAL, IN ANY MANNER NOW OR HEREAFTER PRESCRIBED BY THE ACT, ANY PROVISION CONTAINED IN THE CORPORATION'S ARTICLES OF INCORPORATION.

ARTICLE VII

NO PERSON OR ENTITY MAY RECEIVE ANY PECUNIARY BENEFIT FROM THE CORPORATION EXCEPT SUCH REASONABLE COMPENSATION AS MAY BE ALLOWED FOR SERVICES ACTUALLY RENDERED. AND NO PART OF ITS NET EARNINGS SHALL INURE TO THE BENEFIT OF ANY OTHER PERSON OR ENTITY OTHER THAN IS PERMITTED PURSUANT TO THE BY-LAWS, INDIANA CHARTER SCHOOL LAW. AND SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

ARTICLE VIII

THE NAMES AND ADDRESSES OF THE DIRECTORS OF THE INITIAL BOARD OF DIRECTORS ARE AS FOLLOWS:

EARL MARTIN PHALEN
1001 MARINA DRIVE, #410
QUINCY, MA 02171

RONALD L STIVER
510 BUCKINGHAM COURT
INDIANAPOLIS, N 46208

JAMES PHALEN
64 SEABURY POINT ROAD
DUXBURY, MA02332

CHRISTOPHER A. RUHL
90 WILLIAMSBURG COURT
ZIONSVILLE, N 46077

TERRA SMITH
1401 BLAIR MILL ROAD. #409
SILVER SPRING, MD 20910

MAUREEN WEBER
4507 LINCOLN ROAD
INDIANAPOLIS, N 46228

DANIEL ROY
8971 SHELBURNE WAY
ZIONSVILLE, N 46077

State of Indiana
Office of the Secretary of State
CERTIFICATE OF AMENDMENT
of

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, March 20, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 20, 2012

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
3/20/2012 12:52 PM

ARTICLES OF AMENDMENT1

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

THE PHALEN LEADERSHIP ACADEMY - INDIANA. INC.

Creation Date: 3/5/2012

Article I - PRINCIPAL OFFICE ADDRESS

1001 MARINA DRIVE #410, QUINCY, MA 02171

Article II - REGISTERED OFFICE AND AGENT

CORPORATION SERVICE COMPANY
251 EAST OHIO STREET SUITE 500. INDIANAPOLIS. IN 46204

Article III - OFFICERS AND BOARD OF DIRECTORS

EARL MARTIN PHALEN
CEO
1001 MARINA DRIVE #410, QUINCY, MA 02171

GENERAL INFORMATION

Adoption Date: 3/20/2012
Effective Date: 3/20/2012
Electronic Signature: TERRA SMITH
Signator's Title: DIRECTOR

MANNER AND ADOPTION OF VOTE

SECTION 1 Action by Board of Directors, Incorporators or by a person other than the members. The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: at a meeting held at which a quorum of such Board was present or by written consent executed and signed by all members of such Board. Approval of the members was not required and the amendment (s) were approved by a sufficient vote of the Board of Directors or Incorporators. The Amendment (s) was approved by a person other than members and that approval pursuant to Indiana code 23-17-27-1 was obtained.

ADDITIONAL ARTICLES

Article IV : FORM OF NONPROFIT CORPORATION.

SECTION 1. THIS CORPORATION IS A PUBLIC BENEFIT CORPORATION WITHOUT MEMBERS.

SECTION 2. THIS CORPORATION IS A WHOLLY-OWNED SUBSIDIARY OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. THE CORPORATION SHALL NOT HAVE MEMBERS AS SUCH. BUT, IN LIEU THEREOF, SHALL HAVE A SELF-PERPETUATING BOARDS OF DIRECTORS, WHICH MAY BE APPOINTED OR REMOVED AT THE DISCRETION OF ENTREPRENEURIAL VENTURES IN EDUCATION, INC. SUCH BOARD OF DIRECTORS MAY FROM TIME TO TIME DELEGATE AUTHORITY TO THE OFFICERS, AGENTS AND EMPLOYEES OF THE CORPORATION TO MAKE POLICY DECISIONS RELATING TO INSTRUCTION, ASSESSMENT, DISCIPLINE OR OTHER ISSUES RELATING TO THE EDUCATIONAL MISSION OF THE CORPORATION.

Article V : PURPOSE/NATURE OF BUSINESS.

SUBJECT TO ANY LIMITATION OR RESTRICTION IMPOSED BY THE ACT, SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE, **INDIANA** CHARTER SCHOOL LAW, I.C. 20-24-1 ET SEQ. ANY OTHER LAW, THE DISCRETION OF THE BOARD OF DIRECTORS. OR ANY PROVISIONS OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL HAVE THE FOLLOWING PURPOSES AND POWERS:

SECTION 1. CHARITABLE. EDUCATIONAL AND SCIENTIFIC PURPOSES. TO OPERATE AS A NON-PROFIT CORPORATION SOLELY AND EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES, AND SPECIFICALLY FOR THE PURPOSE OF CARRYING ON THE EDUCATIONAL ACTIVITIES OF OWNING, MANAGING OR OPERATING A PUBLIC CHARTER SCHOOL IN THE CITY OF INDIANAPOLIS ORGANIZED TO PROMOTE THE ACADEMIC ADVANCEMENT OF CHILDREN WHO ARE AT RISK OF ACADEMIC FAILURE. THROUGH DIRECT EDUCATION AND OTHER LEGAL MEANS. FUNDED BY THE STATE OF INDIANA. PURSUANT TO INDIANA CHARTER SCHOOL LAW, I.C. 20-5.5 ET SEQ. AND ANY REGULATIONS NOW IN EXISTENCE OR HEREAFTER AMENDED:

SECTION 2. RETAIN TAX EXEMPT STATUS. TO DO ALL AND EVERYTHING NECESSARY. SUITABLE AND PROPER FOR THE ACCOMPLISHMENT OF THE PURPOSES AND ATTAINMENT OF OBJECTIVES HEREIN SET FORTH EITHER ALONE OR IN ASSOCIATION WITH OTHER INDIVIDUALS, CORPORATIONS OR PARTNERSHIPS, INCLUDING FEDERAL, STATE, COUNTY AND MUNICIPAL BODIES AND AUTHORITIES; AND, IN GENERAL, TO DO AND PERFORM SUCH ACTS AND TRANSACT SUCH BUSINESS IN CONNECTION WITH THE FOREGOING OBJECTIVES NOT INCONSISTENT WITH LAWS; PROVIDED, HOWEVER, THAT THE CORPORATION SHALL NOT PERFORM ANY ACT OR TRANSACT ANY BUSINESS THAT WILL JEOPARDIZE THE TAX EXEMPT STATUS OF THE CORPORATION UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND ITS REGULATIONS AS SUCH SECTION AND REGULATIONS NOW EXIST OR MAY HEREAFTER BE AMENDED: AND

SECTION 3. EXERCISE ALL POWERS ALLOWED: TO EXERCISE ALL RIGHTS AND POWERS CONFERRED BY THE ACT ON NONPROFIT CORPORATIONS.

Article VI: ALTERING ARTICLES OF INCORPORATION.
ENTREPRENEURIAL VENTURES IN EDUCATION, INC. RESERVES THE RIGHT TO AMEND, ALTER, CHANGE OR REPEAL, IN ANY MANNER NOW OR HEREAFTER PRESCRIBED BY THE ACT, ANY PROVISION CONTAINED IN THE CORPORATION'S ARTICLES OF INCORPORATION.

Article VII : NO PERSON OR ENTITY MAY RECEIVE ANY PECUNIARY BENEFIT FROM THE CORPORATION EXCEPT SUCH REASONABLE COMPENSATION AS MAY BE ALLOWED FOR SERVICES ACTUALLY RENDERED. AND NO PART OF ITS NET EARNINGS SHALL INURE TO THE BENEFIT OF ANY OTHER PERSON OR ENTITY OTHER THAN IS PERMITTED PURSUANT TO THE BYLAWS, INDIANA CHARTER SCHOOL LAW, AND SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

Article VIII: BOARD OF DIRECTORS.

THE NAMES AND ADDRESS OF THE DIRECTORS OF THE INITIAL BOARD OF DIRECTORS ARE AS FOLLOWS:

EARL MARTIN PHALEN
1001 MARINA DRIVE. #410
QUINCY. MA02171

JAMES PHALEN
64 SEABURY POINT ROAD
DUXBURY, MA 02332

TERRA SMITH
1401 BLAIR MILL ROAD, #409
SILVER SPRING, MD 20910

Article IX : DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION AND AFTER RETURNING ANY UNUSED INCOME OR THE PROCEEDS OF ANY UNUSED INCOME TO THE STATE OF INDIANA AS REQUIRED BY THE INDIANACHARTER SCHOOL LAW, DISPOSE OF ALL ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH A MANNER, OR TO SUCH ORGANIZATION(S) AS SHALL AT THE TIME QUALIFY UNDER SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE AS CHARITABLE, EDUCATIONAL OR SCIENTIFIC PURPOSES, AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY SUCH ASSETS NOT SO DISPOSED OF, SHALL BE DISPOSED OF BY A JUDGE OF THE CIRCUIT OR SUPERIOR COURT OF MARION COUNTY, INDIANA, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION(S) AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

AMENDED AND RESTATED BY-LAWS
OF
THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

ARTICLE II
Names, Offices and Registered Agent

Section 1.01. Name. The name of the Corporation is The Phalen Leadership Academy- Indiana, Inc. ("Corporation").

Section 1.02. Principal Office. The principal offices of the Corporation shall be located in the City of Quincy, Massachusetts or in the City of Indianapolis, Indiana. The Corporation may have such other offices within the State of Indiana as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 1.03. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the Indiana Nonprofit Corporation Act ("Act"). The registered office may be, but need not be, identical with the principal office in the State of Indiana.

Section 1.04. Change of Principal Office, Registered Office or Registered Agent. The location of the Corporation's principal office and registered office, or the designation of its registered agent, may be changed at any time when authorized by the Board of Directors, by filing with the Secretary of State a certificate signed by any current officer of the Corporation and verified subject to penalties for perjury, stating the change to be made and reciting that the change is made by authorization of the Board of Directors. Such certificate must be filled on or before the day any such change is to take effect, or within five (5) days after the death or other unforeseen termination of the registered agent.

ARTICLE II
Purposes

The purposes of the Corporation shall be those nonprofit purposes stated in the Articles of Incorporation of the Corporation, as amended from time to time.

ARTICLE III
Directors in lieu of Members

This Corporation is a wholly-owned non-profit subsidiary of Entrepreneurial Ventures in Education, Inc. The Corporation shall not have Members as such, but, in lieu thereof, shall have a self-perpetuating Board of Directors, which may be appointed or removed at the discretion of Entrepreneurial Ventures in Education, Inc. pursuant to Section 4.05. Such Board of Directors may from time-to-time delegate authority to the officers, agents and employees of the Corporation to make decisions relating to instruction, assessment, discipline or other issues relating to the educational mission of the Corporation.

appointment and removal determinations, Entrepreneurial Ventures in Education, Inc. must act with careful thought and must only base its decisions upon sound, reasonable business considerations. Prior to appointing or removing a Board Member, Entrepreneurial Ventures in Education, Inc. must present the candidates for the Board, or for the removal therefrom, to the Board of Directors at a Board meeting. The Board of Directors shall be given an opportunity to review the candidates and provide feedback. Additionally, if a majority of the Board of Directors votes on such candidates and disagrees with Entrepreneurial Ventures in Education, Inc.'s decision to appoint or remove, Entrepreneurial Ventures in Education, Inc. shall not appoint, or remove, the proposed candidate(s). This Section 4.05 may not be amended by Entrepreneurial Ventures in Education, Inc.

Section 4.06. Annual and Regular Meetings. The regular annual meeting of the Board of Directors shall be held without other notice than these Amended and Restated By-Laws, on the first Wednesday in January of each year, at the hour of 7:00 p.m., at the principal office of the Corporation or such other location as may be determined by resolution of the Board, for the transaction of such business as shall come before such meeting. If the day fixed for any such meeting shall be a legal holiday, such meeting shall be held on the next succeeding business day. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board of Directors shall hold at least six (6) regular meetings, not including the annual meeting in a fiscal year. All annual and regular meetings shall be noticed and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

Section 4.07. Special Meeting. Special meetings of the Board of Directors may be called at any time by the President, and shall be called upon the written request of a majority of the Members of the Board of Directors. Notice of the date, time, place and purpose of a special meeting shall be sent by the Secretary to each director at his or her residence at such time that, in regular course, such notice would reach him or her not later than the second day immediately preceding the day for such meeting. Alternatively, such notice may be delivered by the Secretary to a director personally at any time not later than such second preceding day. At any meeting at which all directors are present, notice of the date, time, place and purpose thereof shall be deemed waived; and notice may be waived (either before and after the time of the meeting), by absent directors, either by written instrument or telegram. In lieu of the notice required by this Section, a director may sign a written waiver of notice before, during or after such meeting.

Section 4.08. Order of Business. The order of business at the meetings of the Board of Directors shall be as follows, unless the person acting as chairman at any such meeting shall elect otherwise:

- (1) Proof of due notice of meeting.
- (2) Call meeting to order and determine if a quorum exists.
- (3) Reading and disposal of any unapproved minutes.
- (4) Reports of officers and committees.
- (5) Unfinished business.
- (6) New business.
- (7) Adjournment.

Section 4.09. Action Without a Meeting/Teleconference. Any action which may be taken at Board of Directors meeting, an Executive Committee meeting, or any other committee meeting may be taken without a meeting if evidenced by one or more written consents describing the action taken, signed by each director or committee member and included in the minutes or filed with the corporate records reflecting the action taken. Such documents may be signed in counterparts. A meeting of the directors of the Corporation or of a committee may occur by conference telephone or similar communications equipment by which all directors or committee members can communicate simultaneously with each other.

Section 4.10. Quorum. A majority of the actual number of directors elected and qualifies, from time to time, shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Act, any other law, the Articles of Incorporation or the Amended and Restated By-Laws.

Section 4.11. Number of Votes. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for vote of the directors.

Section 4.12. Resignation and Removal. Any director may resign from the Board of Directors of the Corporation. Such resignation shall be in writing, shall be delivered to the Board of Directors, the President or Secretary, and shall be effective immediately or upon its acceptance by the Board of Directors of the Corporation, as such resignation shall provide. A director may be removed by Entrepreneurial Ventures in Education, Inc.

Section 4.13. Compensation. Directors as such shall not receive any stated salaries for their services, but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation thereof. A director may be reimbursed either for his or her actual expenses reasonably incurred in attending meetings and in rendering services to the corporation in the administration of its affairs or a per meeting stipend of \$25 per meeting, whichever is less.

Section 4.14. Standard of Care. A director shall perform all duties of a director, including duties as a member of any committee of the Board of Directors on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (i) One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;
- (ii) Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or

(iii) A committee of the Board of Directors upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE V Committees

Section 5.01. Role of Committees. (a) While the Board of Directors may appoint Committees to assist with corporate matters, it shall exclusively manage the property and affairs of the Corporation. The Committees shall provide recommendations to the Board of Directors on relevant corporate matters and such recommendations shall be reviewed by, and if corporation action is required shall be voted on, by the Board of Directors. No Committee shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or her or him by law.

(b) No Committee shall have the authority of the Board of Directors including, *inter alia*, with respect to: (i) amending, altering or repealing these By-Laws; (ii) electing, appointing or removing any Director, Committee member or officer of the Corporation; (iii) amending the Articles of Incorporation; (iv) adopting a plan of merger or adopting a plan of consolidation with another corporation; (v) authorizing the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the Corporation; (vi) amending, altering or repealing any resolution of the Board of Directors; (vii) determining Director or officer compensation; or (viii) hiring or terminating any employee of the Corporation.

Section 5.02. Directors on Committees. Each Committee shall have at least two (2) or more Directors, who shall serve at the pleasure of the Board of Directors.

Section 5.03. Executive Committee. The Board of Directors shall have the power to create an Executive Committee by resolution adopted by a majority of the Directors in office. The Executive Committee, to the extent provided in a resolution of the Board of Directors, shall have the ability to perform logistical tasks on behalf of the Board at its specific direction and to provide recommendations to the Board on operational matters and on any other matter of which the Board requests.

Section 5.04. Advisory Committee. The Board of Directors shall have the power to create an Advisory Committee by resolution adopted by a majority of the Directors in office. The Advisory Committee may be comprised of past Board members, past or present government officials, public and private institutions and organizations representatives, and community leaders. The founding Board Member of the Corporation shall have a permanent seat on the Advisory Committee.

Section 5.05. Other Committees. Other Committees may be created, and the members thereof may be approved, by a majority of the Directors present at a meeting of the Board of Directors at which a quorum is present. Any member thereof may be removed by the Board of Directors whenever, in its judgment, the best interests of the Corporation shall be served by such removal.

Section 5.06. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof;

Section 5.07. Committee Chairs. One member of each committee shall be appointed chair by the Board of Directors of the Corporation.

Section 5.08. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.09. Quorum. Unless otherwise provided in a resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.10. Rules. Each committee may adopt rules for its own governance not inconsistent with these Amended and Restated By-Laws or with rules adopted by the Board of Directors.

ARTICLE VI Officers of the Corporation

Section 6.01. Number. The officers of the Corporation shall consist of a CEO/President, a Vice President/Secretary, and a Treasurer.

Section 6.02. Election and Term of Office. The initial officers of the Corporation shall be elected by the Initial Board of the Corporation at the first meeting of that body, to serve at the pleasure of the Board of Directors of the Corporation until the first annual meeting of the Board of Directors and until their successors are duly elected. Officers shall serve for a period of one (1) year until the next annual meeting. New offices may be created and filled at any meeting of the Board of Directors.

Section 6.03. Removal and Resignation. Any officer of the Corporation may be removed by the Board of Directors at any time with or without cause. An officer may resign at any time by delivering notice thereof to the corporation.

Section 6.04. Vacancies. A vacancy in any office because of death, resignation, removal, disqualifications or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.05. The President. The President shall preside at all meetings of the Board of Directors, discharge all the duties incumbent upon a presiding officer, and perform such other duties as these Amended and Restated By-Laws provides or the Board of Directors may prescribe.

Section 6.06. The Vice President/Secretary. The Vice President/Secretary shall perform all duties incumbent upon the President during the absence or disability of the President. The Vice President/Secretary shall attend all meetings of the Board of Directors, shall keep or cause to be kept in a book provided for the purpose a true and complete record of the proceedings of such meetings, shall

serve all notices of the Corporation, and shall perform such other duties as the Amended and Restated By-Laws may require or the Board of Directors may prescribe.

Section 6.07. The Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall: (a) be the legal custodian of all moneys, notes, securities and other valuables which may from time to time come into the possession of the Corporation; (b) immediately deposit all funds of the Corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall keep such bank account in the name of the Corporation; (c) furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation, and (d) shall perform such other duties as by the Amended and Restated By-Laws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

Section 6.08. Subordinate Officers. The Board of Directors may, at its discretion, appoint such Assistant Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other officers as it deems necessary or appropriate. Any such subordinate officers shall hold office for such period, have such authority, and perform such duties as the Board of Directors may from time to time determine. Such subordinate officers may be removed by the Board of Directors with or without cause.

Section 6.09. Compensation. Officers of the Corporation shall receive no compensation from the Corporation, but may be reimbursed, with the approval of the Board of Directors, for reasonable expenses properly incurred for the benefit of the Corporation.

ARTICLE VII

Fiscal Authority

Section 7.01. Execution of Negotiable Instruments. All checks, drafts, and orders for the payment of money of the Corporation shall be executed by such officer or officers of the Corporation as the Board of Directors may authorize. All contracts, checks, or other documents binding the Corporation approved by the Board of Directors must be signed by two Board members.

Section 7.02. Execution of Contracts and Other Documents. All contracts and other documents must be entered into by or on behalf of the Corporation shall be executed in its name by the President, unless otherwise authorized or directed by the Board of Directors.

Section 7.03. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 7.04. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 7.05. Prohibited Loans. The Corporation shall not lend money to, or guarantee the obligations of, any officer or director of the Corporation in excess of the amounts permitted by law.

Section 7.06. Budget. AD annual budget shall be prepared at the direction of the Chair for approval by the Board of Directors at its annual meeting.

Section 7.07. Insurance. The Corporation shall maintain insurance coverages and types to be established by the Board and the officers.

Section 7.08. Fiscal Year. The fiscal year of the Corporation shall begin on the 1st day of July in each year and on the 30th day of June of the next year.

ARTICLE VIII Conflict of Interest

Section 8.01. Definition of Conflict of Interest. A member of the Board of Directors, member of any Board committee, Officer, key employee, and other person with substantial influence over the affairs of the Corporation ("Interested Person") has a conflict of interest if they, their family member, or a business in which they own at least a 35% interest are closely linked to a contract or transaction involving the Corporation and the interest is of such significance to the Interested Person that the interest would reasonably be expected to exert an influence on the Interested Person's judgment if the Interested Person were called on to vote on the transaction.

Section 8.02. Family Member. When referred to herein, a "Family Member" of an Interested Person means either: (i) the spouse, or a parent or sibling of the spouse, of the Interested Person; (ii) a child, grandchild, sibling or parent of the Interested Person; or (iii) the spouse of a child, grandchild, sibling or parent of the Interested Person.

Section 8.03. Disclosure. Any Interested Person with a potential or actual conflict of interest between the interests of the organization and the Interested Person's personal, family, financial, or professional interests, shall disclose this conflict of interest to the Board of Directors on a timely basis.

Section 8.04. Abstention. If an Interested Person has a conflict of interest relating to any matter under consideration for a decision by the Board of Directors, he or she shall abstain from any vote, discussion (except as the remaining Board deems necessary for informational purposes), or any attempt to influence the decision of the Board on that matter. The Board may also require the Interested Person to be excused from a meeting while the matter is being deliberated and voted on.

Section 8.05. Recording. The fact of an Interested Person's disclosure and abstention shall be noted in the minutes of any meeting during which they occur.

Section 8.06. Director Independence. The Directors shall make decisions in the best interests of the organization only and without regard to the personal, family, financial, or professional interests of any individual Director.

Section 8.07. Compensation. The Directors may hire and compensate individuals for necessary services rendered to the organization so long as such compensation is reasonable. To determine reasonable compensation, the Directors shall determine amounts based upon compensation paid by similarly situated non-profits for like services. The Directors may rely upon salary studies, as well as data regarding compensation paid by at least three specific peer organizations of similar size to determine reasonable compensation. The terms of such compensation, the information relied upon to determine the terms of any compensation, and its source shall be recorded in writing. An individual who is a voting member of the Board of Director and who receives compensation, directly or indirectly, from the Corporation for services or employment is precluded from participating in discussions or votes pertaining to their own compensation; such individual's relatives or Family Members, who are voting members of the Board of Directors, are also precluded from participating in discussions or votes pertaining to that individual's compensation.

Section 8.08. Annual Statements Each Interested Person shall annually sign a statement which affirms that such person: (i) has received a copy of the Conflict of Interest Policy; (ii) has read and understands the Conflict of Interest Policy; (iii) has agreed to comply with the Conflict of Interest Policy, and; (iv) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Section 8.09. Major Contracts with Corporate Affiliates. After consideration and evaluation, the Corporation may elect to enter into a contract for services or products with a corporate affiliate. If this is the case, any Directors who are also officers, directors and/or employees of such corporate affiliate, or are family members of such officers, directors and/or employees, shall be precluded from participating in discussions or votes pertaining to such contracts. Additionally, any contract with a corporate affiliate that is valued at \$50,000 or more shall be: (i) fully negotiated and such negotiations must occur at "arms length" between the Corporation and the corporate affiliate; (ii) reviewed by counsel for the Corporation (such counsel must be separate counsel from that serving the corporate affiliate); and (iii) prior to the execution of such contract by the Corporation and the corporate affiliate, counsel for the Corporation must provide a letter indicating that such contract is comparable to contracts negotiated and executed by the corporate affiliate with other entities.

Section 8.10. Other Conflict of Interest Policies. The Board of Directors may adopt other conflict of interest policies as it may require.

ARTICLE IX

Place of Keeping Corporate Books and Records

The original books of account, meeting minutes and other records and documents of the Corporation may be kept at such place or places as the Board of Directors may from time to time determine; provided, however, that the Corporation shall maintain at its principal office copies of its current Articles of Incorporation and the Amended and Restated By-Laws, minutes of the proceedings of its Members and directors, any communications with and financial statements provided to its Members, and its most recent annual report to the Indiana Secretary of State.


THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.
CONSENT OF ACTION
OF
BOARD OF DIRECTORS
June 26, 2012

The undersigned, representing at least a majority of The Phalen Leadership Academy - Indiana, Inc. (the "Corporation"), do hereby consent as of June 26, 2012 to the adoption of the following actions as and for the action of the Board of Directors without meeting as authorized in the Bylaws of the Corporation and Indiana Code 28 - 13 - 10 - 2:


Authorization to Amend Bylaws:


VOTED: That the Corporation shall amend Article III (Directors in Lieu of Members), Section 4.05 (**Appointment**), Article V (Committees) and Article VIII (Conflict of Interest) as specified therein. The revised bylaws attached hereto are a true and accurate representation

IN WITNESS WHEREOF, the undersigned direct that this Consent shall take effect immediately as of the date hereinabove written and shall be filed in the minute books of the Corporation with the minutes of the meetings of the Members.


Marlon Jewell

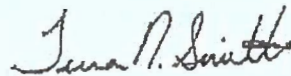

Kris Kingery


Earl Martin Phalen


James Phalen

Dr. Carolyn Reedom

Dr. Fernando Rimers



Terra Smith

Don Stinson



Please note that the Conflict of Interest Policy is Contained in the By-laws

Code of Ethics and Business Conduct

At Phalen Leadership Academies, We ...

Build Trust and Credibility

The success of our organization is dependent on the trust and confidence we earn from our employees, scholars, families, partners and donors. We gain credibility by adhering to our commitments, displaying honesty and integrity and reaching organizational goals solely through honorable conduct. It is easy to *say* what we must do, but the proof is in our *actions*. Ultimately, we will be judged on what we do.

When considering any action, it is wise to ask: will this build trust and credibility for PLA? Will it help create a working environment in which PLA can succeed over the long term? Is the commitment I am making one I can follow through with? The only way we will maximize trust and credibility is by answering "yes" to those questions and by working every day to build our trust and credibility.

Respect for the Individual

We all deserve to work in an environment where we are treated with dignity and respect. PLA is committed to creating such an environment because it brings out the full potential in each of us, which, in turn, contributes directly to our business success. We cannot afford to let anyone's talents to be under-utilized or undeveloped.

PLA is an equal employment opportunity employer and is committed to providing a workplace that is free of discrimination of all types from abusive, offensive or harassing behavior. Any employee who feels harassed or discriminated against should report the incident to his or her manager or to human resources.

Create a Culture of Open and Honest Communication

At PLA, everyone should feel comfortable to speak his or her mind, particularly with respect to ethics concerns. Managers have a responsibility to create an open and supportive environment where employees feel comfortable raising such questions. We all benefit tremendously when employees exercise their power to prevent mistakes or wrongdoing by asking the right questions at the right times.

PLA will investigate all reported instances of questionable or unethical behavior. In every instance where improper behavior is found to have occurred, the company will take appropriate action. We will not tolerate retaliation against employees who raise genuine ethics concerns in good faith.

For your information, PLA's whistleblower policy is as follows:

Whistleblower Policy

If any employee reasonably believes that some policy, practice, or activity of Phalen Leadership Academies ("PLA") is in violation of law, the employee must file a written complaint with the School Administrator or the Board President.

It is the intent of PLA to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance. The support of all employees is necessary to achieving compliance with various laws and regulations. An employee is protected from retaliation only if the employee brings the alleged unlawful activity, policy, or practice to the attention of PLA and provides PLA with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to employees that comply with this requirement.

PLA will not retaliate against an employee who in good faith, has made a protest or raised a complaint against some practice of PLA, or of another individual or entity with whom PLA has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

PLA will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of PLA that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

Employees are encouraged, in the first instance, to address such issues with their managers or the HR manager, as most problems can be resolved swiftly. If for any reason that is not possible or if an employee is not comfortable raising the issue with his or her manager or HR, PLA's General Counsel does operate with an open-door policy.

Set Tone at the Top

The Senior Leadership Team has the added responsibility for demonstrating, through their actions, the importance of this Code. In any business, ethical behavior does not simply happen; it is the product of clear and direct communication of behavioral expectations, modeled from the top and demonstrated by example. Again, ultimately, our actions are what matters.

To make our Code work, managers must be responsible for promptly addressing ethical questions or concerns raised by employees and for taking the appropriate steps to deal with such issues. Managers should not consider employees' ethics concerns as threats or challenges to their authority, but rather as another encouraged, form of business communication. At PLA, we want the ethics dialogue to become a natural part of daily work.

Uphold the Law

PLA's commitment to integrity begins with complying with laws, rules and regulations where we do business. Further, each of us must have an understanding of the company policies, laws, rules and regulations that apply to our specific roles. If we are unsure of whether a contemplated action is permitted by law or PLA policy, we should seek the advice from the resource expert. We are responsible for preventing violations of law and for speaking up if we see possible violations.

Avoid Conflicts of Interest

Conflicts of Interest

We must avoid any relationship or activity that might impair, or even appear to impair, our ability to make objective and fair decisions when performing our jobs. At times, we may be faced with situations where the business actions we take on behalf of PLA may conflict with our own personal or family interests. We owe a duty to PLA to advance its legitimate interests when the opportunity to do so arises. We must never use PLA property or information for personal gain or personally take for ourselves any opportunity that is discovered through our position with PLA.

Determining whether a conflict of interest exists is not always easy to do. Employees with a conflict of interest question should seek advice from management. Before engaging in any activity, transaction or relationship that might give rise to a conflict of interest, employees must seek review from their managers or the HR department.

Accurate Public Disclosures

We will make certain that all disclosures made in financial reports and public documents are full, fair, accurate, timely and understandable. This obligation applies to all employees, including all financial executives, with any responsibility for the preparation for such reports, including drafting, reviewing and signing or certifying the information contained therein. No business goal of any kind is ever an excuse for misrepresenting facts or falsifying records.

Employees should inform Senior Leadership and the HR department if they learn that information in any filing or public communication was untrue or misleading at the time it was made or if subsequent information would affect a similar future filing or public communication.

Promote Substance Over Form

At times, we are all faced with decisions we would rather not have to make and issues we would prefer to avoid. Sometimes, we hope that if we avoid confronting a problem, it will simply go away.

At PLA, we must have the courage to tackle the tough decisions and make difficult choices, secure in the knowledge that PLA is committed to doing the right thing. At times this will mean doing more than simply what the Law requires. Merely because we can pursue a course of action does not mean we *should* do so.

Although PLA's guiding principles cannot address every issue or provide answers to every dilemma, they can define the spirit in which we intend to do business and should guide us in our daily conduct.

Accountability

Each of us is responsible for knowing and adhering to the values and standards set forth in this Code and for raising questions if we are uncertain about company policy. If we are concerned whether the standards are being met or are aware of violations of the Code, we must contact the HR department.

PLA takes seriously the standards set forth in the Code, and violations are cause for disciplinary action up to and including termination of employment.

Be Loyal

Confidential and Proprietary Information

Integral to PLA's business success is our protection of confidential company information, as well as nonpublic information entrusted to us by employees, customers and other business partners. Confidential and proprietary information includes such things as pricing and financial data, customer names/addresses or nonpublic information about other companies, including current or potential supplier and vendors. We will not disclose confidential and nonpublic information without a valid business purpose and proper authorization.

Use of Company Resources

Company resources, including time, material, equipment and information, are provided for company business use. Nonetheless, occasional personal use is permissible as long as it does not affect job performance or cause a disruption to the workplace.

Employees and those who represent PLA are trusted to behave responsibly and use good judgment to conserve company resources. Managers are responsible for the resources assigned to their departments and are empowered to resolve issues concerning their proper use.

In order to protect the interests of the PLA network and our fellow employees, PLA reserves the right to monitor or review all data and information contained on an employee's company-issued computer or electronic device, the use of the Internet or PLA's intranet. We will not tolerate the use of company resources to create, access, store, print, solicit or send any materials that are harassing, threatening, abusive, sexually explicit or otherwise offensive or inappropriate.

Questions about the proper use of company resources should be directed to your manager or HR.

Do the Right Thing

Several key questions can help identify situations that may be unethical, inappropriate or illegal. Ask yourself:

- Does what I am doing comply with the PLA guiding principles, Code of Conduct and company policies?
- Have I been asked to misrepresent information or deviate from normal procedure?
- Would I feel comfortable describing my decision at a staff meeting?
- How would it look if it made the headlines?
- Am I being loyal to my family, my company and myself?
- What would I tell my child to do?
- Is this the right thing to do?

If you have questions or concerns around PLA's Code of Ethics or Business Conduct, please contact the Legal or the HR team.

ATTACHMENT 6

NWEAMAP Percent Tested of All Rostered Students

Filter by Grade or School using the controls below

SchoolName: Promise Prep (1)

Standard Grade

Fall 2022-23 NWEA MAP

ELA% Tested 95%	Math% Tested 97%
--------------------	---------------------

Winter 2022-23 NWEA MAP

ELA% Tested 91%	Math% Tested 94%
--------------------	---------------------

Spring 2022-23 NWEA MAP

ELA% Tested 96%	Math% Tested 92%
--------------------	---------------------

Spring Term - Percent Tested Detail

SchoolName	ELA % Tested	Math % Tested	Total Students Tested - ELA	Total Students Tested - Math	Total Students Rostered
Promise Prep	96%	92%	76	73	79
Grand total	96%	92%	76	73	79

Winter Term - Percent Tested Detail

SchoolName	ELA % Tested	Math % Tested	Total Students Tested - ELA	Total Students Tested - Math	Total Students Rostered
Promise Prep	91%	94%	74	76	81
Grand total	91%	94%	74	76	81

**Fall to Fall 23-24
NWEASchool
Growth Summary**

Will update from 5/11/23 to 5/26/23
-Alter by school and grade level in the top

Fall to Fall NWEA ELA
% of Projected Growth Met

108%

Fall to Fall NWEA Math
% of Projected Growth Met

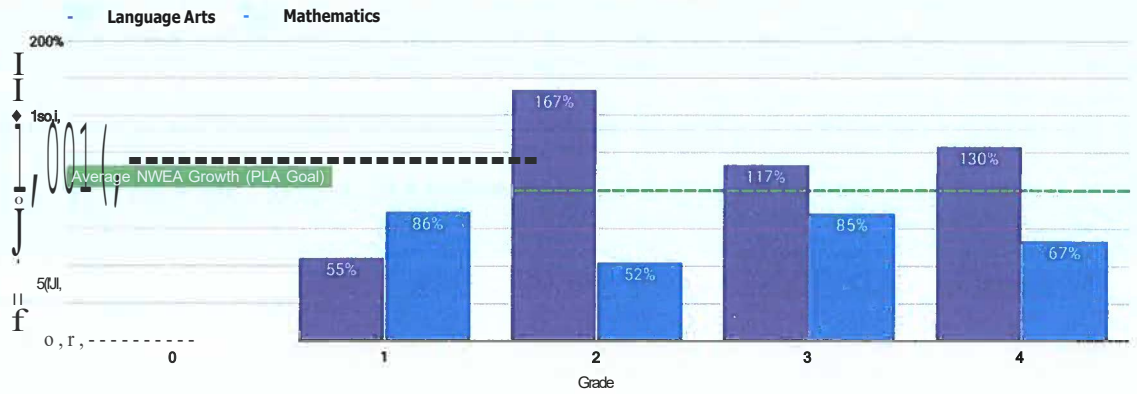
73%

SchoolName: Promise Prep

(1)

Grade

**NWEA Growth Fall to Fall 23-24
% of Projected Growth Met**



Percent of Students Meeting Growth Goal (# of students who met their projected growth compared to total number of students)

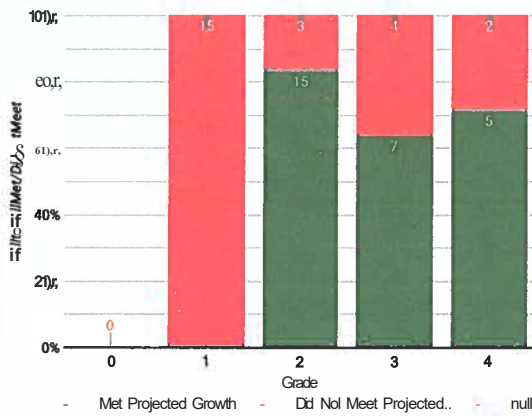
Fall to Fall ELA NWEA
% of Students Meeting
Growth Goals

53%

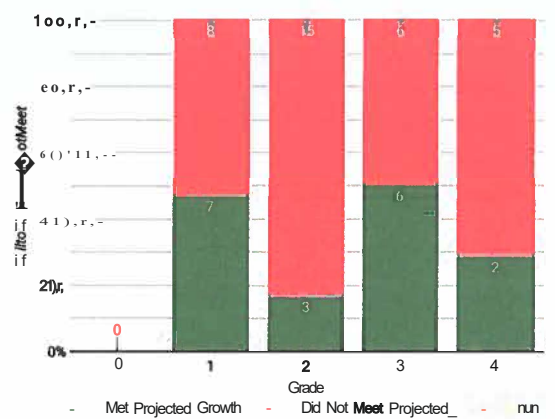
Fall to Fall Math NWEA
% of Students Meeting
Growth Goals

35%

**Language Arts - Fall to Fall
% of Students Meeting Growth Goal**



**Math - Fall to Fall
% of Students Meeting Growth Goal**



Median Conditional Growth Percentile

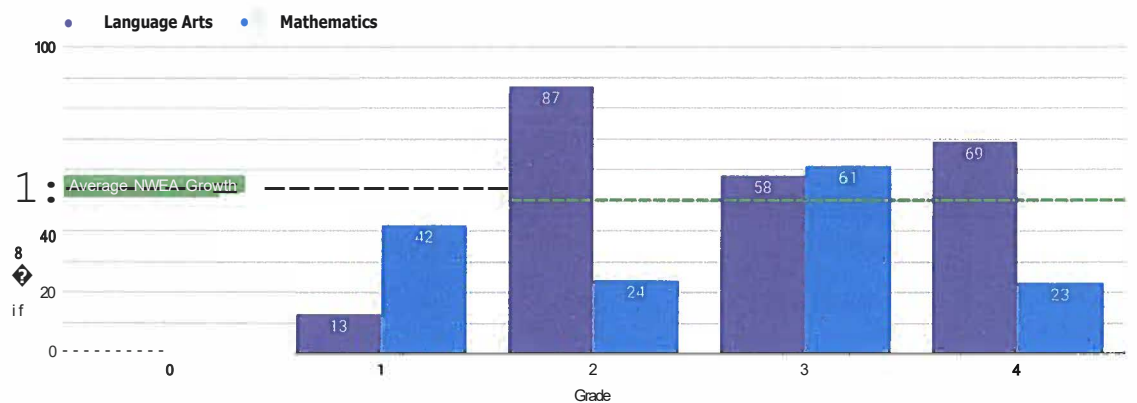
Fall to Fall ELA NWEA
Median Conditional Growth
Percentile

53

Fall to Fall Math NWEA
% of Students Meeting
Growth Goals

33

NWEA MAP - Fall to Fall Conditional Median Growth Percentile



**23-24 NWEA MAP
Percent Tested of All Rostered Students**

Filter by Grade or School using the controls below

SchoolName: Promise Prep (1)

standard Grade

Fall 2023-24 NWEA MAP

ELA% Tested 91%	Math% Tested 90%
---------------------------	----------------------------

Winter 2023 24 NWEA MAP

ELA% Tested No data	Math% Tested No data
-------------------------------	--------------------------------

Spring 2023 24 NWEA MAP

ELA% Tested No data	Math% Tested No data
-------------------------------	--------------------------------

23-24 Fall Term - Percent Tested Detail,

SchoolName	ELA % Tested	Math % Tested	Total Students Tested EC,r	Total Students Tested CP Math	Total Students Rostered
Promise Prep	91%	90%	96	95	105
Grand total	91%	90%	96	95	105

23-24 Winter Term - Percent Tested Detail

SchoolName	ELA% Tested	Math,% Tested	Total Students Tested EC,r	Total Students Tested CP Math	Total Students Rostered
	No data				
Grand total	null	null	0	0	0

23-24 Spring Term - Percent Tested Detail

1' " | T + :

23-24 NWEA School Achievement Summary

Fall 23-24 % of Students Above Grade Level RIT

ELA	Math
9%	20%

Winter 23-24 % of Students Above Grade Level RIT

ELA	Math
-	-

Spring 23-24 % of Students Above Grade Level RIT

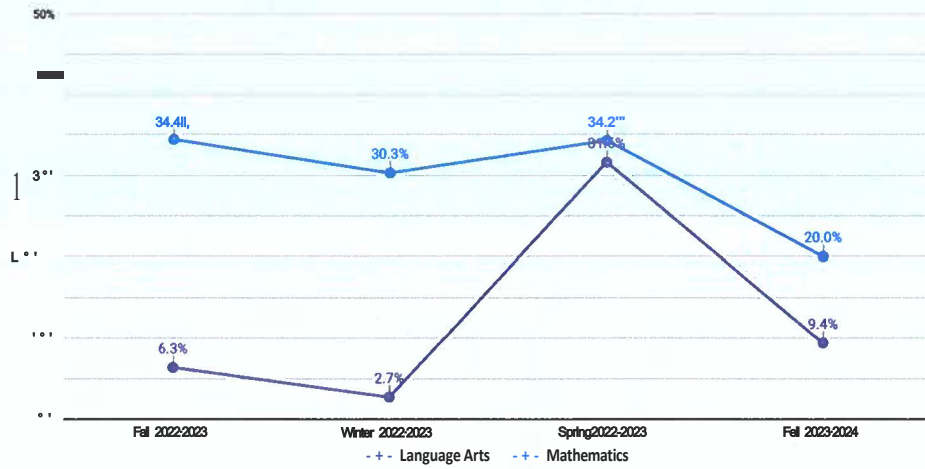
ELA	Math
-	-

SchoolName: Promise Prep

(1)

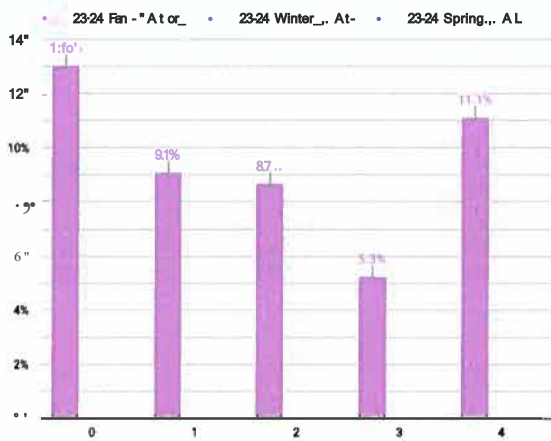
Grade

NWEA MAP of % of Students At or Above Grade Level RIT Norm

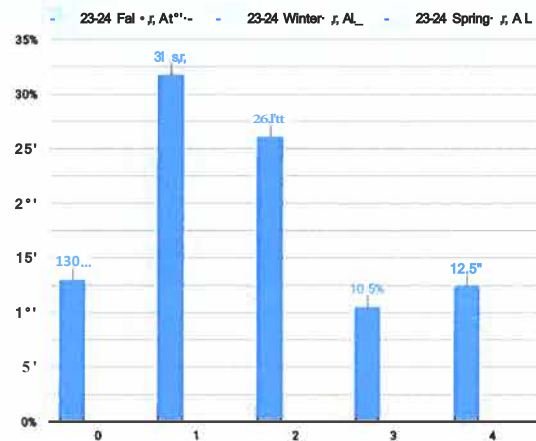


NWEA SY23-24 % of Students At or Above Grade Level RIT Norm by Imm

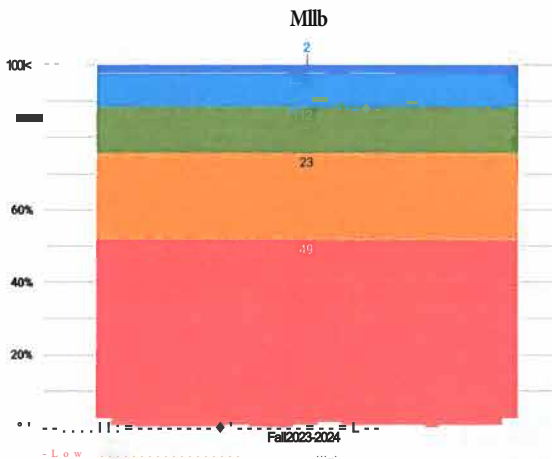
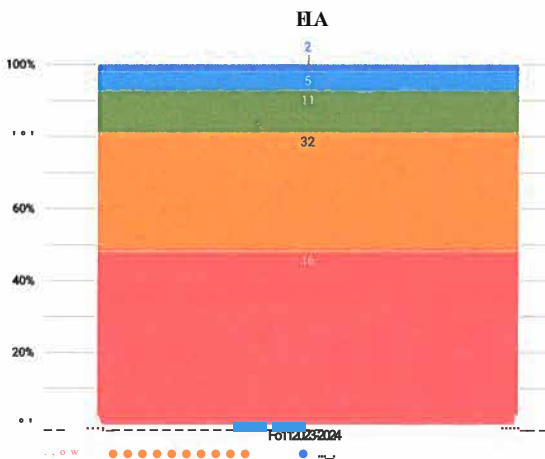
ELA - % of Students At or Above Grade Level RIT Norm Grade by Term



Math - % of Students At or Above Grade Level RIT Norm Grade by Term



NWEA SY23-24 % of Students by Achievement Outcome by Term





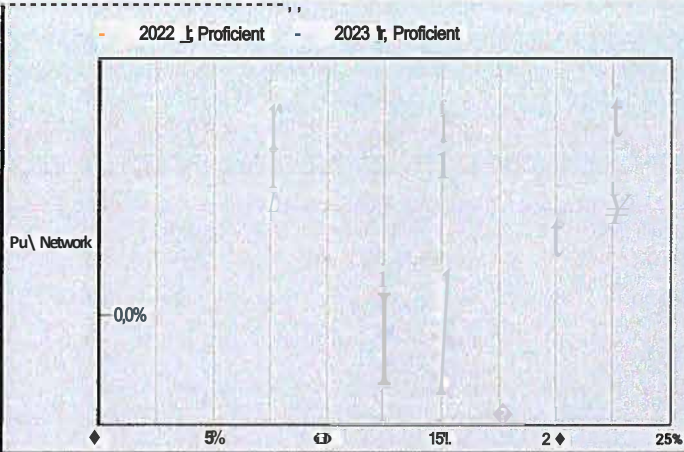
PLA Network 2023 - State Assessment Results by Region and School

Select schools or region - "PLA Network" shows total for all selected schools - Indy is excluded to start

Region: Indy (1)

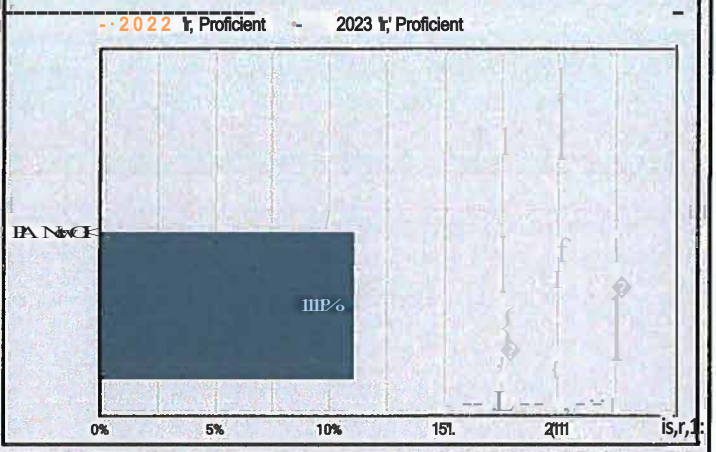
School: Promise Prep (1)

ELA



Selected schools: ELA 22-23 % Change
PLANetwork: null

MATH



Selected schools: Math Dim 2; 2023
PLA Network: 11%

School	Region	RD	Assessment	2022 ELA % Proficient	2023 ELA % Proficient	ELA Change 22;23	2022 ELA % Proficient	2023 Math % Proficient	Math Change 22 to 23
Promise Prep	Indy	Nicole Fama	ILEARN	0.0%	0.0%	-	-	11%	-

Grand total: 0.0% (ELA), 11% (Math)

ATTACHMENT 7



Yet5 WHat

CONSULTING

**Evaluation of Mayor Sponsored Charter School:
Promise Prep**

**Site Evaluation Date:
November 1, 2022**

**Prepared For:
Mayor-City of Indianapolis
Office of Education Innovation (OEI)
and**

**Lili Cruz-Gilbes
Regional Director of Compliance & Reporting
Phalen Leadership Academies-Indiana, Inc.**

**Evaluation Team:
Kimberly Ransom
Dr. Kathryn Eads
Tijana Davis
Jessica Dunn**

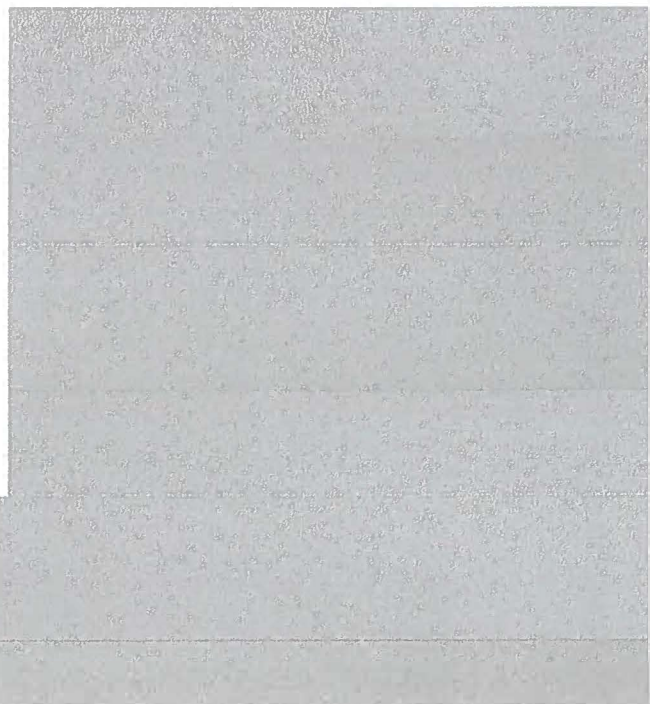
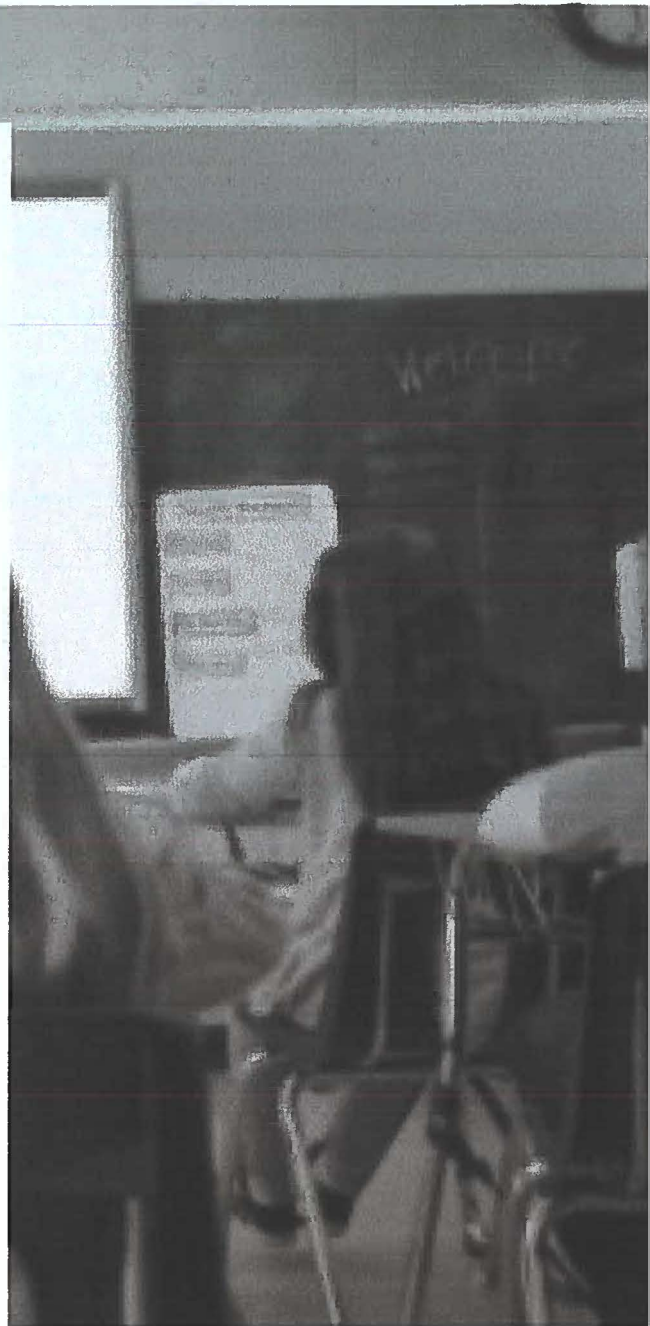


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School Demographics

School Background*

Promise Prep is a tuition-free public charter elementary school in Indianapolis, IN. We opened our doors in August 2021, with our founding Kindergarten, First, and Second Grade classrooms. Promise Prep is a K-3 school that has established the slow growth model. Each year Promise Prep will add an additional grade level. Promise Prep currently has 69 students enrolled, with a goal to have 125 students enrolled in the 2023-2024 school year.

At Promise Prep, we achieve our mission through these shared values:

We Serve: We serve students and their families first. Our priority is their success.

Results over Reasons: Above all, student achievement is extremely important to us and the reason we exist. Each staff member is responsible for our students' success.

Growth Mindset: We seek a better way - always. We are engaged in an ongoing cycle of goal setting, action, measurement, and reflection.

Obstacles into Opportunities: We don't give up. If it doesn't work, we fix it. We find a way.

Joy and Humor: Our positive, caring culture supports student and staff success. We love, we learn, we laugh, and we lead.

Truth over Harmony: We face reality, use data to inform our decisions, communicate honestly and respectfully, and hold each other accountable.

One Team: We are in this together. We may disagree, but at the end of the day, we support each other 100%.

Mission Statement

Promise Prep's mission is to ensure all students have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community.

Our vision is that Indianapolis will become a city that delivers on the promise of equitable education for all children.

Academic Program (core components/philosophy)

College and career prep: We believe in the unique potential of our students. With love and high expectations, we support them in finding their own paths to success. Whether they want to attend college or start their career right after graduation, we make sure our students are prepared for both so they can make the choice that's right for them.

Not only should school be academically rigorous, it should also be fun, safe, and structured. From arts, sports, and recess to character development, we infuse the student experience with numerous opportunities to develop interests, hobbies, and passions in and out of the classroom. We are also deeply committed to being culturally responsive.

Families are a child's first and most important teachers. Together, we are partners in education. Our doors

are always open, and we encourage families and community partners to stop by anytime to see wh t's happening in the classroom or to talk to school leaders and teachers.

Student Demographics "

Enrollment by Grade Level*	
Kindergarten	22
1st	21
2nd	17
3rd	9
Total Number of Students	69

Reporting Category	%
Free/Reduced Lunch	52%
Multilingual Learners	78%
Student with Disabilities	6%
Race/Ethnicity	
Black or A/R	35%
Hispanic	62%
White	1%
Multi-Racial	1%

Historical Academic Performance*

State Assessment (IREAD/ILEARN/ISTEP+)	2020-2021 School Performance	2020-2021 State Average	2021-2022 School Performance	2021-2022 State Average
Grade 3 Reading Proficiency (IREAD-3)	N/A until 2023			

Attendance Data*

21-22 SY Attendance (08/2021-06/2022) - 91%

22-23 SY Attendance (08/2022-11/2022) - 91%

Discipline Data

22-23 SY Discipline (08/2022-11/2022) - Zero (0) expulsions/suspensions reported year to date

21-22 SY Attendance (08/2021-06/2022) - 91%

**This data is not yet available on the /DOE website and is self-reported.*

Evaluation Process

As part of the OEI accountability requirements, Phalen Leadership Academies - Indiana, Inc. (PLA) commissioned Yellow Hat Consulting (YHC) to comprehensively assess Promise Prep's current organizational and academic progress. The focus of this evaluation was OEI Performance Framework Core Question 4 (CQ4): *Is the school providing the appropriate conditions for success?*

The school evaluation process was divided into four phases. YHC collected both quantitative and qualitative data to determine how the school met each indicator. The four phases were:

1. Pre-Evaluation Meeting
2. Document Upload and Review
3. On-Site Visit- Full Day
4. Follow-Up Meeting with Leadership

Before the site visit, a pre-evaluation meeting was held between YHC Lead Consultant Kimberly Ransom, Phalen Leadership Academies Regional Director of Compliance and Reporting, Lili Cruz-Gilbes, and Principal, Ashley Ushi. They discussed logistics and the documents needed for the site evaluation. YHC asked Promise

Prep to complete the report's School Demographics and Historical Academic Performance sections. Typically, these items are found on the INDOE website, but the information on the site is not current. Promise Prep students have not taken the ILEARN or IREAD Assessment. This school year will be the first year Promise Prep will have data for ILEARN and IREAD.

After the meeting, YHC created a document with links to SharePoint for Promise Prep to upload artifacts for each indicator in the CQ4 Rubric. The YHC evaluation team gathered information from Promise Prep's website, social media page, mission statement, scholar and family handbook, staff handbook, and calendar. Other artifacts are listed in the report under a specific Indicator.

list of Focus Groups and Participant Roles:

- Focus Group #1 MTSS/Social/Emotional/Culture/Community-Participants included: Instructional Coach, Social Worker/City Connects Liaison, Director of Special Populations, EL Regional Manager, and ELL Teacher
- Focus Group #2 Operations/HR/Staff Support- Participants included: Regional Director, Principal, and Director of Operations
- Focus Group #3 Assessments & Instruction Participants included: Instructional Coach, Reading Interventionist, ELL Teacher, and EL Regional Manager
- Focus Group #4 Teachers- Participants included: ELL Teacher, Reading Interventionist, Kindergarten Teacher, 1st Grade Teacher, 2nd Grade Teacher, and 3rd Grade Teacher
- Focus Group #5 Students- (3) 2nd Grade Students and (2) 3rd Grade Students
- Focus Group #6 Parents (4) Parents and Translator

On the day of the site visit, YHC evaluators completed classroom observations, conducted focus group interviews with teachers, administrators, parents, and students, and reviewed files. Each classroom observation ranged from fifteen to twenty minutes. Focus group sessions lasted between thirty minutes to one and a half hours. YHC met with Promise Prep and Phalen Leadership Academies leadership at the end of the day and debriefed the site evaluation. During the debrief, YHC asked follow-up questions.

YHC held a virtual follow-up "report feedback" meeting with Promise Prep and Phalen Leadership Academies to discuss the draft report and answer questions.

OEI Ratings Summary

Indicator Ratings Summary	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 89% of the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above, 90% of the total overall points possible.

Indicator Performance Ratings

YHC looked at the indicators in CQ4 to determine the performance rating. Performance ratings are highlighted to identify the overall rating for each indicator.

4.3 - Was omitted because it only applies to secondary schools.

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Does Not Meet Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Approaching Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Approaching Standard
4.8. Is ongoing communication with students and families clear and helpful?	Does Not Meet Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Approaching Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Does Not Meet Standard

4.1 Curriculum and Materials

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all s1.1b-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- Pacing Documents
- Lesson Plan Internalization (LPI) Documents
- Focus Groups: Leaders and Teachers
- Curriculum Resources
- Data Folders
- Instructional Coach Binder
- Common Formative Assessments (CFA)
- VHC Instruction Observation Data

Summary of Findings

The Yellow Hat Consulting (VHC) evaluation team reviewed several artifacts provided by Promise Prep and conducted classroom observations, focus groups, and interviews with school leaders, teachers, and students. The evaluation team concluded that Promise Prep "Does Not Meet Standard" for curriculum and supporting materials for indicator 4.1.

Grade	Subject	Curriculum/Online Program
K-3	ELA	HMH Into Reading
K-3	Phonics	Fountas and Pinnell
K-3	Reading Foundations	HMH Into Reading Foundational Skills
K-3	Math	Eureka Math
K-3	Math	Zearn
K-3	Social Studies and Science	Newsela- optional

4.1 a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.

VHC used EdReports to determine if the curriculum was evidence-based and rigorous. According to Ed Reports:

- **HMH Into Reading-** The instructional materials for Grades K-2 meet the expectations of alignment and usability. The materials include appropriately rigorous, high-quality texts that are engaging. These texts are the focus of students' reading, writing, speaking, listening, and language practice. **3rd Grade** "Texts are organized around topics to build students' ability to read and comprehend complex texts independently and proficiently." The materials provide "appropriate, increasingly complex, high-quality texts that reflect the distribution of text types/genres required by the

standards at each grade level. The texts provide a range and volume of reading to support student growth and grade-level achievement."

- **Eureka Math** - "The instructional materials for Eureka Grades K3 meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade. All grades meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all grades meet the expectations for rigor and balance, and all grades partially meet the expectations for practice-content connections. In Gateway 3, all grades meet the expectations for instructional supports and usability: The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades."
- **Zearn** - "The instructional materials for Zearn Grades 1-5 meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade. Grades 1-5 meet the expectations for coherence. In Gateway 2, all grades meet the expectations for rigor and balance, but all grades partially meet the expectations for practice-content connections as they do not always identify the Mathematical Practices or attend to the full meaning of each practice standard. In Gateway 3, all grades meet the expectations for instructional supports and usability."
- YHC could not find evidence to determine if Newsela and Into Reading Foundations are evidence-based and rigorous.

Most of the curriculums have been determined to meet expectations for being rigorous, evidence-based, and aligned to standards, according to EdReports. However, these ratings are for curricula aligned to Common Core State Standards (CCSS), not Indiana Academic Standards (IAS). The Indiana Department of Education has given guidance to ensure strong alignment to IAS when utilizing curricular materials that are not aligned to IAS. This guidance can be found in INDOE Standards Correlation Guidance Documents.

YHC looked at curriculum map crosswalks, ILP documents, and lesson plans and listened to focus groups to determine if Promise Prep's processes align with INDOE Standards Correlation Guidance. During the Assessment and Instruction focus group, leadership explained their standards alignment process. HMH lesson planning documents show the IAS. Eureka Math documents and Into Reading Foundations do not align with IAS, and teachers choose to use Newsela for Science and Social Studies.

YHC noted that some processes are in place to ensure curriculums are aligned with IAS. However, there were inconsistencies in how the alignment was noted on lesson plans, curriculum maps, and LPI documents. For example, a kindergarten LPI math lesson listed Eureka math modules and no standards. The first-grade math LPI document listed IAS for 2 out of 5 lessons. Second and third-grade LPI documents listed IAS for all five math lessons. None of reading LPI documents listed IAS.

4.1 b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.

During the instruction and assessment focus group, school leaders shared that the implementation of Into Reading is new. Everyone is still learning how to use the curriculum and understands how to support students. Someone from PLA was going to come the day after the site visit to show teachers how to implement the curriculum. In the interim, the Interventionist has been pulling students based on BOY reading assessments. PLA has common formative assessments (CFAs) that are being administered and used to identify student performances. These CFAs are not aligned with the curriculum. Promise Prep also uses mid-module and end-of-module math assessments and exit tickets to identify gaps.

During the teacher focus group, the staff explained their process. Teachers begin by looking at the standards in the lesson. Students are placed in small groups based on their performance on exit tickets. Teachers also told YHC that this process happens daily, Grades are taken from the exit ticket and placed in the grade book. Artifacts from lessons are kept in student data folders.

YHC examined student data folders and noted that there was no exemplar or artifact checklist to identify what should go in data folders. Student work was placed in folders without reasoning or purpose. YHC also noted that there isn't a system to capture student performance based on IAS within lessons and modules. (See 4.4c,d,e)

4.1 c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.

Teachers told YHC that they look at teacher books and the scope and sequence to determine what they will teach. There is a shared Google Drive where anyone can go in and look at the lessons being taught. YHC noted that there were no pacing guides and asked leadership how they know if what teachers are teaching aligns with objectives and pacing. Leadership told YHC that the coaches meet with teachers to determine what students are expected to know and how they will show mastery by the end of the week.

YHC recommends Promise Prep immediately create a pacing guide that identifies IAS and objectives being addressed each week. A pacing guide will help determine to what extent IAS are being addressed in the curriculum and frequency. Furthermore, it will help Promise Prep determine if students are taught critical grade level standards before administering IREAD and ILEARN.

4.1 d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.

Leadership told YHC that they had not identified core learning objectives that are vertically articulated across grade levels. During the teacher focus group, the interventionist told YHC that some core learning objectives for foundational skills had been identified. The interventionist uses Orton-Gillingham, Fountas, Pinnell, and MAP Learning Continuum to address these objectives. Another teacher told YHC they have the INDOE app on their phone to access standards. LPI documents have a section for the Objective and SWBAT (Student Will Be Able To).

Since the staff at Promise Prep know how to find standard vertical articulation charts, YHC recommends Promise Prep consider the standards in 3rd Grade ILEARN and IREAD Blueprints that vertically align to grades K-3 as a resource to start identifying core learning objectives.

4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.

Instructional staff have access to the materials they need. However, during the Assessment and Instruction focus group, leadership shared that teachers don't know how to use the materials they have. YHC also observed teachers underutilizing resources during classroom observations. (See 4.1f)

4.1 f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.

YHC observed K-3 Reading and Math instruction and examined LPI documents and lesson artifacts. LPI documents had various sections under Teacher-Directed Instruction: Objective (SWAB format), Text, Skill,

Essential Question, Text pages, Warm Up/Do Now, Modeling, Guided Practice, Exemplar Exit Ticket, Independent Practice, and Technology Needs. Reading LPI documents were complete. YHC noted teachers did not adhere to the pacing listed on LPI, nor did teachers adhere to the language in lesson plans. For example, Eureka Math lessons are scripted. YHC did not see teachers closely following the script. Into Reading has a teacher guide. YHC did not see teachers following the guide or using the multiple resources the curriculum offers for a small group, whole class, and one-on-one instruction.

Rubric Rating

a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Emerging
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Emerging
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Emerging
d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.	Emerging
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Implementing
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Emerging

Strengths

- Most of the LPI documents had all sections completed. Some document list IAS.
- The instructional coach seems aware of areas that need additional support. She noted that staff needed training on using the curriculum and already had a PLC scheduled.

Opportunities for Improvement

- Math pacing guides show the number of days for modules instead of identifying the IAS covered in the module and the frequency the IAS are covered.
- Reading pacing guides should indicate IAS addressed in each lesson.

Recommended Next Steps

- Conduct a curriculum audit to identify how often IAS is covered.
- Create a pacing guide that includes IAS.
- Identify priority standards and include a spiral review of priority standards in curriculum pacing guides.
- Align CFAs to IAS (See 4.4)

Potential Partnerships/Organizations Moving Forward

4.2 Pedagogy

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> Pacing Documents Lesson Plan Internalization (LPI) Documents Focus Groups: Leaders and Teachers Curriculum Resources Instructional Coach Binder 	<ul style="list-style-type: none"> Common Formative Assessments (CFA) YHC Instruction Observation Data PLA Coaching Cycle Tier Identification Documents PLA Academy Playbook
Summary of Findings	
<p>The Yellow Hat Consulting (YHC) evaluation team observed K-3 classroom and intervention instruction blocks totaling about three hours of classroom observations. Breakdown of classroom observations included:</p> <p>K-3 Morning Arrival Kindergarten Math 1st Grade Reading 2nd Grade Reading 2nd Grade Intervention Block 3rd Grade Reading 3rd Grade Math</p> <p>After reviewing artifacts, data collected from focus groups, and classroom observations, YHC concluded that Promise Prep "Does Not Meet Standard" for indicator 4.2.</p> <p>4.2 a) The curriculum is implemented in all classrooms with fidelity.</p> <p>Overall, language arts instruction did not reflect the curriculum design. During the site visit, teachers had not been trained on how to use the reading curriculum. YHC observed small and whole group instruction and noted that curriculum resources like Tabletop Minilessons, Reading Graphic Organizers, and Language Graphic organizers were not utilized. YHC also observed a phonics lesson being taught incorrectly. A primary teacher attempted to teach the sight word "our" phonetically. Another teacher was observed skipping questions and passages in the teacher's guide.</p> <p>During observations of math instruction, teachers were not adhering to the Eureka math lesson plan script. One teacher asked and answered her own questions. The teacher modeled the math problems on the board instead of allowing students to demonstrate their mathematical thinking and discuss mathematical reasoning with their peers.</p>	

4.2 b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.

Promise Prep has an internalization process that explicitly targets core learning objectives. LPI documents have a "Standard/Skill" section. However, some LPI documents did not identify a standard, so it was hard to determine if the lesson aligned to a core learning objective. YHC recommends all LPI documents highlight core learning objectives that align with IAS.

During the teacher focus group, teachers explained their LPI process. One teacher told YHC they use the online teacher edition to create lessons, state skills, identify the IN standard, and fill in the lesson plan template. Another teacher said they turn in lesson plans early so they can have time to adjust as needed. Teachers agreed that the coaches come into classrooms frequently and give them feedback via email.

4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.

LPI documents do not have a section that explicitly identifies various instructional strategies. However, some instructional strategies were listed in the "Warm Up, Do Now, Modeling, Guided Practice, Independent Practice, or Technology Needs" sections of LPI documents. Examples of strategies listed included using anchor charts and asking specific questions. YHC recommends Promise Prep tighten the lesson planning process by having teachers explicitly identify the strategies they will use in the lesson. Eureka math lessons and ELA teacher guides provide explicit examples. These examples can be highlighted or referenced during instruction.

4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.

During the teacher focus group, instructional staff explained ways they use formative assessments to differentiate instruction. Running records are administered three times a year. The interventionist uses results to create small groups, and students are given leveled readers based on running records. CFA data is used to inform small group instruction, and WIDA data, exit tickets, and NWEA data are used when creating ELL small groups.

The interventionist uses tactile and multisensory resources to support instruction, and students are allowed to pick books to read based on their interests. Additionally, parents were given a survey to identify students learning styles at Back to School Night.

During classroom instruction, YHC saw evidence of differentiation during interventionist blocks. YHC did not see differentiation during small group instruction for reading or math. YHC recommends that Promise Prep use information gathered from CFA, NWEA data, IAS, and IREAD BLUEPRINTS to guide differentiation and small group instruction. Furthermore, students arrive at various times during the mornings. YHC noted there is about one hour between the time students arrive and instruction begins. Students could be working on various skills during this time. During the draft report feedback meeting, PLA told YHC that the school "opens its doors at 8:15 am to accommodate families that need to drop off their scholars earlier than 9 am." YHC recommends Promise Prep use this time to work on personalized instruction.

4.2 e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.

During the Assessment and Instruction Focus group, leadership told YHC that authentic learning starts with instruction that has a "hook," and students are given opportunities to have discussions by responding to the "think aloud questions." Promise Prep gave several examples of how learning impacts levels of student engagement. According to leadership, "Everyone has a job...taking an active role in classroom culture." For example, a student was so excited that he told a staff member, "I got a job. I'm the computer guy." Students told YHC they are allowed to discuss their thoughts "a lot."

Other examples included students working on tasks that involved active listening so that they could remember the directions for making items like cookies and slime. Students are also paired during read-alouds and engage in turn-and-talk.

YHC conducted a tally of student engagement strategies observed during classroom observations and student engagement strategies noted on lesson plans. Lesson facilitation provided minimal opportunities for students to be actively involved in meaningful tasks that allowed them to take the lead in their learning. The majority of interactions observed were teacher-to-student and student-to-teacher. Teachers asked students questions, and the students responded.

Some of the activities listed in the lesson plan mirrored instruction. For example, the teacher asked students to draw a round pizza with their favorite toppings during a kindergarten math lesson. Additionally, the lesson listed opportunities for discussion about how pizzas are alike or different. However, students were observed drawing with little peer-to-peer discussion.

During a first-grade reading block, students were in small groups (stations), and an adult was working with a group while they cut out sight words. The task didn't require an adult. Time could have been utilized to address some of the strategies listed in the "Teacher Directed Reading Instruction" section of the lesson plan.

4.2 f) Instructional practices are intentionally designed to validate and affirm the culture of students.

During focus groups, Promise Prep described ways they validate and affirm students. Recently Promise Prep celebrated Hispanic Heritage Month. Parents took the lead and helped plan the celebration. The school community was invited to come to celebrate. During spirit week, students were allowed to wear clothing from native countries or what was important to them and their culture. One student told YHC that their teacher is always trying to learn more about them. Another student told YHC that their teacher asks them questions about reading but not necessarily about their culture.

4.2 g) Staff receive explicit feedback on instructional practices on an ongoing basis.

Leadership at Promise Prep observes instruction regularly. The instructional coach and principal explained how they use Coaching Cycle documents to guide how and when to give feedback. The instructional coach looks at lesson plans before observing teachers and gives feedback immediately after observations. Feedback is captured in the coaching cycle portal.

The instructional coach shared examples of notes made during observations. Teachers told YHC that they receive feedback regularly and the feedback is useful. YHC did not receive evidence of specific feedback to teachers.

Rubric Rating

a) The curriculum is implemented in all classrooms with fidelity.

Emerging

b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Emerging
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	Emerging
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Emerging
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Emerging
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Emerging
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	Emerging

Strengths

- Promise Prep has a lesson plan internalization process in place.
- LPI documents have designated places to identify standards and skills.
- Instruction blocks allow time for small groups and differentiation.

Opportunities for Improvement

- Schoolwide norms and expectations for what should be done during small group instruction have not been clearly established.
- LPI documents do not clearly identify IAS and its objectives.
- Small-group instruction does not focus on core learning objectives.
- Schedules may attribute to lost instruction time. The master schedules list student arrival at 8:15, and most classroom instruction begins at 9:15. Some students who arrive at 8:15 and finish breakfast by 8:30 are not receiving instruction until 9:15.

Recommended Next Steps

- Identify core learning objectives for IAS and conduct a curriculum audit to see how often these objectives are addressed throughout the school year. This practice will help Promise Prep determine how many days of instruction focus on IAS priority standards versus supporting standards.
- Utilize the IREAD BLUEPRINT to identify IAS. Consider addressing IREAD and ILEARN standards in small group reading stations.
- Promote student engagement during discussions by using sentence stems to model discussion.
- Determine schoolwide expectations for small group instruction.
- Determine how to maximize instruction time between arrival and morning circle. Students can work on personalized instruction based on assessment data or priority standards.

Potential Partnerships/Organizations Moving Forward

4.4 Assessments

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

<ul style="list-style-type: none"> • Testing Schedule/Cale-ndar • Common Formative Assessments-(CFAs) • Summative Assessments- • Curriculum Assessments-Eureka Math Artifacts, Lesson Artifacts • Professional Development Calendar • PLC Data Options 	<ul style="list-style-type: none"> • Curriculum Map • Sample Lesson Plans • Sample Assessments • Focus Groups- School Leaders, Instructional Coach, Teachers, and Students • Promise Prep Teacher CFA Expectations
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Summary of Findings

The Yellow Hat Consulting (YHC) evaluation team reviewed several artifacts provided by Promise Prep, conducted focus groups, and interviewed school leaders, students, and teachers to determine that Promise Prep is "Approaching Standard" for indicator 4.4.

4,4 a) Assessments utilized are well aligned to learning standards.

Some of the assessments Promise Prep uses are aligned to Indiana Academic Standards (IAS), and others are aligned with Common Cores State Standards (CCSS). Eureka Math exit tickets are formative assessments, and the end-of-module assessments are summative assessments aligned to CCSS. Into Reading assessments align with IAS. Common Formative Assessments (CFAs) and NWEA (MAP) assessments are aligned with IAS. Additionally, Promise Prep uses running records and reading benchmark assessments.

4.4 b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.

The assessments Promise Prep uses vary in response types. For example, CFAs are administered through Edulastic, which uses technology-enhanced items similar to what students see on state tests (open-ended, drag & drop, multiple-choice, hot text). Eureka math assessments vary in response types. Students complete open-ended questions, performance tasks, create models and fill in the blank. Reading assessments range from running records, letter, and sound matching (auditory/visual), multiple choice, and open-ended response.

4.4 c) Assessments utilized provide student level data focused on growth and proficiency.

In the Assessment and Instruction focus group, leadership explained how they use assessments to measure growth and proficiency. MAP Assessments provide student-level data focused on growth. Staff uses the reports to see where students are expected to be by the end of the year. Reading benchmark assessments

are used to see if students are on-level, and running record data is tracked to look at growth and proficiency. Teachers told YHC that they also use sight words to identify reading p_roficiency.

Promise Prep has some processes in place to look at growth and proficiency. However, there is no streamlined system for identifying student growth and proficiency on IAS. CFA data can be used to measure growth and proficiency. Yet, Promise Prep did not provide evidence of how they are using data to measure the growth and prof1_cieocy of IAS. Currently, teachers ha_ve data folders with student artifacts. YHC examined data folders and found no specific criteria for looking at student work. YHC recommends Promise P(ep identify specific criteria for growth and proficiency for IAS and track student progress using a dashboard or other tool.

4.4 d) Assessments are administrated with sufficient frequency, and results are provided in a timely manner.

Promise Prep described how they use assessments during the Assessment and Instruction focus group. There is an assessment calendar. Leadership explained that the calendar was adjusted so that students weren't being assessed as frequently. Students take math assessments at the end of the week. Teachers also use exit tickets; once a month, reading and math CFAs are administered through Edulastic. CFA reports can be accessed immediately. During the teacher focus group, teachers shared that students are assessed on sight words weekly.

YHC noted that little evidence indicated that data meetings are regularly occurring. Student data folders did not have artifacts indicating that data meetings are held with parents and students. Promise Prep did not provide evidence of weekly data meetings or PLC artifacts that used data to plan for instruction.

4.4 e) A system is in place to ensure that assessment data Is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.

YHC examined a *PLC Data Options* document. The document gives guidance on data discussions during PLCs. Some examples for reading and math include NWEA Data, Unit Assessments, Edulastic Performance Tasks, Cold Read Data, Writing Prompts, and Behavioral Data. Teachers and Leadership mentioned in their focus groups that they meet for a half day on the first Wednesday of every month.

YHC recommends teachers meet more frequently to look at formative assessment data and plan for instruction. LPI documents did not have a place for data-informed instruction. YHC recommends teachers include specific plans for data-informed instruction in lesson plans (small groups, morning, work, independent work). Classroom instruction and schedules may need to be revised to allow time for both on-level instruction and reteaching.

Rubric Rating

<p>a) Assessments utilized are well aligned to learning standards.</p>	<p>Implementing</p>
<p>b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.</p>	<p>Sustaining</p>

c) Assessments utilized provide student-level data focused on growth and proficiency.	Emerging
d) Assessments are administrated with sufficient frequency and results are provided in a timely manner.	Implementing
e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	Emerging
Strengths	
<ul style="list-style-type: none"> Assessments utilized are varied in order to support a wide range of student learning styles and abilities. Schedules allow time for data-informed instruction. Teachers have weekly assessment time scheduled for each day; 	
Opportunities for Improvement	
<ul style="list-style-type: none"> CFAs are not taken as often and are used as a benchmark or summative assessments. Formative assessments may be underutilized. Student data folders have random examples of student work. Weekly assessment time is scheduled daily, but students are assessed once or twice weekly. Process for tracking student performance on IAS is not streamlined. 	
Recommended Next Steps	
<ul style="list-style-type: none"> Streamline CFAs to match IAS priority standards and pacing so that data in Edulastic can be used to measure student achievement (identify gaps, identify student performance, and growth). Create student data folders with specific goals for growth and proficiency. Have data meetings with students and parents regarding goals. Use IAS Performance Level Descriptors (PLDs) during LPI and look at student artifacts (3rd grade- will need to vertically align for k-2). Look at formative assessments more frequently and explicitly identify what data will be used for reteaching blocks. Establish what data-informed resources or instruction should occur during weekly assessment time when students are not testing. Consider using data from the IREAD practice assessment to plan instruction for small group or weekly assessment time. 	
Potential Partnerships/Organizations Moving Forward	

4.5 Human Resource Systems

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?;	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.

Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • Document Review of Staff Handbooks (2) • PD Calendars and Agendas • Evaluation Articles • Staff Roster • List of Staff and Credentials • Teacher Evaluation Summary Data (not available) • Focus Group Interviews: Leadership Team, HR Director, Teachers 	
Summary of Findings	
<p>The Yellow Hat Consulting (YHC) evaluation team reviewed several artifacts and conducted one-on-one and focus group interviews to determine how Promise Prep has developed adequate human resource systems and deployed its staff effectively. Based on the evidence gathered, YHC determined that Promise Prep is "Approaching Standard" for indicator 4.5.</p> <p>4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.</p> <p>YHC conducted a focus group with the Operations team. Participants included Nicole Fama, Regional Director; Drew Igel, Director of Operations; and Robert Baiz, Principal at Promise Prep. According to the building principal, Promise Prep retained 20% of its staff. The school has undergone significant transitions since last year, including being absorbed by Phalen Leadership Academies (PLA) and leadership changes. Additionally, Promise Prep has teachers working according to two different staff handbooks depending on which contract they signed (PP vs. PLA). This year teachers will all transition to the PLA way.</p> <p>There is a system to recruit and onboard instructional staff at Promise Prep. According to the Regional Director, when an opening occurs, the building leader alerts HR, and then HR alerts the recruiting team. The recruiting team posts the opening and reaches out to university partners and other buildings within the PLA family for available teachers. At the beginning of each school year, PLA hires 'bench teachers' as building subs to ensure they have people in the pipeline for openings.</p> <p>According to the Regional Director, once a candidate is identified, a recruiter does a phone screen before passing the approved candidate to the building leader. Then, the principal and a teacher complete a live interview with the candidate and score them based on a rubric.</p> <p>According to the Regional Director and the building principal, Promise Prep, which supports a large Hispanic population, employs two bi-lingual employees, one ESL teacher, and one recruiter who speaks Spanish. Within PLA, as a rule, student-teacher ratios cannot exceed 23:1. All members of the Operations Focus Group indicated that student needs drive hiring, such as the number of students with special needs and ESL. Promise Prep is currently fully staffed and has a social worker and instructional assistant.</p> <p>4.5 b) Hiring processes are well organized and used to support the success of new staff members.</p> <p>YHC inquired about the hiring process at Promise Prep and determined that they are well-organized and support the success of new staff members. According to the Regional Director, if a new teacher is hired over the summer, they participate in a 3-day New Teacher Institute in addition to the summer institute all teachers attend at the beginning of the school year. Teachers who are not new to Phalen Leadership Academies receive a 1-day institute. Teachers hired mid-year spend the first full day shadowing another</p>	

staff members. All teachers are assigned a mentor during the school year. Because of the low number of staff members, teachers may be paired with the instructional coach or social worker.

4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.

Promise Prep submitted a staff roster that included staff members' names and positions. YHC identified that there are: 5 classroom Teachers, 1 Specials Teacher (PE), 1 ELL Teacher, 1 Teaching Assistant, 1 Instructional Coach, 1 Reading Interventionist, and 1 Social Worker. There is a principal, an office manager, a cafeteria worker, and a custodian. According to the MTSS focus Group and the principal, all staff positions are filled at Promise Prep except Teacher of Record/SPED para for the four students currently with IEPs.

YHC looked at the 2022-2023 Master Schedule and noted that time is allotted for daily instruction and teacher planning. Promise Prep has intervention blocks for reading and math daily. According to the Teacher focus group feedback, the teaching assistant, the SPED teacher (when hired), and the ELA Teacher operate on a schedule. Teachers noted that the schedule is based on the needs of the students in each classroom and that they might not see the intervention staff daily. Promise Prep is currently recruiting for the Teacher of Record (TOR) position to support the 4 students with IEPs.

4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.

YHC used the [Indiana Educator license Lookup](#) and identified staff members with valid licenses in the area where they were assigned or whose licenses had expired. YHC concluded that only 60% of Promise Prep's Instructional Staff have valid permits and licenses. Additionally, the social worker's license is expired.

YHC submitted the names of these staff members to the Regional Director and the school principal, who explained that these licenses are in process. But due to delays at the IDOE, they have not yet been approved. YHC asked them to submit license information for those whose licenses are in process in the event their licenses are approved before the reporting deadline.

Although Promise Prep appears to have a significant number of staff with valid permits or in the process of being validated, teachers indicated that they need more training to support ELL students. Given the high population of ELL students, Promise Prep would benefit from additional SIOP training over and above what they currently receive based on the Promise Prep PD calendar. YHC classroom observations confirmed that teachers could benefit from additional SIOP professional learning to help enhance instruction.

4.5 e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.

YHC examined The Promise Prep's 2022-2023 PD calendar and noted the calendar has topics scheduled through October 5, 2022. The PD calendar lists categories for reading, math, SIOP, and specific curriculum/resource training. Some topics included Introduction to Reading, Eureka Math, Edulastic CFA Training, and Zearn Math Training.

Teachers and Leadership mentioned in their focus groups that they meet for a half day on the first Wednesday of every month. Teachers also participate in a summer institute before school begins. PLA has a professional development team that creates professional development based on suggestions from schools. According to the Regional Director, some are offered live, some via Zoom, and some are provided via video. Great Minds provided professional development on Promise Prep's math curriculum Zearn Math.

According to the Principal, in addition to the monthly PD offered, teachers who need assistance based on teacher evaluations are asked to attend extra sessions or sent to other buildings to observe colleagues. During classroom observations, YHC noted that teachers could use additional support on how to use data and curriculum resources to differentiate instruction. (ee 4.2d, 4.4e)

4.5 f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvementgoals.

According to the Operations Team, Promise Prep uses classroom assessments to determine student needs, such as small group placement. Additional professional development for Promise Prep included Zearn Math which is not a PLA curriculum. Great Minds provided this training. Much of the professional learning for PLA schools are developed for schools by the PLA Professional Development team. This team also provides the schedule. According to the Operations team, schools can request professional development based on the school's needs. This will be the first year Promise Prep students participate in standardized testing.

According to the school principal. Promise Prep's school improvement goals are provided by the PLA network and include the following:

1. Evaluate 100% of staff
2. Retain 85% of staff
3. 3-5% growth in state testing
4. Make adequate growth in NWEA
5. Meet enrollment goals

School improvement goals are loosely tied to professional development, i.e., 3-5% growth in state testing and adequate growth in NWEA. Teachers received professional development in reading and math at the beginning of this school year. There are processes to evaluate and retain staff, i.e., professional development, coaching, and mentoring. These relate to evaluation and retention. According to the Regional Director, all staff receives training on the evaluation process at the beginning of each school year.

4.5 g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.

YHC conducted focus group interviews and reviewed PLC agendas and Observation Calendars to identify the current teacher evaluation process and how it is being implemented. Promise Prep had not started the teacher evaluation process at the time of YHC's visit. YHC asked for the evaluation data from the previous school year. Still, no evaluation data is available, as the previous principal took it with him when he left. The principal that started the school year had not completed any observations before leaving. Promise Prep plans to use the Phalen process for evaluation which the Regional Director described as 'a lot like RISE'. Phalen Leadership Academies provided a 132-page Staff Performance Evaluation Plan that was submitted to the state. Teachers receive training on the evaluation process at the beginning of each school year. The Regional Director described it as more of a way to identify coaching needs versus being punitive. YHC looked at staff handbooks and the PD Agenda and could confirm that Promise Prep has made the evaluation process explicit to staff. Teachers and Leadership explained the observation and feedback cycle during their focus group interviews. Observations occur twice annually, before Christmas and at the end of the year.

Rubric Rating

a) A standard recruitment/ hiring policy and procedure process is in place and is designed

Implementing

to ensure human resources are leveraged to reflect the needs of the school population.	
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Emerging
d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	Planning
e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	Implementing
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Implementing
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Sustaining
Strengths	
<ul style="list-style-type: none"> • PLA is an established network of schools. They have a standardized process for hiring and evaluation. • PLA has an internal professional development team that will develop PD by request for individual school needs. • PLA's recruiting team searches for and screens candidates to fill openings. • PLA over-hires at the beginning of the year so teachers can be placed as needed. 	
■ Opportunities for Improvement	
<ul style="list-style-type: none"> • All staff need to hold valid licenses. • The staff needs additional professional development and support to effectively serve its large ELL population. 	
■ Recommended Next Steps	
<ul style="list-style-type: none"> • YHC recommends increasing the amount and frequency of SIOP training and considering additional support staff that can provide translation services. • Professional development is needed for differentiated instruction. 	
■ Potential Partnerships/Organizations Moving Forward	
<ul style="list-style-type: none"> • <u>WIDA School Improvement System- WIDA SIS</u>, focuses more specifically on schoolwide leadership practices that affect teaching ELLs. It assesses current practices and provides specific recommendations for implementing best practices. • <u>SwiFT education center-Provides</u> resources for an equity-based Multi-tiered System of Support. 	

4.6 School's Mission

4.6. Is the school's mission clearly understood by all stakeholders?	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 70% and 79% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • Teacher Communication • Student Handbook • Staff Handbook • Hallway Bulletin Boards, Classroom Boards, Postings • Classrooms • Parent Communication • Focus Groups: Teachers, Leadership, Students, Teacher • Website • Newsletters 	
Summary of Findings	
<p>The Yellow Hat Consulting (YHC) evaluation team met with stakeholder groups and reviewed artifacts to determine how the school ensures that all understand the mission. YHC determined that Promise Prep is "Approaching Standard" for indicator 4.6.</p> <p>Promise Prep's mission is to ensure all students, regardless of their family's income, race, or zip code, have access to a high-quality education that enables them to become critical thinkers, have choices, capitalize on opportunities, and secure continuing economic advancement to positively impact their community. The Phalen Leadership Academy Network (PLA) mission is to prepare scholars to meet high academic and social standards and to thrive as leaders at home, in their communities, and in the world. There are currently two missions in play due to the transition of Promise Prep into PLA that started in July of 2022.</p> <p>4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>YHC interviewed the Operations staff, including Nicole Fama, Regional Director, Drew Ibels, Operations Director, and Roberts Baiz, Principal, regarding how Promise Prep assesses stakeholders' perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>Procedures are not currently in place to assess the Board's perception, knowledge, and commitment to the school's mission. Likewise, procedures are not currently in place to assess Students' perceptions, knowledge, and commitment to the school's mission. Promise Prep leadership indicated that the students are too young to survey. Procedures are in place through the Indiana Department of Education to assess parents' perceptions, knowledge, and commitment to the school's mission. However, this data is only provided once per year and only if more than 10 parents complete the survey.</p>	

Promise Prep via PLA surveys teachers three times per year, beginning (BOY), middle (MOY), and end (EOY). Based on a review of Promise Prep's BOY Survey of Teacher perceptions, knowledge, and commitment to the school's mission:

- Sixty-six percent (66%) of the staff agreed they were welcomed: and supported before starting.
- Eighty-two percent (82%) of the staff agreed that performance reviews are equitable, consistent, and timely.
- Sixty-nine percent (69%) of the staff agrees that the leadership regularly communicates and engages staff as stakeholders in the building's success.
- Seventy-seven percent (77%) agree that there is ongoing support for professional learning and growth for all staff members at Promise Prep.
- Fifty-four percent (54%) of the staff agree that the professional development offered at my school is appropriate and topics are needed by staff.
- Sixty-nine percent (69%) of the staff agree that coaching and mentoring are integral to professional learning and growth at Promise Prep.
- Fifty-four percent (54%) of the staff agree that they receive timely and appropriate training for curriculum and programming.

Some data on family engagement was included in the BOY survey to Teachers. Teacher responses indicated that:

- Sixty-nine percent (69%) of the staff agrees that our school frequently communicates, using various methods, with our families regarding academic, behavioral, and social activities.
- Eighty-five percent (85%) of the staff agrees that our school consistently attempts to engage our scholars' families through monthly activities and events.

Because of the small number of staff (low sample size), the reliability of the data is affected.

When asked about the BOY survey data, the Regional Director indicated that the information teachers provided in the survey and comments made the PLA Network aware that there were issues in the school. They addressed the issues immediately, which resulted in the removal of one building leader and replacement with Mr. Baiz a few weeks ago.

4.6 b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.

Four mothers shared during the Parent Focus Group that the school has established meaningful partnerships through communication and Class Dojo. YHC was able to observe how one teacher is using Class Dojo to communicate. Parents described the staff as "very approachable, and there is not really a delay in communication." They also expressed appreciation for Class Dojo, which helps them maintain open lines of communication with teachers and provides information about their children's progress. They believe the relationships between teachers, students, and parents are very good.

Parents explained that they demonstrate their commitment to the mission by helping students when they need help, volunteering when they can, and coming together to help the teachers.

Based on focus group interviews with the Operations Team, Promise Prep establishes meaningful partnerships with families through events. Families are welcomed into the school every nine weeks for celebrations (honor roll, Steady Eddy, Steady Betty awards, biggest movers, etc.). They recently hosted Trunk or Treat and will sponsor a Turkey giveaway and a toy drive. Their last major family event was a celebration of Mexican Heritage.

Based on a flyer YHC reviewed, parent/teacher conferences are coming up, and parent e learning opportunities are offered twice annually. The Operations Team noted that their doors are always open, and parents confirmed this during their focus group.

Some data on the BOY Teacher Survey indicated that communication with parents might be lacking, but none of the interviews or documents/resources reviewed supported that contention.

Events are highlighted in social media, and the narrative is provided in both English and Spanish. Promise Prep's website identifies key partners. The Cafe Community Alliance recently supported the school's Hispanic Heritage celebration. City Connects provides the social worker who finds resources needed by Promise Prep families. Domino's Pizza provides \$5 pizza coupons, Union Savings Banks provides funding, a local Taco Truck owner supports with food, and the Boys and Girls Club provides before and after school care.

Other partnerships with logos on the website include:

- Glick Philanthropies
- Cafe Community Alliance Far Eastside
- Office of Education Innovation
- The Mind Trust
- Boys and Girls Club of Indianapolis

Rubric Rating

a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	Emerging
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	Sustaining

Strengths

- Promise Prep has developed meaningful relationships with its families and partners through regular events and celebrations.
- Promise Prep uses Class Dojo to communicate effectively with families in their preferred language.

Opportunities for Improvement

- Stakeholder data is important for decision-making in a school. YHC suggests that Board perceptions, Student perceptions (young students can be surveyed), and Parent perceptions be gathered by the school at least annually.

Recommended Next Steps

- YHC recommends that Promise Prep develop its surveys to gather Board, Parent, and Student perceptions. There are templates available. For young students, teachers can read the questions, and students can circle faces that indicate their responses.

Potential Partnerships/Organizations Moving Forward

- SurveyMonkey.com has free options and question suggestions to assist in survey development.

4.7 Climate & Culture

4.7. Is the school climate responsive to the needs of students, staff, and families?	
Does Not Meet Standard	Ratings across all s-sub-indicators were scored at 5% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- Classroom Observations
- Family Engagement Plan
- Pre-Evaluation Responses
- Surveys: Student, Teacher
- Examples of Tools for Family Communication (Class DoJo; Newsletters)
- Focus Group: School Leaders/Instructional Coaches/Teachers/Students
- Scholar Expectations
- Schoolwide Expectations
- The Promise Partnerships: Student & Family Handbook
- Events Calendar

Summary of Findings

The Yellow Hat Consulting (YHC) evaluation team reviewed several artifacts provided by Promise Prep and conducted-focus groups with interviewed school leaders, teachers, parents, and students. The evaluation team concluded Promise Prep is "Approaching Standard" for creating a school climate responsive to the needs of students, staff, and families for indicator 4.7.

4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.

Promise Prep does not have a systematic process for screening that includes valid data for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. They utilize NWEA and the ESL assessment to tier students for academic intervention. The MTSS team consists of an Instructional coach, principal, reading interventionist, ENL, led by City Connect. The team meets monthly to identify students, review behaviors, and determine necessary interventions. Students must go through the RTI process before being recommended for SPED services. A form is completed to refer students to Tier 3 intervention. All students access the "pull out and push into class" reading intervention. Professional Learning has not been provided on MTSS and its essential components.

The intervention process starts with Tier 1, and students move up or down after six weeks. Teachers use a program called Dean's List to identify students who are struggling academically. The SPED identification process is outlined in the student handbook. Depending on the types of behaviors, a Functional Behavior Assessment or Behavior Intervention Plan may be implemented to address behaviors.

Promise Prep does not have comprehensive procedures to monitor the fidelity of implementation of MTSS; however, they track the academic interventions that all students receive. The MTSS team meets monthly. Students with IEPs may receive interventions based on the specially designed instruction outlined in their

IEP and/or results from NWEA. A participant in the MTSS focus group advised that "once we get to tier two and three, we communicate with the families." Also, they have PIT, Parents In Touch, day.

The school's behavior management system includes but is not limited to teaching skills explicitly (signals for hall behavior), Dojo store, and Second Steps. Hand signals and expectations are posted in every classroom. Per the MTSS focus group, there are "zero behaviors at the school, rare that they act out, no suspensions, students come ready to learn, and strong relationships with the students." The Social worker supports with needs that a student might have (i.e., uniform, socks) before the school day begins. They also discuss requiring "three positives for every negative" to implement a strong classroom management model.

The student handbook has specific behavior expectations and details how teachers respond to behavior concerns. Behavior expectations were posted in all classrooms.

4.7 b) Culturally responsive and evidenced based interventions are explicitly Identified and implemented throughout the school to support the needs of students.

Evidence indicates that culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the behavioral needs of students, such as relationship building and restorative justice. Evidence such as dojo points/dojo store, observations, MTSS trackers, events calendar, focus groups, etc., indicate that culturally responsive and evidence-based interventions for academics and social-emotional learning occurs among 26-49% of staff.

4.7 c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.

Promise Prep staff intentionally learns about the cultures of students and families and uses this knowledge to build relationships. For example, the school recently celebrated Hispanic Heritage month, and the parent focus group and MTSS focus group spoke highly of this event.

Students in the focus group said that teacher and admin consistently enforced behavior expectations and described interactions between adults and students as "good relationships." In addition, they responded "yes" when asked if they feel validated and respected by school staff because they listen when they ask a question. Parents in the focus group described the relationships between teachers, students, and parents as "very good."

Promise Prep does have a system to ensure that Families are regularly informed in their native or home language. The parent focus group said, "communication is optimal at present," and the MTSS focus group advised that "everything we send home is in English, Spanish and French. Volunteers come in and translate."

4.7 d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.

Evidence indicates that procedures are in place for some stakeholders to ensure a sense of connectedness and engagement with the school. Promise Prep conducts survey and network surveys for assessing family perspectives. During the MTSS focus group, staff indicated that City Connect also sent out a survey to ensure they "had a good idea of students' hobbies, etc." Evidence does not indicate that a practice is in place for assessing student perspectives (See 4.6a). A culture and climate survey for staff was conducted in September, and another one is scheduled to be conducted in December.

The Student Handbook identifies bi-monthly Community Meetings, Promise Awards, Family Workshops, and Annual Family Day as "experiences that build students' identity, promote self-efficacy and build community. However, focus group participants, did not mention these experiences.

Rubric Rating

a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Implementing
b). Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Emerging
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Emerging

Strengths

- Elements of the school's behavior system are visible to students and visitors.
- Teachers and admin consistently enforce behavior expectations.

Opportunities for Improvement

- Procedures are not in place for all stakeholders to ensure a sense of connectedness and engagement with the school.
- Shared MTSS systems to support the practices embedded into the school's culture are not in place or implemented with fidelity.

Recommended Next Steps

- Create a systematic process for screening that includes valid data for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes.
- Identify a continuum of evidence-based practices for academics, behavior, and social-emotional development.
- Identify culturally responsive and evidenced based interventions for academics and social-emotional learning that can be embedded into your MTSS framework.
- Implement procedures to ensure a sense of connectedness and engagement with the school for all stakeholders.

Potential Partnerships/Organizations Moving Forward

- The Indiana IEP Resource Center offers a workshop, *Addressing the Needs of All Students using Multi-Tiered System of Support*, that addresses the essential elements of MTSS and resources to support implementation to promote the academic, behavioral, and social-emotional success of all students. Workshops on goal development, behavior intervention plans, and transition assessments, <https://www.indianaieprc.org/index.php/improve-local-practices/addressing-the-needs-of-all-students-using-multi-tiered-system-of-support>

4.8 Communication

4.8. Is ongoing communication with students and families clear and helpful?	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total <u>overall</u> points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data & Artifacts Reviewed	
<ul style="list-style-type: none"> ■ Website ■ Social Media: Facebook ■ Focus Groups-Leadership, Teachers, Parents, Students ■ Parent Communication 	
Summary of Findings	
<p>The Yellow Hat Consulting (YHC) evaluation team conducted focus groups and one-on-one interviews and reviewed various artifacts to identify the communication processes between Promise Prep and families. YHC determined that Promise Prep "Does Not Meet Standard" for indicator 4.8.</p> <p>4.8 a) An active and ongoing system of communication between the school and family members in place.</p> <p>YHC spoke with parents and teachers, and both focus groups confirmed that Class Dojo is the primary form of communication between the school and families. YHC evaluators noted that parents could not identify specifically what their students were supposed to be learning except to say that they were learning what was being put in front of them by the teachers. Parents did know that their children were administered NWEA. An area of opportunity is for teachers to clearly communicate with families what their scholars are learning and how families can support them at home.</p> <p>YHC looked at Promise Prep's website and Facebook page to identify the frequency with which information is communicated. Content on the Facebook page appeared to be updated with important reminders such as Fall Break and PIT Day. The webpage appears outdated, as the handbook is from the previous school year. It is recommended that the school refresh the website to ensure the most recent handbook and school information are readily available for families and stakeholders.</p> <p>4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.</p> <p>Teachers and families noted that parent concerns are responded to within 24 hours; however, YHC consultants did not review any documentation that defines the process. Class Dojo is the primary method of communication; however, text messaging, phone calls, and emails are also utilized.</p> <p>As shared previously, the handbook on the website has not been updated with current school year information.</p> <p>4.8 c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</p>	

Most of Promise Prep's students are English learners, with Spanish being the predominant language. The school provided evidence that communication is sent home in English and Spanish through flyers, newsletters, and the website. In addition, the school provides translation support for parent-teacher conferences and contracts Luna to support families with a preferred language other than English or Spanish.

The school has multilingual staff, which is very important to ensure that families have opportunities to authentically engage with the school. An area of opportunity would be for the first-grade assistant teacher to translate documents into Haitian Creole. It was shared that documents are translated into French; however, when examining the home language surveys, Haitian Creole was the primary language of the Haitian families.

4.8 d) The school's communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.

Families are invited to attend events such as Donuts with Dad, Movies with Mom, and Grandparent's Day; however, there wasn't evidence that the school sought parent input when planning the days/times of the events. The teachers shared in the focus_group that the families planned the Hispanic Heritage Festivities, which were very successful.

Rubric Rating

a) An active and ongoing system of communication between the school and family members in place.	Emerging
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Emerging
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	Implementing
d) The school's communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.	Emerging

Strengths

- Promise Prep has ensured that families receive communication in English and Spanish through various communication methods such as Class Dojo, newsletters, and flyers. The website is also available for translation into Spanish.
- The school has staff who are multilingual and responds to families in a timely fashion.

Opportunities for Improvement

- The website is not current.
- Parents are unaware of what students are learning in school.

Recommended Next Steps

- Ensure the website is updated with current school information, including an updated handbook. Translate information into Haitian Creole, including the website.

- Survey families to determine what types of events they would like to see the school host, as well as the best days/times for parent engagement.
- Teachers should begin sharing what students learn in class so families can support them at home.

Potential Partnerships/Organizations Moving Forward

4.9 Exceptional Learners

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- Confidential Student File reviews
- Focus Groups- Leadership, Teachers, and Parents
- SPED File Review Checklist
- Promise Prep SPED Service Log

Summary of Findings

The Yellow Hat Consulting (YHC) evaluation team conducted file reviews, focus group interviews, classroom observations, and reviewed artifacts to determine that Promise Prep's special education files demonstrate it is in legal compliance and is moving towards best practice and "Approaching Standard" for indicator 4.9.

YHC reviewed approximately 100% (4 files) of the Special Education files for Promise Prep. Special Education files are stored onsite. 100% of the files reviewed had been updated with the most current IEP and Evaluations. A caseload of approximately 4 students per Teacher of Record (TOR) was noted. Contract services are in place for the speech-language pathologist, occupational therapist, and physical therapist.

The MTSS focus group described the discipline framework as "knowing the culture and being aware of the biases. It is showing empathy and making sure our teachers know how to be forgiving to their students. Our children know that if they get in trouble, we want to work through it and discuss how they could do things differently. Checking in with students after a bad day." They ensure it is enforced equitably by "modeling the expectations so they can see and understand, check for clarification if they understand the expectations." In addition, their partnership with City Connects allows them to talk about every student.

4.9 a) Services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student:

75% of the files had services that matched the needs of the students. 100% of the files had a process to ensure services were being provided. All SPED staff have a valid SPED license. Progress is documented based on what is in each student's IEP. Teachers of service complete a progress monitoring form to document the service provided and the student's progress. The services provided are determined based on evaluations, a student's IEP, and biweekly meetings.

4.9 b) IEP plans include student-specific goal and plan for ongoing assessment of student progress:

75% of the files included specific student goals that appeared to match the needs of the student. For example, the IEP stated, "The student is performing well below grade level in all areas.."; however, the student also qualifies as an English Learner. It is important to ensure that the student's limited English proficiency is not impeding their access to the general education curriculum.

100% of the files included a plan for ongoing assessment of student progress. The MTSS focus group noted that if a student is not making progress, they will make the following adjustments: come back to the table to see regression, determine if more service time is needed, and look into a reevaluation. "All of that is built into the biweekly meetings with SPED team," and they ask teachers to "look at the goals quarterly and update/change as needed."

4.9 c) IEP goals are rigorous and based on state and national learning standards:

50% of the files had student-specific goals with some level of rigor. However, care should be taken to ensure that goals are SMART (Specific, Measurable, Achievable, Realistic, and Time Frame bound). In the files reviewed, one goal was based on grade level, and the student was performing 2-grade levels below, and in another file, a goal was written for the student to progress one grade level below the student's current grade level.

75% of the files reviewed were based on state and national standards. The goals were based on state standards; however, the goals were below grade level. Goals should be based on the student's current or next grade level. For example, the goal is listed as, "student will participate- and complete all academic tasks, assessments, etc. 90% of the time based on teacher collection of grades..." and the standards (B. ELA1.2, C. ELA1.3, B. ELA2.2, C. ELA2.3, and D. ELA2.4) were based on 1st and 2nd grade for a second grader.

The MTSS focus group stated, "we make sure that our SPED goals are aligned with the standards. We also ensure that their goals reflect the diploma or certificate of completion. We make sure the grade level is aligned to the goal. We want to ensure that the content and standard that needs to be taught are still there but may be approached differently. For ENL, look at annual ACCESS scores. Using reading, writing, speaking, and listening, and it is aligned to grade level content." Evidence indicates practice occurs for 50-89% of students with IEPs.

4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance:

The present levels were not being used to determine goals. The PLOP (Present Level) section should drive the development of IEP goals. The PLAAFP statement did not describe the student's needs in an academic and/or functional skill area or state the impact of the student's disability on her involvement in the general education curriculum. In addition, the present levels identified within each goal did not align with what is documented in the PLAAFP for any of the files reviewed. Evidence indicates this practice occurs for 0-25% of students with IEPs.

The MTSS focus group noted that progress monitoring is based on IEP/ILP. "We would also lean on NWEA scores (3x a year), a lot of what is happening in the classroom, talks with teachers, class assessments, and class work. Communicating with General education teachers more."

4.9 e) IEP plans explicitly Identify requirements for specifically designed curriculum and instruction to align with student needs.

50% of the files had some level of Specially Designed Instruction (SDI). It should be noted that SDI is the instruction used to meet the student's individual needs and that resources like manipulatives, videos, and flashcards are to Qs that students will use or to gaught to use through the instruction. Some file SDI were listed as "will receive pull out and inclusionary support." Identify what strategies will be provided in pull-out or inclusionary support that will align with the student's specific needs or "student will receive EL services alongwith special education services." SDI is in addition to core instruction and should be inividMaliz d. The! MTS_S focus group indica d to a₁ no specific curriculum is utilized for students receiving special education services.

Rubric Rating

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Sustaining
b) IEP includes student-specific goal and plan for ongoing assessment of student progress.	Sustaining
c) IEP goals are rigorous and based on state and national learning standards.	Implementing
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Planning
e) IEP explicitly identifies requirements for specifically designed instruction to align with student needs.	Implementing

Strengths

- Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.
- IEP plans include student-specific goals and plans for ongoing assessment of student progress.

Opportunities for Improvement

- The "Present level of academic and functional performance" section of IEPs did not adequately describe the student's needs in an academic and/or functional skill areas and state the impact of the student's disability on their involvement in the general education curriculum.
- The present levels of student levels of performance were not aligned with the "needs" described within each goal section.
- Specifically designed curriculum and instruction embedded within IEPs did not teach specific skills and/or strategies that the individual student needed to access grade-level curriculum and instruction and maintain high expectations. For example, explicit instruction in phonemes or direct instruction in computation and reasoning strategies.

Recommended Next Steps

- Align the present levels of student performance with the "needs" identified, for each goal.
- Create a specifically designed curriculum and instruction that teaches specific skills that are specific to the individual student target, maintains high expectations. For example, explicit instruction in phonemes or direct instruction in computation and reasoning strategies.
- The IDOE has excellent resources regarding Specially Designed Instruction:
 - o <https://www.in.gov/doi/files/Spread-the-Word-Specially-Designed-Instruction-S01.pdf>
 - o <https://www.indianaieprc.org/images/lcmats/SDI/SpeciallyDesignedInstructionSTWBT-Edits.pdf>
- [Recommended Instructional Approaches Resources](#)
- The Indiana IEP Resource Center offers many workshops on goal development, behavior intervention plans, transition assessments, and progress monitoring that may be of value: <https://www.indianaieorc.org/index.php>

Potential Partnerships/Organizations Moving Forward

- The Indiana IEP Resource Center offers free virtual office hours weekly for specific technical assistance: <https://www.indianaieprc.org/index.php/technical-assistance>
- The Indiana Department of Education Special Education website has resources that may help enhance available resources and supports: <https://www.in.gov/doi/students/special-education/>

4.10 English Language Learners (Multilingual Learners)

4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- Reviews of ILPs
- Confidential Student File reviews
- Focus Groups- Teachers, Parents, Leadership
- INDOE EL Guidebook
- Lesson Plans
- Classroom Observations

Summary of Findings

The Yellow Hat Consulting (YHC) evaluation team conducted a file review of Promise Preps ILP files, conducted focus group interviews, classroom observations, and reviewed artifacts to determine that Promise Prep "Does Not Meet Standard" for indicator 4.10.

The YHC evaluator pulled at random a total of 21 ILP files from across multiple grade levels. The random sample represented approximately 35% of the school's EL population. EL files are kept in the main office in a cabinet next to the cumulative files. The files had the home language survey, ACCESS results, and parent

notification letter. In reviewing the files, it was noted that several students had been retained. It is extremely important that H students are not being retained due to their English language proficiency. There was no clear understanding of why the students were retained, and, the YHC consultant did not see any protocols related to the retention policy at Promise Prep.

During the report draft feedback meeting, PLA told YHC that PLA has a retention policy. However, Promise Prep did not follow the policy. After the meeting; PLA's Regional Director of Compliance and Reporting submitted notes regarding the retention policy. According to the notes PLA submitted, "PLA schools follow a Promotion/Retention Policy. Sufficient evidence was not provided during the initial transition to PLA. The new school Principal is working with the Superintendent/Regional Director to ensure all retained scholars are provided the services and the support needed to meet their EOY academic goals."

4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL(ML) students:

During the MTSS focus group, it was shared that all network staff is engaging in professional development over sheltered instruction practices; however, when visiting classrooms, there was little evidence of the practices being implemented. There were no language objectives, lesson plans did not include components of sheltered instruction, and there is no evidence of the administration looking for components during instructional walk-throughs.

4.10 b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL (ML) students:

The ENL teacher shared her schedule for servicing ENL students, which included a mixture of push-in and pull-out services. In addition, she shared that she interacts daily with the general education staff. As indicated previously, there was no evidence of sheltered instruction practices in lesson plans. With such a large population of English Learners and a committed ENL teacher, Promise Prep has an opportunity to ensure all scholars access grade-level content through explicit sheltered instruction practices.

4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations:

Promise Prep has committed to communicating with English learner families in Spanish through several avenues: Class Dojo, website, flyers, and newsletters. Given the growing population of Haitian Creole students, it is recommended that the school translate documents into Haitian Creole.

4.10 d) ILP plans include student-specific goal and plan for ongoing assessment of student progress:

The ENL files were very thorough and had goals for students. It was noted that in all ILPS that the YHC team reviewed, the assessment measures were the same for all students.

It would be beneficial to add differentiated assessment measures depending on the ACCESS level of the student.

4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs:

The YHC evaluator visited classrooms and reviewed lesson plans, and there was no evidence of specific sheltered instruction practices integrated into lesson plans.

Rubric Rating	
a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Emerging
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ELL students.	Planning
c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	Emerging
d) ILP plans include student specific goal and plan for ongoing assessment of student progress.	Implementing
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	Planning
Strengths	
Promise Prep has a full-time ENL teacher who is licensed and Spanish speaking. The school has ILPs established for each ENL student with specific goals.	
Opportunities for Improvement	
<ul style="list-style-type: none"> ▪ YHC consultant did not see any protocols related to the retention policy at Promise Prep. ▪ Students were retained without clear explanation or documentation. 	
Recommended Next Steps	
<ul style="list-style-type: none"> ▪ Train more staff in SIOP (perhaps a train-the-trainer program) and/or TESOL certification. ▪ Translate documents into Haitian Creole. ▪ Differentiated assessment measures depending on the ACCESS level of the student. 	
Potential Partnerships/Organizations Moving Forward	
Central Indiana Educational Service Center (CIESC) https://ciesc.org/ has hosted SIOP training locally.	

Closing and Recommendations

Promise Prep has created a nurturing environment that makes it safe for students and educators to take risks. The philosophy of implementing a "relationship-driven classroom culture" was apparent in every classroom. With a positive environment already in place, Promise Prep can create and implement robust systems that promote student achievement. YHC noted that Promise Prep leadership has a growth mindset and had begun to implement new systems between the time of the site evaluation and the report feedback meeting.

YHC recommends Promise Prep:

Quickly implement processes in sub-indicators for 4.5, 4.6, and 4.9 because these areas are close to being met. "Meets Standard."

Conduct a curriculum audit to identify the frequency in which the curriculums address Indiana Academic Standards.

Consider creating pacing guides that address IAS standards.

Create a streamlined process for capturing and reviewing student data (Indiana Academic Standards) across and within subgroups.

Maximize instruction time by eliminating the hour block between arrival and instruction add a data-informed instruction block.

ATTACHMENT 9

Exhibit D

Statement of Assurances-

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

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code ("IC") § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients receiving federal Charter School Program Grant funds will comply with all provisions of the Non regulatory Guidance---Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401 (14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965*, *as amended by the Every Student Succeeds Act of 2015*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from lilly and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature & Authorized Representative of the Charter School Applicant

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

Earl Martin Phalen

CEO

Name

Title

Earl Martin Phalen

Signature

11/08/23

Date

ATTACHMENT '10

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

School Name: Phalen Leadership Academy at H. Fisher Sdlool 93
 Location: Please enter Sdlool Location on 'lllb L
 Renewal Year: 2024-ZSSY

Is the sdlool an Adult Hlal Sdloal C,lease see Instructions): Select from drop-down list →

Enrollment	Currentlar	Year 1	Year2	Year3	Year4	Years
	2023-24SY	2024-ZSSY	2025-26SY	2026-27SY	2027-28SY	2028-29SY
Kindergarten	14	16	11	18	20	21
Grade 1	14	16	11	15	20	21
Grade 2	14	16	17	18	20	22
Grade 3	14	15	11	19	20	22
Grade 4		15	17	19	20	22
Grades	15	16	17	19	20	21
Grade 6	15	16	15	19	20	21
Grade 7						
Grades						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	100	110	120	130	140	150
Adult Learners (1)						
Total Adult Enrollment:						
EstJIDIICI" q f \$tudeots;						
Special Education	15	15	15	15	15	15
English Learners	25	25	25	25	25	25
Free/Reduced Piced Lunch	74	74	74	74	74	74
Virtual Students (2)						
K-12 Distribution (3)	\$ 668,100.00	\$ 734,910.00	\$ 801,720.00	\$ 868,530.00	\$ 935,340.00	\$ 1,002,150.00
Adult Distribution (4)						

NEW Definitions

Please complete the enrollment table for the school's airrent year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.

1) An "adult hsh school" Is a charter school that has a majority of enrolled students that: (1) belong to 1raduation cohort that has already graduated; or (2) are over the age of el1hteen (18) years of age; at the time the student was first enrolled at the school. ICSB Is prohibited from authorizing an adult high school unless the 1eneral assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 31 only.

2) A "virtual student" is defined as a student for whom at least fifty percent (5%) 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.

3) The "basic" tuition support grant for K-12 schools is equal to the followin1 formula:

$$(\text{Foundation Amount} \times \text{ADM}) + ((\text{Complexity Multiplier} \times \text{Complexity Index}) \times \text{ADM})$$

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 (2024-25 FY) budget- Foundation= \$6,590 for the 2023-24 SY and \$6,681 for the 2024-25 SY (and beyond) and Complexity Multiplier= \$3,983 for the 2023-24 SY and \$4,024 for the 2024-25 SY. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two oount dates (in October 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 11rant amount for moderate disabilities (\$2,930 for the 2024-25 SY). The grant amount for severe disabilities is \$1,695 for the 2024-25 SY).

4) The Adult Leamer Grant amount for adult hlah schools is \$6,750. The Adult Distribution is calculated by multiplyin1 Total Enrollment by the Adult Grant.



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

Schedule Information for Schools Connected with a Management Contract

Please include a note in the assumption column and budget narrative if any of the listed amounts include additional services, consulting, facility, or liability fees paid to a management company or affiliate of a management company that are not included in Line 97 (O/O/D/O) 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.

REVENUES

	Year 1	Year 2	Year 3	Year 4	Year 5
State Revenue - See Footnote					
Basic Tuition Support / Adult Learners Grant - From Tab 2	\$ 668,100.00	\$ 734,970.00	\$ 801,720.00	\$ 868,530.00	\$ 935,340.00
Special Education Grant - From Tab 2	\$ 43,950.00	\$ 48,345.00	\$ 52,740.00	\$ 57,135.00	\$ 61,530.00
Honors Diploma/Academic Performance Grant	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -
Non-English Speaking Program	\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant (\$1,400 per student)	\$ 125,000.00	\$ 154,000.00	\$ 188,000.00	\$ 220,000.00	\$ 250,000.00
Formative (Internal) Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -
State Matching Fund for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -
Curricular Material Reimbursement Program (\$150 per student)	\$ 4,739.00	\$ 5,284.50	\$ 5,770.00	\$ 6,265.50	\$ 6,761.00
Remediation / Testing Grant	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00
Teacher Appreciation Grant	\$ 20,933.00	\$ 5,500.00	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -
Total State Revenue:	\$ 837,742.00	\$ 947,868.50	\$ 1,024,170.00	\$ 1,100,065.50	\$ 1,205,888.00

Additional Information

Other State Grants (Row 29)

EXPENSES

	Year 1	Year 2	Year 3	Year 4	Year 5
Federal Revenue - See Footnote					
Public Charter School Program Grant	\$ 50,000.00	\$ 68,000.00	\$ 74,418.82	\$ 76,407.27	\$ 78,699.48
Charter Facilities Assistance Program Grant (2011)	\$ 64,197.00	\$ 128,000.00	\$ 139,608.56	\$ 143,825.46	\$ 146,402.32
IDEA - Part B Grant (Special Education)	\$ 24,818.00	\$ 27,409.80	\$ 29,012.80	\$ 30,798.65	\$ 32,722.61
Title I	\$ 74,477.80	\$ 83,681.58	\$ 94,503.36	\$ 105,657.20	\$ 116,877.04
Federal Lunch Program	\$ 31,246.20	\$ 34,977.02	\$ 40,204.44	\$ 45,198.30	\$ 50,133.02
Federal Breakfast Reimbursement	\$ 150,000.00	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal Revenue:	\$ 389,148.00	\$ 340,068.20	\$ 378,734.58	\$ 401,685.58	\$ 425,672.38

Other Federal Revenue (Row 43)

EXPENSES

	Year 1	Year 2	Year 3	Year 4	Year 5
Other Revenue	\$ 824,357.80	\$ 134,297.70	\$ 109,228.40	\$ 64,164.10	\$ 69,099.80
Contributors and Donations from Private Sources	\$ 1,681,268.00	\$ 1,442,351.80	\$ 1,522,133.78	\$ 1,385,881.18	\$ 1,700,670.18
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Capital Grants Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Common School Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Property Tax Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -
Operating/State/Referendum Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Bond Bank	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue (please describe)	\$ 49,377.00	\$ 54,287.70	\$ 59,228.40	\$ 64,164.10	\$ 69,099.80
Total Other Revenue:	\$ 424,357.80	\$ 134,297.70	\$ 109,228.40	\$ 64,164.10	\$ 69,099.80
TOTAL REVENUE:	\$ 1,262,100.00	\$ 1,082,166.20	\$ 1,133,398.40	\$ 1,204,229.60	\$ 1,274,987.80

Other Revenue (Row 50)

EXPENSES

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Staff - See Footnote (9)	\$ 304,275.00	\$ 107,803.25	\$ 110,025.35	\$ 111,944.11	\$ 117,242.43
Executive Administration: Office of Superintendent	\$ 41,544.00	\$ 44,850.32	\$ 46,195.43	\$ 47,581.70	\$ 49,009.16
Other School Administration	\$ -	\$ -	\$ -	\$ -	\$ -
Business Manager/Director of Finance	\$ 147,819.00	\$ 152,254.57	\$ 156,831.18	\$ 161,525.81	\$ 166,371.59
Instructional Staff	\$ 422,720.00	\$ 435,401.50	\$ 448,463.05	\$ 461,917.56	\$ 475,775.28
Teachers - Regular	\$ -	\$ -	\$ -	\$ -	\$ -

ATTACHMENT 11

Promise Prep Budget Overview:

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.

Enrollment is expected to grow at a moderate pace (7-10%/yr) over the next 5 years.

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.

proml P.rep Se Year: - Budget - Key Assumptions:	FY24\	FY25	fy26	FY2_7	f,Y28	f.Y.29
Enrollment	100	110	120	130	140	150
Annual Enrollment Growth		10%	9%	8%	8%	7%
Average Basic State Funding Per Scholar	7,121	7,121	7,121	7,121	7,121	7,121
Charter School Facility Grant Per Scholar	1,250	1,400	1,400	1,400	1,400	1,400
Average Other State Funding Per Scholar	207	98	98	95	93	91
Federal Funding Per Scholar (excl Nutrition)	2931	2031	2031	1931	1847	1775
Avg Nutrition per Scholar	1061	1061	1125	1159	1194	1229
Comp. Gr & Philanthropy per Scholar	3750	909	417	0	0	0
Other Revenue Per Scholar	494	494	494	494	494	494
Total Funding Per Scholar	16,813	13,112	12,684	12,199	12,148	12,110
Total Full Time Staff (FTE)	14.0	12.0	12.0	12.0	13.0	13.0
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Facility Lease	166,860	171,866	177,022	182,332	187,802	193,436
Total Expenses per Scholar	16,765	13,059	12,615	12,129	12,070	12,020
Net Surplus	4,778	5,851	8,294	9,075	10,817	13,555

ATTACHMENT 12

Academic Performance Reportable Schools

(3) most recent year of academic data for each school. If a school is not reported, it is not a reportable school. Copy additional data from the report if the school is not a reportable school. Copy additional data from the report if the school is not a reportable school.

School Year	Grade	ELA - (Yaj)	Math - (Vai)	Science	History	Physical Education	Art	Music	Foreign Language	Other
2020-2021	K	0.85%	27.27%	1.80%	NA	NA	NA	NA	NA	NA
	1	4.49%	17.15%	9.03%	NA	NA	NA	NA	NA	NA
	2	7.00%	11.11%	3.20%	NA	NA	NA	NA	NA	NA
	3	11.22%	14.29%	35.79%	NA	NA	NA	NA	NA	NA
	4	11.22%	14.29%	11.11%	NA	NA	NA	NA	NA	NA
2021-2022	K	48.72%	48.21%	142.10%	NWEA	NA	NA	NA	NA	NA
	1	21.21%	25.11%	121.32%	NWEA	NA	NA	NA	NA	NA
	2	11.11%	45.17%	151.12%	NWEA	NA	NA	NA	NA	NA
	3	15.75%	42.00%	17.95%	NWEA	NA	NA	NA	NA	NA
	4	11.75%	20.00%	87.35%	NWEA	NA	NA	NA	NA	NA
2022-2023	K	91.85%	62.15%	12.15%	NA	NA	NA	NA	NA	NA
	1	1.25%	7.13%	12.15%	NA	NA	NA	NA	NA	NA
	2	17.72%	4.35%	14.17%	NA	NA	NA	NA	NA	NA
	3	13.54%	7.30%	2.10%	NWEA	NA	NA	NA	NA	NA
	4	15.00%	9.70%	22.41%	NWEA	NA	NA	NA	NA	NA

ATTACHMENT 13



Nicole Scott <nscott@phalenacademies.01

Fwd: Good evening/Update

Earl Phalen <emphalen@summeradvantage.org> Tue, Oct 31, 2023 at 3:56 PM
To: nscott <nscott@phalenacademies.org>, Nicole Fama <nfama@phalenacademies.org>, Eva Spilker <espilker@phalenacademies.org>

FYI. Earl

--- Forwarded message ---
From: McAlister, Patrick <Patrick.McAlister@indy.gov>
Date: Tue, Oct 31, 2023 at 1:19 PM
Subject: RE: Good evening/Update
To: Earl Phalen <emphalen@summeradvantage.org>

Earl,

Thanks for the heads up. We're sad to see you go, but understand how that makes sense from an operations/efficiency perspective. Let me know how my team can support you in this transition.

Best,

Patrick

From: Earl Phalen <emphalen@summeradvantage.org>
Sent: Monday, October 30, 2023 4:19 PM
To: McAlister, Patrick <Patrick.McAlister@Indy.Gov>
Subject: Good evening/Update

Good afternoon Patrick,

I hope this email finds you well. I am reaching out because I want to give you a heads-up that your team will be receiving a notice of intent to change authorizers for Promise Prep. After several conversations with my team, we have decided to apply for a change in authorizer because all of our other Indianapolis-based charter schools are through ICSB. For efficiency, we believe that it is in the best interest of our organization to have one authorizer.

Thank you in advance for your understanding in this matter.

Peace,

Earl

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