

Name of Applicant: PLA FE

OPTIONAL COMPETITIVE PREFERENCE PRIORITY (Up to 3 Points)

0 points	1point	2 points	3 points
Applicant opts not to address this element, OR narrative does not focus upon any of the designated priority areas (Early Childhood, Postsecondary, or Rural)	Area of focus is indicated, but only one of the three required elements is fully described	Area of focus is clearly defined, and two of the three required elements are fully described	Area of focus is clearly defined and <i>all three</i> elements fully addressed: (1) Expected targets and outcomes are clearly described; (2) Targets/outcomes are supported by qualitative or quantitative data or specific measurable and accessible goals; and (3) Unique populations are clearly defined and described

Averaged Peer Reviewer Score : 2

Comments:

Phalen Leadership Academies Far East (PLA) did address two of the areas of focus - early childhood and postsecondary. In the early childhood focus area Phalen will establish Creative Curriculum based on Indiana's Learning Foundations and provide language, literacy, math, science, physical development and social emotional learning as stated on page 14. The classroom instructional design is focused on a rotational instructional model and has data collection on weekly assessments. There is access to a trauma-informed specialist to support the Positive Behavior Intervention and Support model. The postsecondary focus is designed to increase graduation rates with use of strategies from the PLA model including biweekly check ins, an enriched focused academic tracks from four choices- STEM, Arts, Culture and Citizenship, or Entrepreneurship as described on page 15. This is supported with blended learning opportunities and specific college and career readiness activities such as college visits, guest speakers, and mentorships.

The school will collaborate with preschool providers to develop bridge programs to transition children into elementary school. The application states that "in some PLA schools, early learning centers are often situated on campus." It does not specify if there will be an early learning center at this location. The applicant defines key elements of their philosophy of early childhood, but does not specify how early childhood education will be delivered to students, whether directly through preschool or through collaborations with other providers. No targets and outcomes are defined. The applicant also identified post-secondary readiness as a priority, but is not a high school. The scoring rubric states that post-secondary refers to schools with grades 9-12.

Early Childhood: Application includes detailed discussion of elements of proposed early childhood program. Targets/outcomes are briefly described, but primarily inferred from description of model. Quantitative data on need for early childhood education on the far eastside is stated. Postsecondary: Application establishes outcome of higher graduation rates and support for success after high school. PLA model offers many elements to accomplish that goal.

The applicant is focusing on Early Childhood and Postsecondary and has clearly defined the model that will be used for both. Expected targets and outcomes and corresponding data to support them were not included.

REQUIRED ELEMENTS

1. CHARTER SCHOOL VISION and EXPECTED OUTCOMES (Up to 6 Points)

<p>0 points No description provided or cited within Application; applicant only cites pages in Charter Application</p>	<p>1-2 points Only 1-2 of the required six elements are <i>fully</i> described. <i>1 point per element</i></p>	<p>3-5 points At least 3-5 of the required six elements are <i>fully</i> described. <i>1 point per element</i></p>	<p>6 points (1 point per element) <i>All six elements are fully developed and described. (1) Vision; (2) Need and Communication Plan; (3) Curriculum Framework and Key Evidence-based Instructional Practices; (4) Specific Strategies Support All Students in Meeting/Exceeding Indiana Academic Standards; (5) Development of 21st Century Skills or Preparing Students to be College & Career Ready; and (6) Sustainability beyond CSP Grant Funding</i></p>
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Averaged Peer Reviewer Score: 6

Comments:

The vision is comprehensive with five major components focusing on student and teacher growth as stated on page 17. The needs assessment for the school was a data rich, research-based assessment of the lack of academic growth, absenteeism, and low graduation rates paired with community demographics on poverty, unemployment, access to food, and violent crime rates in the Far East area. Phalen has a Director of Community Outreach who oversees a structured set of six engagement strategies, ranging from traditional news/media and social media stories to community organizing networks to assure families are active participants in the design of the school. The school uses a personalized learning approach to assure academic gains are monitored and instruction is differentiated as shared on page 20. This intentional instructional design supports meeting the needs of students who are struggling and the socio-emotional support ecosystem provides growth and persistence to reinforce student learning. The learning environment is built on 21st Century skill development activities and Phalen identified five focuses they utilize from building ownership for learning to improving critical thinking to addressing their student's abilities to be career ready as noted on page 23.

The key pillars for the vision of the school are outlined, including differentiated learning, teacher development, and student choice and community engagement. The applicant demonstrated a need for the school and a thorough communication plan for outreach. According to the data presented, only 7% of Far Eastside's children have access to a high quality public school. The key principles of the curriculum were defined and evidenced-based: frequent formative assessment, differentiated learning, and personalized learning. The narrative did not define what personalized learning would look like in the school. Adaptive software will be used for EL and SPED students. No other interventions or support are described for EL and SPED students. 21st Century skill development will focus on ownership in learning, self-efficacy, problem solving, critical thinking and creativity. All the skills identified are student-centered and do not include collaboration, communication or social skill development. CSP funded activities and positions will be sustained through general operating funds, Title funds and philanthropic giving. Other grant expenses are one-time, with minimal reoccurring costs.

1a-Application well articulates the vision and need for PLA-FE. Data is provided that demonstrates need based upon multiple indicators, including poverty, unemployment, lack of educational options and student standardized assessment information. 1b-The communication plan is multi-pronged. 1c- Applicant provides curriculum framework and evidence-based instructional practice. However, some of the research base for curriculum is decades old and may or may not remain relevant. Example: Gagne's and Anderson's ACT cumulative learning theories which were developed in 1965 and 1983 respectively (Pg.6). Applicant does not discuss the curriculum and instructional framework for the early childhood program. 1d - Numerous targeted and differentiated, data-driven instructional processes are outlined, to assist students in meeting and exceeding academic standards. 1e - School will focus on the NACE defined competencies with plans to enhance student success in each. 1f - Systems that are developed in years one and two are to be embedded in ongoing processes and maintained after year two through general operating funds (increased enrollment) and philanthropy.

The vision outlined by PLA (p.2) is clear and thorough and not only includes opportunities to serve all

students in a variety of innovative ways, but includes the vision for teacher's professional growth and an emphasis on family engagement. The need is clearly demonstrated and summarized on the IRead (state assessment) table found on p.3. The communication plan (p.4) includes some informal plans such as informal and word of mouth, it is ultimately strong including press releases, parent ambassadors, and online presence and ad campaigns. The curriculum plan is evidenced based (many citations on p.4 and 5) and includes differentiated instruction and personalized learning. The applicant also used research and evidence to choose their curriculum of Harcourt Journey for literacy and Saxon for math. The strategies to ensure all students(including SPED and ELL) will learn including some already named above as well as data driven instruction and interventions (PLA Coaching Cycle) frequent assessments and feedback, enrichment and social emotional learning (SEL). To ensure the development of needed 21st Century Skills and competencies, the applicant again used research as evidence to support their plans including character education, writer's workshop, adaptive math software and data driven feedback cycles to improve critical thinking (p.8). In general, PLA plans on using the CSP funds to purchase and implement many of their systems and processes with the plan that the cost to sustain them will be minimal (p.8-9)

2. EXPERTISE OF CHARTER SCHOOL DEVELOPERS (Up to 6 Points)

0 points	1-2points	3-4 points	5-6 points
No description provided or cited within Application; applicant only cites pages in Charter Application	Key personnel are identified, but descriptions are vague and qualifications not directly aligned to proposed program	Key personnel are identified and solid descriptions provided showing each individual's qualifications aligned to the proposed program	Key personnel are identified and their strong qualifications are clearly described and relevant to the proposed program. Team members appear to exhibit exceptional expertise and the previous successful experience needed to bring about academic growth and student achievement. Applicants that intend to REPLICATE or EXPAND must also provide data analyses findings to be scored within the 5-6 point range.

Averaged Peer Reviewer Score: 6

Comments:

The academic achievement data and the transformation of five F schools to A schools addressed their expertise in implementing effective school design elements as documented on page 24. The focus on continuous teacher skill development and building leadership opportunities for teachers is seen in the growth of the expertise of their exemplary staff as noted on pages 24-25. The staff have a strong history of experience and expertise. The evidence provided on academic growth supports the replication of Phalen as documented on page 25-26.

Key personnel are identified in the proposal, all are network level employees. As a network, Phalen has managed 5 F-rated schools into A-rated schools, and 9 of the 10 schools they manage outperformed their home districts. These districts were not identified nor comparative data provided. Applicant states that 72% of scholars show standard to high growth on the state test, but does not distinguish these levels of performance. The GVP site data states that students grew at the 45th percentile compared to peers nationwide. Applicant does not indicate on what assessment. Additionally the 45th percentile would be slightly below average on a normed assessment.

Primary network leaders are named and short bios presented with discussion of their responsibilities for new school (resumes are included in attachments). 2b -It is not clear if the overview of academic highlights that lead this section (pg.10) includes all PLA schools, or only school(s) being replicated. Applicant lists performance data from two A schools in the network. Aside from the state rating of each school, the provided data is different for each. For example; IREAD pass rates are provided for one school and not the other. (Pg. 11) Or, the data provided is vague, i.e. "Gained and average of 1.6 years of annual growth" without indicating who, etc..

The key personnel section on pp.9-10 is thorough and succinct and the proposed staff is highly qualified to carry out the innovative plans for the school. On page 10, the applicant listed data demonstrating much experience in academic growth including turning 5 F rated schools to A rated schools in 3 years, and increasing academic achievement and growth in their existing schools. The specifics of the educational model is outlined on p.11 (GVP and JRP) as well as the key factors in their success such as small group, personalized instruction, blended learning and rigorous professional development. The applicant states that they have a strong operational track record with no significant issues or corrective action plans in any of their schools including in school safety, finance and legal compliance (p.12).

3. CHARTER SCHOOL GOALS & COMMUNICATION PLAN (Up to 9 Points Total)

A. Charter School Goals (up to 7 points for this element, under Part A)

0 points	1-2points	3-5 points	6-7 points
No description provided or cited within Application; applicant only cites pages in Charter Application	Goal descriptions are partial, vague or unclear; <u>or</u> applicant has only identified one or two goals; <u>and/or</u> goals are not aligned to proposal priorities (e.g., STEM, Early Childhood, etc.)	No less than three specific, measurable goals are identified. Some goals may not appear rigorous. Methods for measuring success toward goals described but may be somewhat unclear. Some key proposal priorities (e.g., STEM) do not have aligned goals.	No less than three specific, measurable goals are clearly described. Academic outcomes of all students (all grade levels served) will be addressed. All goals appear rigorous, yet attainable. Applicant specifies who will do what, by when, and based upon what measurement. Applicant MUST include at least one goal aligned to a State Assessment to be scored within the 6-7 point range.

Averaged Peer Reviewer Score: 7

Comments:

There are five measurable goals and all focus on academic student growth. They are rigorous with exceeding district performance in math and reading as noted on page 28. The goals are written focusing not just on growth in proficiency annually but includes continuous improvement components with goals of proficiency for the entire school over time as indicated on page 27.

Five goals are defined, including three goals tied to state assessments and two to other formative assessments. The goals are clear, measureable and time-bound. The NWEA goal does not define how 1.25 years of growth will be measured. The applicant also identified a non-academic goal of developing a growth mindset among students.

Applicant provides five goals, with three based on achievement data from state content assessments. While the goals are understandable, more specific information on grade levels (who) and referencing averages (what) would add clarity. Goal #2 is not very rigorous, however, as a new school with a fairly large enrollment, it may take time to see larger growth numbers, so this goal is reasonable. It is not clear (but will become so overtime) if Goal 2 and Goal 4 will align. The applicant does not include goal(s) for the proposal priority of preschool/early childhood education.

Part A on pp.12-13 lists 5 specific, rigorous, and measurable goals and includes 3 with achievement data from the state content assessments (increasing IREAD Proficiency, ILEARN growth and exceeding the districts proficiency in both reading and math. The goals appear attainable as this group has achieved them at their other schools. The goals also include gains in NWEA Reading and Math which is a personalized growth software program and common formative weekly assessments using the Edulastic platform.

B. Communication Plan (up to 2 points for this element, under Part B)		
0 points	1point	2 points
Communication plan regarding goals not addressed	A communication plan is outlined to describe school goals to some stakeholders (e.g., to staff and students but not to families)	A communication plan that has been well thought out and includes multiple avenues to reach all stakeholders (staff, students, families) has been articulated with specificity
Averaged Peer Reviewer Score: 2		
Comments:		
<p>Based on Phalen's strong community engagement frameworks, there is a specific, comprehensive plan for each of the stakeholder groups - parents, students, teachers, school board, and community members and organizations as described, in detail, on pages 28-29.</p> <p>The communication plan for sharing goals with stakeholders was well-defined, including parents, students, teacher, board members and community partners.</p> <p>Applicant has a clear plan for informing and engaging stakeholders in the school model and academic achievement of students. These plans include; parents, students, teachers and community.</p> <p>Part B outlines the communication plan to ensure all stakeholders are aware of the schools goals. Part of their parent engagement plan is to ensure the parents are partners in helping all of their students achieve these goals and will include bi-weekly report cards, newsletters and phone calls home. These goals will be embedded into the culture of the school and will be part of the everyday world of the students and teachers. The School Board will be introduced to these goals initially and presented with progress toward these goals at every staff meeting. Newsletters, various forms of media and phone calls will be used to ensure other community members and organizations are aware of PLA's goals and measures. Though some of the strategies are informal (open door policy, encouraging visitors, phone calls to community members) there are enough strong and specific strategies outlined to ensure a strong communication plan.</p> <p>Part B outlines the communication plan to ensure all stakeholders are aware of the schools goals. Part of their parent engagement plan is to ensure the parents are partners in helping all of their students achieve these goals and will include bi-weekly report cards, newsletters and phone calls home. These goals will be embedded into the culture of the school and will be part of the everyday world of the students and teachers. The School Board will be introduced to these goals initially and presented with progress toward these goals at every staff meeting. Newsletters, various forms of media and phone calls will be used to ensure other community members and organizations are aware of PLA's goals and measures. Though some of the strategies are informal (open door policy, encouraging visitors, phone calls to community members) there are enough strong and specific strategies outlined to ensure a strong communication plan.</p>		

4. USE of CSP FUNDING	(Up to 6 Points)
A. Detailed Budget Narrative and Budget Worksheet Addressing all Expenditures Aligned to the Proposal (up to 4 points, for Part A)	

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

<p>0 points No budget narrative, and detailed budget worksheets are not attached to proposal.</p> <p><u>OR</u>, budget narrative is unclear and does not align to detailed budget attached and provides very limited or no detail to justify proposed expenditures.</p> <p>There are many discrepancies between the combined <i>Planning & Implementation</i> budget worksheet totals and the <i>Budget Summary</i> worksheet totals.</p>	<p>1point Many budget narrative descriptors are partial, vague or unclear. Some costs have not been described within the proposal.</p> <p>Several discrepancies exist between the combined <i>Planning & Implementation</i> budget worksheet totals and the <i>Budget Summary</i> worksheet totals.</p>	<p>2-3 points Detailed budget narrative descriptors are provided for most line items and costs are aligned to initiatives described within the proposal.</p> <p>Most combined <i>Planning & Implementation</i> budget worksheet totals agree with the <i>Budget Summary</i> worksheet totals.</p>	<p>4 points Detailed budget narrative descriptors are provided for nearly all line items and are directly aligned to anticipated initiatives/costs described within the proposal narratives.</p> <p>The combined <i>Planning & Implementation</i> budget worksheet totals agree with the <i>Budget Summary</i> worksheet totals.</p> <p>Applicant MUST adhere to maximum of \$300K in planning year and a maximum of \$900K for total proposal budget to be scored within the 4 point range.</p>
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Averaged Peer Reviewer Score: 4

Comments:

The descriptive budget narrative components were very detailed and provided specific tools that would be purchased. This was supported with a chart defining each of the major budget categories supported by IDOE guidance as to the reasonable, allocable, and necessary criteria for the use of funding to support the school's implementation. This was an exemplary tool which provided the context for each category of purchases with a focus on student service delivery as detailed on page 34.

Planning year funds support technology infrastructure, community outreach and a portion of network staff salaries. No school level staff appear to be funded in the planning year. Costs are aligned to the budget narrative. The narrative is general and broad. Although these expenses will support the goals outlined for the school, the applicant does not make a direct link to the proposed outcomes in element 1.

Applicant has provided a detailed budget narrative which describes line items and connects each to the anticipated costs outlined in the proposal. Totals within the Planning and Implementation worksheet are aligned and grant requests are within the limits allowed.

The budget information provided (summaries, detailed and narrative) for the planning year all align with each other and the details of the schools overall plan. For example the school's goals include an NWEA assessment system, Eduplastic platform, Coaching Cycle implementation and rigorous professional development and all are included in the school's budget with specific details. The personnel proposed is justified as well as other contractual systems such as SIS, Data Warehouse, Smartsheet and a Human Resource system and various forms of technology (pp.15-16). The implementation year budgets also align with each other, the budget narrative and the overall plans and goals for the school. On review of the unallowable costs provided, all of the expenses appear to be allowable. The school requested \$900K in total with less than \$300K for the planning year.

B. School's Capacity to Continue Implementation & Operation (up to 1 point, for Part B)

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

0 Points	1 Point
Explanation of how school will develop and maintain required capacity to continue the program after grant life is either not provided, inappropriate, or not adequately described	Explanation of how school will develop and maintain required capacity to continue the program after grant life is clearly articulated and sufficiently described

Averaged Peer Reviewer Score: 1

Comments:

The budget focus is on building staff capacity, purchasing technology to support a data-driven learning environment for teachers and students, and to develop specific tools including the PLA Coaching Cycle 2.0 web platform as detailed on page 33. The support of personnel each year is split funded to allow for use of state and federal funds after CSP funding when student enrollment will increase access to additional funds.

Funded positions would be absorbed into the general operating budget. One-time costs for equipment, software and curriculum would not be reoccurring. Grant funds would also be used to build processes in the school to support data analysis and teacher coaching. Once established, these processes would be embedded in the operation of the school. Sustainability planning is articulated in narrative.

PLA repeated their plans from Element 1 to use CSP funds to purchase and implement many of their systems and processes with the plan that the cost to sustain them will be minimal. The CSP funds will be used for personnel that are directly working on planning and starting up the school and there are many 1 time costs such a computers and software systems.

C. Costs are Reasonable, Allocable and Necessary (up to 1 point, for Part C)

0 Points	1 Point
Many costs appear either unreasonable, or unallowable, or unnecessary (as they cannot be directly tied to activities or personnel described within the applicant’s proposal narratives)	All – or nearly all costs – appear reasonable, allocable and necessary

Averaged Peer Reviewer Score: 1

Comments:

The development of the reasonable, allocable and necessary chart on page 34 provided evidence of the applicant's focus on spending CSP funds to support student learning while meeting the budget requirements in each of these three areas.

Applicant clearly outlines how cost categories are reasonable, allocable and necessary. The categories include learning technology, systems, community outreach and personnel.

Costs for personnel and equipment, appear reasonable, allocable and necessary for the initial planning and implementation of first to years of school.

The school states and the detailed budgets demonstrate that the applicants ensured that all costs were reasonable, allocable and necessary. On page 5 the applicant provided a high level overview of their proposed expenses on a table providing rationalization and justification for their 4 major cost budgets.

5. GOVERNANCE PLAN & ADMINISTRATIVE RELATIONSHIPS (Up to 6 Points)	
Six Required Elements (A-F each worth one point, for a total up to 6 Points)	
A.	All applicants provide description of governance structure of the school. If the school uses an EMO/CMO , applicant <i>also</i> must describe that partnership and why the EMO/CMO was selected
B.	Description of how school operates (how charter school leaders are empowered to make daily decisions and how school staff work together)
C.	Description of process to select board members and summarize member expectations
D.	Description of governance training for board members, current and prospective

E. Description of relationship between the charter school leadership, governing board, or authorizer with the EMO/CMO to ensure no apparent or real conflict of interest involved. IF the school does not use an EMO/CMO, scored as one point
F. Description of how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.
Averaged Peer Reviewer Score: 6
Comments: <p>There was no discussion of the responsibility of the governing board. There is a structured board selection process and governance training is ongoing utilizing a wide set of strategies including board member to board member training as described on page 36. The school leadership has the opportunity to make decisions as described on page 35. There is a team structure that works to assure all reporting requirements are met as described on page 37.</p> <p>The relationship between the network and the board is not defined. The school leader reports to the board. The narrative states that the board "holds ultimate ultimate accountability for the performance of the school," it does not specify that accountability. For example, who has the authority to hire or fire the school leader? Although the applicant indicates it is Responsibilities of the board are defined, including financial oversight, academic performance management, authorizer accountability and budgeting. The school leader will report to the board, but the application does not state who has the authority to hold the school leader accountable. The school leader has the authority to make day-to-day decisions in running the school. A process is established for selecting new board members, but the applicant does not indicate how potential applicants are recruited. New board members receive orientation, and all board members receive ongoing training from the school, network, external providers, and peer board members with relevant areas of expertise. The network provides support to the school to comply with state and federal reporting requirements.</p> <p>Applicant provides thorough description of processes for 5a-5d. 5e explaining school leadership, board of directors and authorizer. Although there is not a service provider involved, applicant doesn't indicate -N/A; rather adds further explanation. Reporting processes are adequately described for 6e.</p> <p>The applicant did a thorough job of answering all of the required elements. It listed the job duties of the principals, school leaders and board members and satisfied the query to explain that the school leaders are empowered to make daily decisions such as personnel, financial and operational decisions (p.20). The process for obtaining and training board members was outlined clearly on p, 21. It did not include using authorizer recommended trainings but was a strong plan nonetheless. There is a strong and detailed plan for to ensure all state and federal reporting requirements and the applicant considers this one of their strengths.</p>

6. STUDENT RECRUITMENT & ADMISSIONS PROCESSES (Up to 3 Points)

0 points	1point	2 points	3 points
No description provided or cited within Application; applicant only cites pages in Charter Application	Student recruitment plan description is partial, vague or unclear. Evidence to show compliance with IC 20-24-5 is not offered. Public lottery process is poorly described or not present.	Student recruitment plan is described and evidence of compliance with IC 20-24-5 is offered but may not be complete. A public lottery process is adequately described.	A multi-pronged student recruitment plan is clearly articulated and there is solid evidence of compliance with IC 20-24-5 presented. An appropriate public lottery process is clearly described.

Averaged Peer Reviewer Score: 2

Comments:

The recruitment plan is detailed with some unique features like the automated outbound call system to share information on enrollment, enrollment packets with pre-paid return postage, and a summer contact plan to engage parents and retain the students on page 38. The public lottery process was described, in detail, and provided a clear description of the waiting list and that process on page 38.

The student recruitment plan is generally described, although there are no specific time-frames identified for when recruitment will begin. There is no mention of providing translated materials for non-English speakers. The lottery process is clearly outlined.

Recruitment and lottery processes do not speak to pre-school emphasis nor mention no-cost for attending school or preschool/early childhood. As a preference priority, this aspect of the charter school should be a part of the student recruitment and admissions process.

Phone calls, robo calls, mailings, pre-paid postage for family responses, flyers, posters, hosting of community events, parties, open houses and newsletters are some of the many ways the school will recruit new students all guided by Indiana Code 20-24-5 (p.22). If there are more applicants than seats available, a detailed lottery and waitlist process that is appropriate compliant with the law.

7. NEEDS of EDUCATIONALLY DISADVANTAGED STUDENTS (Up to 6 Points)

0 points	1-2 points	3-4 points	5-6 points
No description provided or cited within Application; applicant only cites pages in Charter Application	One or two student groups sufficiently addressed by applicant. <u>OR</u> more than two groups addressed but explanation of strategies does not seem appropriate or sufficiently adequate.	Three or four student groups sufficiently addressed by applicant. <u>OR</u> more than three groups addressed but explanation of strategies does not seem appropriate or sufficiently adequate for all groups.	<i>All five student groups</i> are sufficiently addressed by the applicant (generating 5 points); <u>and</u> the applicant <i>descriptions are viewed as exemplary</i> , demonstrating the school's commitment to ensuring that special population needs are met (generating 6 points).

Averaged Peer Reviewer Score: 5

Comments:

The applicant clearly described specific research-based strategies, including Response to Intervention, Multi-Tiered System of Support, Tier 2 targeted instruction, Tier 3 one-on-one interventions, tutoring, counseling, Kickboard to collect data to support behavioral intervention plans, wraparound services, and a Trauma-Informed Specialist in place to address all five student groups. Each of the five student groups have a detailed implementation plan that is based on current research and defines strategies, supports, and assistance provided the students. For example with ELL students the interventions will include a bilingual education model supported with bilingual teaching assistants, auxiliary texts, supplemental curricular tools and time with ELL specialists as defined by the Center for Applied Linguistics. The design of comprehensive support system and the use of high quality strategies based on current best practices in each of the five student groups is exemplary.

The process is described for identifying and progress monitoring students with disabilities. The school will provide after-school and summer school programming for low-income students. As well as a community outreach coordinator to align supports from community partners, and a trauma-informed specialist to work with students coping with the severe socio-emotional effects of poverty. Spanish/English Bilingual teachers will be hired. There is no mention of interpreters for other language backgrounds. A bilingual approach will respect and leverage the student's first language. Although the school plans to have a trauma-informed specialist, the principal will serve as the McKinney-Vento Liaison.

Applicant intends to utilize both the RTI and MTSS process for service to and identification of students with

special needs. The response meets application requirements for all five student groups. Applicant will provide social-emotional support for students through specialized, Student/Family Support Services Coordinator, Community Outreach Coordinator and Trauma-Informed Specialist.

The applicant references its past successful history with serving all 5 populations of students and also referenced that for each population that the students will be served under any applicable laws such as IDEA, Title I, Civil Rights, and McKinney-Vento. The applicant is committed to providing FAPE to all of their Students with Disabilities while being as inclusive as possible. PLA will utilize their individualized learning models and will utilize their Response to Intervention to identify students who qualify for SPED services. They will also use the Multi-Tiered System of Support to satisfy the Child Find Law. Because most of their students are low-income-the entire school model was designed to serve this population. For EL students, the school will use a bilingual model and hire many different levels of bi-lingual staff and LAS software to assess language capabilities and progress. The principal will be the homeless student liaison and all homeless students will receive the same level of education and services as all others. The school will also use best practices identified by the National Center for Homeless Education to ensure each student is receiving all the care it needs to ensure an equitable education. Neglected and delinquent students will also be provided with all services that are needed to ensure success in school to ensure or prevent further neglect and delinquency. The key tenets of the PLA model reflect the recommendations for best practices for these students.

8. COMMUNITY OUTREACH ACTIVITIES (Up to 3 Points)

0 points	1point	2 points	3 points
No description provided or cited within Application; applicant only cites pages in Charter Application	Evidence of parent, teacher and community involvement in the planning and design of the charter school is partial, vague or unclear	Evidence of parent, teacher and community involvement in the planning and design of the charter school is offered but does not seem fully explained	Clear evidence of the involvement of parents, teachers, and community in the planning and design of the charter school is presented

Averaged Peer Reviewer Score: 3

Comments:

The applicant is a replicating school and has provided evidence of a strong community outreach plan which is detailed in a framework. There is a Director of Community Outreach position and they coordinate a marketing and outreach efforts that involves establishing relationships with community organizations, hosting events, building family relationships and implementing a mutli-pronged approach that includes canvassing, door-to-door, town hall events, presentations at community organizations and advertising on social media, direct mail or radio which is detailed on page 19 and 42.

A general community outreach plan is outlined, and specific community partners are identified. No specific outreach was described pertaining to the need to replicate the school model in the proposed location. Also, no evidence was provided of reaching out to non-English speaking parents, students and community stakeholders.

Introduction is confusing due to a formatting issue. Applicant outlines several community partnerships, but does not address how parents are involved in the planning and design of the school.

The applicant reiterated many of the community outreach activities outlined throughout this application (communication and recruitment plans). They also outlined various community partnerships they have formed and maintained such as Gallahue Services which supports mental and behavioral health, Gleaners Food Bank, and several universities.

9. FISCAL MANAGEMENT PLAN			(Up to 6 Points)
A. Internal Controls over Expenditure & Record Maintenance (up to 2 points, for Part A)			
0 Points	1 Point	2 Points	
No description provided or cited within Application; applicant only cites pages in Charter Application	Plan or process for maintaining internal controls over expenditures and record maintenance is generally described, but some pieces are partial, vague or unclear	A plan or process for maintaining internal controls over expenditures and record maintenance is clearly articulated	
Averaged Peer Reviewer Score: 2			
Comments:			
<p>The existing system of fiscal controls are in place within the central office fiscal service department. There are systematic internal controls in place, segregation of duties, defined payroll, expense reports, general operating and reconciliation controls as operational procedures. Monthly the CFO reconciles all financial records.</p> <p>The CFO prepares all checks, but does not have signatory authority. No signatory is identified in the narrative. The board's role in internal controls is not explained. Financial records are retained for 7 years.</p> <p>Applicant provides thorough overview of internal controls over expenditures and records maintenance.</p> <p>The fiscal management plan found on p28 outlines a strong internal plan already in use at their central office and other schools. It includes, controls in place in all areas such as payroll and expense reports as well as segregation of duties. All of their internal financial systems including record retention are guided by state and federal laws.</p> <p>The fiscal management plan found on p28 outlines a strong internal plan already in use at their central office and other schools. It includes, controls in place in all areas such as payroll and expense reports as well as segregation of duties. All of their internal financial systems including record retention are guided by state and federal laws.</p>			
B. Charter School Leadership Responsible for Grant Management (up to 2 points, Part B)			
0 Points	1 Point	2 Points	
No description provided in narrative; or applicant only cites pages in Charter	Grant management process is described, but not fully-developed. Charter school leaders mentioned as responsible for grant, but EMO/CMO	Grant management process fully-described for decision-making, budget & tracking purchases. Charter school leaders are demonstrated to be responsible for all	

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

Application	explanation not fully-developed (if applicable)	aspects of grant, and not EMO/CMO (if applicable).
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Averaged Peer Reviewer Score: 1

Comments:

School leaders have assumed the role as budget developer and implementation of project budget categories. There is currently a structured process for purchase, vendor bids, inventory of fixed assets and tracking all expenditures as described on page 44.

School leaders will oversee the day-to-day implementation of the grant, and submit purchase requests to the finance office. Finance office will ensure expenses are allowable under the grant terms. Inventory will be tracked with tags and a fixed asset schedule. Grant expenses will be coded and tracked in the accounting system.

School leaders have driven the development of the budget and the applicant provides a detailed method for tracking purchases.

Score: The applicant states that the school leader will oversee all of the day-to-day implementation of the grant expenditures and they will work with the finance office to ensure proper procurement procedures. An inventory tagging system will also be implemented. CSP grant expenses will be tracked on a daily basis in a separate account to be able to track the details accurately (p.29).

C. Other State & Federal Funds Support School Operations (up to 2 points)

0 Points	1 Point	2 Points
No description provided or cited within Application; applicant only cites pages in Charter Application	Minimal/disjointed explanation for how State/federal funds will support school operations & student achievement	Solid descriptions for how other State and federal funds will support school operations and student achievement

Averaged Peer Reviewer Score: 1

Comments:

Since this is a replication application, there are clearly defined used of federal title funds specifying how they will be applied to support this grant as defined on page 44. There are also plans to continue funding opportunities from philanthropic sources to support the sustainability of the CSP grant activities.

State and federal funds will be used to sustain activity and staffing expenses beyond the CSP grant. Title funds will be coordinated to support staffing, professional development, teacher retention, instructional leadership and wrap-around supports. Startup costs are described as "key systems and capacity that will bolster student achievement." This is not described in detail in the narrative.

Applicant describes funding sources for sustainability.

The applicant outlined what the state funding will cover (ie core educational costs) as well as the uses for their entitlement grants. The applicant group will also continue to seek out private funds.

10. FACILITIES and TRANSPORTATION (Up to 3 Points)

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

0 points	1point	2 points	3 points
Applicant opts not to address these elements, OR narrative provided does not focus upon the facility or transportation plan	<i>One</i> of the three anticipated elements is provided, i.e., (a) safe, secure & sustainable facility; or (b) how enrollment impacts facility needs; or (c) transportation plan	<i>Two</i> of the three anticipated elements are provided, i.e., (a) safe, secure & sustainable facility; and/or (b) how enrollment impacts facility needs; and/or (c) transportation plan	All <i>three</i> elements are described: (a) how the facility is safe, secure and sustainable; (b) how enrollment impacts facility needs; <u>and</u> (c) a transportation plan that is aligned with the needs of the school

Averaged Peer Reviewer Score: 2

Comments:

The school design will facilitate learning with fully accessible technology, personalized learning classroom design, and full safety and security elements as described on page 45. There is a transportation plan utilizing a contract with Miller Transportation Bus Service which provides for pickup and delivery.

The narrative describes the school's design plan for the facility, including the learning environment and safety features. Safety features include the 7 recommended design features from the 2014 IDOE Indiana School Safety Specialist Academy. There is no mention of ADA requirements. The school will utilize the network wide transportation system, contracted with Miller Transportation service. The proposed school is also in walking distance for many students.

Applicant fully describes safety and transportation plans. However, the issue of how enrollment impacts facility needs is vague; early childhood needs and ADA accessibility are not discussed.

The applicant provided a description of their facility plan that will promote safety, collaboration, and engagement for all students and staff. It described a facility that will be modern, safe, clean, and a welcoming environment that will be designed to align with its program and model. It will also have clear entrances and exits and pick up areas. Though safety was deeply detailed, funding and enrollment growth (p29-30) was not addressed. Regarding transportation, PLA is planning to provide and pay for the transportation of their students. They provided the details of their plan including their contract with Miller Transportation Bus Service (Miller) to provide transportation.

11. SIGNED CHARTER SCHOOL ASSURANCES (Up to 3 Points)

0 points	1point	2 points	3 points
None of the required signatures have been obtained and submitted with the proposal	<i>One</i> of the three required signatures submitted, i.e., charter authorizer, or project contact person, or board president	<i>Two</i> of the three required signatures submitted, i.e., charter authorizer, and/or project contact person, and/or board president	All three required signatures submitted, i.e., charter authorizer, project contact person, <u>and</u> board president

Averaged Peer Reviewer Score: 3

Comments:

All required signatures were noted in the application.

12. REQUIRED APPENDICES (Up to 8 Points)

Eight Required Appendix Elements (1 point for each element, items A-H below)

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

A. Charter Application to Authorizer (for new or replication proposals) <i>or</i> Amendment to Existing Charter (for expansion proposal)
B. Budget Worksheet
C. Most recent <i>Expanded Annual Performance Report</i> (IDOE Compass) NOT APPLICABLE to new charter schools (scored as automatic point).
D. Proof of Non-Profit Status of governing board, <u>or</u> proof that application for such status has been made
E. Enrollment or Student Admissions Policy
F. Agreement/contract between governing body and management organization. NOT APPLICABLE if applicant does not use an EMO or CMO (scored as automatic point).
G. School's Discipline Policy (promotes retention/reduces overuse of practices that remove students from classroom)
H. School's Safety Plan is attached in the appendix and evidence that it was submitted to the State Board of Education is present. NOT APPLICABLE to new charter schools opening the 2020 – 2021 school year (scored as an automatic point).
Averaged Peer Reviewer Score: 8
Comments: Extensive documentation was found in the appendix which supported the application.

13. OVERALL ORGANIZATION of PROPOSAL (Up to 3 Points)

0 points	1point	2 points	3 points
Information was not provided in anticipated sequence; and/or information was nearly always difficult to locate.	Information requested was provided, but not consistently in the anticipated sequence. OR applicant exceeded 30-page narrative limit.	Applicant followed requested sequence and stayed within page limitations. Generally, information was easily located.	Applicant's proposal narrative clearly presented, following prescribed format, making the location of information and anticipated key elements readily available. Applicant did not exceed 30-page narrative limit.
Averaged Peer Reviewer Score: 3			
Comments: The applicant did not exceed the 30 page narrative limit but it was singled spaced. The submission was organized and provided all information requested. Applicant's proposal narrative is clearly presented following the prescribed format. Applicant includes considerable additional information, with numerous redundancies, but did not exceed page limit (due to spacing and narrow margins). As all of the comments confirm, the application was clear, detailed and comprehensive. The applicant followed the directions with precision by addressing each key item asked for in the elements. The application did not exceed 30 pages.			

Quality Counts Charter School Program (CSP Grant)
SCORING RUBRIC, Cohort 3, Revised May 2019

Summary of All Scored Quality Counts Proposal Elements	Points Possible	Points Earned
• Optional Competitive Preference Priority (Up to 3 points)	0-3	2
1. Charter School Vision & Expected Outcomes	6	6
2. Expertise of the Charter School Developers	6	6
3A. Charter School Goals	7	7
3B. Goals Communication Plan	2	2
4A. Detailed Budget Narrative & Budget Worksheets	4	4
4B. School's Capacity to Continue Implementation & Operation	1	1
4C. Costs are Reasonable, Allocable and Necessary	1	1
5. School Governance Plan & Administrative Relationships	6	6
6. Student Recruitment & Admissions Processes	3	2
7. Needs of Educationally Disadvantaged Students	6	5
8. Community Outreach Activities	3	3
9A. Internal Controls Over Expenditures & Record Maintenance	2	2
9B. Charter School Leadership Responsible for Grant Management	2	1
9C. Other State & Federal Funds Support School Operations	2	1
10. Facilities & Transportation	3	2
11. Signed Charter School Assurances	3	3
12. Required Appendices	8	8
13. Overall Organization of Proposal	3	3
TOTAL POINTS	68	65