



# Charter School Application

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

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## Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community. Education One at Trine University currently authorizes 11 schools in Fort Wayne, Gary, Indianapolis, South Bend, and Springville, Indiana.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by its own board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

Education One utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at [www.qualitycharters.org](http://www.qualitycharters.org).

## Application Process Overview

### Applicant Submits Letter of Intent:

*Recommended Timeline for Submission: One Year Prior to Start of School*

Interested candidates must submit a [Letter of Intent](#) to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

### Applicant Submits Initial Proposal:

*Recommended Timeline for Submission: One Year Prior to Start of School*

Following the submission of a Letter of Intent, an applicant will submit an [Initial Proposal](#), describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

### Review/Feedback of Initial Proposal by Executive Director (Q & A):

Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

### Applicant Submits Full Application and Participates in Capacity Interview:

*Recommended Timeline for Submission: At Least Nine Months Prior to Start of School*

Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

After an initial review of the application, the Executive Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed.

### Application Specification and Submission Instructions

- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- The application narrative should not exceed 75 pages. For replication schools, the narrative should not exceed 100 pages. Attachments do not count toward the page limit.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be included in an answer(s) to meet expectation standards.
- Upload a complete copy of the application as one PDF in your Application folder.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's

Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

#### School Board Meeting

*Recommended Timeline for Submission: At Least Nine Months Prior to Start of School*

Prior to recommending approval of an application, the Executive Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

#### Public Hearing

*Recommended Timeline for Submission: At Least Nine Months Prior to Start of School*

Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing applicants will present their proposal to the community in a public forum. Applicants will be asked to answer questions from the Education One team, as well as members of the public. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. Education One will also accept written forms of support/opposition from the public.

#### Education One Board Meeting

*Recommended Timeline for Submission: At Least Eight Months Prior to Start of School*

The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

## Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

## APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant’s application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled “Application Attachments,” will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
  - Right click on the attachment PDF saved in the Application Attachments folder.
  - Click “Get shareable link.”
  - Click the drop down arrow next to “Restricted” and choose “Anyone with the link.”
  - On the right, make sure “Viewer” is chosen.
  - Click the blue “Copy Link” button.
  - Paste the link into the table.
  - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	Description	Link
Attachment 1	<p style="text-align: center;"><b>Planned Curriculum</b></p> <p><i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i></p>	<a href="#">PPHS West Attachment 1</a>
Attachment 2	<p style="text-align: center;"><b>Plan for Development of Program</b></p> <p><i>Provide a plan for how the program will be developed between approval and opening, including the person responsible and key stages for completion.</i></p>	<a href="#">PPHS West Attachment 2</a>
Attachment 3	<p style="text-align: center;"><b>Exit Standards for Graduation</b></p> <p><i>Provide the school’s exit standards for graduating students from the last grade served by the school.</i></p>	<a href="#">PPHS West Attachment 3</a>
Attachment 4	<p style="text-align: center;"><b>Proposed School Calendar</b></p> <p><i>Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.</i></p>	<a href="#">PPHS West Attachment 4</a>
Attachment 5	<p style="text-align: center;"><b>Proposed Daily &amp; Weekly Schedules</b></p> <p><i>Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.</i></p>	<a href="#">PPHS West Attachment 5</a>
Attachment 6	<p style="text-align: center;"><b>Enrollment Policy</b></p> <p><i>Provide the school’s proposed enrollment policy.</i></p>	<a href="#">PPHS West Attachment 6</a>
Attachment 7	<p style="text-align: center;"><b>Discipline Policy</b></p> <p><i>Provide the school’s proposed discipline policy.</i></p>	<a href="#">PPHS West Attachment 7</a>
Attachment 8	<p style="text-align: center;"><b>Evidence of Community Support</b></p> <p><i>Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).</i></p>	<a href="#">PPHS West Attachment 8</a>
Attachment 9	<p style="text-align: center;"><b>Principal/School Leader Information</b></p> <p><i>Provide the resume for the proposed principal/school leader.</i></p>	<a href="#">PPHS West Attachment 9</a>
Attachment 10	<p style="text-align: center;"><b>Principal/School Leader Posting Information</b></p> <p><i>Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.</i></p>	<a href="#">PPHS West Attachment 10</a>
Attachment 11	<p style="text-align: center;"><b>Additional Leadership Team Information</b></p> <p><i>Provide the qualifications, resume, and professional biography for any identified leadership team members.</i></p>	<a href="#">PPHS West Attachment 11</a>

Attachment 12	<b>Non-Profit Status Proof/Board Policies</b> <i>Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.</i>	<a href="#">PPHS West Attachment 12</a>
Attachment 13	<b>Signed Statement of Assurances</b> <i>Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.</i>	<a href="#">PPHS West Attachment 13</a>
Attachment 14	<b>Organizational Charts for Governing, Managing &amp; Staffing</b> <i>Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.</i>	<a href="#">PPHS West Attachment 14</a>
Attachment 15	<b>School's Governing Board</b> <i>List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.</i>	<a href="#">PPHS West Attachment 15</a>
Attachment 16	<b>Board Member Notice of Disclosure</b> <i>Submit completed and signed information sheets for each board member. Use the template provided by Education One.</i>	<a href="#">PPHS West Attachment 16</a>
Attachment 17	<b>Board Code of Ethics &amp; Conflict of Interest</b> <i>Provide the board's proposed Code of Ethics and Conflict of Interest policy.</i>	<a href="#">PPHS West Attachment 17</a>
Attachment 18	<b>Term Sheet for Contract</b> <i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i>	<a href="#">PPHS West Attachment 18</a>
Attachment 19	<b>Complete Staffing Chart for School</b> <i>Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.</i>	<a href="#">PPHS West Attachment 19</a>
Attachment 20	<b>Personnel Policy/Employee Manual</b> <i>Provide a personnel policy or an employee manual if developed.</i>	<a href="#">PPHS West Attachment 20</a>
Attachment 21	<b>Leadership Evaluation Tool</b> <i>Provide leadership evaluation tools that have been developed.</i>	<a href="#">PPHS West Attachment 21</a>
Attachment 22	<b>Teacher Evaluation Tool</b> <i>Provide teacher evaluation tools that have been developed.</i>	<a href="#">PPHS West Attachment 22</a>
Attachment 23	<b>Proof of Secured Facility</b> <i>Provide proof of commitment for the facility.</i>	<a href="#">PPHS West Attachment 23</a>
Attachment 24	<b>Facility Description</b> <i>Provide supporting documents that detail the facility (10 page limit).</i>	<a href="#">PPHS West Attachment 24</a>
Attachment 25	<b>Start-up Plan/Timeline</b> <i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i>	<a href="#">PPHS West Attachment 25</a>
Attachment 26	<b>Insurance/Levels of Coverage</b> <i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i>	<a href="#">PPHS West Attachment 26</a>
Attachment 27	<b>Implementation Schedule</b> <i>Provide an implementation schedule that explains the strategy for executing each charter that is approved. Use the template provided by Education One.</i>	<a href="#">PPHS West Attachment 27</a>
Attachment 28	<b>Completed Budget and Staffing Workbook</b> <i>Use the workbook provided by Education One.</i>	<a href="#">PPHS West Attachment 28 (PDF)</a>

		<a href="#">PPHS West Attachment 28 (Workbook)</a>
Attachment 29	<p style="text-align: center;"><b>Budget Narrative</b></p> <p><i>Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.</i></p>	<a href="#">PPHS West Attachment 29</a>
Attachment 30	<p style="text-align: center;"><b>Historical Performance Workbook</b></p> <p><i>Use the workbook provided by Education One.</i></p>	<a href="#">PPHS West Attachment 30 (Englewood)</a> <a href="#">PPHS West Attachment 30 (North)</a> <a href="#">PPHS West Attachment 30 (South Bend)</a>
Attachment 31	<p style="text-align: center;"><b>3 Years of Audited Financials for IN Schools</b></p> <p><i>Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.</i></p>	<a href="#">PPHS West Attachment 31</a>
Attachment 32	<p style="text-align: center;"><b>3 Years of Audited Financials for Whole Organization</b></p> <p><i>Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements</i></p>	<a href="#">PPHS West Attachment 32</a>
Attachment 33	<p style="text-align: center;"><b>Litigations</b></p> <p><i>Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.</i></p>	<a href="#">PPHS West Attachment 33</a>



## APPLICATION COVER SHEET

Name of team or entity applying:	Purdue Polytechnic High School of Indianapolis, Inc.
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Name of proposed school:	Purdue Polytechnic High School West
Primary contact person:	Kim Reier
Mailing address:	3029 E. Washington St., Indianapolis, IN 46201
Phone number:	219-613-5894
Email address:	kreier@pphs.purdue.edu
Fax:	

Primary contact for facilities planning:	Kim Reier
Phone number:	219-613-5894
Email address:	kreier@pphs.purdue.edu

### **Applicant Team**

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Scott Bess	Executive Director of PPHS, Purdue University	Executive Director
Dr. Keeanna Warren	Associate Executive Director, PPHS	Associate Executive Director
Shatoya Ward	Chief of School Operations, PPHS	Chief of School Operations
Kim Reier	Chief Strategy Officer, PPHS	Chief Strategy Officer
Dr. Krista Primrose	Chief Academic Officer, PPHS	Chief Academic Officer

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

Yes     No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

### **Proposed School(s) Information**

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Purdue Polytechnic High School West	2023	Replication	Indianapolis Public Schools	9	9-12
Purdue Polytechnic High School 5 (name TBD)	TBD	Replication	TBD	TBD	9-12
Purdue Polytechnic High School 6 (name TBD)	TBD	Replication	TBD	TBD	9-12
Purdue Polytechnic High School	TBD	Replication	TBD	TBD	9-12

7 (name TBD)					
Purdue Polytechnic High School 8 (name TBD)	TBD	Replication	TBD	TBD	9-12

<b>Model or Focus of Proposed School:</b>	STEM-focused, project based
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Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?  Yes  No

If yes, identify the ESP or other partner organization: n/a

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?  Yes  No

If yes, identify the CMO or other partner organization: Purdue Polytechnic High School of Indianapolis, Inc.

**Enrollment Summary**

Complete the following table, adding lines as needed.

Proposed School Name		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	At Capacity 2029-30
Purdue Polytechnic High School West	Grade Levels Served	9	9-10	9-11	9-12	9-12	9-12
	Total Enrollment	100	215	335	460	495	500
Purdue Polytechnic High School 5 (name TBD)	Grade Levels Served	TBD	TBD	TBD	TBD	TBD	TBD
	Total Enrollment	TBD	TBD	TBD	TBD	TBD	TBD
Purdue Polytechnic High School 6 (name TBD)	Grade Levels Served	TBD	TBD	TBD	TBD	TBD	TBD
	Total Enrollment	TBD	TBD	TBD	TBD	TBD	TBD
Purdue Polytechnic High School 7 (name TBD)	Grade Levels Served	TBD	TBD	TBD	TBD	TBD	TBD
	Total Enrollment	TBD	TBD	TBD	TBD	TBD	TBD
Purdue Polytechnic High School 8 (name TBD)	Grade Levels Served	TBD	TBD	TBD	TBD	TBD	TBD
	Total Enrollment	TBD	TBD	TBD	TBD	TBD	TBD

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

PPHS is prioritizing expansion to the west side of Indianapolis. A large number of underrepresented minority students reside in this area with few meeting the admissions criteria for Purdue University (SAT score) and even fewer matriculating to Purdue University. As a whole, the west side of Indianapolis lacks high school options. With the closure of IPS's Northwest High School in 2018, the only high schools on the west side of Indianapolis include Pike High School in Pike Township, Ben Davis in Wayne Township, and George Washington High School and Crispus Attucks High School within IPS. Pike and Ben Davis are both large (3,000 students +) high schools, so students seeking a smaller, more relationship-focused school have no other options. Further, Crispus Attucks and George Washington are technically on the west side of Indianapolis, but are much closer to downtown Indianapolis than to the western portion of Marion County. This is especially true for students who live in the northwestern area of Indianapolis. PPHS seeks to be a positive education partner in the community, provide a high-quality high school option, and also provide a pipeline for students to Purdue University.

PPHS West will open in the fall of 2023 and will provide open enrollment to any student who seeks a polytechnic, STEM-focused education that will prepare them for post-secondary opportunities or a career. The school will open serving students in ninth grade and will add a grade level in each subsequent year until the school reaches full capacity, serving grades 9-12. PPHS's projected maximum student enrollment of 500 will be reached by Year 7 (2029-2030).

The school's growth plan is based on the success of PPHS's existing network of three schools. Our history of opening and growing schools has demonstrated that a slow growth school model is ideal. The school will be intentionally small in order to create a supportive learning community dedicated to assisting students at different levels of high school readiness for the intensive curricula PPHS offers. Grade caps at each grade level are set in order to appropriately anticipate student attrition. PPHS West is similarly sized to the existing Indianapolis PPHS campuses which are operating at full capacity within Indianapolis' Center Township.

### **Mission and Vision**

State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

**Replication Schools:** Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

**Mission:** Through STEM-focused and real-world experiences, we empower students to create the world they envision by developing the minds of creative problem-solvers and skilled achievers.

Opening another school aligns with PPHS's vision in that we aspire to create a world of equity where every student has the opportunity and access to achieve their goals and to realize their power to solve problems they encounter. By opening a school on the west side of Indianapolis, we seek to ensure more students have the opportunity to benefit from the PPHS model and environment.

## SECTION I: ADDRESSING EDUCATIONAL NEEDS THROUGH INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and/or other approaches.

### Meets Standard Expectation

- Evidence that an educational need within the targeted community exists.
- Evidence that the school model is innovative and reflects the needs of the proposed community.

### Educational Need and Anticipated Student Population

1. Provide a rationale, along with quantitative evidence, to summarize the educational needs of students within the proposed community(ies).

Purdue University and Marion County leaders share a common concern: the unacceptably small number of low-income and minority students from Indianapolis who have the opportunity to succeed in college. Among the 48,000 Indiana high school graduates in 2014 who took the SAT, only 101 college-bound African Americans and 156 Latinos had SAT scores and GPAs in the range of the average Purdue freshman. Even more startling, among that same set of graduates, only 7 college-bound African Americans and 16 Latinos had SAT scores and high school GPAs that would place them in the top 15% of Purdue freshmen. IPS high school SAT scores alone paint a compelling picture of how ill-prepared this student population is to pursue a college education. Very few students are meeting the SAT College Readiness Benchmark which on average predicts a 65% probability of obtaining a first-year college GPA of B- or higher, which in turn, is associated with a high likelihood of college success. In the spring of 2022, 14.8% of IPS students met the College Readiness Benchmark on the Reading and Writing section of the SAT and 4.4% of IPS students met the College Readiness Benchmark on the Math section. A total of 3.9% of students met the College Readiness Benchmark on both sections of the SAT. As published in the Commission for Higher Education Report, the average GPA for students was 1.9 with 35% entering school needing remediation.<sup>2</sup>

Of those students who indicate that they are ready for college, far too few students are entering baccalaureate and sub-baccalaureate programs in technical fields that are related to our region's key economic drivers: manufacturing, alternative energy, life sciences, technology, health care, transportation and logistics, and advanced manufacturing.

PPHS West is undoubtedly one way to increase the number of Indianapolis students who are prepared for college and beyond and help close the educational gap for many Indianapolis students. The high school will bring relevant and proven polytechnic education directly to students in Marion County. It will provide new learning experiences and fill a gap for students who have STEM capabilities but no access to tailored programs to ensure their success. This is particularly true for low-income, minority, and educationally disadvantaged students in Indianapolis who we aim to serve. Students will be immersed in hands-on, design-based learning experiences – all aimed at promoting achievement in post-secondary education and joining the workforce of the 21<sup>st</sup> Century.

Through its existing schools, PPHS has demonstrated that our innovative school model works. Not only are students successfully graduating from high school with hands-on and real-world experiences, but the school is delivering on its original intent to increase the pipeline of underrepresented minority students going to Purdue University. Whereas Indianapolis Public Schools graduates roughly 1,200 Black and Hispanic students every year, the district has sent between 0 to 10 Black and Hispanic students to Purdue each year in the last 10 years. PPHS's first graduating class alone more than tripled the average number of Black and

Hispanic students going to Purdue. PPHS's second graduating class sent even more underrepresented minority students to Purdue.

Despite the success of PPHS, more must be done. It is our desire for PPHS to broaden its impact by increasing the number of schools we operate as well as sharing portions of our school model with other education partners in areas where a PPHS-operated school is not feasible. We are keenly focused on increasing the pipeline of underrepresented minority students to Purdue University and otherwise ensuring students are prepared for the demands of work in today's world.

Now more than ever, having access to a school like PPHS is important. Although PPHS students are matriculating to college at a healthy rate, Indiana's college-going rate is on the decline with the most recent numbers showing that the class of 2020 dropped six points to a new low of just 53% going to a two- or four-year college. Even more alarming is that Black students saw the largest decline in the college-going rate before and during the pandemic. It is the vision of PPHS to create a world of equity where every student has the opportunity and access to achieve their goals and realize their power to solve the problems they encounter. To deliver on our vision, we must create more opportunities for students to succeed in high school and be prepared to matriculate to institutions of higher learning like Purdue University.

PPHS is prioritizing expansion into the west side of Indianapolis because a large number of underrepresented minority students reside in the district with few meeting the admissions criteria for Purdue University (SAT score) and even fewer matriculating to Purdue University. Fewer than 2% of underrepresented minority graduates from IPS earned admittance into Purdue University and approximately 4% of underrepresented minority graduates from both Pike High School and Ben Davis High School earned admittance in fall 2020<sup>3</sup>. PPHS seeks to be a positive education partner in this community providing a high-quality high school option as well as a pipeline for students to Purdue University.

<sup>1</sup> Source: College Board Enrollment Planning Service

<sup>2</sup> Source: Indiana Department of Education and College Board SAT 2015 College-Bound Seniors Total Group Profile Report

<sup>3</sup> Source: Data from Purdue University's Office of Admissions

## Innovative Approach to Education

1. Summarize the innovation(s) embodied in the proposed school design. How does this specific school model meet the needs of students within the proposed community(ies)? The summary should include, at a minimum, the following:
  - An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school(s) will be located
  - Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population

The PPHS school model is more innovative and different than any other school in Indiana or the US. PPHS student signature experiences are based on:

1. **Learning outside the classroom.** Students learn outside the box -- and the traditional classroom, having ample hands-on experience with concepts and technologies that are needed to succeed in a technology-focused economy. Students work with numerous STEM-focused industry partners - from Eli Lilly and Company to Citizens Energy Group and more - that serve as mentors and guides. Through these partnerships, students explore career opportunities in the local job market and consider possible career paths through job shadowing and internship opportunities. Students learn by doing industry challenges that are designed by industry partners and passion projects that are designed by staff and aligned to student interests. Through project challenges, students learn

teamwork, problem-solving, critical thinking, communication, and leadership skills as well as use a blend of practical STEM applications and traditional liberal arts.

2. **Self-directed learning.** Students are inspired, motivated, and involved in every aspect of their learning at PPHS, including choosing the projects that most interest them instead of being assigned to academic work. Students take learning into their own hands with the guidance of coaches who are tuned into their specific needs and act as facilitators of learning. Every student has a personalized learning coach and meets with their coach and a peer advisory group, or Personal Learning Community, at the beginning and end of each day. Working with their coaches and fellow students, students set goals, review progress, discuss current events, and plan their learning activities to build their own schedules for the week. Students pace themselves during Personal Learning Time, seek guidance when they need it, join other students in collaborative work teams, and engage in subjects that pique their imagination and inspire them to learn even more.
3. **College and career prep.** Students prepare for college by taking Purdue University courses and other dual credit courses. Students who choose a college bound track participate in ACT and SAT prep and spend time on the Purdue University campus through campus visits, and many will have an on-campus summer experience prior to graduation. Successful PPHS graduates earn direct admission into Purdue University. Based on their personal goals, students have the opportunity to earn in-demand industry credentials that make them more employable upon graduation. Students are in a work-like environment where they work with their peers to collaborate toward mutual goals, are rewarded for creatively solving problems, and learn that being self-motivated leads to the best results.
4. **Competency-focused education.** Students learn the skills needed in today's and tomorrow's economy. Colleges and industry partners have identified the skills that are needed for individuals to succeed in these environments. Students practice and develop these skills in all aspects of the school day and demonstrate mastery of these skills in their projects and coursework.
5. **Wellness.** Students' social and emotional learning, as well as their physical health, is of utmost importance. Students focus on their overall wellbeing in addition to their academic growth and participate in a life skills curriculum to help coach them on how to navigate choices they may be faced with throughout their lives. Restorative practices help students understand how their actions impact others and the world around them. Students can access counseling when life issues are difficult to manage or navigate and students have opportunities to have a "brain break" and remain physically active as well as participate in clubs.

The Purdue Polytechnic High School model is unique and as such requires its own curriculum. We provide real-world experiences that are free of classroom boundaries. Through projects, which have been a critical component of the PPHS school model since its inception in 2017, students are exposed to a variety of industries and experiences which give them the opportunity to explore things that interest them and discover their passion. Everything students do has real-world applications as they engage in hands-on projects that solve real-world problems in their communities. Learning happens authentically with teachers acting as coaches that are facilitators of learning who guide students in finding information and discovering knowledge for themselves. Students take learning into their own hands, having voice and choice in the projects they choose. This approach to student agency has generated high levels of student engagement, especially for those students who might otherwise see school as a requirement rather than an opportunity.

**Outcomes:** PPHS has proven to be a unique school option focused solely on what's best for students and never assuming that the learning process should be what it has always been. Purdue Polytechnic High School inspires students to pursue their passion through the lens of science, technology, engineering, and mathematics (STEM), hands-on and project-based learning, industry partnerships, and a flexible, personalized learning environment. Students emerge with the knowledge and skills needed for personal, professional, and community success.

The table below shows the percentage of students that are “at” or “above” benchmark on the Spring 2022 DOE-SAT. Nearly all student subgroups at PPHS are outperforming the Marion County average, and, when viewing minority students who are at or approaching the grade level benchmark, PPHS minority subgroups outperformed area and state peers with far fewer students categorized as performing dangerously below benchmarks.

**Spring 2022 DOE-SAT: Students At or Above Benchmark**

Subgroup	PPHS	IPS / Indianapolis Township Schools	State
<b>Math - TOTAL</b>	<b>21.0%</b>	<b>18.0%</b>	<b>31.1%</b>
Math - Black	9.0%	8.0%	9.7%
Math - White	30.0%	34.0%	37.1%
Math - FRL	13.0%	10.0%	15.2%
<b>ELA - TOTAL</b>	<b>47.0%</b>	<b>34.0%</b>	<b>50.5%</b>
ELA - Black	33.0%	21.4%	24.5%
ELA - White	62.0%	54.5%	57.9%
ELA - FRL	40.0%	25.0%	33.8%

**Graduation**

Furthermore, PPHS students are graduating and prepared for higher education at a significant rate compared to their peers. To date:

- Our first graduating class of 113 students proudly walked across the stage to earn their high school diploma in June 2021, with 48 of those graduates earning direct admission into Purdue University and 37 enrolling.
- Another 113 students earned their high school diploma in June 2022 with similar numbers of students earning direct admission and deciding to attend Purdue University.
- Nearly 66% of 2022 graduates planned to attend a 2- or 4-year university, with 71% of Black students, 50% of Hispanic students, and 100% of multiracial students planning to attend. All subgroups plan to continue onto postsecondary education at a rate that exceeds their respective state average.
- Currently, 59 PPHS students in the 2023 cohort are on-track to gain admission to Purdue University - West Lafayette. This represents 32% of the class.

**Postsecondary Success**

Although PPHS has only had two graduating classes, it is clear that PPHS has delivered on its original mission to increase the number of underrepresented minority students going to Purdue University.

- PPHS graduates have increased the number of Black students on Purdue’s campus by nearly 6%.
- Half of the PPHS graduates who have chosen to attend Purdue are from underrepresented racial groups.

- PPHS is sending students to any college at a rate that beats the state average by double-digit percentage points - this is even better for Black and Hispanic students.
- The overall first-year retention rate of PPHS students who went on to Purdue (class of 2021) was 73%.

*Please note that student postsecondary success data are limited only to those students who enrolled at Purdue University. PPHS does not readily have access to data on students who went to any other postsecondary institution or directly into the workforce.*



## SECTION II: EDUCATIONAL PROGRAM DESIGN & CAPACITY

### Curriculum and Instructional Design

#### Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. If multiple schools/campuses are being proposed, explain any differences among them.

We provide real-world experiences that are free of classroom boundaries. Through projects, which have been a critical component of the PPHS school model since its inception in 2017, students are exposed to a variety of industries and experiences which give them the opportunity to explore things that interest them and discover their passion. Everything students do have real-world applications as they engage in hands-on projects that solve real-world problems in their communities. Learning happens authentically with teachers acting as coaches that are facilitators of learning and who guide students in finding information and discovering knowledge for themselves. Students take learning into their own hands, having voice and choice in the projects they choose. This approach to student agency has generated high levels of student engagement, especially for those students who might otherwise see school as a requirement rather than an opportunity. The outcomes we have seen prove this approach to student learning works.

Generally, each project focuses on three competencies that are largely higher-level, cross-disciplinary, and essential to students' ongoing success in high school and beyond. Students have the opportunity to improve their competency skills throughout their tenure at PPHS with the objective of reaching proficient status in all 20 competencies prior to graduation. This approach has worked well and PPHS has seen clear progress in student proficiency in the list of 20 competencies over the arc of students' experience.

When it comes to core academic subjects, students have mainly used various online platforms to demonstrate mastery in the subjects and earn the required credits needed for an Indiana high school diploma. While some students have excelled and accelerated through their courses, a substantial number of students, particularly those in the bottom half of academic preparedness, lagged behind and were at risk of not graduating. With an eye on improving the student experience and academic outcomes, in the fall of 2021, PPHS began creating projects specifically designed to earn credit (not just competencies), leveraging face-to-face instruction along with regular project activities. The piloting of this approach has proven to be successful in helping students earn credits and propelling them toward graduation. As such, the decision was made to make this the standard method of instruction for the 2022-2023 school year.

Students have three types of projects that make up the majority of their school day, and groups of approximately 10-25 students participate in each project. The first type of project is Industry projects, which are required for freshman and sophomore students. In Industry Projects, students are introduced to the concept of Design Thinking which is at the heart of the PPHS school model, driving both solutions to real-world problems and the core acquisition of knowledge and skills by our students. In Industry Projects, students answer tough and authentic questions faced by real companies that have partnered with PPHS, build prototypes to solve problems, and create business plans. At one point in time, each project cycle (grading period) had an industry partner and all students created a project to solve the problem presented by the partner. Due to the growth of PPHS, moving forward, students will instead be presented with challenges by various industry partners that are specifically designed to allow for instruction in design thinking. These projects result in students earning credits for Introduction to Engineering and Principles of Engineering.

The second type of project, Passion Projects, has been in widespread use for the past two years. These projects are created by teachers or occasionally by students and have been used to elevate competencies and have not resulted in academic credits. It has been clear, however, that many of these projects could also carry academic credit, particularly for the wide variety of elective credits that count toward graduation requirements. Therefore, whenever possible moving forward, passion projects will also identify the elective credit that students may earn. Students do and will continue to have a wide array of passion projects to choose from, allowing them to discover and explore various interests and passions.

The third type of project is called an Immersion Project and is specifically designed to result in core academic credit and is the result of our shift away from online platforms for students to demonstrate mastery in core academic subjects. To accommodate this shift, PPHS moved from 6 project cycles lasting 6 weeks during each school year to 4 project cycles lasting 8 weeks to allow for adequate time to cover the information required to grant credit. An additional week after each 8-week cycle is reserved to allow for remediation or deeper exploration and enrichment activities.

All schools proposed in this charter application will follow the same school model.

2. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.
3. Identify course outcomes and components to demonstrate alignment with applicable state standards.

PPHS's high-level course outcomes are aligned to Indiana state standards as notated on all curriculum maps to ensure transparency. For example, the Integrated Math outcome IM-IA-2 "solve real-world problems with a linear function using equations, graphs, and tables" is tied to specific content knowledge and skills that must be mastered to accomplish that outcome and explicitly linked to the following state standards: PS.1; PS.2; PS.3; PS.4; PS.5; PS.6; PS.7; PS.8; AI.F.4; AI.L.3; AI.L.5; AI.L.6; AI.L.7.

4. Summarize program choices by grade and/or subject, and the rationale for each. Describe the evidence that these programs will be appropriate and effective for the anticipated student population.

PPHS offers academic program offerings for core subject areas to provide students access to Core 40, Academic Honors, and Technical Honors diplomas as well as opportunities to pursue the Indiana Graduation Pathways. Using these high-level learning outcomes, PPHS instructional staff provide project-based learning opportunities to students grounded in principles of competency-based education proven to increase equity

and access to high-quality learning for all students.<sup>1</sup> Through projects, students are exposed to a variety of industries and experiences which give them the opportunity to explore things that interest them and discover their passion. Everything students do has real-world applications as they engage in hands-on projects that solve real-world problems in their communities. Research indicates that an inquiry-based approach to teaching and learning such as this has proven effective in engaging student learning in multiple disciplines as it aligns with how people learn.<sup>2</sup> Learning happens authentically with teachers acting as coaches that are facilitators of learning who guide students in finding information and discovering knowledge for themselves. Students take learning into their own hands, having voice and choice in the projects they choose. This culturally responsive approach to student agency has generated high levels of student engagement, especially for those students who might otherwise see school as a requirement rather than an opportunity.

We also offer Career and Technical Education concentrations to ensure students who are work-force bound have the opportunity to prepare while in high school in addition to work-based learning opportunities that are extended to all students. Our programs include STEM: Engineering, Entrepreneurship, and Agriculture. Work-based learning (WBL) opportunities include both level one internship opportunities and the highest available level of WBL - apprenticeship. We partner with Modern Youth Apprenticeship to provide these opportunities to our Marion County students.

Included in our offerings are dual credit and concurrent enrollment courses offered by multiple providers including Purdue University, Trine University, and Ivy Tech Community College. The dual credit programming approach was selected for PPHS as research suggests dual enrollment leads to improved outcomes for students demographically similar to ours and because of the seamlessness of the Indiana Core Transfer library, ensuring students can easily carry transcribed coursework from one campus to another as they transition from high school to university.

<sup>1</sup> Sources: Sturgis, C. & Casey, K. (2018). Designing for Equity.; Harrington, C., & Green, C. (2021) Competency-based education: A path toward equitable learning for Michigan Students.

<sup>2</sup> Sources: Bybee, R. W., et al. (2006). The BSCS 5E instructional model: Origins and effectiveness.; National Research Council, (2010). Exploring the intersection of science education and 21st century skills.; Tanner, K. D. (2010). Order matters: Using the 5E model to align teaching with how people learn.

5. If the programming is not already developed, provide, as **Attachment 2**, a plan for how it will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Coaching is used as the primary mode of instruction at PPHS and is supported by research in the related methods that lead to higher levels of learning and retention.<sup>1</sup> Coaching is integral to the PPHS model; all teachers are called “coaches.” Rather than lecturing or providing information to students, the coaching approach to instruction involves facilitating student learning after helping students understand “why” they are learning something. In facilitating learning, coaches are transparent that they do not have all of the answers or solutions to every problem and focus their energy on providing students with tools and resources as well as structured time to allow for student inquiry. Students are empowered to take ownership of their own learning, find answers, and test solutions to problems as well as learn to self-advocate when they need additional support. When additional support is needed, coaches gently direct or redirect to help create space for students to have learning moments and to ensure students own their opportunities for both thinking and learning. Students receive the majority of instruction through face-to-face coaching. When appropriate, students have the opportunity to complete modules of instruction using digital platforms.

<sup>1</sup> Source: Adak, S. (2017). Effectiveness of Constructivist Approach on Academic Achievement in Science at Secondary Level.; Barnum, P. (2015). Effectiveness of Constructivist Teaching Method: An Experimental Study.

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

PPHS has a successful history of replicating its school model. This replication is made possible by the support of network-level staff to provide training and support to implement the school model. As needed, school staff at existing schools may provide classroom observation and mentoring to provide staff at a new school with the support and guidance needed to implement the PPHS school model, in addition to regularly scheduled professional development for new staff.

### Pupil Performance Standards

#### Meets Standard Expectation

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Address the priority standards, skills, and/or knowledge each student will be expected to attain by the end of one grade for each division served (elementary, middle, high school).

Grade level mastery of the standards associated with each credit awarded are prioritized. For example, at PPHS, a 9th grade student's priority standards include those associated with English 9, Integrated Math 1, Biology, and Geography and History of the World. PPHS has available course sequences that outline grade level-specific pathways to graduation and encompass the appropriate standards.

2. If you plan to adopt or develop additional academic standards beyond the state and/or authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

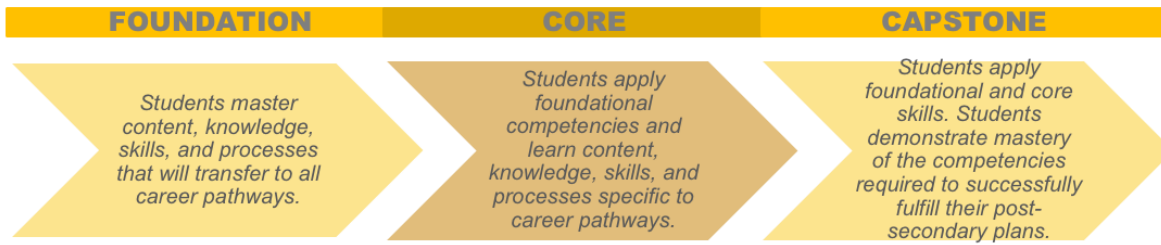
Our core curriculum framework is based on high-level learning outcomes derived from the standards associated with all standard Indiana academic courses. The standards-based learning outcomes developed by PPHS have been vetted by Purdue University, various industry representatives, and contractual support from an instructional designer to ensure that the most essential skills for each course are identified and related standards mapping has occurred.

3. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students. Not applicable for those schools serving only 9th-12th grade.

We have extended the usual measurements of student success (test scores, attendance, graduation rates, college acceptance) to meet what we believe are our true measures of success. In addition to requiring students to master content-specific standards-based learning outcomes prior to graduation, we also foster learning related to 20 core competencies that are cross-disciplinary and lead to postsecondary success in any career sector. These competencies include skills such as data analysis, growth mindset, and engaging the research process. These are assessed multiple times per year within the context of projects and students are encouraged to continue and improve upon their learning as they progress through the three levels of student achievement within the school. The Foundational level is where all students start and acquire

content knowledge and are exposed to career pathways. They work on design challenges that are prepared by staff and community partners and receive regular competency feedback. Once students exhibit self-regulation and reflection along with advancing academically both in terms of credit attainment and competency exposure, they move on to the Core level. Here, they apply the knowledge gained in the previous level, and develop the structure of projects designed by industry partners. They fully explore post-secondary options for career pathways that interest them and participate in individual mentoring, shadowing and summer programs. Once they have successfully shown mastery of design thinking and personal responsibility as well as continued growth over time in the areas of PPHS competencies, they move on to the Capstone level.

**STUDENT PROGRESSION**



PPHS students are self-regulated, self-aware, and self-reflective. The students identify challenges to work on and design projects to solve the problems they uncover. They apply their skills in employment, internships, field experiences, and on-campus opportunities. They lead teams and participate as team members. They identify their post-secondary path and all of the steps necessary to get there. PPHS students will progress through these levels at different paces, but all will follow the same progression.

4. Provide, in **Attachment 3**, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do. Not applicable for those schools serving only 9th-12th grade.

**High School Graduation Requirements (High Schools Only)**

**Meets Standard Expectation**

- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state’s and authorizer’s requirements.
- Clear, persuasive explanation of how the school’s graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

Students earn credit hours by mastering the standards-based learning outcomes tied to each credit we award. Outcomes mastery results in a percentage grade corresponding to a letter grade, which impacts the GPA awarded.

- A - 90-100% - 4.0
- B - 89-80% - 3.0
- C - 70-79% - 2.0
- D - 60-69% - 1.0

Transcript information includes student identification information, total credits awarded, total credits attempted, cumulative gpa, annual credits awarded and attempted, and annual GPA. Each school year is presented in descending order with course codes, grades, awarded credits, and possible credits displayed per course. Diploma information is included when earned.

PPHS is responsive to student learning goals so elective courses vary based on student interest and demand. However, PPHS offers these courses annually in addition to other fine arts, electives, and directed elective offerings:

- a.) Year 1: Preparing for College and Careers and Digital Applications and Responsibility
- b.) Year 2: Career Information and Exploration
- c.) Year 3, Cycles 2 and 3: College Entrance Exam Preparation
- d.) Year 4: Personal Financial Responsibility

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

PPHS West seeks to ensure that all students who complete its academic program are prepared to seamlessly transition into post-secondary education or the workplace. Because of the close relationship with Purdue University in West Lafayette, the academic program has been matched to the skills identified by Purdue faculty as essential to student success. Therefore, students will be held to high expectations and the school's curriculum will be rigorous and designed to challenge students to reach their maximum potential, while weaving in career-focused learning. The curriculum will provide students with new knowledge and challenge them to apply STEM concepts with design- and problem-based learning to solve real-world challenges that they will face in their careers.

Throughout each course progression, curriculum will be infused with career themes related to each career cluster as well as the common employability skills that the school's industry partners report to be in highest demand (adaptability, interpersonal communication skills, critical thinking, problem solving, and professionalism).

In grades 11-12, students will build upon the skills and knowledge gained and focus on earning college credits and industry credentials. Students will continue to learn through design challenges, distance learning to interact with faculty at Purdue University, and in the workplace. Students will be paired with business mentors to help reinforce how the technical and common employability skills they learn in the classroom are used in the workplace on a daily basis. Students who meet the admissions criteria will have direct admittance into all colleges at Purdue University to continue on their post-secondary journey.

PPHS West students will also have the opportunity to participate in internships throughout their high school experience. The internship preparation occurs mostly in advisory as well as with the college and career resource personnel at the school. In 9<sup>th</sup> grade, students complete career awareness and exploration to begin identifying their ideal internship experience. In 10<sup>th</sup> grade, students begin pre-professionalism training, such as building a resume and practicing professional communication. In 11<sup>th</sup> grade, students transition from exploring to contacting organizations and employers to identify potential mentors for their internship. Once an internship opportunity has been finalized and approved, the student meets with the mentor to identify a project for their internship as well as choose three of the PPHS competencies they wish to develop further during their internship.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.



Students meet annually with a college and career readiness coordinator who is tasked with overseeing the overall student academic journey, and they meet weekly with a coach assigned to monitoring their day-to-day progress. Interventions and modifications can occur as a result of either of these touchpoints with tutoring support, postsecondary counseling, and scheduling adjustments all available as potential modifications for the student. Additionally, PPHS can implement, support, and oversee individualized instructional pathways for students in need of credit recovery.

## School Calendar and Schedule

### Meets Standard Expectation

- School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program and/or anticipated student population. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Instructional calendar guidance from the Indiana Department of Education can be found [here](#).

The PPHS student schedule maximizes student empowerment while ensuring that students gain the academic content knowledge needed for successful transitions into college and careers. PPHS's student scheduling approach develops responsive student schedules based on mastery data and student voice and choice. The framework for PPHS student schedules is rooted in their mastery data in each course. At a typical school, a master schedule determines what students will learn and when that learning will take place. Scheduling at PPHS differs from a typical school in two ways:

1. The academic year is structured in four 8-week "cycles" as opposed to semesters or 9-week grading periods. An additional week after each 8-week cycle is reserved to allow for remediation or deeper exploration and enrichment activities. Eight-week cycles increase the opportunities students have to receive feedback from coaches and allow for more frequent touchpoints, including communication touchpoints with families and engagement opportunities with students. More frequent cycles with new projects each cycle also allows for students to immediately put new knowledge and skills to work as they tackle new projects.
2. Daily scheduling for each student is dynamic, adjusting according to each student's needs and goals. Dynamic daily scheduling is student-centered and allows for the differentiation of student instruction to occur rapidly. Student-level data informs students' scheduling needs, allowing for just-in-time instruction. Dynamic scheduling also encourages greater student engagement by allowing students to have greater choice in their education. Through daily scheduling, students have the ability to participate in project-based learning that relates to their interests, passions, and developmental needs. Although student schedules are predominantly based on need as well as their voice and choice, 350 minutes per regular school day are dedicated for instruction, project completion, and general learning time.

The development of the PPHS student schedule is facilitated by PPHS's proprietary Scheduling Tool, populating a calendar to ensure students know where they should be and what they should be doing at any given point in time while also allowing coaches to appropriately record attendance.

Normal school hours of operation are as follows:

Monday	8:45am - 3:30pm
Tuesday	8:45am - 3:30pm
Wednesday	8:45am - 1:30pm
Thursday	8:45am - 3:30pm
Friday	8:45am - 3:30pm

All PPHS schools will be in session for a minimum of 180 days. A copy of the proposed PPHS 2023-2024 Academic Calendar is provided as Attachment 4.

2. Describe the structure of the school day and week. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

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3. As **Attachment 5**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school that identifies the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times.

## School Culture

### Meets Standard Expectation

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of



school, and for enculturating students who enter the school mid-year.

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

PPHS staff at every level are dedicated to continually developing a school culture that is student-centered and where students find joy in learning and feel supported to “fail forward,” recognizing it is a first step towards success. We provide students with voice and choice, empowering them to take ownership of their learning to increase their engagement in school and develop their love of lifelong learning and problem solving. Our restorative school environment enables students to develop a healthy sense of self-awareness to become curious and self-directed learners.

PPHS strives to create an environment where every student recognizes their potential and deliberately works to help students develop perseverance and resilience. We want our students to be successful in an ever-changing world and in diverse settings, introducing students to new situations and new settings and providing them with hands-on and real-world experiences to help them explore and discover their passions as well as to authentically prepare them for college and careers.

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

Each student is part of a small Personal Learning Community (PLC) that stays together for one year. Their Personal Learning Coach builds relationships and helps them build a strong community while working on the goals in their Individual Learning Plans. Personal Learning Communities go on trips together, debate issues, do community service, critique each other’s work, plan school activities, and more.

Because PLCs work closely, a strong team must be built through ongoing trust-building activities that create a culture conducive to growing and learning. Personal Learning Coaches invest time towards building a safe, caring learning environment for their students. Each student has a challenging and personalized Individual Learning Plan created collaboratively by the Learning Plan team (the student, parent, personal learning coach, and related PPHS staff member).

PPHS will promote a school culture where all students feel included by displaying diversity as a strength, treating each student as a unique individual, teaching about culture and modeling positive attitudes around diversity.

We demonstrate respect for others by embracing diversity at all levels and guide students towards growing into empathetic global citizens. PPHS staff recognize generations of systemic racial and social injustice and marginalization and are committed to creating a world of equity where every student has the opportunity and access to achieve their goals. We strive for diversity, equity, and inclusion and purposefully leverage role models and mentors in businesses and the community so that students of all races and backgrounds are able to see people that look like them reflected in STEM fields and careers. All staff also participate in professional development related to cultural competency.

Respect and diversity are two non-negotiable elements of life and learning at PPHS. The students have a great deal of responsibility for their own learning. However, with the freedom to pursue their interest comes the responsibility to create the kind of community that is a safe learning environment for all students. We respect the diversity within our own community as well as throughout the world. As a community, we seek to understand our cultural, religious, ethnic, gender, orientation, and class differences as well as perspectives outside our community.

Students who enter PPHS in the middle of the year obviously face a challenge of adapting to a new school and a new routine, as well as managing the transition to a project-based approach. To remedy this, all new students go through the industry challenge class, which was created to introduce students to design thinking and project planning. This class also carries an engineering pathway credit. Through this class (which also includes current PPHS students), new students learn the process of solving problems as well as how collaboration and innovation work at PPHS. For students who begin at PPHS at the beginning of the year, we also do a “Cycle 0”, which is a 1-week introduction to the language and customs of PPHS.

New students who enroll at PPHS midyear are provided a customized new student orientation led by the PPHS administrative team. This orientation includes crucial information about the school's academic model and culture. Each new student is paired with student ambassadors to help them become acquainted with PPHS more quickly. All new students will have a one-on-one appointment with the lead teacher, college & career team, school counselor, and other key staff members to ensure a smooth transition. Students who enter the school midyear are still allowed to choose the projects they find most interesting, and that fit their needs.

It is important to create an environment in which students and staff feel comfortable discussing topics and feel valued. Staff members are mindful to build strong relationships with students. From that modeled behavior, students learn to build relationships with each other despite differences. This is intentional. We will foster positive interactions while learning from and working through negative interactions.

3. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education, etc.

PPHS is committed to Diversity, Equity & Belonging. Since its inception, PPHS has been designed to be a place where all students from all backgrounds, ethnicities, races, genders, and socioeconomic statuses will be celebrated, supported, and successful. To that end, the PPHS Board of Directors formally adopted the following statement:

**Our Commitment:**

**We value** that every person brings a unique perspective and experience to solving the complex problems facing the world today.

**We welcome** all individuals of all identities and backgrounds to have a voice in our school community.

**We strive** to disrupt the systems and institutions that create racial inequities and marginalize or oppress any group or individual.

**We commit to:**

- Create a school culture that understands complex problems from a historical context.
- Build and sustain an environment of belonging where all members of our community are safe and valued.
- Continually evaluate our school systems and practices to ensure that every decision is grounded in equity.

**We believe** that through living these commitments, all students are empowered to achieve equally excellent outcomes.

**Supplemental Programming**

### Meets Standard Expectation

- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

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

Extracurricular programs help provide valuable experiences and are considered an integral part of the total educational program.

PPHS extends the privilege of participation in school-sponsored extracurricular activities (including athletics) to all students. Students are reminded that academic progress is a priority and participation in extracurricular activities may be limited if a student demonstrates a lack of commitment to academic progress. Students involved in extracurricular activities are also reminded of their increased obligation to maintain a record of positive behavior.

We anticipate offering similar extra-curricular activities to what our other Indianapolis campuses currently offer. Several opportunities to participate in co-curricular clubs are offered on Wednesdays at no cost to our students. Additionally, students are eligible to participate in interest-based projects throughout the school year that focus on a variety of topics including art, journalism, family and consumer sciences, public policy and more.

Extra-curricular activities may include, but are not limited to:

- Volleyball
- Soccer
- Basketball
- Football
- Baseball
- Wrestling
- Track & Field
- Cooking Club
- Boxing Club
- Robotics
- Show Choir
- Student Government

These offerings are subject to change based upon student interest. In instances where club or extracurricular activities require funding, PPHS has successfully utilized fundraising campaigns, donations, and philanthropy to fund the activities.

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

At PPHS, we view our students' social and emotional health as important as academic health. We have a strong commitment to adopting and incorporating best practices and have already initiated that process. As we look to build out our comprehensive social and emotional program, our rationale is focused on prevention and being proactive in approach. We feel that this approach aligns with our mission to be student and workforce focused.

PPHS is committed to developing a positive, supportive, and safe school environment that is conducive to high academic achievement. We want to empower our students to feel they are recognized as valuable assets to society. We want to prepare our students to navigate a world of profound change by taking initiative and developing self-awareness and a growth mindset. By graduation, PPHS students must demonstrate high levels of social responsibility, personal accountability and independent thinking. PPHS believes a strong comprehensive social and emotional model should focus on social emotional learning, be workforce aligned, and include academic counseling.

PPHS has taken many steps to create a comprehensive program that is proactively focused on wellness and prevention. Currently, our program staffing model includes a dedicated Career and College Coordinator that focuses on academic counseling, workforce alignment, and manages a robust mentoring program. This position is dedicated to supporting students as they look at course selection, diploma types, and postsecondary and workforce options. In addition, PPHS employs a Dean of Culture, whose focus is on barrier removal for students, a school nurse who is dedicated to addressing the health and wellness needs of students, and finally, a school counselor who is dedicated to the social and emotional health of students.

### Remote Learning (Not Applicable for Virtual Model Schools)

#### Meets Standard Expectation

- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana's digital learning department can be found here: <https://www.doe.in.gov/elearning>

Pursuant to Indiana Code, PPHS allows for three eLearning days in the school calendar. A very limited number of students at PPHS campuses who have demonstrated a need for a virtual option (due to medical or another reason) are able to participate in a fully virtual option. Currently, no more than five students are participating in a virtual option at any campus.

Students will be served through a combination of synchronous and asynchronous learning opportunities including live virtual class sessions, one-on-one meetings with teachers, daily utilization of a proctored, online curriculum, and continued project engagement.

Student services including special education and counseling continue to be available to students. Special education students receive services through virtual delivery of service minutes. This may include one-on-one sessions with the Teacher of Record (TOR), small group instruction, and a daily check-in to ensure continued engagement. In addition, special education students and teachers have been provided assistive technology to ensure access to the curriculum. Related services are also being delivered virtually.

Counseling services are available to students. The PPHS counseling staff provides virtual sessions, group meetings, and support. The counseling staff also shares resources with staff, students, and families.

On eLearning days, students complete personalized learning tasks according to their coaches' direction.

This may include independent project research, the completion of online learning tasks found in Google Classroom, or other learning activities that contribute to their learning goals. It is important that students complete assigned work in a timely manner during the allotted time. Coaches regularly check student progress and communicate to students (and families, if needed) if there are concerns.

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

**The expectations for eLearning Days for Content Coaches are as follows:**

Be online, ready to help students from 8:30 - 12:30 and from 1:00 - 4:00.

Maintain a 30-minute or less response rate to all student questions

Conduct Google Hangout Personal Learning Communities (PLCs)/Advisories every morning and afternoon.

These should be focused on goal-setting and tracking.

Take attendance during PLC/Advisory.

**The expectation for Personal Learning Time (PLT) monitors are as follows:**

Work with a SPED teacher (Teacher of Record) to provide one-on-one check-ins with students who have 504s or IEPs.

Be online, ready to help students from 8:30 - 12:30 and from 1:00 - 4:00.

Maintain a 30-minute or less response rate to all student questions

Students have access to their teachers through live virtual conference rooms, email, instant messenger, and phone calls during regular school hours. Live communication via virtual classroom and phone call is the preferred engagement method, but because email and instant messaging is sometimes necessary for students, protocols around response time have been established to ensure students receive timely support. This ensures academic instruction and continued individualized support is provided.

Curricular resources are accessed through Google Classroom. Student project work has been adapted to ensure all students can participate from their homes using the electronic materials provided.

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

The following are the expectations for students on eLearning Days.

- Check into their Advisory by 8:45 am via Google Hangout
- Check out with Advisory Coach at 3:45 pm (1:30 pm on Wednesdays) via Google Hangout
- Accomplish all goals set with Advisory Coach in the AM

Students are expected to spend the duration of the school day working on their goals set during their morning Advisory time. This work will primarily be through Google Classroom but will vary based on student need. Coaches will be available throughout the school day to answer questions and provide guidance as needed.

Students must check into the first session of the day to be marked present for the day. If the student becomes ill or is otherwise unable to "attend" an eLearning Day, families are asked to notify the school front office staff as soon as possible.

4. Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

Student services including special education and counseling continue to be available to students. Special education students will continue to receive services through virtual delivery of service minutes. This may

include one-on-one sessions with the Teacher of Record (TOR), small group instruction, and a daily check-in to ensure continued engagement. In addition, special education students and teachers have been provided assistive technology to ensure access to the curriculum. Related services are also being delivered virtually.

Counseling services continue to be available to students. The PPHS counseling staff provides services with virtual sessions, group meetings, and support. The counseling staff also shares resources with staff, students, and families.

Significant changes will not be made to student IEPs or ILPs due to the limited nature of eLearning days.

## Special Populations

### Meets Standard Expectation

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

1. Explain the methods used to identify the following special populations of students:

- Special Education
- English Learners
- Below Grade Level Performance
- Gifted and Talented

### Special Education

IDEA and Article 7 (511 IAC 7-40-1 ) require that all school districts must identify, locate, and evaluate students with disabilities. PPHS adheres to the Child Find mandate for all students from birth through age twenty-one (21). The Child Find process occurs during an enrollment period but is also ongoing. After the completion of enrollment paperwork, the Office Manager and/or Teacher of Record (TOR) will begin the Child Find process by requesting all records from the student's sending school. If special education records are confirmed, then PPHS staff will update the Student Information System, request appropriate transfers in IIEP, and hold the move-in case conference within 10 days of enrollment.

### English Learners

PPHS West will adhere to all state and federal guidelines with regards to identifying ELL students. If a student has already been enrolled in an Indiana school corporation, PPHS West will attempt to retrieve the original Home Language Survey (HLS). If unable to locate the original HLS, PPHS will administer one to

identify the native language of all students enrolled. All surveys will be recorded in the student's permanent record.

Students whose first language is other than English will be given a placement test within 10 days of enrollment. WAP-T will only be administered once and will be used to determine English proficiency. Once a student's English proficiency is determined, the ELL coordinator will develop an Individual Learning Plan (ILP). PPHS has standards for placement of language minority students into instructional programs in accordance with the following criteria:

1. Students must be placed age appropriately.
2. If the student is fluent English proficient, placement will be in the regular instructional program.
3. If the student is limited-English proficient, placement will be made into an appropriate instructional program that provides English language development for a minimum of one (1) hour daily.
4. Previous educational records of students will be reviewed to determine the grade level attained in his/her home country.

### **Students Below Grade Level Performance**

All new incoming students will participate in diagnostic assessments at the beginning of the school year to identify skills gaps in learning. Assessment results and prior performance data will assist teachers and staff in identifying students' knowledge and skills so they close any academic gaps.

### **Gifted and Talented**

PPHS offers several pathways to identify gifted and talented students.

**Pathway 1 Student Identified in Middle School:** Students who have been identified in middle school will keep their high ability designation and have access to advanced programming in high school.

**Pathway 2 Norm-referenced Assessment:** All students in grades 9 will take the PSAT 8/9 in the fall of their freshman year. Students who perform at or above the 96th percentile on this nationally norm-referenced test will be identified for advanced programming.

**Pathway 3 Qualitative Measures:** Students that test just below the cutoff for Pathway 2 but within the Standard Error of Measurement may use Pathway 3 to determine qualification. The classroom teachers will be asked to compile a portfolio representative of each subject area for which the student's scores are within the standard error range to determine identification and placement opportunities best suited to the student's needs.

**Resulting Qualification:** The results from the assessment pathways are compiled and reviewed by the Identification Committee in the Spring of the school year. The identification process is done "blindly" by the committee, which means names of students and schools are not revealed until after placement decisions are made. The committee is composed of the district high ability coordinator and school representatives.

Parents of students identified by the committee will receive a letter in the mail notifying them of placement in high ability services and will be provided contact information should they have further questions about their child's identification.

PPHS offers a Program Appeal Form that can be found on the school's website.

The High Ability Identification Team uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math.

An appeal process is in place in the event the identification committee team does not place a child in services and a teacher, parent, or other person close to the child challenges this decision.

2. Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the anticipated special populations of students being served.

PPHS has a strong mission for special populations and at-risk students: To provide high quality individualized education programs in which all students are empowered to reach their potential. The mission of student services is to identify and serve students who meet the federal and state criteria as a student with a disability or identified as an English Language Learner and provide specialized services that empower students to become active members of society based on their individual strengths and abilities. We are committed to ensuring the school is best meeting the needs of all learners through high quality individualized education plans which are vitally important to the success of those individual students and the school.

The innovative curriculum model and structure of PPHS lends itself to being an inclusive environment for all learners. Due to this, students with special needs and English learners are able to use supports and access the curriculum alongside their peers.

### **Special Education**

PPHS has many supports in place to ensure that students who qualify for special education services have access to high quality services across a continuum of services. It is a priority for PPHS to intentionally program for students across all ability categories. PPHS will examine present levels of performance and use this data to intentionally program for students with special needs. This information will also be used to craft targeted IEP goals and provide appropriate accommodations in the student's least restrictive environment. Those supports include a variety of assessments that will provide accurate data to best serve students.

Strategies for providing a continuum of services may include small group instruction, access to remedial courses, and classroom accommodations among other options. Specialized learning environments will also be structured as needed to meet the unique requirements of students with special needs. The data will also be used to determine academic needs by disability area to support PPHS in implementing targeted accommodations to students with special needs. Throughout the year, students will be assessed formally and informally to determine growth and identify areas of need in accordance with their IEP.

### **English Learners**

PPHS provides equal educational opportunities to English Learners with the appropriate level of English language development to allow for meaningful participation of English Learner students in PPHS's educational program. PPHS assures that the following will occur:

1. Provision of limited English proficient (LEP) students with equal educational opportunity with the appropriate level of English language development (Lau v. Nichols, 414 U.S. 563 (1974) through the implementation of appropriate classroom instruction modifications and the appropriate level of English language development (ESL, ENL, sheltered content courses, structured immersion, bilingual education etc.) for each LEP student, documented on an Individual Learning Plan (ILP), to allow for meaningful participation in the district's educational program.
2. Implementation of specific criteria to safeguard against inappropriate identification and placement into special education or speech services.
3. Provision of instruction from properly certified, licensed teachers 511 IAC 6.1-3-1(d); ensuring that instructional aides work under the direct supervision of a certified teacher and not having the sole responsibility of teaching units of study 511 IAC 1-8- 7.5; and that the ratio of the number of LEP



students to qualified teachers in a class shall not exceed the state mandated student/teacher ratio for all classrooms.

4. Implementation of reclassification to fluent English proficient (FEP) status, exiting from services, and monitoring policies.
5. Communication between the school and the home, whether about LEP students' progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

### **Students Below Grade Level Performance**

Data on the academic performance of area Indianapolis high schools suggest that many students will enter PPHS below grade level and in need of remediation. PPHS has appropriately developed plans of study for students who need remediation. The school focuses on providing extensive tutoring, mentoring, and remediation. The project cycles are structured in a way to meet every student's individual needs while providing maximum voice and choice.

The school will focus significant resources on extensive tutoring, mentoring, and remediation in grades 9 and 10 to bring students up to grade level and prepare them for higher levels of learning in later grades. Additional supports will continue, as needed, as students progress through grades 11 and 12. Differentiated instruction such as vertical text sets, parallel problems, and student grouping techniques will be utilized in all classrooms and subjects so that all students, regardless of achievement level, will have the opportunity and conditions necessary to succeed at the highest level possible.

PPHS has a developed Response to Intervention (Rtl) process in place. This includes tiered interventions for students who may need additional educational or behavioral supports. If a student is struggling, staff may utilize Rtl interventions to support the growth of students. These interventions should be implemented with fidelity and monitored for progress. If a student does not make education gains, a referral for special education evaluation may be made.

### **Gifted and Talented**

Purdue Polytechnic High School appeals to students above grade level because it provides students with ample opportunities to earn dual credit opportunities, work with Purdue University faculty and participate in other campus-based learning opportunities. At the same time, PPHS provides programs that help students' transition from high school to college and college-level courses. Teachers differentiate instruction so that advanced students work at higher levels of Bloom's Taxonomy and Depth of Knowledge models. Through the design-based learning model, students are guided to stretch beyond simply solving a problem and to rather find the root cause of a problem and identify barriers to a solution – including social, economic, and political situations.

Many current PPHS students have experienced exponential growth in their time management abilities, self-regulation, and advocating for their own needs. Many students began their journey at PPHS lacking the skill to navigate technology, collaborate and cooperate with peers, and manage their own time. Through intentional coaching and support from the team, students have been able to manage their own time and decide how to schedule their own days to meet their needs. Students are able to work with peers to successfully get a job done. At the beginning of the year, students would either work independently or in groups to stay on task. Now, the PPHS students can successfully create their own schedule. This new skillset competitively places the students years above the peers in their age group. Students are now able to advocate for themselves and articulate their needs.

3. Identify how the success of the instructional programs, practices, and strategies, described in the question above, will be measured.

All of the academic goals we have are measured by vertically aligned assessments given over time. Because our students will not take the state standardized assessment until the spring of their junior year, we chose to include assessments that could be given early in the freshman year and provide a baseline as students progress through their academic experience. These assessments include the SAT Suite. We use the PSAT results to provide supports and enhancements to students who are lagging behind the projected college readiness score. We will first administer the PSAT in October, and will repeat the test in May, which will give us an additional growth data point. For students whose score indicates a strong performance, we will design additional opportunities to continue to challenge them in all areas.

Once our students take the state standardized assessment exam at the end of their junior year, we will use those results in conjunction with the other assessments to have a full picture of their strengths and weaknesses. It is our goal that our school meets or exceeds the state average on Math and ELA components of the state standardized assessment. By using Edmentum and the SAT Suite assessments, along with the Mindplay curriculum and assessments, we will have a clear picture of student progress towards that passing goal for the state standardized assessment.

PPHS has a data analyst dedicated to full data analytical support. Our Chief Academic Officer and lead teachers work closely with the data analyst to collect, evaluate, and interpret data. Once the school receives assessment data from formative and/or summative assessments, our staff will upload the data and provide immediate actionable data analysis. PPHS will have access to digital dashboards that illustrate disaggregated achievement data across all demographic breakdowns and all exceptionalities. This information is provided to the school administrative team, with tiered classroom level access made available to teachers. Data is reported as soon as received and uploaded into the Student Information System and the data dashboard tool. In addition to our SIS data, performance data is available from our different learning platforms. These reports are generated by school staff after training from program trainers and network staff. These reports are curated and organized in a way for staff to easily understand to create actionable plans based on the data they receive.

### **Special Education**

The PPHS student services team will meet regularly to review student data, progress monitor based on students' individual measurable goals, develop and deliver targeted professional development to staff, and ensure compliance of all state and federal regulations. All progress will be shared with parents throughout the year. As a result of this comprehensive plan, PPHS West will remain in compliance with all state and federal regulations.

### **English Learners**

PPHS will continuously monitor ELL student progress through their classwork, formal and informal assessments, and test results, adjusting instructional planning as applicable based on student progress. Collective data on diagnostic and formative assessments, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for English Language Learners.

### **Gifted and Talented**

The progress of intellectually gifted students will be assessed and monitored through standardized assessments. Students will also be supported in post-secondary assessment tests such as the PSAT, SAT, and ACT, and encouraged to participate in dual credit courses as appropriate.

4. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

### **Special Education**

All PPHS special education staff will hold an Indiana State Teaching license and certification in special

education. All PPHS staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations, IDEA, Section 504 of the Rehabilitation Act, and ADA. Professional development is an ongoing and continuous practice for the PPHS team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and share best practices within their teams and the PPHS network. Communication and collaboration between general and special education teachers is vital to the success of students with special needs.

### **English Learners**

There will be at least one PPHS staff member that will hold an Indiana State Teaching license in the area of ELL. To the extent possible, PPHS will follow the state's recommendation of having one licensed ELL Teacher of Record per 30 students. All PPHS staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations. Professional development is an ongoing and continuous practice for the PPHS team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and share best practices within their teams and the PPHS network. Communication and collaboration between general and ELL teachers is vital to the success of our English Language Learners. In addition, PPHS provides family communications in both English and Spanish.

### **Students Below Grade Level Performance**

Coaches (the PPHS term for "teacher") at PPHS will be licensed to teach in Indiana and will be highly qualified in their content area. Although some coaches may be new to the teaching profession, an ideal teacher candidate will have a demonstrated record of effectiveness in elevating student achievement levels, and experience working in urban education. In addition to these basic qualifications, PPHS seeks qualified teacher candidates that are able to demonstrate the following attributes and qualities:

- Innovative: Coaches must be able to embrace new technologies and ways of thinking and create lesson plans that keep students engaged and interested and find new ways to present materials.
- Evolving: Coaches must be open to new ways of doing things and dedicated to continuous improvement. PPHS is designed to be dynamic and provide students with hands-on learning experiences that are relevant to a very fast-paced and changing world.
- Engaging: Coaches must be able to create lesson plans that are new and exciting for students so that students are able to enter class every day eager to learn.
- Adaptable: Coaches must be willing to make adjustments and changes to lesson plans and ways of instructing to ensure that every student understands concepts and materials that are presented in class. Coaches must be able to "think on their feet" to quickly identify a new or better way of explanation or demonstration.
- Trustworthy: Coaches must be able to gain the trust of students, families, and school staff. Any distrust will negatively impact the school's learning environment and culture as well as student learning.
- Resilient: Coaches must be highly dedicated to ensuring that all students receive a high quality education that will prepare them for life after high school – whether that's in college or a career. Coaches need to be resilient in overcoming obstacles and helping students overcome obstacles – both anticipated and unforeseen – that may present themselves.
- Accountable: Coaches must be able to demonstrate compassion for students and others around them, but also hold their students and themselves accountable to high expectations.

- Caring: Above all, coaches must be able to demonstrate to students and their families that the well-being and best interests of students is their highest priority.

### Gifted and Talented

To the extent possible and feasible, PPHS will work to hire at least one PPHS West staff member that will hold an Indiana State Teaching license in the area of High Ability. All PPHS West staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations. Professional development is an ongoing and continuous practice for the PPHS West team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and share best practices within their teams and the PPHS network. Communication and collaboration between general and high ability teachers is vital to the success of our intellectually gifted students.

### Student Recruitment and Enrollment

#### Meets Standard Expectation

- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. **New Schools:** Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; families with language barriers; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

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

PPHS will use multiple avenues to recruit students which include news and media outreaches, public information meetings, information booths, website development and social meetings. PPHS anticipates recruiting students through a number of channels.

- Outreach to current and prospective partner organizations: several meetings have been held with potential school partners to share information about our school model.
- Promotional materials will be distributed to potential industry partners to help spread the word and make more community members aware of PPHS West. Many of these partners will likely be key referral channels.
- News media releases: there will be news releases as PPHS West receives charter approval and as the school begins accepting student enrollment.
- Public information meetings: to supplement other strategies, a number of neighborhood-based informational meetings will be announced and held. This will allow direct interaction with prospective students and allow students and their families to meet with staff, ask questions and pick up enrollment application materials.
- Information booths: the school will set up information booths at fairs, festivals, and other events where many Marion County residents will visit.
- Website development: a website will be developed for PPHS West which will include academic program descriptions, enrollment information, and frequently asked questions.

- Social media: Facebook and email blasts will be used to disseminate information about PPHS West and its upcoming events.

Additionally, we are also working with a local minority and women-owned PR and marketing firm to assist with our community outreach efforts to develop student recruitment materials and additional strategies for recruiting the school's target population.

In the PPHS staffing model, each school includes a Community Outreach Coordinator. The Community Outreach Coordinator is directly responsible for student recruitment. Our marketing and recruitment plan includes high school fairs, school tours, shadow days for prospective students, a media campaign, letters to IPS students and parents, coordination with area middle school counselors, targeted middle school outreach, and open houses for prospective families. The Community Outreach Coordinator for PPHS West will be hired shortly after receiving charter approval and the Community Outreach Coordinator will deploy many of the same successful student recruitment strategies that are currently being used at other existing PPHS campuses.

As a public school, PPHS West will provide open enrollment for all high school students who wish to attend the school. Admission to the school will not be limited based on intellectual ability or prior academic performance, disability, race, socioeconomic status, gender, gender identity, religion, sexual orientation, or any other factor that may be considered unlawful. Admissions policies will comply with all applicable state and federal laws.

PPHS West will be using Enroll Indy and One Match Process. Any interested student or his/her family will be invited to submit an enrollment application through Enroll Indy until a set deadline date. All students who complete and submit a timely enrollment application will be enrolled in the school. In the event that applications exceed the available number of seats, students will be selected for admissions by a random lottery through Enroll Indy.

Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in the school's lottery process. Families with siblings of enrolled students and children of staff will be given priority for enrollment. There will also be preference based on the student's geographic location.

2. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
  - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
  - A timeline and plan for student recruitment/engagement and enrollment;
  - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
  - Explanation of the purpose of any pre-admission activities for students or parents.

## Student Discipline

### Meets Standard Expectation

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

1. Describe, in detail, the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
  - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for

positive behavior;

- A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

PPHS focuses on setting high expectations for all students using positive systems of discipline to emphasize professionalism. Our high expectations for our students reflect our belief in the potential of each student to learn the self-discipline and temperament necessary to succeed in school and life. We believe investing in character education equips students with tools that lead to better judgements. The following discipline policy is provided in the PPHS Student Handbook which is distributed to all families and students upon enrollment and each year.

The PPHS approach to discipline is restorative in nature. Restorative practices focus on collaborative ways of solving problems and mediating conflict. The goal is mutual understanding and personal growth. This approach is in line with our commitment to building a strong community of trust, understanding, and compassion.

Activities that support this approach include:

- *Talking Circles*. Used proactively to build community and social emotional learning skills; to work collaboratively on a problem
- *Restorative Conversations*. Occurring at the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for their behavior, or to better understand an incident that has occurred and the root causes of the behavior exhibited.
- *Peace Circles and Peer Conferences*. Used in response to repeated inappropriate and/or disruptive behaviors

With regards to discipline, staff members are trained to:

- Discipline with dignity, consistency, and with an understanding of a student's developmental levels
- Listen to what unmet need the student is trying to communicate with their behavior
- Maximize teachable moments for the individual and the community

Examples of Misbehaviors

The following example behaviors are addressed and redirected by Coaches and other staff.

- Teasing
- Swearing
- Disrespect
- Dishonesty
- Unpreparedness
- Inappropriate use of devices/equipment
- Uniform violations

If a student's behavior rises to the level of a major violation of school policies, (see examples below) the incident may be referred directly to school administrators (and/or law enforcement when required by law).

- Harassment
- Intimidation
- Fighting
- Physical Aggression

- Extreme Defiance
- Off school grounds without permission
- Vandalism
- Smoking/Vaping and/or possession of smoking/vaping paraphernalia
- Drugs/alcohol and/or possession of drug/alcohol paraphernalia
- Theft
- Verbal and/or Written Threats
- Bomb Threat
- Deliberately visiting inappropriate internet sites and/or print material
- Sexual Harassment
- Sexual Behavior
- Weapons and weapon paraphernalia possession
- Bullying/Cyber-Bullying
- Social media use that is disruptive to school environment
- Inappropriate behavior on bus

Depending on the situation, law enforcement may be notified/involved for major violations of school policy or as required by law.

#### Conflict Resolution

At PPHS, we regard conflict as a natural consequence of relationship-building and collaboration that is neither inherently negative nor unhealthy. Managed well, conflict often has instructive value. When major conflicts arise in our school community, often they are mediated to allow both parties to explain and reflect on their thoughts and actions with the goal of personal growth and understanding in mind.

#### Civility Code Violations

PPHS is committed to the maintenance of a safe and civil educational environment free from harassment, intimidation, or bullying.

Harassment, intimidation, bullying, and/or any other behavior that threatens the safety of PPHS students, staff, and/or visitors and the civility of our shared space is not welcome and will be met with counteractive restorative measures.

#### Harassment / Intimidation / Bullying Policy

The following is expressly prohibited:

Any intentional written, electronic, verbal, photographic or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of interfering with a student's education; or
- Is severe, persistent, or pervasive such that it creates an intimidating or threatening educational environment; or
- Has the effect of disrupting the orderly operation of the school. Harassment, intimidation, or bullying can take many forms including, but not limited to: intentional acts via social media, texts, emails, snapshots, slurs, rumors, jokes, innuendos, demeaning comments, drawing of cartoons, pranks, gestures, physical attacks, threats, or other written, electronic, online, verbal, or physical actions.

Many actions that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules. Violations of this policy include any social media postings.

Hazing in any form is strictly prohibited at Purdue Polytechnic High School.

Anyone who believes that a student has possibly been or is the victim of bullying is encouraged to immediately report the situation to an appropriate staff member.

All staff, volunteers, and contracted service providers who observe or receive a report of suspected bullying shall notify a designated school administrator in charge of receiving reports of suspected bullying within the same day.

School Administration will investigate reports of bullying and harassment:

- *Initiated within 1 school day* of receiving the complaint
- Ordinarily be completed within 10 days

Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion. Counseling, restorative discipline, dismissal from school, and/or referral to law enforcement may be employed to change the behavior of the perpetrator and remediate the impact on the victim.

#### Tobacco

Purdue Polytechnic High School is a tobacco-free campus. PPHS recognizes that the use of tobacco presents a health hazard that can have serious consequences for both the user and the nonuser.

For purposes of this policy, use of tobacco shall mean all uses of tobacco, including cigar, cigarette, pipe, snuff, or any other matter of substance that contains tobacco, as well as electronic, "vapor," or other substitute forms of cigarettes.

PPHS prohibits the use and/or possession of tobacco by students at all times within any facility owned or contracted for by PPHS.

#### Drugs and Alcohol

To maintain the safety of students, staff and visitors PPHS is a drug and alcohol-free campus. In addition, drugs and alcohol are expressly prohibited at off-campus school events. This is a no tolerance policy. Any incident violating this policy will be documented and referred to law enforcement when required by law.

We recognize the need for compassionate treatment of those addicted and seeking help and can offer referral services for treatment if needed.

#### Firearms / Deadly Weapons / Destructive Devices

PPHS will not tolerate the possession of firearms, deadly weapons, destructive devices, instruments, materials, or substances animate or inanimate, that are used for, or are readily capable of, causing death or serious bodily injury by anyone while on PPHS property, at a school-related event, or while enroute to or from school in a school vehicle.

Indiana code states that any student who is identified as bringing a firearm or destructive device to school or on school property; or in possession of a firearm or destructive device on school property; must be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period. [I.C. 20-33-8-16]

PPHS requires students to report to PPHS staff knowledge of firearms, deadly weapons and/or destructive devices and threats of violence by students. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Any person found possessing a firearm, deadly weapon or destructive device on PPHS premises, a school



vehicle, or on property being used by PPHS for school purposes may be charged with a felony. [I.C. 35-47-9]

This policy shall also encompass such actions as false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

## Parent and Community Involvement

### Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school(s). Include any opportunities parents and community members have had to provide feedback on the proposed school(s).

Without a doubt, our community is our greatest resource. The PPHS model uses community, scholastic, and industry partners to help us determine what students need to be successful beyond high school. The curriculum is industry-informed and our project challenges are sponsored by various industry partners. Community partnership and engagement are vital and ongoing activities for the PPHS team. Every PPHS location has a community outreach coordinator focused on community outreach and identifying ways the school can most effectively impact the community. As a team, we solicit feedback from students, families, and communities on the school's progress, impact, and its ability to meet the student and community needs. Most high schools have both physical and virtual walls around them, holding students in and keeping others out. PPHS is doing the exact opposite. PPHS is committed to alignment among education, industry, and community partners because we believe it can lead to meaningful and relevant learning experiences that benefit both students and partners.

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

There is widespread knowledge that parental involvement is one of the most critical factors that lead to a student's educational success and attainment. PPHS is highly motivated to ensure parents, families, and community partners have an active and engaged voice in the direction of the school.

The PPHS Board of Directors and network team have worked with a variety of partners to actively engage families and to build and maintain strong family-school partnerships. The staff model includes a community and outreach coordinator who is dedicated to facilitating, engaging, and maintaining those partnerships. In addition, PPHS West will collaborate with parents and staff to create a Parent-Teacher Association (PTA). This group will meet on a regular basis to support the overall school mission. The PTA will also focus on fundraising opportunities, membership guidelines, and developing a social media outlet for parents to get additional information.

PPHS West will host parent nights a minimum of four times per year to discuss school goals, student progress and school operations. PPHS West will also issue a weekly school newsletter to parents and staff and a monthly newsletter to external partners. These serve the dual purpose of being informative while also soliciting feedback.

Community outreach has been and continues to be a key endeavor of PPHS as it seeks to open a school on the west side of Indianapolis. In August, PPHS staff began meeting with community leaders, businesses, and stakeholders in the Pike community including the local YMCA, churches, The Heritage Group, Corteva,

and OrthoIndy. PPHS reached out to the Pike Township superintendent, Pike Township Board members, and the Pike Residents Association.

In September, PPHS Chief of Schools, Shatoya Ward, was invited to present at New Life Worship Center's Women of Excellence conference on "Understanding How Charter Schools Work." PPHS also held its first community meeting in Pike Township on November 4, 2022. Another meeting is tentatively scheduled in the community room at the Pike Branch Library on January 31, 2023.

Marketing was done and is planned for future meetings via PPHS school newsletters, community partner newsletters, and social media, Eventbrite, and PPHS social media. Direct mail, flyers, and media are planned upon charter approval. Since PPHS initially announced plans to open a new school in August, information has been shared publicly and widely through local media, social media, and PPHS's website. PPHS has also engaged with a local public affairs firm to develop and execute a robust community outreach and engagement plan in the new school's target area.

3. Describe how you will engage parents in the life of the school(s) (in addition to any proposed governance roles described in Section III below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school(s) will seek from, offer to, or require of parents.

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PPHS West will host parent nights a minimum of four times per year to discuss school goals, student progress and school operations. PPHS West will also issue a weekly school newsletter to parents and staff and a monthly newsletter to external partners. These serve the dual purpose of being informative while also soliciting feedback.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

Through our partnership with PPHS, we have access to countless employer partners who represent a variety of industries. A sampling of these industry partners include:

- Subaru of Indiana Automotive, Inc.
- Republic Airlines
- IndyCar
- Keystone Group
- Citizens Energy Group
- Eskenazi Health
- Salesforce
- The Indianapolis Zoo

- Belstra Milling Co.
- Corteva
- Eila Lilly
- United Way of Central Indiana
- Christopher Burke Engineering, LLC

In addition to the numerous employer partners who will help make this program both possible and meaningful for students, Purdue University is also highly committed to the success of the school, students, and their families. Purdue University president, Mitch Daniels, has repeatedly expressed Purdue’s commitment to “improve the lives of Indiana residents by working with students to increase educational attainment all across the state.” To that end, extensive professional development from Purdue University faculty to ensure the skills demanded by higher education and the workforce are effectively conveyed through student experiences. PPHS, has a master services agreement with Purdue University and all students meeting admission requirements earn direct admittance into all colleges within Purdue.

At PPHS, we know that creating the optimal conditions for learning begins with providing an environment that meets the needs and promotes the health of the whole child. As such, we have adopted the Center for Disease Control and Prevention (CDC) Whole School, Whole Community, Whole Child (WSCC) model to guide health promotion efforts. This evidence-based model defines ten components aligned with the social determinants of health to provide a holistic framework to improve student health behaviors and development.

As part of these efforts, PPHS staff, students, and families have access to the following resources:

- Confidential mental health services offered in partnership with Damar Services and Open Seat
- Wellness space to decompress, refocus, and rest
- Social Emotional Learning curriculum as part of Advisory support
- On-site vaccination clinics, mobile dental clinic, and sports physicals
- School and/or community-based food pantry
- First Aid/CPR certification through the American Red Cross and Stop the Bleed training

In addition, diversity, equity, and belonging are integral to the PPHS model. As such, staff are trained in culturally responsive practices, restorative practices, and applied educational neuroscience. In 2023, select staff at each campus will begin certification training in yoga and SEL facilitation in order to provide essential skill-building and support to students, staff, and the community. It is our belief that wellbeing is foundational to learning, and through these efforts, we envision a world of equity where every student has the opportunity and access to achieve their goals and to realize their power to solve problems they encounter.

5. Include, as **Attachment 8**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

### **Educational Program Capacity**

#### **Meets Standard Expectation**

- Evidence that school leadership and management teams have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader’s experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as

evidence that the proposed leader is well qualified to implement the specific educational program being proposed.

- Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members (*if applicable*).
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Name the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

Scott Bess  
Dr. Keeanna Warren  
Shatoya Ward  
Kim Reier  
Dr. Krista Primrose  
Laura Cope  
Sharnell J. Johnson  
Eric Stewart

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - School leadership, administration, and governance;
  - Curriculum, instruction, and assessment;
  - Performance management; and
  - Parent and community engagement.

We have a school leadership team that has the operational, entrepreneurial and instructional expertise to ensure success in replication. Our strong, mission-aligned design team has expertise in school leadership, nonprofit leadership, policy analysis, public relations, instructional technology, data analysis, and special education. Furthermore, the team has experience with urban education, school start-up, and school replication. Our network team is composed of school leaders experienced in charter school development and scaling network growth. These team members include:

**Scott Bess** set out to break the one-size-fits-all high school academic mold and launch Purdue Polytechnic High School where students learn in an engaging, hands-on environment and are inspired to seek out what they learn rather than be told what to learn.

As Head of School, Scott created the vision and strategy for the initial Purdue Polytechnic High School in 2017. He has subsequently opened two more campuses. He is leading the planning for the expansion of Purdue Polytechnic High School throughout the state of Indiana.

Scott has spent most of his career innovating new ways to teach students and instill in them a love to learn. Prior to joining Purdue Polytechnic High School, Scott was President of Goodwill Education Initiatives and founder of The Excel Center, which offers adults who have dropped out of school an opportunity to earn a diploma. He helped expand The Excel Center's model across the nation and today, The Excel Center serves more than 6,000 students in multiple states.

A proud graduate of Purdue University (B.S., Mathematics) and Marian University (M.A., Education), Scott has been a teacher, IT executive and business owner. He is a Pahara Fellow, has served on the boards for the Danville Community School District and EmployIndy, and currently serves on the Central Indiana Board of Ivy Tech Community College, the Region 5 Works Council and the Washington, DC, Goodwill Excel Center. Additionally, Scott was appointed to the State Board of Education in September of 2021.

**Dr. Keeanna Warren** is a proud Boilermaker and previously served as the founding principal of the Purdue Polytechnic High School North campus. She is a seasoned classroom teacher, administrator, and leader. In her role as Associate Executive Director, she provides leadership and guidance to the PPHS Network team, including curriculum development, student services, and new initiatives.

Keeanna was The Mind Trust Innovation School Fellow and designed, implemented, and led Purdue Polytechnic High School's second campus in Broad Ripple. Prior to her role with PPHS, Keeanna worked from 2013 through 2019 with the Excel Center in the Meadows neighborhood, which maintained a perennial "A" school rating under her leadership. She served in numerous positions, including night instructor, graduate counselor, and lead instructor until she was promoted to school director. She also is a former high school math, ELA, and social studies teacher.

Keeanna began her career teaching fifth grade at the Andrew J. Brown Academy charter school and Washington Township's Nora Elementary School. She earned her bachelor's degree from Purdue University and a master's degree in teaching from Marian University where she was a part of the Turnaround School Leadership program.

**Shatoya Ward** was the founding Principal of Purdue Polytechnic High School Schweitzer Center at Englewood and The Mind Trust Innovation School Fellow. As the founding principal of PPHS Englewood, Shatoya helped design and implement the school's STEM curriculum and hands-on learning experience. In her current role as Chief of School Operations, Shatoya oversees the day-to-day operations of all PPHS campuses, implementing the curriculum, culture, and best practices she made successful while leading the PPHS Englewood campus.

Shatoya is a long-time educator and administrator who began her career in the classroom before becoming a school administrator responsible for the academic and operational performance of several schools within the Excel Center system.

She earned her bachelor's degree in physical education, health and safety science and biology from Marian University. Her love for science led her to the classroom where she taught science to Indianapolis Public Schools (IPS) and Indianapolis charter school students.

Shatoya earned her master's degree in leadership administration, also from Marian University, and in 2010, joined the Excel Center, serving as regional director, school director, and lead teacher.

**Kim Reier** is recognized as a trusted, results-oriented, and energetic leader and has spent most of her career working in public policy, development, fundraising, and organizational strategy. Kim is passionate about work that leads to positively impacting the lives of others. In her role as Chief Strategy Officer at Purdue Polytechnic High School, Kim is responsible for creating the conditions and acquiring the resources needed to ensure the PPHS network of schools, students, and staff are successful. Kim is also responsible for leading PPHS growth and expansion efforts, including developing an external partnership model where other schools may adopt portions of the proven PPHS school model.

Prior to joining PPHS, Kim helped to lead Goodwill's national expansion efforts of its adult high school model, The Excel Center. During this time, Kim developed the organization's successful phased-approach to

expansion and created strategic community and school development plans with organizations across the country. These efforts led to the creation of laws, policies, and regulations in 8 states, and overseeing and managing the approval of 23 schools nationally.

Kim has previously held positions at the Indiana Department of Education, Indianapolis Mayor's Office, and served as an intern in Senator Richard Lugar's Office. She has also served on a number of volunteer advisory boards and earned her degree in political science at Butler University.

**Dr. Krista Primrose** - As Director of Curriculum, Krista works closely with school leaders and coaches to plan and implement an innovative curriculum that reflects the vision and mission of PPHS, removing educational barriers while ensuring students master academic content while engaged in authentic project-based learning experiences.

Krista has worked in education for 17 years and has served as a high school English teacher, a Teacher Education professor, and a college administrator. She earned her bachelor's degree at Manchester University in 2003, a Master's Degree in Curriculum and Instruction at Olivet Nazarene University in 2008, and her Doctor of Philosophy in Curriculum and Instruction at Purdue University, West Lafayette in 2015.

**Laura Cope** joined the Purdue Polytechnic High School team as Director of Student Services in 2022. Laura received her Bachelors in Special Education, then earned her Masters in Curriculum with a School Administrators License from Indiana State University. From her background as Assistant Director of School Improvement and Turnaround at the Indiana State Department of Education to her role as Regional Director of Student Services and Supports with Goodwill Education Initiatives, Laura brings extensive experience to the Purdue Polytechnic High School network.

As Director of Student Services, Laura interacts, collaborates, and supports all school directors, special education site coordinators, and teachers of record. She ensures that all schools and special education staff are implementing all special education procedures and programs to develop and deliver high quality services to students and monitors compliance for all schools. Laura directs and advises school directors and staff with specific legal procedures, regulations, legislation, and programs that guide all staff to mold the educational experiences of a diverse group of special needs students to develop and implement supportive, prescriptive, and realistic Individual Education Plans (IEPs).

**Sharnell J. Johnson** joined the PPHS team as Director of Finance in 2021. She has over 25 years of Finance experience, most recently as Director of Finance at Ivy Tech Community College Central Indiana campuses where she served for over 21 years. Sharnell holds a Bachelor's degree in Accounting from Indiana State University and an MBA from Anderson University. She is passionate about working in the community and has experience as a board member for several local organizations including the Madame CJ Walker Theater, National Coalition of 100 Black Women as well as the Near North Development Corporation.

Sharnell is a graduate of the Stanley K. Lacy Executive Leadership program and CICF Women's Fund program. She currently serves as a Co-Chair of the Women's Fund Grants Committee.

**Eric Stewart** plans and implements technology for Purdue Polytechnic High School as the Director of Technology Innovation to ensure technology is integrated into the PPHS curriculum, enhance student learning, and the STEM experience.

A 20-year education veteran, Eric served as a middle school and high school teacher as well as a high school principal before joining PPHS. Throughout his academic career, Eric has served as a data specialist and technology director in various capacities always focused on ensuring technology access for all students.

He earned his Bachelor of Arts degree from Marquette University and his Master of Education degree in building administration from Ball State University.

3. Describe the group's ties to and/or knowledge of the target community(ies).

The PPHS leadership team has extensive experience working with schools and students in urban areas, particularly areas of Indianapolis. The leadership team has experience with urban education, school start-up, and school replication and this experience is highly focused in Indianapolis. Collectively, nearly every member of the PPHS leadership team has worked to open and/or operate PPHS's existing network of schools in Indianapolis and South Bend. Our staff also have experience in working in other Indianapolis schools and have previously been responsible for developing and building another network of successful charter schools, including opening seven other schools in Indianapolis.

4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s), along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

Purdue University has been and will continue to be critical to PPHS and all of its campuses. Purdue is highly committed to the success of the school, students, and their families. Purdue University president, Mitch Daniels, has repeatedly expressed Purdue's commitment to "improve the lives of Indiana residents by working with students to increase educational attainment all across the state." To that end, extensive professional development from Purdue University faculty to ensure the skills demanded by higher education and the workforce are effectively conveyed through student experiences. PPHS, has a master services agreement with Purdue University and all students meeting admission requirements earn direct admittance into all colleges within Purdue.

PPHS successfully launched a first-of-its-kind school model in fall 2017. With the support and encouragement of local and national partners, PPHS has successfully replicated it twice. In preparation for continued expansion, PPHS underwent a school model codification process in 2020 in order to ensure consistency in the critical components of the school model as the network of schools continues to grow through replication. This codification has allowed PPHS to create a clear picture of what the school model is and is not as it replicates in new communities, identify the elements of our school model that are required for it to be effective, document our school model along with its systems and processes, and develop a library of resources that enable seamless school replication.

PPHS has the support from the PPHS network team, Purdue University, and its diverse board. We have a strong and well-established team with a history of replicating high performing schools across the state of Indiana and beyond. The network team not only adds crucial capacity to our schools every day in data, compliance, academic, governance, and operations but academics, but has built out systems in these areas to support our network as it grows. These systems have enabled us to operate efficiently and effectively since the opening of the first PPHS campus. The PPHS has built strong systems and procedures that will support another successful replication. The network team is charged with sharing curriculum and best practices between campuses.

We provide real-world experiences that are free of classroom boundaries. At PPHS, students learn outside the box -- and the traditional classroom, having ample hands-on experience with concepts and technologies that are needed to succeed in a technology-focused economy. Students work with numerous STEM-focused industry partners - from Eli Lilly and Company to Citizens Energy Group and more - that serve as mentors and guides. Through these partnerships, students explore career opportunities in the local job market and consider possible career paths through job shadowing and internship opportunities. Students learn by doing

industry challenges that are designed by industry partners and passion projects that are designed by staff and aligned to student interests.

Without a doubt, our community is our greatest resource. The PPHS model uses community, scholastic, and industry partners to help us determine what students need to be successful beyond high school. The curriculum is industry-informed and our project challenges are sponsored by various industry partners. Community partnership and engagement are vital and ongoing activities for the PPHS team. Every PPHS location has a community outreach coordinator focused on community outreach and identifying ways the school can most effectively impact the community.

5. Provide, as **Attachment 9**, the resume for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population. If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Immediately following charter approval, PPHS will begin a school leader recruitment and selection process. A job posting will be posted immediately and outreach will begin in order to solicit interest and applications from highly qualified individuals. PPHS has a goal of hiring the school leader by the end of February 2023.

The qualifications for a school leader include:

- Master's Degree required
- Current Indiana Administrator's license
- 3+ years in a school-related leadership role
- Familiarity with experiential learning and educating students in a STEM-focused environment
- Strong communicator at a variety of levels.
- Ability to gather and analyze data for informed decision-making.
- Possess the essential mindset that all students can succeed

PPHS hiring procedures include:

Step 1: Phone screen with HR

Step 2: Interview with the Network Leadership team

Step 3: Interview with Principals

Step 4: Town Hall meeting

Step 5: Meeting with Executive Director

Additionally, a shadow day may be included following a phone screen and prior to formal interviews. During a shadow day:

- Candidate shadows for a half or full day observing all components of the model.
- After the shadow day the candidate completes a form regarding his or her experience and indicates if he or she would like to continue in the interview process.
- If both parties decide to proceed the candidate moves to Step 2.

The school leader job description is provided as Attachment 10.

6. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the resumes for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.



The leadership and management team at the school beyond the principal includes a Lead Coach, Dean of Culture (generally hired in Year 3 of school operations), College and Career Readiness Coordinator, and the Office Manager.

The Office Manager will be hired by the end of March 2023. The School Office Manager plays an essential role in the smooth operation of the school and provides vital support services to all the school community members, including staff, students, and parents. The Office Manager's primary job responsibilities include:

- Answer incoming calls, provide information, direct calls where necessary, and take messages.
- Greet visitors, handle inquiries, and direct visitors to the appropriate destination
- Read, sort, and distribute incoming school mail
- Prepare and make bank deposits
- Ensure the security, integrity, and confidentiality of pertinent data
- Work collaboratively with the finance department to code and manage purchase orders, invoices, credit card, and Amazon statements
- Manage school accounts and vendor invoices.
- Collaborate with the Lead Coach to coordinate field trips, transportation, and purchase orders
- Collaborate with the building manager to schedule maintenance, cleaning crew, and food service.
- Work with the graduate services department to maintain accurate student records in the student information system
- Respond to all voicemails emails within 48 hours of receipt

The Lead Coach will be identified by the end of April and hired as quickly as possible, depending on any contractual obligations to finish out the school year. At PPHS, our teachers are educational coaches. Students take an active role in their learning and coaches provide encouragement, opportunity and support. The Lead Coach provides coaching and instructional support on instructional strategies and intervention plans that support growth and increase student achievement. The Lead Coach provides actionable feedback to instructional staff and works closely with the building principal and director of curriculum to provide professional development. The Lead Coach's primary job responsibilities include:

- Provides coaching and support to coaches on instructional strategies and intervention plans that support growth and increase student achievement
- Supervises and manages instructional staff
- Assists instructional staff evaluation process
- Ensures access to and participation in high-quality internal and external professional development for instructional staff
- Manages student scheduling process and logistics of student projects
- Collects and analyzes student data to support instructional decisions
- Serves as testing coordinator for the school
- Performs other related duties as required and assigned

The College and Career Readiness Coordinator will be identified by the end of April and hired by July 1, 2023. The College and Career Coordinator will develop and maintain relationships, systems, and programs to ensure that each Purdue Polytechnic High School student's academic experience is connected to each student's post-secondary plan. College and Career Coordinator will provide direct advising and pathway coordination for students as they progress towards graduation. The College and Career Coordinator will be instrumental in helping students learn specifics including hands-on experience with career paths, which will allow for mentorship, internship, and job shadowing. The College and Career Coordinator will interact with all stakeholders that are essential for student success such as graduates/alumni, industry professionals,

parents, school staff, and community partners. The College and Career Readiness Coordinator 's primary job responsibilities include:

- Helping all students and their families understand graduation requirements and providing ongoing support with post-secondary planning
- Guiding students in creating practical and viable post-graduation plans
- Collaborating with PPHS coaches to hold students accountable for meeting graduation requirements, providing support and removing barriers to success
- Providing support as needed for industry partner field experiences, internships, and Purdue summer experiences
- Promoting awareness of college and career preparation opportunities by providing direct communications, career exploration activities, and workshops
- Providing academic advising and maintaining up-to-date information about students' career interests
- Working with the curriculum team and the registrar to track student progress toward graduation
- Performing other related duties as required and assigned

The Dean of Culture will be identified prior to the start of Year 3 of school operation. At this time, the school will have grown to enough capacity to hire this position. The Dean of Culture is a key member of the school's leadership team who actively supports students, families, and staff members on how to build and maintain a positive school culture in support of rigorous academic and artistic inquiry. The Dean of Culture supports student discipline systems, incentive systems, and works to build families as partners in their student's education. The Dean of Culture will lead the PPHS Team including, but not limited to, supervising assigned staff to ensure students, families, and staff are provided with appropriate support, guidance and assistance. The Dean of Culture will also collect and manage the culture 'metrics' of the school that include components of academics, social-emotional well-being, and behavior. The Dean of Culture will serve as the first point of contact for PPHS staff and parents who present issues/situations related to student behavior. The Dean of Culture's primary job responsibilities include:

- Create a structured, positive and academically focused school culture
- Maintain and monitor records of student attendance, student discipline, conflict mediation, staff and family communication, and formal and informal observation and feedback about school climate.
- Conduct formal investigations based on student, parent and adult inquiries related to school culture, discipline, and incidents. Complete a written summary of the investigation with recommended action steps in a timely manner that is shared with the principal and PPHS Leadership for strategic planning.
- Own the implementation of the school's character development program, restorative practices and ensure it builds and reinforces positive self-identity and necessary character strengths.
- Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities.
- Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences according to PPHS Culture Philosophies.
- Work closely and effectively with students who have behavior challenges and their families; partner with the school counselor and coaches to execute individualized behavior interventions when needed.
- Facilitate staff training on student-coach relationships, classroom management, parent partnership and school culture.
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive.
- Accurately monitor and analyze daily student data and develop innovative new systems and structures to proactively address school's areas of need.
- Demonstrate exceptional adult learning opportunities and coaching capabilities:

- Supporting coaches to reinforce a school culture of high behavioral expectations that enables a consistent focus on academic and SEL outcomes.
- Supporting all staff in building meaningful relationships with students and parents.
- Model routines, expectations, procedures, that promote a positive school culture
- Work closely with PPHS Leadership to support high-achievement academic culture.
- Model the core values of PPHS
- Performs such other duties as assigned by the Principal that will lead towards the success of the PPHS.

Job descriptions for the Office Manager, Lead Coach, College and Career Readiness Coordinator, and Dean of Culture are provided as Attachment 11.

7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals

The Network Leadership Team consisting of the individuals identified in response 2 of this section will work to lead the development of the school. These individual's salaries are already accounted for in PPHS's annual budget and will not require any additional funding for compensation. The positions of school principal, office manager, lead coach, and college and career readiness will be paid for through the allocation of PPHS network funds, as necessary. To every extent possible, PPHS will use philanthropic or grant funding to fund these positions. Funding has been secured by The Mind Trust to assist with school pre-operating and opening expenses and has also secured funding from the Charter School Growth Fund. PPHS is actively seeking to secure additional funding through the Charter School Program (CSP), and The Richard M. Fairbanks Foundation.

## SECTION III: OPERATIONS PLAN & CAPACITY

### GOVERNANCE

#### Legal Status and Governing Documents

##### Meets Standard Expectation

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 12**. Submit, as **Attachment 13**, the completed and signed Statement of Assurances.

Purdue Polytechnic High School of Indianapolis, Inc. was formed as an Indiana Nonprofit Corporation with IRS designated 501(c)(3) tax exempt status whose purpose is to oversee the operation of Purdue Polytechnic High School. The affairs of the corporation are managed, controlled, and conducted by a Board of Directors or are otherwise supervised by the Board of Directors. The officers consist of Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The role and responsibilities of the Board is described in our charter application and governance documentation which includes articles of incorporation and bylaws.

The Board supports the school in developing students' academic and lifelong success leading to a positive impact on our communities and local economy. The core functions and responsibilities of the Board of Directors include:

- Act as the final authority for the school
- Define a clear vision for the school
- Review, evaluate, and adopt policies related to the school's operations
- Set school priorities and expectations
- Adopt performance standards related to the school's academic and operational performance
- Approve annual budgets, set financial goals, monitor finances, and ensure that school accounts are audited

Pursuant to its Bylaws and Articles of Incorporation, the Board is currently composed of eight individuals. Three members of the Board are appointed by a duly authorized representative of Purdue University with the remaining members elected by the Board of Directors. The Board has an executed master services agreement with Purdue University to provide faculty support and expertise in designing and developing the school's educational model, academic program, and curricula. The Executive Director serves as the chief administrator of Purdue Polytechnic High School and reports directly to the Board of Directors.

Pursuant to its Bylaws, the Board of Directors will have no less than three and no greater than fifteen Directors. Purdue University appoints a number of Directors, although non-Purdue Directors will always hold the majority. The Board was initially established in August 2015 with five appointed Board of Directors. The Board established a Nominating Committee comprised of three members and four additional directors have been appointed to serve three-year terms.

All Board members are required to participate in Board member orientation at the beginning of their three-year term. Additionally, the Board uses the online platform, Boardable, to manage governance operations. Boardable provides web-based tools to help the Board be as effective as possible. Boardable

assists with the dissemination of dashboards, assessments, CEO evaluation, meeting management, and document storage. The Board of Directors are committed to continuous improvement and holding one another accountable.

PPHS is in full compliance of EDGAR 74.42 by ensuring there is no apparent or real conflict of interest in the relationship between PPHS leadership, Board of Directors, and our authorizer with chosen service providers.

Please see Attachment 12 for PPHS's nonprofit determination status, Articles of Incorporation, and Bylaws.

## Organization Charts

### Meets Standard Expectation

- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 14**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

## Governing Board

### Meets Standard Expectation

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board (*if applicable*).
- Sound plan for transforming existing board to assume its new duties or forming a new board (*if applicant is an existing not-for-profit organization other than a charter school governing board*).
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Describe the governance structure and size of the proposed board and the plan for satisfying all applicable statutory and authorizer requirements for the composition of school governing boards. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders within the proposed community(ies) being served, including parents.

Purdue Polytechnic High School of Indianapolis, Inc. was formed as an Indiana Nonprofit Corporation with IRS designated 501(c)(3) tax exempt status whose purpose is to oversee the operation of Purdue Polytechnic High School. The affairs of the corporation are managed, controlled, and conducted by a Board of Directors or are otherwise supervised by the Board of Directors. The officers consist of Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The role and

responsibilities of the Board is described in our charter application and governance documentation which includes articles of incorporation and bylaws.

The Board supports the school in developing students' academic and lifelong success leading to a positive impact on our communities and local economy. The core functions and responsibilities of the Board of Directors include:

- Act as the final authority for the school
- Define a clear vision for the school
- Review, evaluate, and adopt policies related to the school's operations
- Set school priorities and expectations
- Adopt performance standards related to the school's academic and operational performance
- Approve annual budgets, set financial goals, monitor finances, and ensure that school accounts are audited

Pursuant to its Bylaws and Articles of Incorporation, the Board is currently composed of eight individuals. Three members of the Board are appointed by a duly authorized representative of Purdue University with the remaining members elected by the Board of Directors. The Board has an executed master services agreement with Purdue University to provide faculty support and expertise in designing and developing the school's educational model, academic program, and curricula. The Executive Director serves as the chief administrator of Purdue Polytechnic High School and reports directly to the Board of Directors.

Pursuant to its Bylaws, the Board of Directors will have no less than three and no greater than fifteen Directors. Purdue University appoints a number of Directors, although non-Purdue Directors will always hold the majority. The Board was initially established in August 2015 with five appointed Board of Directors. The Board established a Nominating Committee comprised of three members and four additional directors have been appointed to serve three-year terms.

All Board members are required to participate in Board member orientation at the beginning of their three-year term. Additionally, the Board uses the online platform, Boardable, to manage governance operations. Boardable provides web-based tools to help the Board be as effective as possible. Boardable assists with the dissemination of dashboards, assessments, CEO evaluation, meeting management, and document storage. The Board of Directors are committed to continuous improvement and holding one another accountable.

PPHS is in full compliance of EDGAR 74.42 by ensuring there is no apparent or real conflict of interest in the relationship between PPHS leadership, Board of Directors, and our authorizer with chosen service providers.

2. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

The entire PPHS Network, including all of the schools it operates, is governed by one Board.

3. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

As the PPHS's network of schools continues to expand, we plan to develop an Advisory Board for each school, composed of community leaders, local business leaders, parents/guardians, and local stakeholders. The Advisory Board would meet regularly to discuss events, issues, and successes of each local school with the goal to provide advice regarding the academic programming and operations of the local school to ensure

each local school is serving the needs of the community it serves. Each Advisory Board will be given an opportunity to provide a report or present to the Board of Directors regarding concerns brought to the attention of the Advisory Board or the school community.

4. As **Attachment 15**, list the members of the school's proposed governing board, network and/or independent, with the following information:
  - Summary of members' interests in and qualifications for serving on the school's board; and
  - Full resumes (including contact information).
5. As **Attachment 16**, provide a completed and signed Board Member Notice of Disclosure for each proposed board member.
6. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal governing board will take place.

Although PPHS's Board of Directors does not oversee the day-to-day operations of the schools or school-start-up activities, all affairs of the corporation are managed, controlled, and conducted by a Board of Directors or are otherwise supervised by the Board of Directors. The Board of Directors is kept abreast of all major activities and are involved in any and all governance decisions.

7. If this application is being submitted by an existing non-profit organization respond to the following:
  - Will the existing non-profit board govern the new school(s), or has(have) the school(s) formed a new non-profit corporation governed by a separate board?

The existing non-profit Board of Directors will govern the new school.

- If the non-profit's current board will govern the school(s), what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The existing non-for organization exists solely to operate schools and the Board of Directors currently oversees three schools in the PPHS Network. The Board will not assume any new duties nor will it need to amend Board membership, the organization's mission, or bylaws.

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

Not applicable.

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

Pursuant to its Bylaws, the Board of Directors will have no less than three and no greater than fifteen Directors. Purdue University appoints a number of Directors, although Directors not appointed by Purdue will always hold the majority. The Board was initially established in August 2015 with five appointed Board of Directors. The Board established a Nominating Committee comprised of three members and four additional directors have been appointed to serve three-year terms.

PPHS's Board of Directors meets at least six times per academic year. The Board currently has a governance committee, finance committee, and development committee. The Board may, at any time, by majority vote, move to develop additional committees based on the needs of the organization.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board

will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 17**, the board's proposed Code of Ethics and Conflict of Interest policy.

The risk management philosophy of Purdue Polytechnic High School of Indianapolis, Inc. begins with its corporate structure. As an Indiana nonprofit corporation, Purdue Polytechnic High School of Indianapolis, Inc. is afforded certain liability exemptions through the Indiana Nonprofit Corporation Act ("Act") and is permitted by the Act to elect certain risk management techniques to minimize governing board liability. In addition, the Board and staff will be subject to various policies designed to minimize risk, including a conflict of interest policy and a policy regarding financial internal controls.

This risk management philosophy extends into actual school operations. PPHS will be highly reliant upon an active, professional partnership with Purdue University. This partnership will ensure that consistently applied best practice behavior management techniques and behavioral supports will be available to students of the school. This partnership and the support it provides will enable PPHS West to provide educational growth to its students in a safe environment. Purdue Polytechnic High School of Indianapolis, Inc. will agree to the standard indemnification language found in the Contract for Charter. It will also obtain required liability insurance coverage from a provider of its choosing and has budgeted for such expense accordingly. The budget for PPHS West has addressed the needs and potential risks associated with a relatively high concentration of students with special needs.

10. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:

- Timetable;
- Specific topics to be addressed; and
- Requirements for participation.

If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

At this time, the PPHS Board of Directors is working with Purdue University to appoint one additional Board member to fill a vacancy of a Purdue-appointed position. That individual has been identified and will be affirmed as a Board member by majority vote of the PPHS Board of Directors within the first quarter of 2023.

As the PPHS network has grown, particular attention has been paid to the capacity of the PPHS Board to govern effectively. To that end, new members have been added in the past 18 months with expertise in finance and multi-site organizations. The new Purdue-appointed board member has extensive expertise in agriculture, which is a prime interest for our students. Our members also participate in annual self-evaluations, and the board president participates in multiple board training events as offered through our authorizers.

### Advisory Bodies

#### Meets Standard Expectation

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

As the PPHS's network of schools continues to expand, we plan to develop an Advisory Board for each school, composed of community leaders, local business leaders, parents/guardians, and local stakeholders. The Advisory Board will meet regularly to discuss events, issues, and successes of each local school with the goal to provide advice regarding the academic programming and operations of the local school to ensure



each local school is serving the needs of the community it serves. Each Advisory Board will be given an opportunity to provide a report or present to the Board of Directors regarding concerns brought to the attention of the Advisory Board or the school community.

The recruitment process will begin as soon as our charter is approved, with potential members being identified during the community outreach effort. We have a natural base of potential members through connections with the Purdue Alumni Association and also have strong relationships with Chambers of Commerce across the state. Parent members typically are identified early in the school year through their advocacy for their child. The Advisory Board members will be asked to spend time within the school to acclimate to the PPHS model and to better interface with the community at large. The Advisory Board will work closely with the school leader, acting as a sounding board when requested and providing insight from the community when appropriate.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

As the PPHS's network of schools continues to expand, we plan to develop an Advisory Board for each school, composed of community leaders, local business leaders, parents/guardians, and local stakeholders. The Advisory Board will meet regularly to discuss events, issues, and successes of each local school with the goal to provide advice regarding the academic programming and operations of the local school to ensure each local school is serving the needs of the community it serves. Each Advisory Board will be given an opportunity to provide a report or present to the Board of Directors regarding concerns brought to the attention of the Advisory Board or the school community.

### Grievance Process

#### Meets Standard Expectation

- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

PPHS values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. In the event of a conflict between the staff, administrators, or board members of PPHS and a parent, staff, or community member (current or former), the grievant must first exhaust all available remedies under the school's Grievance Policy.

PPHS's procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level. These procedures guide how faculty, staff, parents and students are expected to express grievances about other members of the school community. The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, if the conflict is not resolved at the lowest faculty or administrative level, the guidelines below provide a process for resolving the conflict.

Accordingly, this policy is available on the PPHS website and outlines the process the school will use to address complaints or concerns about school or school board policies, practices, or procedures.

PPHS is committed to ensuring that the following procedures are followed:

1. A clear description of how a parent or community member may submit a complaint to the school including contact and submission information;

2. A description of the levels of review of the complaint, including at least the school administration and governing board, and the role played by each individual or group in addressing the complaint;
3. A clear description of the process for appealing a decision to the next level(s) of review including contact and submission information; and
4. A reasonable timeline (no greater than fifteen (15) days) within which complaints will be addressed at the school level.
5. The school's grievance process shall appropriately account for language barriers and provide accommodations to and equal access for families where English is their second language.
6. If the concern involves a student with an IEP or 504 Plan, the school shall follow all State and Federal rules including any authorizer procedures that are aligned with state and federal law.
7. If the concern involves a student safety issue, the school shall immediately notify the school's authorizer.
8. If a complainant feels that the complaint has not been satisfactorily addressed by the school and governing board, the complainant may then bring their concerns to the authorizer.

### School Management Contracts

#### Meets Standard Expectation

- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year and current geographic footprint.

PPHS does not plan to contract with an ESP or CMO.

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

PPHS does not plan to contract with an ESP or CMO.

3. Provide, as **Attachment 18**, the following:
  - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
  - Draft of the proposed management contract detailing all the above limits; and
  - Evidence that the service provider is authorized to do business in Indiana.
4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

PPHS does not plan to contract with an ESP or CMO.

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

PPHS does not plan to contract with an ESP or CMO.

## STAFFING

### Staff Structure

#### Meets Standard Expectation

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

1. Provide, as **Attachment 19**, a complete staffing chart for the school(s). The staffing chart(s) and accompanying notes or roster(s) should identify the following:
  - Year 1 positions, as well as positions to be added in future years;
  - Administrative, instructional, and non-instructional personnel;
  - The number of classroom teachers, paraprofessionals, and specialty teachers;
  - Teacher-student ratio, as well as the ratio of total adults to students for the school; and
  - Operational and support staff.
2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed.

All network and school-level staff are employees of Purdue Polytechnic High School. The Executive Director oversees the Associate Executive Director, Chief of School Operations, and Chief Strategy Officer. All School principals report up to the Chief of School Operations, and all school-level staff report up through the school principals.

PPHS is a data-driven organization and believes each staff member contributes to our shared goals that positively impact students' lives. With that in mind, we collectively strive to reach the shared goals outlined by our board annually. The PPHS teacher evaluation system includes rigorous measures of effectiveness that define expectations for the role. Because our school model is non-traditional, learning opportunities may exceed expectations in an infinite number of ways which will be recorded in the appropriate space. Similarly, when an area of improvement is identified, it will be recorded as well and remediation plans jointly discussed between the staff member and school leadership.

Coaches (the PPHS term for "teachers") are asked to maintain awareness of their Advisory and Project metrics and work in conjunction with administration to set personal, cycle-based goals that contribute to PPHS' overall success within their areas of control. Staff members' success in goal-setting is determined by the follow-through associated with each goal's realistic action items.

Staff have periodic formative feedback opportunities. Staff members will be observed by members of leadership (both in-school and network level) as they coach students in a variety of daily activities at least once per cycle, beginning no later than cycle 2. Observations may focus on specific domains of the job function or all domains based on what is relevant during a given observation time period. Within 7 days of each observation, written feedback and/or debriefing will occur.

Peer feedback is encouraged within each cycle as well, and lead coaches or network staff may coordinate peer feedback opportunities to fit the structure and schedule of a given campus.

Summative evaluation occurs once annually and will take into account the documentation associated with periodic observations, goal setting data and related conversation, and other relevant information sources that may emerge over time (for example, student and parent feedback, staff disciplinary records, or evidence of outstanding performance or achievement). For special education teachers of record, this also includes the results of PPHS teacher of record compliance reviews that took place throughout the academic year.

Staff members will receive an annual evaluation rating of effective, highly effective, improvement necessary or ineffective at this time based on patterns of performance and improvement over time, inclusive of goal-related activities. Consistent with PPHS's goal of painting a student's best portrait is our evaluation process, which desires to paint a coach's best portrait based on available data.

### Staff Plans, Hiring, Management, and Evaluation

#### Meets Standard Expectation

- Compensation packages, systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the school(s) and its employees, including whether the employees will be at-will and whether the school(s) will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 20**, a personnel policy or an employee manual, if developed.

Employment at PPHS is at will. This means that regardless of any provision of this employee handbook, either the employee or PPHS may terminate the employment relationship at any time and for any reason, with or without cause or notice.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

The goal of the compensation model is to fairly compensate highly qualified team members. As part of PPHS's commitment to employees and their well-being, PPHS provides:

- Holiday and Paid Time Off
- Group health benefits
- Employee and dependent life insurance
- Comprehensive medical plan, including an HSA option
- Comprehensive dental/vision plan
- Supplemental accident coverage
- Wellness-related expenses reimbursement
- Cell phone reimbursement
- Retirement: Indiana State Teachers' Retirement Fund (TRF), for qualified employees or 403(b) retirement savings plan

PPHS is committed to a formal process to ensure the continued effective performance of the organization through the identification, development, retention, and transition of talent. This development process enables

PPHS to achieve its strategic objectives by recruiting and retaining a quality workforce that responds effectively to the changing needs of the school and community climate. Key objectives include:

- Improving the depth and diversity of leadership talent
- Creating organization plans that anticipate the transition of key employees
- Identifying leadership competencies necessary for business success
- Creating individual development plans for all employees
- Increasing staff productivity, creativity, and career opportunity
- Sustaining a learning culture that reinforces self-development and self-sufficiency

Minimum salaries are set for each school position that are commensurate with area schools. The minimum salary for each position may be increased based on staff experience and level of education.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school(s) design.

A variety of recruitment strategies will be used to ensure that the best coaches are recruited and selected to teach at PPHS West.

- Raise awareness of PPHS West. The Board and school development team will need to heavily market the school not only to make the community aware of the benefits of enrolling in PPHS, but also so that the talent pool is aware of the school as a potential place of employment.
- Continue to develop robust partnerships with organizations that assist with teacher placement as well as various colleges of education.
- Partner with organizations such as Teach for America and The New Teacher Project
- Utilize high yield online resources such as Indeed, Indiana Department of Education, LinkedIn, etc.
- Increase the diversity of staff to represent the students by asking parents to recommend potential candidates

Upon approval of the PPHS West charter (or upon the activation of any subsequent charters), we post positions through the enhanced DOE job board and activate our current teacher network to seek qualified candidates. The process is described below. Our Principal and Lead Coach will be the first hires, and will be inserted into existing schools to understand the culture and processes throughout the second semester. Coach interviews will take place once those two are comfortable, typically in the early spring. Candidates will be hired in mid- to late-spring, and will start as a PPHS staff person three weeks prior to the start of the school year. This gives existing school leaders, lead coaches, and network staff to work full time with the new staff before students arrive.

Existing PPHS schools successfully sourced a cohort of talented staff this year. The model naturally attracts talented and mission aligned coaches. Coaches were found through support from the University and other professional networks. From lessons learned, we updated our selection process. It is important that potential staff understand our model and participate in an extensive and purposeful selection process. The updated selection process is reflected below.

*Process for Potential Candidates*

<b>Step 1: Shadow Day</b>	<ul style="list-style-type: none"> <li>● Candidate shadows for a half or full day observing all components of the model.</li> <li>● After the shadow day the candidate completes a form regarding his or her experience and indicates if he or she would like to continue in the interview process.</li> </ul>
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	<ul style="list-style-type: none"> <li>• If both parties decide to proceed the candidate moves to Step 2.</li> </ul>
<b>Step 2: Interview Day</b>	<p>Candidate completes the following components during interview day:</p> <ol style="list-style-type: none"> <li>1. Student Panel Interview</li> <li>2. Coach Panel Interview</li> <li>3. Administration Panel Interview</li> <li>4. Sample Lesson (if applicable for position)</li> </ol>
<b>Step 3: Final Interview</b>	PPHS Network Interview and final decision

To help increase our talent pipeline, we are building partnerships to provide Apprenticeships/Residences and recruit and cultivate talent. Creating Career Pathways by building and implementing teacher and leader pathway structure. For instance, through these programs a paraprofessional or tutor could become a teacher.

Coaches (the PPHS term for “teacher”) at PPHS will be licensed to teach in Indiana and will be highly qualified in their content area. Although some coaches may be new to the teaching profession, an ideal teacher candidate will have a demonstrated record of effectiveness in elevating student achievement levels, and experience working in urban education. In addition to these basic qualifications, PPHS seeks qualified teacher candidates that are able to demonstrate the following attributes and qualities:

- **Innovative:** Coaches must be able to embrace new technologies and ways of thinking and create lesson plans that keep students engaged and interested and find new ways to present materials.
- **Evolving:** Coaches must be open to new ways of doing things and dedicated to continuous improvement. PPHS is designed to be dynamic and provide students with hands-on learning experiences that are relevant to a very fast-paced and changing world.
- **Engaging:** Coaches must be able to create lesson plans that are new and exciting for students so that students are able to enter class every day eager to learn.
- **Adaptable:** Coaches must be willing to make adjustments and changes to lesson plans and ways of instructing to ensure that every student understands concepts and materials that are presented in class. Coaches must be able to “think on their feet” to quickly identify a new or better way of explanation or demonstration.
- **Trustworthy:** Coaches must be able to gain the trust of students, families, and school staff. Any distrust will negatively impact the school’s learning environment and culture as well as student learning.
- **Resilient:** Coaches must be highly dedicated to ensuring that all students receive a high quality education that will prepare them for life after high school – whether that’s in college or a career. Coaches need to be resilient in overcoming obstacles and helping students overcome obstacles – both anticipated and unforeseen – that may present themselves.
- **Accountable:** Coaches must be able to demonstrate compassion for students and others around them, but also hold their students and themselves accountable to high expectations.
- **Caring:** Above all, coaches must be able to demonstrate to students and their families that the well-being and best interests of students is their highest priority.

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

PPHS is an Equal Opportunity Employer. This means that PPHS provides equal employment opportunities to all employees and applicants for employment without regard to race, color, national origin, religion, sex, age, disability, veteran status, genetic information or predisposition, or any other characteristic protected by

federal, state, or local law. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at PPHS are based on merit, qualifications, and abilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, and training.

It is the policy of PPHS, in accordance with all applicable laws, to recruit, hire, train, and promote persons in all job titles without regard to race, color, religion, sex, age, national origin, disability or any other basis prohibited by applicable law.

All personnel actions, such as compensation, benefits, transfers, social and recreational programs, etc., will be administered without regard to race, color, religion, sex, age, disability, or national origin, or any other basis prohibited by applicable law.

PPHS strives to provide the safest possible environment for its students, staff and visitors. All employees and volunteers who have regular contact with students, as well as all Board members, must submit to a background check. Official employment is contingent upon successful completion of the background check. Such an inquiry should be made for substitutes who may be employed by PPHS on a regular basis or for an extended period of time and for volunteers who would have sole care, custody, or control over students. This requirement also applies to the employment of an entity with which PPHS contracts for services if the individuals under contract are likely to have direct, ongoing contact with children in the scope of that employment.

#### External Hiring Procedure:

1. Principal/Chief of Operations/Associate Executive Director will identify the need for an opening.
2. Chief of Operations/Associate Executive Director will review the job description and make any necessary adjustments/or changes.
3. Principal/Associate Executive Director will use their staffing budget for salary ranges and consult with the Finance department.
4. Once the job requisition is approved (job description), send an email to HR to post. HR will post a new job opening every Wednesday and the posting will remain open for two weeks. (The posting can be extended beyond two weeks if needed.)
5. Principal/Hiring Manager/Human Resources will review resumes for each job requisition they are assigned.
6. Human Resources will determine conduct phone screens and review certifications. The HR department will schedule a 25-30 minute phone screen interview with the selected candidate. An email will be sent to request phone screen availability.
7. The non-selected candidates will receive a rejection email and be dis-positioned to reject status by HR.
8. Principal/Hiring Manager will determine the candidates who are selected to interview in person once phone screens have been completed by HR. HR will change the candidate status to in-person interview. Principal/Associate Executive Director will schedule the in-person/virtual interview for non-leadership roles. HR will schedule interviews for leadership roles and higher.
9. HR will be notified of the selected candidate to hire by the Principal/Hiring Manager. HR will extend a verbal offer to the candidate.
10. HR will create and initiate the offer letter and pre-screening process through Paylocity.
11. Upon successful completion of the pre-screen, HR will initiate the onboarding process, schedule orientation, and connect with IT for equipment and email information.
12. Facilities or Office Manager will provide the new hire badge.



13. New Hires will start at the beginning of a pay cycle. Orientation will be held twice a month at the beginning of a pay cycle.

14. Orientation will last an hour and half on the first day from 9:00am to 10:30am with Human Resources to discuss PPHS values/mission, policies/procedures, benefits, etc. The orientation will take place virtually through google meets.

In order to ensure uniform and consistent procedures for staff terminations, PPHS has established rules applicable to all such terminations. All involuntary terminations must be approved by the staff's building administrator, coordinated with Human Resources, and processed in accordance with the provisions outlined in this policy. Notwithstanding the foregoing, should a manager be present when serious misconduct occurs, they may immediately suspend the employee, pending an investigation and notification to Human Resources. When PPHS initiates a termination, the termination is considered involuntary. When practical, employees will be warned and counseled. Warnings and counseling are to be documented on a performance improvement plan. However, failure to correct behavior or further violation of PPHS policy may result in additional disciplinary action, up to and including termination. Depending on the nature of the offense, PPHS reserves the right to terminate any employee without warning.

#### Termination Procedures

- Notice of termination. Employees will be notified in writing of involuntary termination and effective date.
- Ineligibility for rehire. Employees who are terminated involuntarily will not be eligible for reemployment.
- Exit checklist. Terminated employees will be notified how to return all PPHS equipment and property. Employees who fail to return any company property, including keys, credit cards, chromebooks and other equipment, may be subject to legal proceedings on behalf of PPHS.
- Forwarding address and final pay. Terminated employees will be asked to confirm their forwarding address to ensure that benefits and tax information are received in a timely manner. Final pay will be by direct deposit. Accrued but unused vacation will not be paid out upon separation.

5. Explain how the school leader(s) will be supported, developed, and evaluated each school year. Provide, in **Attachment 21**, any leadership evaluation tool(s) that you have developed already.

PPHS is committed to establishing processes that provide fair and objective ways for staff to receive growth-oriented feedback about job performance and also for their performance to be reviewed by their manager. All staff will receive an annual performance evaluation. The performance feedback is an ongoing process throughout the school year and the formal evaluation takes place annually.

The PPHS Staff Performance Feedback and Evaluation Model incorporates a blend of individualized goal-setting and observational data intended to positively impact student learning and facilitate each coach's growth in the profession and personal development. The goal of the performance evaluation is to make certain that all employees understand their duties and responsibilities and to know what is expected of them. However, nothing in this policy shall be construed as changing the at-will status of an employee or creating entitlement to continuing employment with the PPHS. In those instances when improvement of an employee's performance or behavior is needed the annual or ongoing evaluation process described herein is intended to provide direction with the goal being performance or behavioral improvement and may be used in lieu of a first or second written performance improvement plan.



Newly hired employees are evaluated at the conclusion of the 90 days and again during the annual process (providing there is a sufficient lapse of time). An employee who voluntarily applies for a different position and is selected for that position shall receive a performance evaluation at the conclusion of sixty (60) working days (or at the end of first full cycle if instructional staff) to assess performance in the new position. An employee transferred by the PPHS to a position of equal or lesser classification may not be subject to a performance evaluation until the next annual cycle.

PPHS operates on 4 cycles during the school year. At minimum, all PPHS staff will receive formal feedback twice during the school year.

Cycle	Evaluation Type	Evaluation Definition	Evaluation Deadline
1	Start of school year	Goal Setting	July
2	Formal	Formal Feedback	December
3	Mid-Year Meeting	Check-In and Formal Feedback as needed	March
4	Improvement/Met Goals	Summative Merit Feedback	June

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any teacher evaluation tool(s) that already exist for the school(s).

PPHS is a data-driven organization and believes each staff member contributes to our shared goals that positively impact students' lives. With that in mind, we collectively strive to reach the shared goals outlined by our board annually. The PPHS teacher evaluation system includes rigorous measures of effectiveness that define expectations for the role. Because our school model is non-traditional, learning opportunities may exceed expectations in an infinite number of ways which will be recorded in the appropriate space. Similarly, when an area of improvement is identified, it will be recorded as well and remediation plans jointly discussed between the staff member and school leadership.

Coaches are asked to maintain awareness of their Advisory and Project metrics and work in conjunction with administration to set personal, cycle-based goals that contribute to PPHS's overall success within their areas of control. Staff members' success in goal-setting is determined by the follow-through associated with each goal's realistic action items.

Staff have periodic formative feedback opportunities. Staff members will be observed by members of leadership (both in-school and network level) as they coach students in a variety of daily activities at least once per cycle, beginning no later than cycle 2. Observations may focus on specific domains of the job function or all domains based on what is relevant during a given observation time period. Within 7 days of each observation, written feedback and/or debriefing will occur.

Peer feedback is encouraged within each cycle as well, and lead coaches or network staff may coordinate peer feedback opportunities to fit the structure and schedule of a given campus.

Summative evaluation occurs once annually and will take into account the documentation associated with periodic observations, goal setting data and related conversation, and other relevant information sources that

may emerge over time (for example, student and parent feedback, staff disciplinary records, or evidence of outstanding performance or achievement). For special education teachers of record, this also includes the results of PPHS teacher of record compliance reviews that took place throughout the academic year.

Staff members will receive an annual evaluation rating of effective, highly effective, improvement necessary or ineffective at this time based on patterns of performance and improvement over time, inclusive of goal-related activities. Consistent with PPHS's goal of painting a student's best portrait is our evaluation process, which desires to paint a coach's best portrait based on available data.

Summative evaluation ratings are calculated based on both observational data and coach's personal goal setting and follow-through:

- Highly effective = **By year's end**, no domain scoring lower than "effective," and at least 4/5 domains scored "highly effective" + consistent progress toward goal achievement indicated by follow-through on outlined actions. For SPED teachers, compliance review items also must be rated "highly effective."
- Effective = All domains scoring "effective" or higher **by year's end** + consistent progress toward goal achievement indicated by follow-through on outlined actions. For SPED teachers, compliance review items also must be rated "highly effective" or "effective."
- Improvement Necessary = Any evaluation inclusive of a domain-level "improvement necessary" **by year's end** OR any evaluation that fails to show progress toward goal attainment, inclusive of SPED compliance review items as applicable.
- Ineffective = any evaluation inclusive of a domain-level "ineffective" by year's end OR any evaluation that fails to show progress toward goal attainment, inclusive of SPED compliance review items as applicable.

PPHS is committed to a formal process to ensure the continued effective performance of the organization through the identification, development, retention, and transition of talent. This development process enables PPHS to achieve its strategic objectives by recruiting and retaining a quality workforce that responds effectively to the changing needs of the school and community climate. Key objectives include:

- Improving the depth and diversity of leadership talent
- Creating organization plans that anticipate the transition of key employees
- Identifying leadership competencies necessary for business success
- Creating individual development plans for all employees
- Increasing staff productivity, creativity, and career opportunity
- Sustaining a learning culture that reinforces self-development and self-sufficiency

## **Responsibilities**

All Employees:

- Proactively participate in assessment and development opportunities
- Openly consider the objective feedback received from others
- Provide constructive feedback to others for their personal development
- Utilize the development resources provided by PPHS
- Link personal and professional growth to PPHS school success

Managers/Principals:

- Objectively assess employee development needs
- Coach direct reports on completing their individual development plans
- Provide resources to help employees develop business-related competencies
- Prepare and present annual review documentation when designated

School Administration:

- Measure the effectiveness of employee development in attaining strategic objectives
- Ensure leadership continuity throughout the organization
- Implement the annual review process

#### Required Trainings

All PPHS staff are required to complete Indiana Department of Education (IDOE) mandatory training every year prior to the start of school. These trainings include but are not limited to: Bloodborne Pathogens; Bullying Prevention; Child Abuse Prevention; Human Trafficking Prevention; Seizure Training for School Personnel; and Workplace Conduct. These trainings will be disseminated by the Director of Curriculum and School Principals. Staff must acknowledge completion of all training and a record will be maintained in their personnel file.

#### Licensure and Professional Growth Plan

All certified staff are required to maintain current licensure and professional growth plan points. A Professional Growth Plan (PGP) is one method to renew a professional educator license. A PGP is the record of one's professional growth/development. Licensure and PGP points documentation will be maintained in staff personnel files.

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

All employees must meet acceptable performance standards and comply with Board policies and procedures at all times. Whenever employees fail to meet these standards or violate rules or policies, employees may be subject to discipline. The imposition of one form of discipline in one instance does not mean that a different form of discipline is not warranted in another instance. Each situation that requires disciplinary action will be evaluated on a case-by-case basis. The seriousness of the offense, the employee's overall employment record, and any previous disciplinary actions will be taken into consideration.

The forms of discipline which may be taken, at the sole discretion of PPHS, include the following:

- **Verbal Warning.** The supervisor or Principal will provide a verbal warning to the employee. A written record of this warning will be placed in the employee's personnel file.
- **Written Warning.** The supervisor or Principal will consult with Human Resources and prepare a written warning. The employee will be asked to sign indicating receipt of a copy of the written warning, and a copy will be placed in the employee personnel file.
- **Suspension.** The suspension must have approval of the Executive Director or Designee.
- **Termination.** When other means of discipline have been utilized, or when the severity of the offense justifies such action, the employee may be terminated in accordance with state law.

PPHS has the sole discretion to determine what form(s) of disciplinary action will be taken. This policy does not alter the at-will nature of employment by PPHS.

To handle any staff turnover, PPHS has implemented a Leadership Development Program that allows PPHS to develop a bench of leadership and talent. Through this Leadership Development Program, program participants learn school-specific knowledge and expertise that is essential to the success of leading within PPHS and implementing the school model. By developing a bench of talent, PPHS will be enabled to identify future and "best fit" leaders for both PPHS expansion and succession planning purposes. As PPHS continues to expand, additional leadership roles will be identified and prioritized for the leadership development program.

#### Professional Development

Meets Standard Expectation

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Identify the person or position responsible for professional development.

All-staff professional development is coordinated by the Chief Academic Officer with the support of the Assistant Director of Curriculum and in conjunction with school-level leadership. PPHS also has a Director of Leadership Development & Support as well as a School Support & Coach Manager that is available to provide instructional support and one-on-one coaching to school staff, as needed.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The instructional and curricular model of PPHS is innovative and unique, and all teachers will require professional development focused on planning, facilitating, and assessing multidisciplinary, design-based learning. The network will implement a new teacher induction program for all teachers prior to the first day of the school, and as new teachers are hired each year, new teacher induction programming will take place in the summer and throughout the school year.

PPHS provides teachers with ongoing, job-embedded, and differentiated professional development based on principles of adult learning. For example, adults learn more from opportunities to consider and discuss problems and solutions than from having the “right” solution dictated to them. Differentiation and flexibility characterize professional development, with a focus on coaches being able to improve their individual practice.

Professional development is generally conducted internally, however, external professional development is coordinated based on the needs of individual schools or the network as a whole.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

The instructional and curricular model of PPHS is innovative and unique, and all teachers will require professional development focused on planning, facilitating, and assessing multidisciplinary, design-based learning. The network will implement a new teacher induction program for all teachers prior to the first day of the school, and as new teachers are hired each year, new teacher induction programming will take place in the summer and throughout the school year. During the 2-3 weeks prior to the start of the school year, new staff participate in professional development related to the following topics:

- The PPHS Model, Vision, and Mission
- Design Thinking
- Restorative Practices
- Introduction to Project-Based Learning
- Advisory Purpose and Practices
- College and Career Support
- Culturally Responsive Pedagogy
- Google Tools for Educators

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning

or collaboration and how such time will typically be used.

Throughout the school year, individual schools have the ability to implement professional development related to demonstrated needs within the schools. Wednesdays are early release days where students finish the school day at 1:30PM, leaving the remainder of the day available for school staff to collaborate and participate in professional development, as needed. Additionally, the PPHS network team provides “advanced” or “tune up” professional development opportunities related to the following topics:

- Restorative Practices
- Culturally Relevant Pedagogy (advanced)
- Design Thinking (tune up)
- Advisory (tune up)
- Project-Based learning (advanced & tune up)
- Academic Requirements
- SAT Success Strategies

In addition to professional development days during the school year, the school incorporates structured, formalized time and resources for coaching, collaboration, and reflection during weekly professional learning community meetings. PPHS will continue to monitor and evaluate the implementation of professional development for coaches. The school leadership will develop the professional development calendar for the school year and will delineate outcomes and define measures for making sure that the outcomes are achieved, ensuring that professional development resources are used efficiently and effectively. In addition to weekly meetings, virtual and interactive professional development resources will be posted to the school’s learning management system, and the school will leverage the learning management system as a collaborative tool for continuous improvement.

## PERFORMANCE MANAGEMENT

### Meets Standard Expectation

- Quality interim assessments that are aligned with (each) school’s curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.

Students at PPHS will participate in all state mandated standardized assessments including the administration of the SAT for all 11th grade students. In addition, students will take a school-created, standards-aligned final exam for each of their high school courses and will take University final exams for all dual credit courses. Student design challenge pitches will be assessed using rubrics that are co-created by teachers and the students themselves.

All of the academic goals we have are measured by vertically aligned assessments given over time. We utilize the SAT suite of assessments beginning the 9th grade year and administer twice-annual testing to

all students to ensure we have an early baseline as students progress through their academic experience, gathering performance data in the fall and spring of each year. The PSAT results are used to provide supports and enhancements to students who are lagging behind the projected college readiness score. For students whose score indicates a strong performance, we will design additional opportunities to continue to challenge them in all areas.

2. Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school(s) as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community(ies).

Students engage in the SAT Suite of assessments starting in their first year and all students take these assessments in the fall and the spring with the exception of our 12th grade students who have the option to retest on the SAT in the Spring if they would like to improve their SAT score. Our 9th grade students take the PSAT 8/9, our 10th grade students take the PSAT NMSQT in the fall and the PSAT 10 in the spring, our 11th grade students take the PSAT NMSQT in the fall and IDOE SAT in the spring, and our 12th grade students take the SAT in the fall and spring. It is our goal that our school meets or exceeds the college ready benchmark for reading, writing and language, and mathematics. We use the beginning of year data to assess growth from the previous year as well as create goals and plans of action for students demonstrating various levels of content mastery. We also look at the demographic breakdown of the data to uncover any evidence suggesting a need to evaluate and adjust practices to ensure equitable outcomes for all PPHS learners.

PPHS has a data analyst dedicated to full data analytical support. Our Chief Academic Officer and lead teachers work closely with the data analyst to collect, evaluate and interpret data. Once the school receives assessment data from formative and/or summative assessments, our staff will upload the data and provide immediate actionable data analysis. The PPHS school community will have access to digital dashboards that illustrate disaggregated achievement data across all demographic breakdowns and all exceptionalities. This information is provided to the school administrative team, with tiered classroom level access made available to teachers. Data is reported as soon as received and uploaded into the Student Information System and the data dashboard tool. In addition to our SIS data, performance data is available from our different learning platforms including but not limited to: Edmentum, MindPlay, Imagine Math, etc. These reports are generated by school staff after training from program trainers and network staff. These reports are curated and organized in a way for staff to easily understand to create actionable plans based on the data they receive.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

Data is managed by a network data manager and a collaborative data review session is held every 9 weeks. Participants include school leadership, selected teachers, network leadership, and the data manager. During these sessions, key learnings and needs are defined and action planning to both communicate and address needs commences. Professional development based on these meetings is jointly determined between building leadership (principals and lead teachers) and the Chief Academic Officer based on the available data. The professional development provider is determined using a rubric which results in both external and internal persons providing the development sessions.

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

School and network leadership will participate in College Board professional development training to learn how to best access, analyze, interpret, and make actionable the detailed data reporting available within the College Board portal. This knowledge will be disseminated to teachers at the campus-level.

Additionally quarterly collaborative data review sessions foster a culture of continued learning as a broad array of academic data is discussed and interpreted. Some of the items that are discussed include credit attainment, graduation tracking, and discipline data. Takeaways from the data review sessions are disseminated to the rest of the school staff via a variety of avenues and platforms, both asynchronous and synchronous. These takeaways are used to identify tier 1, 2, and 3 support changes or additions for the upcoming quarter.

Staff engage in professional learning communities on Wednesdays when students have early release. During this time and professional development days, building leadership have dedicated time to disseminate, analyze, interpret, and use the performance data uncovered via College Board or the internal data review sessions. Instructors also receive training during this time related to assessing and tracking competency proficiency within their projects.

Lastly, school leadership and network curriculum leadership work with instructors to develop projects that address the areas of need identified through both the College Board and quarterly data review sessions. School leadership conduct regular observations of instructors and hold regular one on one meetings with instructors to ensure fidelity of implementation and monitor student progress. During these meetings, leadership and instructors will also look at competency proficiency. Changes to an individual student's supports may happen mid-cycle due to needs uncovered via observations and one on one meetings.

5. Describe the corrective actions the school(s) will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

When academic achievement falls short of expectations and goals, the deeper analysis of the data review will be used to uncover the underlying factors. Corrective actions will involve the stakeholders responsible for these factors and will be facilitated by their direct report. For example, if the academic achievement need is resulting from inequitable discipline data, the Principal will facilitate corrective action with the Dean of Culture. The type of corrective action is variable and dependent upon the nuances of the situation. Types of correction include but are not limited to increased observations, increased data monitoring, and performance improvement plans.

## FACILITIES

*If the applicant is seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.*

### Part A: Existing Public Facilities (If available)

#### Meets Standard Expectation

- Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facility(ies) requirements for accommodating the school(s) plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Not applicable.



2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
- Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium, etc.

Not applicable.

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
- Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.

Not applicable.

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
- Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

Not applicable.

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

Not applicable.

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

Yes       No

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

Desired Location(s):

7. Is the applicant willing to share the facility(ies) with another school(s)?

Yes       No

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

Not applicable.

## Part B: Independent Facilities

### Meets Standard Expectation

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

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

PPHS staff are exploring a variety of options for a school facility, including working with a broker from Colliers to identify viable facilities on the west side of Indianapolis. PPHS will make a final decision regarding a facility in January 2023 following charter approval. We anticipate that any facility renovations needed for the



selected facility will be minimal for Year 1 of operation and would begin in the January to March 2023 timeline.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 23**.
3. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 24**, up to 10 pages of supporting documents providing details about the facility(ies). Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

PPHS's Board and leadership are committed to bringing innovative, high-quality education to the west side of Indianapolis. The board recognizes that the location of our second school will make a significant impact on the school's ability to attract, serve, and retain the intended students. Though PPHS West has not identified an exact charter school facility, the network team has already spent significant time on site and facility due diligence to ensure that our school location will be the right fit for our educational model, students and partners. PPHS is working with a facilities broker at Colliers to research, identify, and tour prospective school sites. PPHS is considering several qualifying criteria before choosing our building in the target area. When conducting our facilities search, the PPHS network team will be in search for a building that fits the following:

- Within IPS Township on the west side of Indianapolis
- A facility that is welcoming to students and families and aligns with the pedagogical model
- A minimum of 15,000 square feet in year 1 with either the ability to expand in year 2 or find a permanent facility as the student population grows
- Can accommodate a makerspaces
- Provides adequate parking
- Reasonably accessible to I-465
- Nearby IndyGo bus line
- Greenspace near the school is ideal

## START UP & ONGOING OPERATIONS

### Meets Standard Expectation

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 25**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.
2. If the school(s) will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school(s) plans to meet transportation needs for field trips and athletic events.

PPHS West will be open and accessible to all students. The Purdue Polytechnic High School network will continue partnering with IndyGo to provide students with an annual transit pass in lieu of a yellow school bus service. Students will use a special IndyGo pass incorporated on the student ID cards for unlimited access to all regular IndyGo routes. By integrating an annual pass into the student ID our students have expanded transportation access that extends beyond to and from classes to include extracurricular activities and internship/employment opportunities. This innovative partnership cost significantly less than leveraging other bus services and has been both an efficient and effective transportation option. PPHS staff and families have

expressed satisfaction with the Indygo partnership as it has the reputation for being reliable and on time. As a result, tardies have not been an issue due to school provided transportation.

When the budget allows, PPHS will purchase an activities bus to meet transportation needs for field trips and athletic events. Until such time that an activities bus can be purchased, PPHS West will work with staff at PPHS Englewood and PPHS North to borrow their activity buses as needed. Any staff utilizing an activity bus must adhere to PPHS's Fleet Safety Policy.

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

PPHS creates an Emergency Procedure guide for each of its schools. A template is used, but the final product is not created until the school building has been identified. As a standard, PPHS uses badge access for its exterior doors. A cloud based camera system allows for incident review as well as acting as a deterrent. Administrative staff are outfitted with radios for communication and a connected school for all school communication is standard in the PPHS architecture. Our current practice is to employ a School Resource Officer (SRO) when the student count hits 250. Until that time, each school has a trained school safety officer on staff.

4. Provide, as **Attachment 26**, a list of the types of insurance coverage the school(s) will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, directors and officers, automobile, and other.

## OPERATIONS CAPACITY

### Meets Standard Expectation

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - Staffing, professional development, performance management, general operations, and facilities management

**Scott Bess** set out to break the one-size-fits-all high school academic mold and launch Purdue Polytechnic High School where students learn in an engaging, hands-on environment and are inspired to seek out what they learn rather than be told what to learn. As Head of School, Scott created the vision and strategy for the initial Purdue Polytechnic High School in 2017. He has subsequently opened two more campuses. He is leading the planning for the expansion of Purdue Polytechnic High School throughout the state of Indiana. Scott has spent most of his career innovating new ways to teach students and instill in them a love to learn. Prior to joining Purdue Polytechnic High School, Scott was President of Goodwill Education Initiatives and founder of The Excel Center, which offers adults who have dropped out of school an opportunity to earn a diploma. He helped expand The Excel Center's model across the nation and today, The Excel Center serves more than 6,000 students in multiple states.

A proud graduate of Purdue University (B.S., Mathematics) and Marian University (M.A., Education), Scott has been a teacher, IT executive and business owner. He is a Pahara Fellow, has served on the boards for the Danville Community School District and EmployIndy, and currently serves on the Central Indiana Board of Ivy Tech Community College, the Region 5 Works Council and the Washington, DC, Goodwill Excel Center. Additionally, Scott was appointed to the State Board of Education in September of 2021.

**Dr. Keeanna Warren** is a proud Boilermaker and previously served as the founding principal of the Purdue Polytechnic High School North campus. She is a seasoned classroom teacher, administrator, and leader. In her role as Associate Executive Director, she provides leadership and guidance to the PPHS Network team, including curriculum development, student services, and new initiatives.

Keeanna was The Mind Trust Innovation School Fellow and designed, implemented, and led Purdue Polytechnic High School's second campus in Broad Ripple. Prior to her role with PPHS, Keeanna worked from 2013 through 2019 with the Excel Center in the Meadows neighborhood, which maintained a perennial "A" school rating under her leadership. She served in numerous positions, including night instructor, graduate counselor, and lead instructor until she was promoted to school director. She also is a former high school math, ELA, and social studies teacher.

Keeanna began her career teaching fifth grade at the Andrew J. Brown Academy charter school and Washington Township's Nora Elementary School. She earned her bachelor's degree from Purdue University and a master's degree in teaching from Marian University where she was a part of the Turnaround School Leadership program.

**Shatoya Ward** was the founding Principal of Purdue Polytechnic High School Schweitzer Center at Englewood and The Mind Trust Innovation School Fellow. As the founding principal of PPHS Englewood, Shatoya helped design and implement the school's STEM curriculum and hands-on learning experience. In her current role as Chief of School Operations, Shatoya oversees the day-to-day operations of all PPHS campuses, implementing the curriculum, culture, and best practices she made successful while leading the PPHS Englewood campus.

Shatoya is a long-time educator and administrator who began her career in the classroom before becoming a school administrator responsible for the academic and operational performance of several schools within the Excel Center system.

She earned her bachelor's degree in physical education, health and safety science and biology from Marian University. Her love for science led her to the classroom where she taught science to Indianapolis Public Schools (IPS) and Indianapolis charter school students.

Shatoya earned her master's degree in leadership administration, also from Marian University, and in 2010, joined the Excel Center, serving as regional director, school director, and lead teacher.

**Kim Reier** is recognized as a trusted, results-oriented, and energetic leader and has spent most of her career working in public policy, development, fundraising, and organizational strategy. Kim is passionate about work that leads to positively impacting the lives of others. In her role as Chief Strategy Officer at Purdue Polytechnic High School, Kim is responsible for creating the conditions and acquiring the resources needed to ensure the PPHS network of schools, students, and staff are successful. Kim is also responsible for leading PPHS growth and expansion efforts, including developing an external partnership model where other schools may adopt portions of the proven PPHS school model.

Prior to joining PPHS, Kim helped to lead Goodwill's national expansion efforts of its adult high school model, The Excel Center. During this time, Kim developed the organization's successful phased-approach to expansion and created strategic community and school development plans with organizations across the country. These efforts led to the creation of laws, policies, and regulations in 8 states, and overseeing and managing the approval of 23 schools nationally.

Kim has previously held positions at the Indiana Department of Education, Indianapolis Mayor's Office, and served as an intern in Senator Richard Lugar's Office. She has also served on a number of volunteer advisory boards and earned her degree in political science at Butler University.

**Dr. Krista Primrose** - As Director of Curriculum, Krista works closely with school leaders and coaches to plan and implement an innovative curriculum that reflects the vision and mission of PPHS, removing educational barriers while ensuring students master academic content while engaged in authentic project-based learning experiences.

Krista has worked in education for 17 years and has served as a high school English teacher, a Teacher Education professor, and a college administrator. She earned her bachelor's degree at Manchester University in 2003, a Master's Degree in Curriculum and Instruction at Olivet Nazarene University in 2008, and her Doctor of Philosophy in Curriculum and Instruction at Purdue University, West Lafayette in 2015.

**Laura Cope** joined the Purdue Polytechnic High School team as Director of Student Services in 2022. Laura received her Bachelors in Special Education, then earned her Masters in Curriculum with a School Administrators License from Indiana State University. From her background as Assistant Director of School Improvement and Turnaround at the Indiana State Department of Education to her role as Regional Director of Student Services and Supports with Goodwill Education Initiatives, Laura brings extensive experience to the Purdue Polytechnic High School network.

As Director of Student Services, Laura interacts, collaborates, and supports all school directors, special education site coordinators, and teachers of record. She ensures that all schools and special education staff are implementing all special education procedures and programs to develop and deliver high quality services to students and monitors compliance for all schools. Laura directs and advises school directors and staff with specific legal procedures, regulations, legislation, and programs that guide all staff to mold the educational experiences of a diverse group of special needs students to develop and implement supportive, prescriptive, and realistic Individual Education Plans (IEPs).

**Sharnell J. Johnson** joined the PPHS team as Director of Finance in 2021. She has over 25 years of Finance experience, most recently as Director of Finance at Ivy Tech Community College Central Indiana campuses where she served for over 21 years. Sharnell holds a Bachelor's degree in Accounting from Indiana State University and an MBA from Anderson University. She is passionate about working in the community and has experience as a board member for several local organizations including the Madame CJ Walker Theater, National Coalition of 100 Black Women as well as the Near North Development Corporation.

Sharnell is a graduate of the Stanley K. Lacy Executive Leadership program and CICF Women's Fund program. She currently serves as a Co-Chair of the Women's Fund Grants Committee.

**Eric Stewart** plans and implements technology for Purdue Polytechnic High School as the Director of Technology Innovation to ensure technology is integrated into the PPHS curriculum, enhance student learning, and the STEM experience.

A 20-year education veteran, Eric served as a middle school and high school teacher as well as a high school principal before joining PPHS. Throughout his academic career, Eric has served as a data specialist and technology director in various capacities always focused on ensuring technology access for all students. He earned his Bachelor of Arts degree from Marquette University and his Master of Education degree in building administration from Ball State University.

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

Our organization has extensive capacity and experience in facilities acquisition and management, including managing build-out and/or renovations. PPHS has 3 existing school locations and has occupied 6 total locations in its history. PPHS Englewood is in its 6th year of operation. It opened in a tech start-up building just south of downtown Indianapolis in its first year of operation until it outgrew the space and moved into the 4th floor of Circle Center Mall in years 2 and 3 of operation, before settling into its permanent home in the former PR Mallory building just east of downtown Indianapolis. Each location required varying levels of renovations and improvement, including Englewood's final location which included a multi-year build-out project.

3. **Replication Schools:** Provide an implementation schedule, as **Attachment 27**, that explains the strategy for executing each charter that is approved.

## SECTION IV: FINANCIAL PLAN & CAPACITY

### FINANCIAL PLAN

#### Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the network/school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

#### DIVISION OF RESPONSIBILITIES

The following is a list of personnel who have fiscal and accounting responsibilities:

##### BOARD OF DIRECTORS

- Reviews and approves the annual budget and cash flow projections
- Reviews and approves the monthly Board Report and Accounts Payable Voucher Register
- Reviews and approves all contracts over \$25,000
- Approves the CPA firm hired to conduct the annual audit

##### SCHOOL TREASURER

- Reviews and determines approval of all Purchase Orders
- Manages all expenses and cash flow
- Reviews and approves all monthly financial statements prior to completion of the Board Report
- Sees that an appropriate budget is developed annually
- Reviews and signs all issued checks and Accounts Payable Vouchers
- Reviews and approves all contracts under \$25,000
- Reviews and approves all grant submissions
- Reviews all bank statements and bank reconciliation reports for any irregularities
- Oversees the adherence to all internal controls
- Reviews and signs all deposit receipts
- Reviews and signs all DOE and/or SBOA required reporting
- Reviews all grant reimbursement claims
- Monitors all grant budgets
- Reviews and approves all payrolls
- Reviews the bi-annual Form 9

- Reviews the quarterly Interest Earned reports
- Reviews the quarterly financial statements to OEI, lenders, etc.
- Reviews and approves the annual Forms 1099/1096
- Recommends CPA firm to Board of Directors for annual audit
- Reviews and submits the SBOA Annual Financial Report

#### BUSINESS MANAGER

- Provides support to the School Treasurer
- Prepares biweekly payroll data for submission to the Payroll Company
- Assists with the development of the annual budget
- Receives all bills and invoices for processing
- Prints checks for vendor payments
- Manages the petty cash fund
- Receives all cash and checks for deposit
- Makes bank deposits
- Initiates donor thank you letter acknowledgements
- Assists Controller with preparation of annual Forms 1099/1096

#### CONTROLLER

- Provides support to the School Treasurer
- Overall responsibility for data entry into FE and integrity of accounting system data
- Prepares the Accounts Payable Vouchers for signature
- Prepares the deposit receipts for signature
- Maintains the General Ledger
- Prepares the monthly and year-end financial statements and Board Reports
- Reconciles all bank accounts
- Prepares the grant claims and grant reports
- Prepares the bi-annual Form 9
- Prepares the annual Form 1099/1096
- Prepares the quarterly financial statements for OEI, lenders, etc.
- Prepares the quarterly Interest Earned reports
- Prepares the SBOA Annual Financial Report

#### CPA FIRM

- Conducts the annual audit adhering to all SBOA requirements
- Prepares the annual Form 990 tax return
- Prepares the annual Personal Property Tax return

#### PAYROLL COMPANY

- Processes payroll
- Makes all tax payments in a timely manner
- Prepares and submits all payroll tax reporting in a timely manner
- Prepares the annual W2/W3

#### PURCHASING

- All supplies will be ordered from an approved vendor list as compiled by the Business Manager.
- All contracts over \$25K require Board approval.
- All contractors are required to complete a Form W9 prior to receiving payment.

- When orders are received, the Business Manager compares the packing list to the signed PO for accuracy. The packing slip is then filed temporarily until the invoice is received.

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

#### BOARD OF DIRECTORS

- Reviews and approves the annual budget and cash flow projections
- Reviews and approves the monthly Board Report and Accounts Payable Voucher Register
- Reviews and approves all contracts over \$25,000
- Approves the CPA firm hired to conduct the annual audit

#### SCHOOL TREASURER

- Reviews and determines approval of all Purchase Orders
- Manages all expenses and cash flow
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- Sees that an appropriate budget is developed annually
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- Reviews and approves all contracts under \$25,000
- Reviews and approves all grant submissions
- Reviews all bank statements and bank reconciliation reports for any irregularities
- Oversees the adherence to all internal controls
- Reviews and signs all deposit receipts
- Reviews and signs all DOE and/or SBOA required reporting
- Reviews all grant reimbursement claims
- Monitors all grant budgets
- Reviews and approves all payrolls
- Reviews the bi-annual Form 9
- Reviews the quarterly Interest Earned reports
- Reviews the quarterly financial statements to OEI, lenders, etc.
- Reviews and approves the annual Forms 1099/1096
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#### BUSINESS MANAGER

- Provides support to the School Treasurer
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- Assists with the development of the annual budget
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- Prints checks for vendor payments
- Manages the petty cash fund
- Receives all cash and checks for deposit
- Makes bank deposits
- Initiates donor thank you letter acknowledgements
- Assists Controller with preparation of annual Forms 1099/1096

3. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.



The Authorizer requires that an annual audit be prepared by a licensed CPA firm at the end of each fiscal year following the first year of school operations.

- The School Treasurer will make a recommendation to the Board of Directors as to the CPA firm that would be the best fit for providing audit and other services to the school.
- The Board of Directors will review all recommendations and approve whichever firm they have chosen to perform the annual audit.
- The school must receive approval from the State Examiners' office/SBOA prior to signing an engagement letter for the annual audit.
  - Requests for approval must be submitted by April 15 of the first audit year.
  - Requests for approval of chosen CPA firm are only required in the school's first year or if a change in CPA firms is made.
- Once the State Examiner/SBOA has approved the choice of auditors, the school will schedule dates for audit fieldwork to be conducted.
- The CPA firm will provide a list of items that the school will need to provide prior to fieldwork.
- The Controller will work with the Business Manager and School Treasurer to determine which individuals will be responsible for each item on the auditor's list. Documents will be provided to the auditor in a timely manner.
- The Controller, Business Manager, and School Treasurer will continue to work jointly in satisfying all auditor requests during and after fieldwork is complete.
- Once the audit report is finalized, the CPA firm will forward the report to the State Examiners' office/SBOA for review before making the report public. Submission of the audit report is due to
- SBOA by December 31 each year.
  - A 60-day extension can be requested if necessary. The request for extension must be submitted to SBOA by November 30.
- Once the State Examiners' office/SBOA has reviewed and approved the audit report, the CPA will schedule an Exit Conference with the school's Finance Committee and other appropriate individuals.
- SBOA will be notified of the date, time, and place of the Exit Conference at least 5 days prior to the meeting.
- After the Exit Conference, the final audit reports will be available for public distribution to appropriate agencies, such as Authorizers, lenders, etc.

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

As required by statute, PPHS submits financial reports to its authorizer, including (but not limited to) monthly financial statements, Form 9 reports, annual audit report and conflict of interest statement. All of those reports are also available on the public-facing portion of the board management system website. In addition, the annual audit conducted by an independent third party audit firm gets approved by the State Board of Accounts and is publicly available on its website. As PPHS has grown, the annual audit fee has grown in excess of \$10,000 per year. The audit contract is put out to bid every three years to allow for consistency in practices, but also ensures accountability for the fee structure.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

PPHS contracts with three primary services related to finances

- Central Indiana Education Services for state reporting services
- Paycor for payroll services
- Greenwalt for audit services
- NFP/First Person for employee benefit management

All of these services are evaluated on a yearly basis and renewed yearly with the exception of Greenwalt, which is evaluated every three years. The criteria used in selecting services include quality of service, cost, and employee satisfaction.

6. Submit, as **Attachment 28**, the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.
7. Submit, as **Attachment 29**, a detailed narrative of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. Specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:
  - Per-Pupil Revenue
  - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
  - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

## FINANCIAL MANAGEMENT CAPACITY

### Meets Standard Expectation

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas:
  - Financial management;
  - Fundraising and development;
  - Accounting and internal controls.

Sharnell J. Johnson joined the PPHS team as Director of Finance in 2021. She has over 25 years of Finance experience, most recently as Director of Finance at Ivy Tech Community College Central Indiana campuses where she served for over 21 years. Sharnell holds a Bachelor's degree in Accounting from Indiana State University and an MBA from Anderson University. She is passionate about working in the community and has experience as a board member for several local organizations including the Madame CJ Walker Theater, National Coalition of 100 Black Women as well as the Near North Development Corporation.

PPHS has an Accounting Policies and Procedures Manual that have been reviewed by its auditing firm and formally adopted by its Board of Directors. The purpose of this manual is to describe all accounting policies and procedures currently in use at PPHS and to ensure that the financial statements conform to generally accepted accounting principles; assets are safeguarded; guidelines of grantors and donors are complied with; and finances are managed with accuracy, efficiency, and transparency. In addition, PPHS has adopted the internal control standards as defined by the State Board of Accounts as authorized under IC5-11-1-24.

The Executive Director and Associate Executive Director help to oversee the financial matters of all schools in PPHS's network.

PPHS is working with national and local partners for fundraising efforts that will support school start-up operations. PPHS's Chief Strategy Officer is primarily responsible for most of PPHS's fundraising and development efforts with the support of the PPHS network team. Additionally, the PPHS Board of Directors has a Development Committee that meets quarterly. The Development Committee is appointed by the PPHS Board of Directors with the primary responsibility of advising PPHS's development strategy and efforts in

fundraising non-grant funds with the purpose of enabling and improving PPHS's ability to deliver on its mission and vision. The committee focuses its efforts to identify, quality, engage, and recognize donors.

## SECTION V: PERFORMANCE EVALUATION INFORMATION

### (Only Applicable for Network Schools)

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as **Attachment 30**, and be sure to complete all sheets in the Workbook).
2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
  - Describe the primary causes to which you attribute the school's distinctive performance.

Purdue Polytechnic High School South Bend, in its 2nd year of operation, achieved an average SAT score of 1081 in the spring of 2022. Additionally, 11th grade students demonstrated 98 points of growth between the fall NMSQT and spring SAT exam. During the school day, students are engaged in a curriculum that is relevant to their lives and helps empower them to make changes in their community through a variety of intentionally fostered community relationships. Additionally, small classroom sizes to facilitate a primarily project-based curriculum has helped facilitate student engagement and academic growth. Within the school setting, students have multiple advocates at the school to support them in their learning including an advisory coach works with them on setting academic goals and communicates regularly with the student's family, content coaches who are invested in students' content mastery, and a college and career readiness coordinator who helps facilitate academic and social and emotional wellbeing. PPHS South Bend also made use of an all-student small group tutoring time on a weekly basis, allowing for just-in-time interventions.

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

One challenge has been hiring. At times it has been difficult to find excellent instructors and staff to work with our students. This problem was particularly apparent at the South Bend campus, which opened in the fall of 2020, amidst the pandemic and during a time when there was reduced interest in working in in-person settings such as a school. To overcome this, we consistently tapped into our networks and posted on multiple platforms to make sure we located mission-aligned instructors representative of our student population. We also ensured that our model implementation manager was present at the South Bend campus on a regular basis to provide professional development and support to the staff and ensure they could implement PPHS methods with fidelity. We also alleviated staffing concerns to an extent by leveraging the resources of the PPHS network of schools to create additional opportunities while staff positions were being filled, including cross campus course offerings that allowed students from multiple campuses to participate in a live, synchronous project session under the guidance of a single PPHS coach.

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

The PPHS model implementation manager and, now, a second staff member are permanent members of the PPHS network support team. This will allow new building principals and teachers to be supported throughout their induction year at a PPHS school and beyond. All schools have also been tasked with determining a

school-specific strategy to provide timely intervention to allow for just-in-time learning to occur. Additionally, in the quest for continuous improvement, we have taken steps that include:

- **Introduction of Immersion Projects to the PPHS school model.** Immersions provide students with core academic instruction that is project-based and guided by a content coach. We have seen the implementation improve the PPHS model by ensuring authentic learning takes place through real-world problems and projects while also aligning to content area outcomes mastery and credit attainment.
- **Transition to Integrated Mathematics and Precalculus sequence for college bound students.** Mathematical thinking doesn't exist in silos and is best retained when continually activated and built upon, so PPHS has taken steps to transition to an Integrated Mathematics and Precalculus sequence for our college bound students beginning in the fall of 2022. This ensures the mathematical knowledge, reasoning, and processing skills gained in courses such as Algebra and Geometry remain fresh as students advance toward advanced mathematics courses. Additionally, Calculus offerings have been made more robust for students.
- **Replace Integrated Chemistry-Physics with more advanced content.** PPHS has adjusted our standard course sequence to replace Integrated Chemistry-Physics with more advanced content, resulting in students pursuing STEM fields earning credits in Physics, as well as in Chemistry, Biology, and Environmental Sustainability. These courses provide students with more advanced science and quantitative reasoning skills.
- **Connect students to more higher education experiences.** PPHS staff encourage students to participate in free summer experiences on Purdue's campus. The more times students head to a college campus, the more PPHS is able to promote a college-going mindset and culture for students. Students are most likely to see themselves in college the more they become familiar with it. Additionally, PPHS has executed memorandums of understanding with Trine University and Purdue Fort Wayne allowing students to participate in a broad variety of dual credit and concurrent enrollment opportunities.

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
  - Describe the primary causes to which you attribute the school's performance.

PPHS Englewood's spring average SAT score for the 2021-2022 academic year was 892, an increase of just seven points between the fall NMSQT and the spring SAT administration for 11th grade students. The primary causes of low or unsatisfactory academic performance are attributed to the factors associated with the COVID-19 pandemic that impacted attendance and staffing as well as a curricular offering, which has since been discontinued, that did not serve all learners as well as initial research suggested it would.

One of the primary causes attributed to this performance is low attendance rate by both students and staff impacted by illness. Student performance concerns were further exacerbated by COVID when many of our students did not have a space conducive to learning and/or who did not have support at home while attending school virtually. Upon our return to partial in-person instruction, we also were faced with staff absences due to the need to quarantine and in several notable cases, the need for extended medical leave due to COVID-19. Even upon our return to full in-person instruction in 2021-2022, multiple extended widespread quarantines occurred, and during a significant portion of the 2021-2022 academic year, PPHS Englewood was short both a Mathematics and English Language Arts teacher as a direct result of COVID-19. This impacted student access to high-quality instruction and forced more students into independent learning opportunities than is ideal.

Additionally, a previously used curricular resource and related instructional implementation also is believed to impact academic performance. Between 2019 and 2021, students would mostly work at their own pace on an asynchronous curriculum which was intended to allow for self-directed learning. However, this resulted in groups of students not having as rigorous a learning experience and/or not meeting mastery on an effective timeline. We saw this have a significant impact on our mathematics scores and did not have the human resources to meet all of the students' needs effectively due to pandemic-related short-staffing.

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

At Englewood, we have organized around offering different tutoring opportunities and multiple methods of instruction to make up the loss of learning mathematics. We have also moved to a fully project-based curriculum to better engage our students in a level of learning that will prepare them for college and/or career as well as keep them on a timeline that not only prepares them for graduation but also gives time to pursue dual credit and internship opportunities.

Additionally, we have established clear learning outcomes for each credit awarded at PPHS, limiting the potential for the types of learning gaps we experienced when reliant upon largely asynchronous instruction. Capitalizing both on our success at South Bend and our learnings at PPHS Englewood, we also have made the following performance-improving adjustments:

- **Introduction of Immersion Projects to the PPHS school model.** Immersions provide students with core academic instruction that is project-based and guided by a content coach. We have seen the implementation improve the PPHS model by ensuring authentic learning takes place through real-world problems and projects while also aligning to content area outcomes mastery and credit attainment. This is a direct replacement for asynchronous learning.
- **Transition to Integrated Mathematics and Precalculus sequence for college bound students.** Mathematical thinking doesn't exist in silos and is best retained when continually activated and built upon, so PPHS has taken steps to transition to an Integrated Mathematics and Precalculus sequence for our college bound students beginning in the fall of 2022. This ensures the mathematical knowledge, reasoning, and processing skills gained in courses such as Algebra and Geometry remain fresh as students advance toward advanced mathematics courses. Additionally, Calculus offerings have been made more robust for students. This is a direct response to the learning gaps observed in our students after disjointed and largely asynchronous instruction in this area.
- **Replace Integrated Chemistry-Physics with more advanced content.** PPHS has adjusted our standard course sequence to replace Integrated Chemistry-Physics with more advanced content, resulting in students pursuing STEM fields earning credits in Physics, as well as in Chemistry, Biology, and Environmental Sustainability. These courses provide students with more advanced science and quantitative reasoning skills, reinforcing their mathematical skills and preparing them for STEM-focused careers.
- **Connect students to more higher education experiences.** PPHS staff encourage students to participate in free summer experiences on Purdue's campus. The more times students head to a college campus, the more PPHS is able to promote a college-going mindset and culture for students. Students are most likely to see themselves in college the more they become familiar with it. Additionally, PPHS has executed memorandums of understanding with Trine University and Purdue Fort Wayne allowing students to participate in a broad variety of dual credit and concurrent enrollment opportunities.

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

Part of our movement to a fully project-based curriculum involved organizing our curriculum around standards-aligned outcomes for each content area. Students are assessed on each outcome and this is recorded at the instructor level so it can be assessed regularly. We know performance is satisfactory when we have the majority of students earning credits and meeting mastery on 75% of the outcomes. We also use the College Board assessments to determine growth in reading, writing, language, and mathematics. We value both the percentage of our students meeting College Board college readiness benchmarks as well as student growth throughout an academic year, measured as the difference between fall and spring test administrations.

4. For all schools operating in the state of Indiana, provide as **Attachment 31** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
5. For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

Not applicable.

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Not applicable.

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

Not applicable.

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

Not applicable.