

IU Health Advantage Academy Cover Page

Dear Mayor Ballard,

The IU Health Advantage Academy is pleased to submit a prospectus to the Mayor's Office. Thank you very much for your consideration.

Legal name of organization applying for the charter: George and Veronica Phalen Leadership Academy, Inc.

Name of proposed school: IU Health Advantage Academy

Proposed School Location: IU Health Advantage Academy is seeking a location in the near-north area of Indianapolis; in the vicinity of the Indiana University Methodist Hospital campus.

Applicant's authorized representative: Earl Martin Phalen

Full mailing address (include city, state, zip code): 1630 N. Meridian Street, Indianapolis, IN 46202

Daytime telephone number: (617) 818-1959

Fax number: (866) 359-4589

Email address: emphalen@summeradvantage.org

Location of school: Indianapolis

School district of location: Indianapolis Public Schools

Anticipated opening date: Fall, 2013

Proposed Grade Levels & Total Student Enrollment:

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2013-2014	K-2	300
Second Year	2014-2015	K-3	400
Third Year	2015-2016	K-4	500
Fourth Year	2016-2017	K-5	600
Fifth Year	2017-2018	K-5	600
Sixth Year	2018-2019	K-5	600
Seventh Year	2019-2020	K-5	600
Maximum	2016-2017	K-5	600

**Is school single-gender
or coeducational?:**

Coeducational

**Target student population
(if any) (ex. at-risk youth):**

We propose to serve children who are at risk of educational failure and come primarily from low-income families in Indiana. Our first school will open in Indianapolis, drawing from students who come from mixed socioeconomic groups.

**Brief description of kind of
school to be chartered:**

Year-round adaptation of the Summer Advantage blended learning and college preparatory educational model.

**Brief explanation of mission
of proposed charter school:**

The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

**Are you planning to work with
a management organization?**

No

**Do you have a new design idea,
or an existing design?**

New design applicant
Existing design applicant



Signature of Applicant's Authorized Representative

March 1, 2012
Date

IU Health Advantage Academy Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School: IU Health Advantage Academy

Proposed School Address (if known): IU Health Advantage Academy is seeking a location in the near-north area of Indianapolis; in the vicinity of the Indiana University Methodist Hospital campus.

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: George and Veronica Phalen Leadership Academy, Inc.

Applicant's Designated Representative: Earl Martin Phalen

Address: 1630 N. Meridian Street, Suite 330

City: Indianapolis

State: IN

Zip Code: 46202

Daytime Telephone: (617) 818-1959

Fax: (866) 359-4589

E-mail address: emphalen@summeradvantage.org

The proposed school will open in the fall of school year:

2013-2014 2014-15 Other (please specify year) _____

Proposed Grade Levels & Total Student Enrollment:

	Grade Levels	Student Enrollment
First Year	K-2	300
Second Year	K-3	400
Third Year	K-4	500
Fourth Year	K-5	600
Fifth Year	K-5	600
Sixth Year	K-5	600
Seventh Year	K-5	600
Maximum	K-5	600

Is this a single-gender or co-educational school? Co-educational

If single-gender, please indicate who will be served by school: Not applicable

Are you planning to work with a management organization? No

If so, please indicate the name of management organization: Not applicable

Have you submitted this application to another sponsor? No

If so, please indicate:

Name of Other Sponsor: _____ Date Submitted: _____

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes

If so, please indicate the name of the Sponsor: Indiana Charter School Board

Have you submitted any other applications to a sponsor in the previous five (5) years?

No

If so, please indicate the name of the sponsor, the date and the name of the school on the application.

IU Health Advantage Academy's Prospectus to the Mayor's Office

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Narrative

I. Vision

A. Mission

The mission of IU Health Advantage Academy¹ is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

B. Need

Indianapolis has been a haven for educational innovation since 2001, due at least in part to a change in state law which allowed the Mayor to charter new public schools. The City is home to a variety of efforts to improve education and many have yielded tangible results. But work remains.

According to the Indiana Department of Education (IDOE), in 2011 74% of Hoosier public school third graders passed the math and language arts portions of the ISTEP+ test. By eighth grade, however, the passing rate for both math and language arts on ISTEP+ slips to 66%. The Mind Trust's recent report *Creating Opportunity Schools* highlights the challenges present in Indianapolis. Indianapolis Public Schools' (IPS) performance on multiple metrics clearly demonstrates the need for continued innovation. IPS students trail the state benchmark in graduation rate (58% compared to 85%), academic honors diploma (12% compared to 31%), language arts ISTEP+ pass rates (56% compared to 79%) and math ISTEP+ pass rates (58% compared to 80%). IPS's combined language arts and math ISTEP+ pass rate is 44% compared to the statewide public school combined rate of 71%.

IPS isn't the only Indianapolis district that has not reached statewide averages. Wayne Township (due west of the likely IU Health Advantage Academy location) and Pike Township (northwest of the likely school location), have language arts and math ISTEP+ pass rates of 56%. Countywide, the non-weighted passing average of all eleven public school districts in Indianapolis for both math and language arts is 65%.

Our community's educational achievement is not color blind. The Schott Foundation's *50 State Report on Black Males in Public Education* reveals that in Indiana fourth grade National Assessment of Educational Progress (NAEP) testing, 85% of the state's black male population read below the "Proficient" level compared to 67% of white male students. Eighth grade reading scores show that 89% of black male students read below the "Proficient" level, versus 66% of white students. Four years of education does not appear to move male students towards grade-appropriate proficiency.

The vicinity of the likely IU Health Advantage Academy location has strong demographic data to support a new charter. Of the population within a 2 mile radius, nearly 15% is a part of the target student population (5-9 years old) or younger (0-4 years old), providing a ready source of potential students for Advantage Academy now and in the years to come. More than 55% of the population is African American, and 57% of the households have an income between \$0 and \$34,000. (2010 US Census). This data corresponds with that of IPS generally, which has a 55% African American student body and 77% of its students receiving free or reduced lunch. Currently, there is no public elementary school (charter or traditional) located in the vicinity where this school is being considered (area bordered by Capitol Ave. on the west, I-65 on the south, Fall Creek on the north and the Monon Trail on the east). The Indiana University Health Methodist Hospital campus is within this geography.

¹ The IU Health Advantage Academy will be the first school in the George and Veronica Phalen Leadership Academy network.

While no schools are close, there are two IPS schools that serve the area: Elder W. Diggs #42 (1002 W. 25th St) and Washington Irving #14 (1250 E. Market Street). Elder W. Diggs had a student passing rate in both language arts and math ISTEP+ of 43%. Since 2006, the school has never achieved more than 50% pass rate on ISTEP+. Additionally, using the IDOE Growth Model, the school is scored as "Lower Growth, Lower Achievement." Washington Irving has had some stronger years of ISTEP+ performance since 2006, but its 2010-2011 passing rate in both language arts and math ISTEP+ was 50%. Additionally, like Elder W. Diggs, it scored as "Lower Growth, Lower Achievement" on the IDOE's Growth Model.

C. Goals

SUMMARY SHEET

- **School-Specific Goals and Assessments**
- **IU Health Advantage Academy**

School-Specific Goal	Assessment
Third grade scholars will demonstrate proficiency in foundational Indiana reading standards.	Eligible scholars' reading proficiency will be evaluated by the Indiana Reading Evaluation And Determination (IREAD-3).
Scholars will demonstrate proficiency in English Language Arts and mathematics content standards.	ISTEP+ pass rates will be used to assess scholar understanding of state content standards in English Language Arts and mathematics.
Parents will express high satisfaction and engagement in their child's learning experience at the Academy.	Parent satisfaction will be measured by surveys and parent engagement will be measured by weekly progress reports showing parent-teacher contact.
The Academy will demonstrate high retention of high performing educational staff.	A 360 degree performance review will be used to evaluate and retain high performing staff.
The Academy will ensure a high level of student attendance.	Student information system will be used to track scholar attendance.

School-Specific Goal for IU Health Advantage Academy

Mission: The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Performance Goal: Third grade scholars will demonstrate proficiency in foundational reading skills by passing the Indiana Reading Evaluation And Determination (IREAD-3).

Performance Indicator: Pass rates on the IREAD-3 summative assessment.

Assessment Tools and Measures: IREAD-3 scores.

Rationale for Goals and Measures: Third grade reading proficiency is an important milestone in a child's educational journey. Poor reading performance in third grade predicts with 68% accuracy future negative outcomes such as juvenile delinquency, teen pregnancy and dropping out of school. Scholars who enter fourth grade reading at grade level are much more likely to stay on grade level. Aligned with state academic standards and the ISTEP+, the Indiana Reading Evaluation And Determination (IREAD-3) assessment is designed to measure foundational reading standards through grade three.

Assessment Reliability and Scoring Consistency: The reliability of IREAD-3 is based on IDOE administrations of and scoring of the IREAD.

Baseline Data: The baseline data will be set by the first third grade class at Advantage Academy and their performance on the IREAD-3 and the pass/fail rate in their English/language arts course.

Three-Year Target:

Does not meet standard:	Less than 70% of third grade scholars pass English/language arts, and pass the IREAD-3.
Approaches standard:	Between 70% - 79% of third grade scholars pass English/language arts, and pass the IREAD-3.
Meets standard:	Between 80% - 90% of third grade scholars pass English/language arts, and pass the IREAD-3.
Exceeds standard:	More than 90% of third grade scholars pass English/language arts, and pass the IREAD-3.

Six-Year Target:

Does not meet standard:	Less than 75% of third grade scholars pass English/language arts, and pass the IREAD-3.
Approaches standard:	Between 75% - 84% of third grade scholars pass English/language arts, and pass the IREAD-3.
Meets standard:	Between 85% - 95% of third grade scholars pass English/language arts, and pass the IREAD-3.
Exceeds standard:	More than 95% of third grade scholars pass English/language arts, and pass the IREAD-3.

School-Specific Goal for IU Health Advantage Academy

Mission: The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Performance Goal: Scholars will demonstrate proficiency in English Language Arts and mathematics content standards.

Performance Indicator: Pass rates for both English/language arts and mathematics on the ISTEP+.

Assessment Tools and Measures: ISTEP+.

Rationale for Goals and Measures: Proficiency in state learning standards is critical to ensuring scholars' academic success. The ISTEP+ allows us to measure student proficiency in English Language Arts and mathematics compared to a standardized, state-wide sample.

Assessment Reliability and Scoring Consistency: The reliability and scoring consistency of the ISTEP+ are well established by repeated administrations and calibration throughout the state.

Baseline Data: The baseline data will be scholars' performance on the latest administration of the ISTEP+.

Three-Year Target:

Does not meet standard:	Less than 70% of scholars pass both English/language arts and mathematics on the ISTEP+.
Approaches standard:	Between 70% - 79% of scholars pass both English/language arts and mathematics on the ISTEP+.
Meets standard:	Between 80% - 90% of scholars pass both English/language arts and mathematics on the ISTEP+.
Exceeds standard:	More than 90% of scholars pass both English/language arts and mathematics on the ISTEP+.

Six-Year Target:

Does not meet standard:	Less than 75% of scholars pass both English/language arts and mathematics on the ISTEP+.
Approaches standard:	Between 75% - 84% of scholars pass both English/language arts and mathematics on the ISTEP+.
Meets standard:	Between 85% - 90% of scholars pass both English/language arts and mathematics on the ISTEP+.
Exceeds standard:	More than 90% of scholars pass both English/language arts and mathematics on the ISTEP+.

School-Specific Goal for IU Health Advantage Academy

Mission: The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Performance Goal: Parents will express high satisfaction in their child's learning experience at the Academy.

Performance Indicator: Parent satisfaction rates will be measured by surveys and progress reports showing parent-teacher contact.

Assessment Tools and Measures: Parent surveys using Likert-scaled statements to measure the degree to which parents agree or disagree with being satisfied in the school culture and performance. Weekly progress reports show teacher-parent contact discussing the scholar's performance.

Rationale for Goals and Measures: When parents are involved, students have higher test scores, increased motivation, better attendance and decreased negative behavior. In fact, family participation in education is twice as predictive of students’ academic success as family socioeconomic status. A combination of survey rates and progress reports will provide an assessment of both parental satisfaction and engagement.

Assessment Reliability and Scoring Consistency: We have a scientifically validated process we use to engage our parents. Parent surveys have been implemented at Summer Advantage and produced consistent results. Progress reports will be provided on a weekly basis to ensure reliability and consistency.

Baseline Data: Parents of newly enrolled scholars will take a survey assessing their general levels of satisfaction with public education or previous schools their scholars attended.

Three-Year Target:

Does not meet standard:	Less than 65% of parents are satisfied with their child's learning experience at the Academy.
Approaches standard:	Between 65% - 74% of parents are satisfied with their child's learning experience at the Academy.
Meets standard:	Between 75% - 85% of parents are satisfied with their child's learning experience at the Academy.
Exceeds standard:	More than 85% of parents are satisfied with their child's learning experience at the Academy.

Six-Year Target:

Does not meet standard:	Less than 70% of parents are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.
Approaches standard:	Between 70 - 79% of parents are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.
Meets standard:	Between 80 - 90% of parents are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.
Exceeds standard:	Over 90% of parents are satisfied with their child's learning experience at the Academy and sign weekly progress reports from their child's teachers.

School-Specific Goal for IU Health Advantage Academy

Mission: The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Performance Goal: The Academy will retain a high quality instructional and management team.

Performance Indicator: A 360 degree performance review will be used to evaluate all educational staff members and determine staff retention rates for high performing staff.

Assessment Tools and Measures: We will evaluate all educational staff, including teachers and school leaders, using a rigorous and comprehensive 360 degree performance review that analyzes student test scores, classroom observation, attendance and parent and scholar surveys. We will be using a set of Core Competencies that apply to all positions: Belief, Personal Responsibility, Communication & Interpersonal Skills and Results. We also have Sub Competencies specific to each position, including Leadership, Teaching Proficiency, Classroom Management, Collaboration, School Culture and more.

Rationale for Goals and Measures: A high quality educational staff is essential to ensuring high outcomes for our scholars. The viability of our Academy depends on building, developing and retaining a corps of exceptional teachers and leaders who are committed to our scholars' success. We utilize a 360 degree performance review that provides staff the opportunity to provide feedback to their peers and supervisors. For example, a teacher would be able to evaluate the principal in the same rigorous manner the principal would evaluate the teacher. This process ensures accountability both from the top down and from the bottom up. The teachers and administrators who meet Academy standards are extended offers to return next year; those who are working hard and meeting some standards and missing others will be provided additional coaching, guidance and professional development. Those who fail to meet standards are not invited to come back.

Assessment Reliability and Scoring Consistency: The use of multiple measures and 360 degree review process will help ensure the reliability and consistency of our assessments. Our adaptive learning software allows for real time data, which further contribute to the reliability and consistency of staff evaluations.

Baseline Data: The baseline data will be collected in September, 2013 when staff will begin working in our Academy.

Three-Year Target:

Does not meet standard:	Less than 80% of high performing staff return the following year.
Approaches standard:	Between 80% - 84% of high performing staff return the following year.
Meets standard:	Between 85% - 90% of high performing staff return the following year.
Exceeds standard:	More than 90% of high performing staff return the following year.

Six-Year Target:

Does not meet standard:	Less than 85% of high performing return the following year.
Approaches standard:	Between 85% - 89% of high performing staff return the following year.
Meets standard:	Between 90% - 95% of high performing staff return the following year.
Exceeds standard:	More than 95% of high performing staff return the following year.

School-Specific Goal for IU Health Advantage Academy

Mission: The mission of IU Health Advantage Academy is to ensure all scholars meet high academic and social standards, and thrive as leaders at home, in their communities and in the world.

Performance Goal: The Academy will ensure a high level of scholar attendance.

Performance Indicator: Scholar attendance rates will be tracked using the school attendance software.

Assessment Tools and Measures: Scholar daily attendance will be closely monitored and aggregated on a quarterly basis, to ensure consistency with our budget projections.

Rationale for Goals and Measures: The body of research on attendance collected by Attendance Works clearly shows that student attendance is a statistically significant predictor of student performance. Furthermore, students are affected by the attendance rates of their schools, so that even students with high attendance rates suffer academically from being in an environment where absenteeism is a problem. Consistent student attendance is also critical to ensuring the success of our scholars and the financial health of the school. Therefore, we selected high student attendance as one of our goals.

Assessment Reliability and Scoring Consistency: The real time data provided by our student attendance software will ensure a reliable and consistent assessment of enrollment trends throughout each school year.

Baseline Data: The baseline data will be collected in September, 2013 when students first enroll in our Academy.

Three-Year Target:

Does not meet standard:	Below 85% attendance rate.
Approaches standard:	Between 85% - 89% attendance rate.
Meets standard:	Between 90% - 95% attendance rate.
Exceeds standard:	Above 95% attendance rate.

Six-Year Target:

Does not meet standard:	Below 87% attendance rate.
Approaches standard:	Between 87% - 91% attendance rate.
Meets standard:	Between 92% - 97% attendance rate.
Exceeds standard:	Over 97% attendance rate.

II. Educational Services Provided

A. Educational Model

(a) Model

The educational design of IU Health Advantage Academy² is focused on creating an individualized, rigorous and well-rounded learning experience for every child. This will be achieved through the following core elements:

Highly Effective Teachers. Advantage Academy will hire highly qualified teachers through a multi-stage screening process that consists of an online application, phone interview, in-person interviews and observation of the candidate's classroom teaching. The screening process, open to all credentialed

² Going forward, alternately referred to as "Advantage Academy."

teachers, will also include successful completion of over 30 hours of professional development. Through Summer Advantage USA³, we will have access to a pool of 536 educators who have been screened using a similar process. Not only have these educators participated in the multi-tiered selection process to gain employment at Summer Advantage – their impact on student learning is also well-documented. To more effectively attract high quality teachers, Advantage Academy will: a) create a high-performing school culture that satisfies high quality teachers' intrinsic desire to succeed; b) provide teachers with constant support and feedback from school leaders so teachers feel they are growing professionally; and c) provide opportunities for teachers to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars. Finally, as highlighted previously, we will utilize the system developed by Summer Advantage to measure the effectiveness of each teacher. This system employs a comprehensive 360 degree performance review system that analyzes student test scores, classroom observations, attendance and parent and scholar surveys. The highest performing teachers will be rewarded and low performers will not be allowed to serve our scholars.

Differentiated Learning. Our academic content will incorporate research-based curricula in a blended-learning model. Through a vetting process that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals, we have selected the following research-based curricula: Harcourt Journeys (literacy), Singapore Math (mathematics) and FOSS (science). Each scholar will have an Individual Learning Plan (note: different from an Individualized Education Program, or IEP) designed in collaboration with parents and teachers. Each curriculum provides a set of tools and resources to help teachers develop differentiation strategies based on student skill levels. They are also designed so that the cognitive demands on scholars are appropriate for their developing abilities. Our academic programming will be further individualized by adaptive learning software and online learning labs. We will deliver a blended learning model that enables teachers to target specific learning standards and help scholars master key academic concepts at their own pace.

Blended Learning: We plan to deliver a "pod" model of blended learning that combines the best of the rotational model in which scholars rotate among different learning stations and the learning lab model in which scholars have sustained one-to-one online learning. At maximum capacity, the school will have approximately three online learning labs: a lab for kindergarten and grade 1, grades 2-3, and grades 4-5. Classrooms in each grade span will be strategically stationed around an online learning lab, forming a pod that provides one-to-one adaptive learning. Each literacy and math learning block will consist of four learning sessions: whole group instruction led by a highly effective teacher, targeted practice in the online learning lab guided by a content specialist, small group instruction led by the teacher, and guided independent study. By offering structured and adaptive practice at each scholar's own pace, our instructional system will help scholars get the most out of school. By having grade-level specialists heading the labs, we will provide individual tutoring on top of one-to-one online learning. All the stations will be connected through a central online server that transfers student assessment data instantaneously to the teacher, parent and principal, promoting true data-driven instruction.

³ Summer Advantage USA is one of the nation's few research based summer learning programs that works with school districts and students to increase academic performance. Summer Advantage was founded by Earl Martin Phalen, who is also the CEO of IU Health Advantage Academy. The proven, research-based learning model used by Summer Advantage will serve as the blueprint of the learning model used by Advantage Academy, and Summer Advantage will be a partner to IU Health Advantage Academy.

Enrichment Experiences. Drawing from some of the best private schools in the nation, Advantage Academy will offer children high quality enrichment learning opportunities. Drawing from the successful Summer Advantage model, our Academy will provide daily enrichment classes in the afternoon, in addition to guest speakers, service projects and field trips to universities, professional workplaces and cultural points of interest. On Mondays, Wednesdays and Fridays, scholars will take courses in STEM, health and physical fitness. On Tuesdays and Thursdays, scholars will take courses in social studies, art, music and drama. We also plan to take our scholars on educational field trips to landmarks across Indiana, such as the Ruth Lilly Health Education Center, the Indianapolis Children's Museum, Kelsay Farms and the Museum of Science, Health and Technology. Another element of our enrichment programming will be exposure to a foreign language. Starting in kindergarten, every scholar will learn Spanish using a research-based instructional program.

Extended Learning Opportunities. We know from research the critical importance of extended learning time. An analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007). Additionally, all young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004). Therefore, we plan to partner with an established provider of before- and after-school care and enrichment. During the summer months, our schools will partner with Summer Advantage to provide scholars with high quality summer learning experiences. Scholars who attend Summer Advantage gain over 2 months of academic skills, reverse the erosion of summer learning loss and return to school with a tremendous head start.

Parental Engagement. We view parents as key partners and leaders in their child's education, and to effectively engage our parents we will employ a scientifically validated process (Chaplin and Capizzano, 2006). When parents enroll their child in Advantage Academy, they will have the opportunity to describe their child's academic needs and what goals they would like their child to accomplish that year. We will also hold a parent orientation that introduces school expectations and provides opportunities for parents to get involved. At this event, parents will sign a pledge expressing their commitment to support their child's learning. Before the first day of school, Advantage Academy teachers will make a positive phone call home to the parent or guardian of every child in their classroom, setting the tone for open communication and positive reinforcement. Through the call, our teachers will welcome parents to Advantage Academy and begin to both develop a relationship with the parent and get to know their scholars. Teachers and all staff members will be trained to effectively engage and partner with parents. Parents will be invited to sit in classes, participate in field trips, support service projects or serve as guest speakers. In addition to our open door policy, parents will have up-to-date knowledge of their child's performance through weekly progress reports provided by each of their child's teacher.

Rigorous Evaluation. A focus on data and ongoing assessment will ensure we are providing the best services to our children and families and that all scholars excel. Advantage Academy will use a combination of state assessments (ISTEP); interim assessments tied to state and Common Core standards; adaptive learning quizzes that target specific standards; and qualitative data (scholar, parent and teacher surveys). We will use interim assessments from research-based curricula, including Houghton Mifflin Journeys for literacy and Singapore Math for mathematics. These assessments will be standards-based and grade-appropriate. For example, to assess scholar baseline performance on

literacy, teachers will be able to administer multiple assessments including the Emergent Literacy Survey for scholars in grades K to 1, the Comprehensive Screening Assessment for scholars in grade 4 and the Diagnostic Assessment for scholars in grades 1 to 5. We plan to employ a student information system that will enable analysis of scholar performance data at the individual, class, grade and school levels. Additionally, we will use adaptive learning software that enables teachers to see on a daily basis the skill areas where scholars need to improve. While we are still in the process of vetting and selecting best software, our research has identified some prospective programs: ST Math and Dreambox Learning for math; iStation and Compass Learning for reading. Based on the analysis of real time data from these adaptive learning programs, teachers will then be able to "assign" scholars particular content standards they still need to master. Our principal will spend approximately 50% of each school day in classrooms, providing immediate feedback and coaching to teachers. This ongoing support for teachers, coupled with our on-going professional development program, will be critical to our scholars' success.

(b) Research Base

Our educational model is based on the latest research on successful schools, teacher quality, effective learning, and over two decades of track record in improving student achievement during extended learning time. Below please find a research-based theory of change for each pillar of our educational model:

High Quality Teachers: While providing every scholar with access to a high quality teacher is not a new idea, too many schools do not deliver on this promise. We will. Researchers have consistently found that a teacher's level of education and effectiveness have a direct influence on student achievement (Hanushek et al. 2005; Babu and Mendro 2003; Rivkin et al. 2002; Ferguson and Ladd 1996; Sanders and Rivers 1996). For example, William L. Sanders (1998) found that, on average, low-achieving students gained significantly more when taught by the most effective teachers. Researchers have also consistently found that a teacher's level of literacy is related to student achievement. In a study of teachers in several metropolitan districts, Ferguson and Ladd (1996) found that a significant increase in the test scores of teachers would help significantly decrease the racial achievement gap.

Differentiated Learning: Differentiated instruction is defined as finding multiple ways to structure a lesson so that each student has an opportunity to work at a moderately challenging level and at his/her own pace (Tomlinson, 1999). Its impact on student achievement is well documented. In a study of third grade students receiving differentiated instruction, researchers found that these students increased their scores on the state exam (Parsons, 2004). In yet another study, differentiation has also been linked to significant increases on the state exam - as a significant number of students moved out of the lowest scoring categories (McAdamis, 2001). Differentiated learning also has a positive impact on children's social development. Students who participate in differentiated instruction are able to learn responsibility and develop an inner sense of control (Clark, 2002).

Blended Learning: Blended learning is defined as "a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities" (Dziuban, Hartman and Moskal, 2004). The US Department of Education (Means, Toyama, Murphy, Bakia and Jones, 2010) conducted a major study that examined more than 1,100 empirical studies of blended learning and included only objective measures of learning from studies with controlled designs. This report revealed that the current body of empirical studies demonstrates the overall positive effects of blended and online learning. U.S. Secretary of Education Arne Duncan stated, "This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider

open-source learning management systems, which have proven cost effective in school districts nationwide." Indeed, many of the highest-performing charter schools in the nation employ blended learning models that yield impressive academic results (Innosight Institute, 2011).

Enrichment Experiences: When instructional programs expose students to a wide variety of disciplines and draw upon student interests, students are more engaged in learning (Reis and Fogarty, 2006; Siegle and McCoach, 2005). In an intensive, longitudinal study following students attending an urban elementary school (Beecher and Sweeny, 2008), researchers found that enrichment learning resulted in increased positive attitudes toward school, increased student engagement in learning and increased student performance on district and state assessments. In fact, student achievement on state tests from 1997 to 2004 showed improvement in all subject areas and in all levels of proficiency. Furthermore, the average percentage of students at or above proficiency on state reading, writing and math assessments showed increases in all demographics. Students also made significant gains on closing the achievement gap between ethnic and socioeconomic groups.

Extended Learning Opportunities: The time between birth and age five and during out of school hours are critical to a child's academic and social development. An increasing number of studies in the last decade, including the landmark work of Lisbeth Schorr's *Within Our Reach* (1989), reaffirms this urgent connection between proficiency in the early grades and later success or failure in school and in life. One in three American children starts kindergarten without the basic language skills they will need to learn to read (Landry, 2005). Tragically, 88% of children who begin first grade below grade level are likely to be below grade level in 4th grade and may never catch up (Juel, 1988). This problem is further compounded by the phenomenon known as summer learning loss where children without access to high quality summer learning lose 2-3 months of academic skills (Cooper, Nye, Charlton, Lindsay and Greathouse, 1996; Alexander, Entwisle & Olson, 2007). Over the course of a K-12 education, these losses set students years behind in their studies. Conversely, an analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007). In addition, high quality summer learning programs such as Summer Advantage can help students gain over 2 months of skills each summer. That is why IU Health Advantage Academy plans to partner with leading providers in early childhood education and expanded learning time.

Parental Engagement: Our educational theory recognizes the critical importance of the connection between home and school for academic achievement. We understand that for our scholars to excel, we must partner with parents and guardians. To maximize the learning experience, we must tap into the incredible potential that is unlocked when parents become engaged in their child's education. When parents are involved, students have higher test scores, increased motivation, better attendance, decreased use of drugs and alcohol and fewer instances of violent behavior (PTA). In fact, family participation in education is twice as predictive of students' academic success as family socioeconomic status (Walberg 1984). Recognizing the importance of partnering with families, we employ a scientifically validated process that ensures we effectively engage our parents (Chaplin and Capizzano, 2006).

Rigorous Evaluation: Consistent and rigorous evaluation of student performance is correlated with higher quality instruction and higher academic achievement (Delisio, 2007; Peariso, 2006; Rothman, 2006; Olson, 2005). Using assessment results, teachers are able to select the appropriate instructional interventions, decide which skills to target, and group students for collaborative learning (National

Literacy Trust, 2008; Stiggins and Chappuis, 2008; Olson, 2007). Black and Wiliam (1998) conducted a meta-analysis of 250 studies and found that when teachers used frequent formative assessments to adjust ongoing instruction, students demonstrated increased mastery of content and improved their performance on external achievement tests. Shanahan, Hyde, Mann, and Manrique (2005) studied the effects of combining standards-based curriculum guides with quarterly benchmark assessments. Their study, conducted for over 10,000 students from a large urban school district, found that this combination of treatment was correlated with a statistically significant gain in student achievement.

In addition to educational research on the effectiveness of these innovations, we further believe that they will drive breakthrough performance because many of these innovations have been successfully implemented in our seasonal model, Summer Advantage USA. Earl Martin Phalen, founder of Summer Advantage and member of the founding team of IU Health Advantage Academy has successfully led the implementation of our educational model during the past two decades. This educational model is scientifically validated by an independent evaluation. The Urban Institute evaluation used random assignment, the "gold standard of evaluation methods", and found that our model and educational pedagogy has a significant and positive impact on parental engagement and children's reading skills. When implemented by Summer Advantage, our educational model produces the following outcomes:

Academic Gains:

- 7.5 NCE units gain in reading, indicating that on average scholars outpace students nationally. Normal Curve Equivalent (NCE) show a student's relative position compared to others in the same grade and tested at the same time of year. A gain in NCE units indicates that the student has "grown" more than the norm group.
- An improvement of 9.4 percentile ranks in comparison to peers nationwide. Percentile ranks range from a low of 1 to a high of 99, with 50 representing the middle score and denoting average performance.

Parent Engagement and Satisfaction:

- 91% would sign their scholar up for next year,
- 94% would recommend the educational program to other parents,
- 87% had contact with their child's teacher at least once and half had contact two times or more.

Scholar Engagement and Satisfaction:

- 96% felt that our adults care about them,
- 95% reported they like to learn,
- 91% attended daily.

Teacher Satisfaction:

- 95% would recommend the educational program to parents,
- 90% would recommend the educational program to other educators,
- 90% indicated that working with us helped them develop their professional skills.

We expect Advantage Academy will produce similarly high outcomes at the school-year level.

(c) School Culture

The guiding principles of our school culture are centered on our scholars. Everything flows from this central focus, building on the principles of the vision of our school: scholarship, citizenship and success. It starts with calling our students "scholars", setting the tone for high expectations and affirming the

tremendous innate potential of each and every child. Citizenship situates learning in a broader context – that in order for our scholars to make meaning out of their education, they must become citizens and ultimately leaders of their communities. Citizenship is just as relevant for our staff. The willingness to support each other, offer more than what is required and to give back to the community will be the trademarks of Advantage Academy educators.

We pride ourselves on a high-expectations and results-oriented program culture. One of our core beliefs is that results matter. We select educators who have a track record of improving scholar achievement and deep commitment to helping every child succeed, and our educators understand that they are held accountable for scholar outcomes. Using a data system that all staff can access, our teachers will collaborate to make informed decisions on improving scholar performance. Every week, our staff will work together to discuss best practices, plan lessons and engage parents in scholar learning. As a result, our atmosphere is intensive but collegial, fast-paced but reflective. By holding themselves to high standards, our staff will set an example for our scholars. Our scholars will know our teachers and administrators care about their success and will do whatever it takes to help them succeed, because everything we do is driven to ensure the growth and success of our scholars.

(d) School Calendar

IU Health Advantage Academy will provide our scholars with more learning time by extending our school year calendar and daily schedule. This increased learning time is central to our educational theory, which believes that to be competitive with the highest performing students in the world, we must take lessons learned from what the highest performing nations do. While American school calendars average 180 days a year, the world’s average for number of school days is 200 per year, while some of the highest performing nations in the world average 230 days per school year. Closer to home, research performed by Hansen (2008); Marcotte and Hemelt (2008); Jacob and Lefgren (2004); Rivkin et.al. (2005); and Krueger (1999) found that the percentage of third and fifth grade students with proficient scores on math standardized assessment increased by one-third to one-half of a percentage point for each additional day of schooling.

Learning from this research and international experience, Advantage Academy will run on a 200 day school year calendar. In addition to an extended school year, scholars who attend Advantage Academy will have the opportunity to participate in Summer Advantage, which will provide 25 additional days of learning during the summer months. This means that our scholars will have access to 225 days of learning throughout the year. Please find our school calendar in the Appendix.

In addition to an extended school year, the IU Health Advantage Academy will feature an extended school day. Whereas most school days are 6.5 hours per day, our school day is 8 hours, specifically from 8:00 AM until 4:00 PM. Please find in our Appendix a visual of what we envision the school day will look like.

(e) Day in the Life of an IU Health Advantage Academy Scholar

Sonja Matthews, a 2nd grade scholar at Advantage Academy, is dropped off by her mother at school at 6:30 AM, as Mrs. Matthews must get to work by 7:00 AM every morning. As 8:00 AM approaches, Sonja collects her things and heads to her classroom. There breakfast is set up and her classmates are gathering on the carpet for Community Time. Every morning Community Time looks different, but today Sonja and her classmates are going to share their goals for the new semester.

The first class of the day is literacy, and Mr. Jones, Sonja's teacher, starts the class by reading a poem to the class. He writes the lines of the poem on the board. Sonja likes poetry, so she was really interested in the lesson and excited to get started on her work for the day. After the half hour introduction to the lesson, Sonja, as part of Group C, first works with six of her classmates with Mr. Jones in a small group. Sonja likes this part of the class because she gets to ask a lot of questions and gets a lot of help from Mr. Jones. After the 35 minutes with Mr. Jones, Sonja's group moves on to partner work. Sonja works with her friend, Jenny, on completing a worksheet. They have to read a poem together and answer some questions. It's hard, and Sonja's glad she has Jenny to talk through the questions with. They finish a little early and have 10 minutes to do some independent reading before it's time to rotate again.

After 35 minutes, Sonja's group moves to the Learning Lab. To get there, she and her classmates just walk through a connecting door in the back of her classroom. When she enters the Learning Lab, Sonja waves hello to her friends in the other 2nd grade classrooms, because all the 2nd and 3rd grade scholars share this same Learning Lab, which is connected to all of their classrooms. Sonja settles down at a computer and starts working on customized reading exercises. Sonja and her classmates go through the same pattern of rotation for math, only each rotation is 20 minutes instead of 35 minutes. By the time math is done, it's time for lunch and recess. After working so hard all morning, Sonja is happy to play with her friends for a little bit. Afternoon enrichment rotates each day of the week, but today is Sonja's favorite: Spanish, then science, then music. The afternoon goes by quickly and before she knows it, it's 4:00 PM. By the time Sonja's dad picks her up from school Sonja has a lot to tell him about her day!

(f) Day in the Life of an IU Health Advantage Academy Teacher

Mr. Jones arrives at IU Health Advantage Academy at 7:30 AM, in time to set up the breakfast for his 2nd grade scholars and set up for the Community Time activity. When Community Time is over, Mr. Jones launches right into his prepared literacy lesson. For 30 minutes he introduces to the whole class what they will be working on that day, and for the next hour and a half or so, his class is split into three different rotating groups. Mr. Jones had never worked in a blended learning environment before, but he learned quickly how beneficial the schedule can be for learning; he uses our research-based curricula, including Harcourt Journeys for literacy, Singapore Math for mathematics, FOSS for science; he gets to spend time with each of his scholars in a small group every single day – not something he could boast about at his prior position. He's confident that he is able to get a sense of his scholars' progress every day.

Soon it's time for lunch. Mr. Jones doesn't have lunchroom duty today, so he eats his lunch in his colleague's classroom. Mr. Jones has until 2:00 PM to rest and prepare for his science lesson on photosynthesis. He'll be leading his class through a science lab, which is always fun for his scholars. The class goes well and while his scholars head off to the music room for the final hour of the day, Mr. Jones cleans up his classroom, prepares it for the next day's lesson, and begins to prepare for the professional development workshop he is leading for some of his colleagues after school. His principal, Ms. Lambert, had asked him to lead this particular workshop on best practices with ELL scholars after one of her weekly observations of his classroom. She was impressed with how he differentiated the math lesson, and she wanted him to share some of his techniques with his colleagues. This is the third workshop Mr. Jones has led this year, and he's really getting the hang of it. In his fifth year of teaching, the experience has made Mr. Jones think about other leadership roles he could take on at IU Health Advantage Academy. There are so many opportunities for him here.

(g) School Discipline Plan

Please see the Appendix.

B. Curriculum

IU Health Advantage Academy will utilize industry-leading research-based curricula that engage scholars in rigorous and challenging learning activities.

Literacy Curriculum - Harcourt Journeys

The goal of literacy instruction at Advantage Academy is to create lifelong readers that are able to not only decode the written word but comprehend information that is presented in academic and everyday life. The literacy pedagogical philosophy adopted by Advantage Academy is structured to help children gain skills in all domains of language development, including reading, writing and speaking.

Advantage Academy will adopt the Harcourt Journeys curriculum because it is a leader in the field. A 2009 study carried out by the Educational Research Institute of America⁴ found that students who received instruction using the Harcourt Journeys program had statistically significant growth in reading skills and strategy achievement when compared to students in the control group. What's more, analyses showing the growth from pre-test to post-test for the ELL students in the study indicated growth that was statistically significant and equal to the non-ELL students. These positive results were found for a cross-section of students in grades 1 and 5 across four states, with populations of students similar to those whom will be served by Advantage Academy. These positive outcomes give us confidence that Harcourt Journeys will serve our scholars well.

This research-based, field-tested curriculum has been developed with help from the nation's leading reading researchers, including Irene Fountas, the foremost expert on guided reading instruction. Curriculum materials are differentiated and include tools that help teachers focus the intervention strategies they should employ for each scholar. The year-long curriculum is separated into Adventure Units, and engages scholars in themes which serve as motivation for young readers. Online materials included in the curriculum provide extended learning opportunities for scholars, as well as real-time data for teachers to analyze. In addition, materials for ELL scholars are already built in.

Rooted in evidence and our successful experience in delivering literacy instruction at Summer Advantage, our teachers will engage scholars in:

- **Guided Reading:** Children will begin each literacy session with group reading activities that build their oral language skills, such as phonemic awareness, and encourage enjoyment of literature and language.
- **Reading and Responding:** Children will have planned, focused and shared reading opportunities that promote student interaction with the text, the teacher and with each other. Exercises will help develop children's reading comprehension, vocabulary and speaking skills.
- **Reading and Writing:** Scholars will respond to texts through writing. Composing written responses to reading helps scholars hone their writing skills, develop their critical thinking ability and practice creative expression. Scholars will also be given structured writing prompts that allow them to practice creative writing and receive feedback on their mechanics, structure and writing style.
- **Reading Independently:** Scholars will read independently. Through captivating narratives that are culturally relevant and that also teach valuable social lessons, these books help instill a love of reading in children.

⁴ http://www.hmheducation.com/nyc/pdf/Journeys_Field_Test_NL_GR_1_and_5_June_2009.pdf

- **Checking for Understanding:** Our literacy program will begin with a Comprehensive Screening Assessment administered to the whole class. This will allow teachers to have an initial screening of previous year's skills - language arts, decoding and writing - plus, passages for comprehension and vocabulary. For our kindergarteners, we will administer the Emergent Literacy Survey, which will provide leveling information for beginning reading and screens for children with possible intervention needs. Based on the initial assessments, teachers will be able to develop both strategic and intensive interventions using the Journeys tool kits. Strategic intervention will enable teachers to target core skills and vocabulary and intensive intervention will enable teachers to reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension. Throughout the course, teachers will check for understanding using daily comprehension monitoring questions, weekly assessments that test core skills, criterion-referenced unit tests and benchmark tests to evaluate performance over years.

Please see our Appendix for an example of Literacy Scope and Sequence.

Math Curriculum - Singapore Math

The goal of math instruction at Advantage Academy is to give scholars the foundational math knowledge they will need to succeed in higher-order math courses, and also make clear how math is important to everyday life. The math pedagogical philosophy adopted by Advantage Academy will engage children in math by creating multiple points of entry into the subject so that scholars are actively constructing their knowledge of mathematical concepts while becoming proficient at performing math.

Advantage Academy will implement the Singapore Math curriculum, a research-based curriculum used by schools/students in Singapore. The high quality of Singapore Math is evident by the incredible success students have when working with the program, and the influence the Singapore Math program has had on math instruction throughout the country and the world. The Singapore Math program distributed by Houghton Mifflin Harcourt is the math curriculum used by students in Singapore, a country whose fourth and eighth grade students have consistently ranked number 1 in mathematics achievement as measured by the TIMSS (Trends in International Mathematics and Science Study) assessment. Singapore math education is recognized around the world as the standard-bearer for how to prepare high achieving math students. In fact, a 2005 American Institute of Research (AIR) comparison found that Singapore's curriculum builds deep understanding of mathematical concepts⁵. Closer to home, it has been found that Singapore Math emphasizes the essential skills recommended by the National Council of Teachers of Mathematics (NCTM), and the Common Core State Standards have been modeled after the Singapore Math framework.

Curriculum materials are intrinsically differentiated and include tools that help teachers focus the intervention strategies they should employ for each scholar. The curriculum uses an approach to understanding that moves from the concrete to pictorial representation to abstract understanding. Singapore Math encourages the active thinking process, communication of mathematical ideas, and the development of problem solving skills. The curriculum develops the foundation scholars will need for more advanced mathematics. Curriculum materials include online materials for extended learning opportunities and materials for ELL scholars.

Rooted in evidence and our successful experience in delivering math instruction at Summer Advantage, our teachers will engage scholars in:

⁵ http://www.air.org/news/index.cfm?fa=viewContent&content_id=470

- Math Skills Development: Lessons and exercises will focus on building scholars' proficiency with number sense, measurement, geometry, algebraic thinking, operations, data analysis and computation.
- Problem Solving and Brief Constructed Responses: These activities will help scholars develop their analytical and critical thinking skills, with emphasis on mental math and the model drawing approach.
- Games and Manipulatives: Games and manipulatives (i.e. rulers, calculators, counters, and a range of other hands-on-materials) will enable teachers to present mathematical concepts to children orally, visually and kinesthetically. This will allow scholars to benefit from deep and sustained interactions with key ideas in math and will help make math more fun and accessible for children.

Please see our Appendix for an example of math Scope and Sequence.

Science Curriculum - FOSS

The goal of science instruction at Advantage Academy is to engage scholars in the habits of thinking necessary for scientific inquiry and to introduce scholars to all of the different corners within the field of science. The science pedagogical philosophy of Advantage Academy will introduce scholars to the tenets of scientific literacy, which include the ability to:

- Find or determine answers to questions derived from everyday experiences.
- Describe, explain and predict natural phenomena.
- Understand articles about science.
- Engage in non-technical conversation about the validity of conclusions.
- Identify scientific issues underlying national and local decisions.
- Pose explanations based on evidence derived from one's own work.

Advantage Academy will adopt the Full Option Science System (FOSS) curriculum, which has been developed with the philosophy that scholars learn science best by doing science. The FOSS curriculum has been developed by the industry-leading Lawrence Hall of Science (LHS) at the University of California-Berkeley. LHS has teamed up with other leaders in scientific discovery, including NASA, to develop various programmatic components of FOSS. A 1996 study⁶ found that the Stanford Achievement Test (SAT) science test results of third and fifth grade students using the FOSS program outperformed students who were not using the FOSS program in science. Further, FOSS students also achieved higher scores in reading comprehension, mathematics computation, and mathematics applications. What's more, multiple studies⁷ have found that students and teachers who use FOSS express significantly more positive attitudes towards science education and more confidence in their scientific abilities.

⁶ Dade County, Florida. (1996). *Report on achievement: Effects of hands-on science*. Dade County, FL.

⁷ Allard, D. and Robardy, C. (1991). FOSS Training for Third and Fourth Grade Arkansas and Texas Teachers: Attitude Changes and Other Results. Study, Texarkana College, Texarkana, Texas.; Choo, J.Y. (1993). An Investigation of Girls' Attitudes Toward Science: Are Attitudes Influenced by the Type of Science Curriculum Female Students Experience in Elementary School? Master's Project. University of California at Berkeley.; Eckelmeyer, K. H. (1998). Study of Hands-On Science. Sandia National Laboratories, Albuquerque, NM.

Materials include detailed lesson plans for teachers to follow, complete unit kits that contain all supplies needed, and other important materials such as embedded assessments, communications with parents, scholar materials in Spanish, and professional development for teachers. The FOSS curriculum is carefully crafted to guarantee that the cognitive demands placed on scholars are appropriate for their cognitive abilities. In addition, the curriculum includes integrated literacy practice: scholars first explore science concepts through hands-on investigations, and then extend and reinforce their classroom discoveries and vocabulary with FOSS Science Stories.

Please see our Appendix for an example of science Scope and Sequence.

C. Assessment

We will measure student progress at major learning milestones and during regular intervals between those milestones. Advantage Academy will use a combination of state assessments (ISTEP+ and IREAD-3), interim assessments tied to state and Common Core standards, computer adaptive tests that target specific standards, and qualitative data (scholar, parent and teacher surveys). Our assessments serve to measure progress towards the school's ultimate vision:

- Scholars will succeed academically by demonstrating proficiency in literacy and mathematics.
- Kindergarteners who have attended the school for three consecutive years will enter third grade reading on grade level.
- Scholars will develop socially and thrive as scholars, young citizens and leaders.

For entering scholars, their previous scores on the ISTEP+ (for scholars in grade three or above) and/or performance on curricula-aligned diagnostic assessments (i.e. Emergent Literacy Survey provided by Houghton Mifflin Harcourt) will be used to establish baseline scores. Our academic assessments are selected based on their ability to accurately and timely evaluate student progress against state standards. To track progress, our school will begin by administering pre-assessments described above to establish a baseline measure of scholar performance. Teachers and the adaptive learning programs will also be able to use pre-test scores to individualize instruction and target specific content areas. Our adaptive learning program will allow teachers to "assign" standards that scholars still need to master.

The use of interim assessments and computer adaptive tests will support student progress in several ways. First, it will enable teachers to track student progress against specific content areas and state standards. Secondly, the use of a computer adaptive inventory will enable the test to be customized based on each individual scholar's proficiency levels. The ability to customize tests is an important factor to ensuring the effectiveness of assessing student progress (Hamilton, Klein and Lorie, 2000). Interim assessments will also provide scholars instant feedback and confirmation of their progress, which in turn will provide scholars the incentive to perform better and stay on task. Additionally, a consistent body of research shows the use of "authentic assessments" are correlated with higher academic performance for elementary and middle school students (Newmann, Bryk and Nagaoka, 2001). Sponsored by the Consortium on Chicago School Research, this study demonstrated that students in the primary grades whose teachers routinely gave "authentic assessments" significantly increased their scores on the Iowa Test of Basic Skills (a widely used standardized test) and outpaced their national peers. In the study, authentic assessments are characterized by three main characteristics: construction of knowledge (ability to interpret and analyze information), disciplined inquiry (ability to draw conclusions and demonstrate solution pathways to mathematical problems) and value beyond school (ability to topics to personal experiences and attitudes). Our interim assessments will incorporate these elements of authentic evaluation to obtain a comprehensive picture of scholars' academic progress.

The use of state standardized exams, in addition to being mandatory, will serve as effective summative assessment tools that will evaluate scholar proficiency in literacy and mathematics. We also plan to administer a nationally-normed exam such as the Iowa Test of Basic Skills to measure scholar performance at a national level. The use of a nationally-normed exam provides many of the same benefits of the other types of assessments, with the added benefit of providing national performance measures in terms of grade equivalents, normal curve equivalents and percentile ranks. We will report individual assessment scores to parents/guardians and school-level assessment scores to the Board, the Mayor's Office and other appropriate agencies.

D. Special Student Population

At the heart of IU Health Advantage Academy's educational philosophy is the need to differentiate instruction to each scholar's needs, no matter what those needs might be. This means that Advantage Academy is committed to serving all scholars, including those that are designated as special needs, English Language Learners, below grade level, or academically advanced.

Of central importance to Advantage Academy's approach to serving the needs of each scholar is our commitment to an inclusive classroom. We will not adopt a "pull out model," which means that any special services provided to each scholar will be delivered primarily in the mainstream classroom setting and scholars will be taken out of the classroom for special services for as few minutes as possible. We adhere to this philosophy because we believe that a pull out model decontextualizes the skills all children need for the mainstream classroom setting and for life. In fact, the most robust research on inclusive classrooms found that inclusion is associated with improved post-school outcomes for special student populations⁸. What's more, inclusive classrooms are associated with higher outcomes for students that are not identified as a special student population as well, including academic outcomes as well as a greater acceptance and valuing of individual differences, a greater capacity for friendship and enhanced self-esteem. Therefore, our adoption of a philosophy of inclusion will benefit all of our scholars.

(a) Limited English Proficiency

Scholars with limited English proficiency will be assessed using the LAS Links standardized test to determine precise English language capabilities. If it is determined that the scholar meets the legal definition of English Language Learner (ELL), then the scholar will have access to services designated for English language learners, including auxiliary texts, supplemental curricular tools and time with staff members specifically trained in best practices to serve ELL scholars.

Our instructional approach in serving ELL scholars within the classroom will be rooted in the most respected research in the field. As laid out by the Center for Applied Linguistics, our instruction targeted towards ELL scholars will have the following characteristics:

- Instruction for ELL scholars will focus on the same building blocks used for non-ELL scholars: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- We will not only focus on literacy instruction for our ELL scholars, but also oral fluency in English, as oral fluency and literacy achievement are closely linked and yet oral fluency is often overlooked.
- As oral fluency and literacy in the scholar's native language can be beneficial in the literacy instruction in English, the scholar's first language will not be banned from the classroom.

⁸ http://www.educationworld.com/a_curr/curr320.shtml

- As much as possible, teachers will use gesture, non-verbal cues, and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate.

As stated previously, because we will not adopt a “pull out” philosophy, our ELL scholars will spend as much time in the mainstream classroom as possible. These best practices are culled from research on what teaching strategies produce the greatest academic and social achievement for ELL students⁹. We will, however, consider clustering ELL scholars of the same grade in one classroom, to ensure that we are able to target our resources as effectively as possible. Our teachers will be given extensive, ongoing professional development on how best to serve ELL scholars. These professional development resources will be targeted towards those teachers who directly serve ELL scholars in their classrooms, but will be available to all.

(b) Children with Special Needs

Scholars with special needs will be provided with the resources needed to serve the needs of that scholar. The first step in providing the necessary resources is to identify the needs of the scholar. Referrals for identification of scholars with suspected disabilities may come from parents, school principal, teachers, doctors, social workers, or other community workers. Anyone who suspects that a child needs services should notify either the principal or the principal’s designee. This referral shall be made using the Referral Form (to be developed/adopted) or in writing and include the scholar’s name, birth date, current grade, and any other information which supports the child’s need for services.

IU Health Advantage Academy will take the following measures to ensure that every scholar with a disability within our school will be identified, evaluated and receive appropriate services to meet their unique needs by:

- Developing a parent brochure detailing the school’s obligation to assess scholars suspected of having a disability,
- Providing information in the student/parent/staff handbook(s), detailing the obligation to assess scholars suspected of having a disability, and
- Conducting in-service for all staff in regards to identifying scholars suspected of having a disability.

A Child Study Team (CST) will be formed and consist of the following members:

- Principal or designee
- Teachers
- Specialists
- Referral Source
- Parent

Once a scholar has been referred, the parents/guardians may be notified (in writing) and invited to attend the Child Study Team meeting. The CST will review records, information contained in the referral, and other materials that include information relevant to the referred scholar’s behavior/emotional difficulties, academic progress, attendance, speech/language deficits, vision or hearing difficulties, physical/motor impairments, home related factors, etc. CST meeting minutes will be recorded (form to be developed/adopted) and all parties will receive copies. Upon careful review of the data, the Team may recommend any of the following:

- Further information is needed

⁹ <http://www.edvantia.org/publications/arcc/EffectiveELLPractices031109.pdf>

- No action is necessary
- Suggest alternative methods/accommodations to be used within the regular classroom with follow-up/monitoring by an appointed school official. Once these methods are tried, the Team will meet again to decide if further action is needed. Appropriate timelines will be established
- Recommendation for mental health services/evaluation
- Recommendation for a comprehensive evaluation/assessment, if the child is suspected of having a disability

The principal or designee will notify the parents/guardians, in writing, that the CST has recommended a comprehensive evaluation/assessment be completed on their child. The parent must give the school written permission before the assessment can begin. This notice (form to be developed/adopted), in the parent's native language or primary method of communication, will include:

- A description and an explanation of the action proposed,
- The other options considered and the reasons why these options were rejected,
- The parent's procedural rights, and
- A general description of the kinds of tests and other procedures that will be used in the evaluation.

If the CST recommends that the scholar should undergo a comprehensive evaluation/assessment, special education staff members of IU Health Advantage Academy will conduct a comprehensive evaluation. These staff members will consist of individuals, as appropriate, who are licensed to complete the following assessments:

- **Education:** Includes testing of a child's achievement in basic skill areas utilizing formal test and a classroom observation. The educational report will state the child's present educational levels and identify specific problems in learning.
- **Medical:** A physical examination performed by a licensed physician to review the child's medical history, examine the child, and make an assessment of whether the child has a medical condition which may contribute to a learning problem. This includes a vision and hearing screening.
- **Social/Family History:** This involves an interview with a qualified visiting teacher or social worker and the parents. The report will include the child's development history and how he/she functions in the home, school, and community, and what impact this may have on his/her performance in school.
- **Psychological:** Conducted by a qualified psychologist, this evaluation will include information about the child's intellectual, emotional, and social development.
- **Additional testing as needed:** Testing in the areas of speech, language, and motor abilities may be recommended.

When the assessment process is complete, the scholar's parents have a right to see the information collected, to examine all reports, and to have this information explained to them. Eligibility for special education and related services will be determined in the mandated time frame after the Child Study Team requested the evaluation.

(c) Development of an IEP

An IEP (Individualized Education Plan) will be developed once a decision is made that a child needs special education and/or related services.

The individualized educational program for a student must be developed, reviewed and revised by a committee, which shall include:

- Special education teacher (IEP Manager)
- Mainstream classroom teacher
- Parents
- The Child (if appropriate)
- School Administrator/Representative
 - Qualified to provide/supervise instruction for students with disabilities
 - Knowledgeable about the general education curriculum
 - Knowledgeable about the resources of the agency
- If transition services are needed/considered, a representative of appropriate agencies

The scholar's IEP will include the following components:

- A statement of the scholar's present level of performance
- A statement of the annual goals for the scholar
- A statement of short-term instructional objectives
- A statement of the specific education and related services that will be provided to the scholar
- A statement describing how much the scholar will participate in regular and special education programs
- The date services will begin and end
- Objectives, evaluations criteria, and timelines used to evaluate the scholar's progress.
- Transition plan
- Accommodations for standardized test
- Accommodations and modifications necessary for academic success

The IEP will be written for a single school year and must be reviewed at least annually. If there is a need to revise the IEP, the committee will reconvene. Scholar progress will be reported at the same frequency as progress for non-disabled scholars.

(d) Staff and Services Available to Scholars with Special Needs

The scholar's placement and support services will be based on the scholar's identified needs, and the goals developed by the IEP. Advantage Academy will provide an appropriate education in the Least Restrictive Environment (LRE), as defined by the Individual with Disabilities Education Act (IDEA), and the necessary support services as determined by the scholar's individual IEP. Initially, we will hire one special education teacher for the primary grades (K-2), one special education teacher for the intermediary grades (3-5) and one special education director/coordinator who will be responsible for completing the needed paperwork associated with state requirements. If there is need for additional special education support staff, we will hire additional staff. Finally, we plan to contract with a speech therapist on a part-time basis, or as needed.

(e) Students Who Enter Below Grade Level

The educational model of Advantage Academy is based on the proven, research-based model employed by Summer Advantage, which is specifically designed to effectively serve student populations that have a history of under-performance. Summer Advantage has been able to effectively serve scholars who are performing below grade level with the help of certain key strategies that help to accurately identify skills gaps and prescribe an instructional program based on scholars' individual needs. These strategies include developing an individualized learning plan for each scholar, employing small group instruction as

much as possible and using data generated by ongoing assessments to constantly monitor where the scholar is currently. These strategies are outlined previously.

(f) Students Who Are Academically Advanced

Recognizing that some scholars may come to us already exceeding grade-level expectations, we want to ensure that we are engaging these scholars as well. The curricula we have selected in no way prohibits the accelerated progress of scholars, as some curricular options do. In addition, our blended learning model allows for a significant amount of individualized instructional time with an adaptive computer-based program. This means that even scholars who are performing above grade level will be able to, every day, explore challenging content and skill-development exercises.

In addition to these opportunities for accelerated learning already built in to the Advantage Academy school day, we will offer our academically advanced scholars an extra enrichment opportunity, called GATE (Gifted and Academically Talented Education). This will be a short pull out period (approximately 30 minutes) twice a week that exposes academically advanced scholars to subjects and topics that they may not be able to explore otherwise, for example astronomy, archaeology, or chemistry. A robust literature review carried out by the University of Connecticut¹⁰ showed that multiple longitudinal studies found positive post-school outcomes for gifted children who participated in a GATE-type program, including college and career success. To qualify for this program, scholars must score a 130 on an IQ test, and place in the 99th percentile in two subjects of a standardized test of reading, writing and math. This program will begin in second grade. If a participating scholar falls behind in his/her regular classes the scholar will not be allowed to continue with the program. A highly effective teacher will lead this program, and will be trained and licensed through local opportunities to provide this extra support.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

IU Health Advantage Academy is envisioned as a K-5 school. In Year One, it will enroll K-2, and add one grade each year until its design is fully implemented. Each grade will have 100 scholars, ultimately reaching full capacity at 600. This number of scholars can be readily served by the educational model employed by Advantage Academy, as well as provide the critical mass needed to function as a viable school.

Advantage Academy will utilize longer school days as well as a longer school year. This increase in instructional time will assist scholars in making gains academically by allowing them to become proficient in their courses of study. The school will be open to all scholars who present themselves and are eligible to enroll in their selected grade.

If more scholars apply than seats available in one or more grades, the school will place the names of all students desiring to be in the relevant grade into a lottery. The lottery will be conducted on the first Monday in March at the school, or in another venue open and accessible to the public. The number of seats available for the lottery will be determined by the below framework:

- Scholars who were enrolled in Advantage Academy the previous school year and are in good standing will be entitled to reenroll and will not be part of the lottery.
- Scholars who desire to attend Advantage Academy for the first time, but have a sibling (older or younger) who was enrolled in the school in the previous year in good standing and is returning, will be entitled to enroll and will not be part of the lottery.

¹⁰ http://www.gifted.uconn.edu/general/presentations/IL_Need_for_and_Benefits_of_Gifted_Education.pdf

- Once the number of seats are filled for a particular class, the lottery drawing will continue until all names are drawn, determining the order of a waitlist for each class.
- If a family with multiple scholars enters the lottery for different grade levels, and one is chosen, the family may elect to enroll all of their children in the school. If this occurs prior to the completion of the lottery process for the affected classes, the available seats will be reduced by one in the lottery process. If it occurs after the lottery process for the affected classes, the enrollment will be increased and thus vary the final tally of class sizes.

Advantage Academy will conduct outreach activities to inform the broader community of its ability to serve scholars in Indianapolis. IU Health Advantage Academy's leaders have extensive experience in recruiting young people within Indianapolis to participate in Summer Advantage. Last year, Summer Advantage assisted 2,000 Indianapolis scholars achieve over 2 months gain in math reading during the summer months. School leadership will use lessons learned during that formative process to connect with scholars and their parents or caregivers to inform them about the possibility of becoming a part of Advantage Academy.

A solid body of research indicates that children in schools with diverse student populations achieve higher academic gains than similarly situated students in other settings. Accordingly, Advantage Academy is committed to creating that environment and building a school community that serves children from diverse educational, socio-economic, cultural and ethnic backgrounds. To that end, Advantage Academy plans to: (1) market the school to families in the immediate neighborhood; (2) ensure that employees of its partner, Indiana University Health, working near the school understand the educational option that IU Health Advantage Academy will provide to their families; (3) establish relationships with organizations that already serve diverse families throughout Indianapolis and within several blocks of the planned school location; and (4) conduct public meetings and open houses, circulate mailings, create a school website (following award of charter) and seek community partnership promotional opportunities. Of course, IU Health Advantage Academy understands that as a public charter school, enrollment is open to all children in the state of Indiana, and as outlined above, will use appropriate methods for determining enrollment for all of our scholars.

B. Governance and Management

(a) Organizational Structure

While most organizations are structured from the board down, our organization has the scholars at the top of the organizational chart. As an organization, we are committed to helping every scholar maximize their potential. Because teachers have such a direct impact on the educational outcome of our scholars, we see teachers as key members of the leadership team. We plan to ensure they have the resources and tools necessary to help scholars succeed.

Main duties of our teachers include:

- Plan and deliver daily lessons
- Ensure academic and social goals are achieved for scholars
- Evaluate scholars, administer assessments and prepare progress reports
- Employ effective behavior management tools
- Partner with our parents/guardians

Our teachers will receive feedback and support from our principals. The primary responsibility of our principals is to create an effective learning environment that ensures that all children excel. Principals

provide instructional leadership by supporting and coaching teachers' classroom instruction and fostering a performance-based culture centered around student outcomes.

Main duties of our principal include:

- Oversee the day to day operations of IU Health Advantage Academy
- Ensure our scholars achieve exceptional outcomes
- Assist in the development of teachers
- Effectively partner with parents and scholars
- Ensure strong outcomes for scholars and high levels of satisfaction and engagement for teachers, scholars and families
- Engage in recruiting to ensure school achieves annual enrollment targets

In carrying out these responsibilities, the principal will be supported by a director of operations and an assistant principal. The director of operations will assist in the oversight of day to day operations, including managing ancillary support services, maintenance/facility needs and the technology demands of a blended learning environment. The assistant principal will support curricular development and implementation, oversee the learning lab and extended program instructors, and assist the principal with supervisory and management responsibilities as necessary. Both the director of operations and the assistant principal will assist the principal in formulating student policies and enforcing discipline.

Please see the Appendix for our organizational chart.

(b) Governing Board

Main duties of the board of directors include:

- Establish and advance a strategic vision for the school
- Maintain accountability for achieving desired student academic outcomes
- Hire/dismiss and professionally develop the principal
- Ensure financial health by approving and monitoring the annual budget, ratifying the selection of prime vendors, reviewing regular audits and engaging in development activities
- Ensure operational efficiency while making certain that the Academy has the resources needed to operate a high-quality school
- Support the principal by removing barriers to success
- Serve as the Academy's ambassadors in the community

The following individuals will serve on the Board of Directors:

- Ron Stiver, Senior Vice President for Engagement and Public Affairs for Indiana University Health.
- Maureen Weber, Vice President of Customer Experience for Indiana University Health.
- Daniel Roy, partner at Faegre Baker Daniels.
- Christopher Ruhl, Senior Vice President and Chief Financial Officer for Ivy Tech Community College.
- Earl Martin Phalen, CEO of the IU Health Advantage Academy and Founder of Summer Advantage USA; CEO of Reach Out and Read.
- Terra Smith, serves as COO of Summer Advantage USA.
- James Phalen, Executive Vice President and head of Global Operations, Technology, and Product Development at State Street Corporation.

(c) Organizational Documents

Please see attached for our articles of incorporation, by-laws, and IRS not-for-profit determination.

(d) Staff Selection

IU Health Advantage Academy is in a position to attract highly qualified teachers through our school culture, professional development, competitive pay and access to talent through our partner organizations, IU Health and Summer Advantage. Specifically, we offer the following incentives to attract highly qualified teachers:

- High-performing school culture that satisfies high quality teachers' intrinsic desire to succeed;
- Teachers will be provided regular and substantive support and feedback from school leaders so they would be able to grow professionally;
- Teachers will have opportunities to take leadership roles in professional development, such as leading common planning sessions or creating enrichment experiences for scholars;
- Competitive compensation rates and benefits packages as well as priority consideration in becoming Summer Advantage teachers;
- A comprehensive 360 degree performance review that allows teachers to evaluate their colleagues and administrators, providing a forum in which teachers' opinions matter. Through this process, teachers will also be able to gain substantive feedback on their performance and satisfy their desire to provide an even better learning experience for scholars.

We will work to attract the county's and state's best educators. In addition, through Summer Advantage, we will have access to a pool of 536 educators who have been screened using a rigorous screening process that consists of an online application, phone interview, in-person interviews and successful completion of over 30 hours of training. All members of the selection team participate in extensive interview and selection training to ensure interview inter-rater reliability is consistent, objective and supports the goal of selecting "the best of the best".

In selecting the school leader, we have a process for identifying the following skills, knowledge and abilities:

- Philosophy alignment
- Strategic visionary (understands big picture, small picture and can articulate)
- Operational proficiency (school calendaring, staff hiring)
- Instructional expert (performs staff observations/assessments and implements professional development)
- Data-driven (uses data to set school-wide growth goals and staff and team conversations, as well as past success tracking goals)
- Strong communication (leadership voice and presence)
- Interpersonal/relationship management with staff, parents and community (visible and inclusive)
- Cultural Competence

In selecting teachers, we have a process for identifying the following skills, knowledge and abilities:

- Philosophy alignment
- Student engagement
- Exceptional instructional proficiency
- Linking objectives to standards and assessments
- Past results and achievement gains
- Classroom management

- Data-driven (using data to set class and student goals)
- Grade level experience and expertise
- Blended-Learning and other technology skill
- Cultural Competence

Above skills, knowledge and abilities will also anchor performance evaluations and metrics, as well as support professional development training and growth plans.

(e) Staff Recruitment

To attract applicants and potential staffers who meet the deep philosophical and high competency requirements, the Advantage Academy recruitment plan entails several targeted sourcing strategies for first year recruitment as well as network expansion. Annually, sourcing strategies will be assessed to understand the effectiveness and success, and back-mapped into future recruitment planning. Below are examples of recruitment strategies:

- Aggressively source or recruit high performing teachers in the city, county and throughout the state.
- Through our partnership with Summer Advantage, we will also have access to some of the highest performing educators in the state; these educators have been screened through the process described previously and only those with demonstrated record of high performance will be invited.
- Invest intensively in staff retention. We implement a 360 degree performance evaluation that analyzes student test scores, classroom observation, attendance, and parent and scholar surveys. The highest-rated teachers and site leaders are extended offers to return to the program next summer. Those who do not meet our standards are not invited to come back.
- Partner with high quality teacher and principal training programs at local universities, such as our current partner in Butler School of Education, to secure teachers and teacher leaders.
- Establish an internal pipeline system to groom teacher leaders into Assistant Principals, and Assistant Principals into Principals.

Retention is vital to a sustainable recruitment infrastructure. Applying the same philosophy, IU Health Advantage Academy will engage in the following to preserve staff:

- Advancement opportunities
- Feeling a part of thriving and successful community
- Competitive compensation
- Professional Development

(f) Process for Board Policies

In establishing board policies, board members will follow relevant best practices, such as establishing an annual meeting schedule to ensure that legally-required actions are addressed appropriately, requiring effective and timely pre-read materials, identifying a regular reporting schedule to sustain engagement between meetings, regularly reviewing and updating bylaws, and maintaining key committees to support board activities. In part, the development of these policies will draw upon the extensive non-profit governance expertise of the founding board members. The board will also conduct regular outreach to the Office of Education Innovation to ensure that the organization stays informed about any new policies recommended for adoption by the Office.

The board of directors will comply with all Indiana open door laws and conduct its meetings in accessible locations. Meetings will include full discussion opportunities for all board members who wish to weigh-in, as well as a time for comments from the general public. All discussion and votes, except as otherwise provided by Indiana law, will be made as a part of a public meeting.

(g) Development Plans for the Board

IU Health Advantage Academy is fortunate to have an experienced cadre of founding board members with skill sets spanning the spectrum of effective charter management, including: instructional practices, financial management (including public finances), operational oversight, non-profit administration, budgeting, legal practice (including familiarity with state and federal education laws), and communications and public engagement.

In order to maintain a board of this caliber, the board of directors will regularly evaluate gaps in the its expertise and monitor the diversity of board representation to assess the appropriateness of the board composition. For example, it may be advantageous to add a parent representative once the school is operational. The board of directors will continuously cultivate potential board members by socializing candidates about the Academy and its achievements in order to ensure that board openings may be addressed expeditiously.

Please see attached for the background authorization forms. As required, these forms will be separate from the bound copies.

C. Community Partnerships

From its inception, IU Health Advantage Academy will be an integral part of the community that it serves and will, in turn, rely upon key community partners to support our scholars and help advance our mission.

IU Health Advantage Academy is the result of a strategic partnership between two organizations that are actively serving children throughout the Indianapolis community: Summer Advantage and Indiana University Health. The significant commitments of each of these organizations are outlined in the attached letters of support.

In addition to these principal partners, IU Health Advantage Academy enjoys the support of the surrounding neighborhood, national charter school experts and a preschool with experience serving children near the anticipated site of the school and in partnership with IU Health. See letters of support attached.

D. Budget and Financial Matters

Please see the Appendix for our five-year budget and cash flow analysis for the first fiscal year of operation.

E. Facility

IU Health Advantage Academy is seeking a location in the near-north area of Indianapolis. Due to its strong partnership with Indiana University Health, there is a mutual desire to locate the school in the vicinity of the Indiana University Methodist Hospital campus.

It is unlikely that an existing facility will be found that will meet the needs of Advantage Academy. Therefore, sites are currently being explored where a new facility can be constructed. It is expected a

new facility would total approximately 40,000-45,000 square feet. A school design will likely be traditional in nature, with a high premium placed on green space, facility functionality and flexible planning for possible future needs. It is expected that if selected to submit a full application, facility renderings and design plans will be available at that time.

IU Health Advantage Academy plans to draw on the deep real estate experience within Indiana University Health, as well as the facility expertise of the Charter Schools Development Corp., with whom a relationship has already been formed, as they develop plans for a school facility.

F. Transportation

IU Health Advantage Academy continues to develop its transportation options for its scholars and review possible methods for assisting scholars and families in getting to and from school. Due to the number of students within relatively close proximity, Advantage Academy anticipates that many families will choose to have scholars walk to school or provide transportation for their scholars. Because the precise plan will depend to a large extent on where scholars live, Advantage Academy is taking a flexible approach on the issue while, at the same time, working to develop options that may include:

- Full service bus transportation.
- School-facilitated parent transportation in which the school helps parents set up car pool options.
- Before and after school programming that will allow families a window of time (versus a fixed schedule) in which to pick up scholars.

IV. Appendix

A. School Calendar

Calendar allows for 200 days of school.

Summer Advantage program adds 25 more days.

August					September					October					November				
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29

December					January					February					March					April				
2	3	4	5	6			1	2	3						3	4	5	6	7		1	2	3	4
9	10	11	12	13	6	7	8	9	10	3	4	5	6	7	10	11	12	13	14	7	8	9	10	11
16	17	18	19	20	13	14	15	16	17	10	11	12	13	14	17	18	19	20	21	14	15	16	17	18
23	24	25	26	27	20	21	22	23	24	17	18	19	20	21	24	25	26	27	28	21	22	23	24	25
30	31				27	28	29	30	31	24	25	26	27	28	31					28	29	30		

May					June					July					August				
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29

	First and last day of school
	School closed
	Summer Advantage

B. Sample Daily Schedule

As you can see from this daily schedule below, the mornings will be devoted to literacy and math instruction, and the afternoons will provide the opportunity for enrichment experiences and coursework for scholars. During the morning academic instruction, class time will be divided between whole group instruction, small group instruction, individual/pair work, and time spent in individualized learning on a computer.

It is important to note that the below schedule has been designed for 1st and 2nd grade scholars. The exact timing within each class period in the morning (i.e. how much time is devoted to whole group instruction vs. time on the computer, for example) will differ for different-aged scholars, tailored to what is developmentally appropriate for each age group.

Time	Activity		
8:00-8:30am	Breakfast and Community Time		
8:30-9:00am	Whole Group Literacy Instruction – Harcourt Journeys		
	<i>Rotation</i>		
	<i>Group A</i>	<i>Group B</i>	<i>Group C</i>
9:00-9:35am	Online Literacy Learning	Individual/Pair Work in Classroom	Small Group Learning with Teacher
9:35-10:10am	Small Group Learning with Teacher	Online Literacy Learning	Individual/Pair Work in Classroom
10:10-10:45am	Individual/Pair Work in Classroom	Small Group Learning with Teacher	Online Literacy Learning
10:45-11:00am	Literacy Block – Closure		
11:00-11:20am	Whole Group Math Instruction – Singapore Math		
	<i>Rotation</i>		
	<i>Group A</i>	<i>Group B</i>	<i>Group C</i>
11:20-11:40am	Online Math Learning	Individual/Pair Work in Classroom	Small Group Learning with Teacher
11:40-12:00pm	Small Group Learning with Teacher	Online Math Learning	Individual/Pair Work in Classroom
12:00-12:20pm	Individual/Pair Work in Classroom	Small Group Learning with Teacher	Online Math Learning
12:20-12:30pm	Math Block – Closure		
12:30-1:15pm	Lunch and Recreation		
1:15-2:00pm	Spanish instruction		
2:00-3:00pm	Science (M/W/F) – FOSS curriculum		
	Social Studies (T/R) – Curriculum created by Teacher; must address issues of history, community, and citizenship, among others		
3:00-4:00pm	Health & Physical Fitness (M/W/F) - Provided by enrichment teachers and through local sports and fitness partners		
	Art, Music, & Drama (T/R) – Provided by enrichment teachers and through local partners		

C. Sample Literacy Scope and Sequence

Main Selections	<u>Big Book:</u> <i>Everybody Works</i> Genre: Informational Text	<u>Read Aloud Books:</u> <i>Pizza at Sally's</i> Genre: Realistic Fiction
Paired Selections	"The Elves and the Shoemaker" Genre: Fairy Tale "The Lion and the Mouse" Genre: Fable	<u>Text Focus Skill:</u> - Storytelling - Phrases - Characteristic of a Fairy Tale and of a Fable
Phonemic Awareness/ Phonics	<u>Phonemic Awareness:</u> - Beginning Sounds - Words in Oral Sentences <u>Phonics:</u> Letter M	<u>Words to Know (HFW)</u> And <u>Fluency</u> - Pause for Punctuation - Retelling
Vocabulary	<u>Selection Vocabulary</u> Creating (v), delivering (v), hobby (n), protecting (v) <u>Vocabulary Strategy:</u> Environmental Print	<u>Oral Vocabulary:</u> customers, dough, famous, perfect, sprinkled, stretchy
Comprehension	<u>Comprehension Skill:</u> Text and Graphic Features <u>Comprehension Strategy:</u> Analyze/Evaluate	<u>Concepts of Print:</u> - Capitalization: First Word in a Sentence - Punctuation: Period, Question Mark
Listening & Speaking	<u>Extend Through Research</u> Ask Questions	<u>Listening and Speaking</u> Share Ideas
Grammar/ Writing	<u>Grammar Skill:</u> Action Verbs in Present Tense <u>Writing Mode:</u> Writing About Us: Class Story (Telling Details)	<u>Focus Trait:</u> Ideas
Decodable Readers	- Mm - I Like Mm	

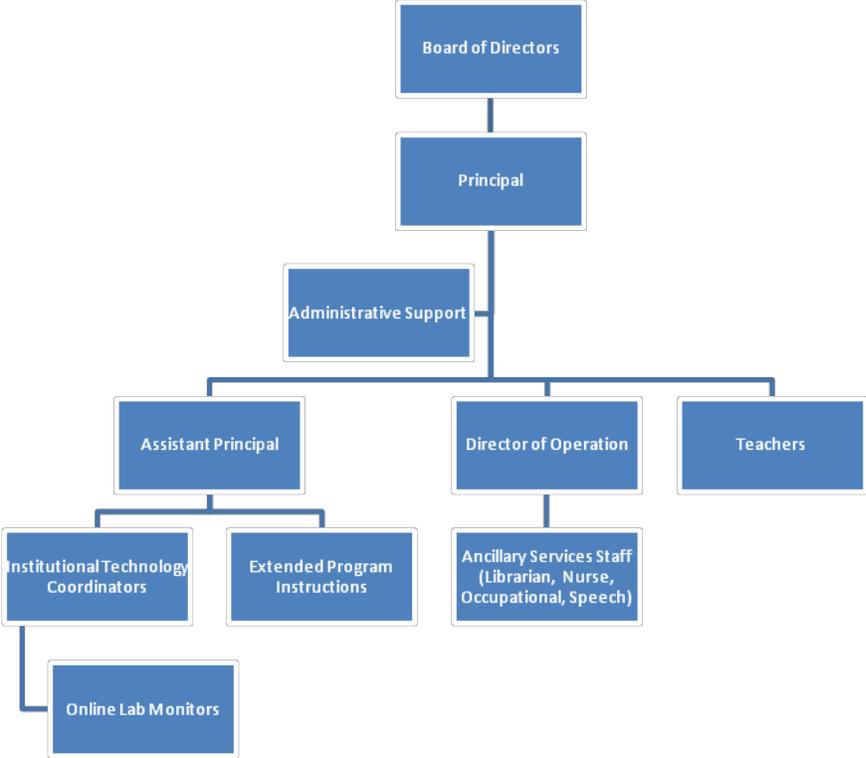
D. Sample Math Scope and Sequence

Skill	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B
Solve problems involving numeric equations or inequalities		X	X	X	X		X					
Select appropriate operational symbol to make an expression true			X	X	X		X					
Use boxes and other symbols to stand for unknown numbers in expressions and equations		X	X		X		X		X			
Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams							X	X	X	X	X	
Use bar diagrams to solve word problems involving fractions									X		X	
Use bar diagrams to solve word problems involving decimals										X		X
Use bar diagrams to solve word problems involving percentage												X
Use bar diagrams to solve word problems involving ratio											X	
Solve word problems involving the functional relationship between two quantities												X
Use and interpret formulas to answer questions about quantities and their relationships									X	X	X	X

E. Sample Science Scope and Sequence

Grade	Life Science	Physical Science	Earth Science	Scientific Reasoning & Technology	Alternative Modules
K	Trees Animals Two by Two	Wood & Paper Fabric	Trees		
1-2	New Plants Insects	Solids & Liquids Balance & Motion	Air & Weather Pebbles, Sand, & Silt		Plants & Animals Insects & Plants
3-4	Human Body Structures of Life	Magnetism & Electricity Physics of Sound	Water Earth Materials	Ideas & Inventions Measurement	Matter & Energy Sun, Moon, & Stars
5	Food & Nutrition Environments	Levers & Pulleys Mixtures & Solutions	Solar Energy Landforms	Models & Designs Variables	Living Systems Water Planet

F. Organizational Chart



G. Leadership Team

Earl Martin Phalen is CEO of Reach Out and Read and Founder of Summer Advantage USA. Summer Advantage, an evidence-based summer learning program that ensures the academic and social development of school-aged children, ages 5-14, served 5,000 children across Indiana in summer 2011. Participation in Summer Advantage helps scholars gain over 2 months of academic skills each summer. Mr. Phalen is deeply committed to the education of children and is a proven leader with a track record of success. He grew his former organization, BELL, from a community service project educating 20 children to a national non-profit educating 15,000 scholars annually, and President Obama modeled federal legislation after his summer learning program. Mr. Phalen's leadership has earned recognition from numerous national media outlets, including the cover story of [TIME Magazine](#); feature interview on [MSNBC's Education Nation](#); coverage in [Parent Magazine's](#) feature on summer learning slide; highlight of our work using innovative technology in [Education Week](#); and [Black Entertainment Television's](#) Shine a Light/Local Hero award for his exceptional contributions to the education of our children, and more. Mr. Phalen is a Mind Trust Fellow and Ashoka Fellow, and holds a B.A. from Yale University and a J.D. from Harvard Law School. Mr. Phalen will continue to lead IU Health Advantage Academy through the opening of the school.

Ron Stiver serves as Senior Vice President for Engagement and Public Affairs for Indiana University Health. In this role, he is responsible for overseeing the marketing, communications, community relations, and government affairs efforts of IU Health. Prior to joining IU Health, Mr. Stiver served in the administration of Indiana Governor Mitch Daniels, including as the Commissioner of the Department of Workforce Development, responsible for developing Indiana's human capital pipeline. Mr. Stiver is a graduate with honors from DePauw University and Duke University's Fuqua School of Business. He is active on the boards of directors of the Special Olympics of Indiana, Indianapolis Downtown Inc., the Greater Indianapolis Progress Committee and several other non-profit entities.

Maureen Weber serves as Vice President of Customer Experience for Indiana University Health, responsible for building a consistent, high-quality patient experience across the enterprise. Prior to joining IU Health, Ms. Weber served as the Chief Operating Officer of the Indiana Department of Education, where she architected the State's *Fast Forward* K-12 reform plan for Superintendent of Public Instruction Dr. Tony Bennett. Ms. Weber graduated with honors from the Georgetown University Law Center and the Georgetown University School of Foreign Service. She is appointed to Mayor Greg Ballard's Charter School Advisory Board and to the Board of Directors of EmployIndy and represents IU Health on the K-12 Education Committee of the Indiana Chamber of Commerce.

Daniel Roy is a partner at Faegre Baker Daniels, an 800-attorney and consultant law firm with offices in the United States, Europe and China. Mr. Roy focuses his practice in litigation and advocacy. He has represented a wide array of clients, including Fortune 500 companies, governmental bodies, entrepreneurs and nonprofits in a variety of business and commercial disputes. Mr. Roy first joined Faegre Baker Daniels in 1999 after graduating from Indiana University Maurer School of Law. From July 2006 through December 2007, Mr. Roy served on Mayor Bart Peterson's staff as Charter Schools Director for the City of Indianapolis, where he gained experience with federal and state education law.

Christopher Ruhl serves as Senior Vice President and Chief Financial Officer for Ivy Tech Community College, the nation's largest statewide community college system. In this role, Ruhl manages all day-to-day financial reporting, budgetary and treasury functions for the College. Prior to his position with the College, Ruhl served as Director of the Indiana Office of Management and Budget for Governor Mitch Daniels. As Director, Ruhl served as the state's chief fiscal officer responsible for the articulation,

development and execution of the Governor's fiscal management policies and procedures. Prior to joining the Daniels' administration, Ruhl practiced for six years in the areas of state and local tax with the firm of Baker & Daniels LLP. Ruhl holds a degree in finance from the Broad School of Business at Michigan State University (1995) and a law degree from Valparaiso University School of Law, cum laude (1999).

Terra Smith currently serves as COO of Summer Advantage USA. Ms. Smith obtained a BA in Political science from Morgan State University. After Morgan, she attended Columbia Law School and earned her Juris Doctor in 1999. Following law school, Ms. Smith worked as a corporate associate at Skadden, Arps, Slate, Meagher & Flom LLP and then became a staff attorney with the U.S. Securities and Exchange Commission. Following her time at the Commission, Ms. Smith simultaneously established The Giving Fund, Incorporated (a foundation that provides free consulting services to start-up non-profits) and Compendium Business Solutions, a for-profit consulting firm that assists emerging companies with strategic development and recruitment. Ms. Smith will continue to provide Legal, Operations, and Human Resources support to IU Health Advantage Academy.

James Phalen has over 25 years experience managing and growing multi-billion dollar international organizations. Mr. Phalen currently serves as Executive Vice President and head of Global Operations, Technology, and Product Development at State Street Corporation. In his current position, he has developed offshore strategies; helped open new offices in Beijing, Krakow, and Qatar; and headed a major transformation plan that resulted in \$600 million in annualized savings. Mr. Phalen has a history of creating new and expanding existing businesses, as Chairman and CEO of Citistreet and President and CEO of Boston Financial Data Services. A graduate of Boston College, Mr. Phalen will continue to provide Financial Management and Management & Administration support to IU Health Advantage Academy.

H. Other Key Personnel

Michelle Ciccone serves on the Founding Advisory Board and has worked with Mr. Jin to manage the school development process. Ms. Ciccone currently serves as Executive Assistant to the Founder at Summer Advantage USA. She earned her M.S. Ed. in Education Policy from the University of Pennsylvania's Graduate School of Education and her B.A. from Vassar College. Prior to her position at Summer Advantage, Ms. Ciccone served in a variety of research positions, including on a project that developed a scientifically validated Head Start preschool curriculum. Ms. Ciccone will continue to support the development of the Phalen Leadership Academies in a variety of ways.

Amber Deckard serves on the Founding Advisory Board. Ms. Deckard currently serves as Regional Director of Summer Advantage USA's Indiana operations. Ms. Deckard's experience includes more than ten years in nonprofit management. Before joining the Summer Advantage team, she served as Regional Director for the Muscular Dystrophy Association where her most recent project included the development of a three state, Midwestern territory, into a 5.7 million dollar budget. Her work at MDA made available specialized medical assistance, orthopedic equipment and a summer camp experience for thousands of families and provided help and hope to adults and children living in Indiana, Kentucky and Ohio. Ms. Deckard has now turned her time, attention and expertise to the field of education with a similar purpose of making a positive impact on the community and the lives of children. Ms. Deckard is responsible for leading Summer Advantage USA's growth in the Midwest, with primary responsibility for programmatic results, staff management and stakeholder cultivation. Ms. Deckard will continue to provide Indiana-based support to IU Health Advantage Academy.

Johnny Jin serves on the Founding Advisory Board. Mr. Jin currently serves as Associate Director of Development at Summer Advantage USA and consultant to Reach Out and Read. After earning his bachelor's degree in economics from UC Berkeley in only two years, Mr. Jin became one of the youngest teachers to serve in a Los Angeles high school. In one year, his students gained an average of two grade levels in reading. Mr. Jin went on to attend Harvard Graduate School of Education where he earned a Master's Degree in Education Policy and Management. Mr. Jin, a member of the founding team, helped drive the development of the school since its inception. Mr. Jin will continue to support the design, expansion, and fundraising for the Phalen Leadership Academies.

Kris Kingery serves on the Founding Advisory Board. Mr. Kingery has served in various leadership and teaching positions in Pike Township in Indianapolis, and currently serves as Principal of Eagle Creek Elementary School. He has been recognized for his initiatives and innovative solutions that have led to impressive outcomes for children. In addition, Mr. Kingery is largely recognized as the most talented Program Manager in Summer Advantage's history. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Mr. Kingery will continue to lend his support and expertise in the development of the educational program of IU Health Advantage Academy.

Sharon Martin serves on the Founding Advisory Board. Ms. Martin's background includes multifaceted leadership and management experiences in public, private, and corporate educational environments. She has proven expertise with team building, change management, communication, needs based professional development, and results-based decision making for corporations and public and private educational organizations. Ms. Martin has served as Midwest Regional Director of Houghton Mifflin Harcourt and Director of Marketing and Consulting Services at Scholastic Publishing Company, in addition to various administration and teaching positions at K through post-secondary educational institutions. A graduate of the University of the Cumberland and the University of Memphis, Ms. Martin

will continue to lend her support and expertise in the development of the educational program of IU Health Advantage Academy.

Dr. Carolyn Reedom serves on the Founding Advisory Board and has provided integral. Dr. Reedom has a long history of leading schools and teachers to great success with their students. She has been an administrator for 28 years at the secondary and elementary school levels for the Clark County School District in Las Vegas, Nevada and has served as the assistant superintendent in charge of elementary schools in the Southeast Region for the fifth largest school district in the nation. Dr. Reedom is credited with successfully turning around two failing schools and taking two schools to the top of the school district's academic ranking. While serving as principal of Estes McDoniel, the school ranked #1 in student achievement for 10 consecutive years. In addition to Dr. Reedom's many accomplishments and honors, she is a National Distinguished Principal selected by the U.S. Department of Education and the National Association of Elementary School Principals; recipient of the Woman of Achievement Award presented by the Las Vegas Chamber of Commerce; and recipient of the Outstanding School Administrator Award presented by the Las Vegas Alliance of Black School Educators. Dr. Reedom will continue to lend her support and expertise in the development of the educational program of IU Health Advantage Academy.

I. Discipline Plan

IU HEALTH ADVANTAGE ACADEMY SCHOOL DISCIPLINE POLICY

DEVELOPMENT OF CHARACTER, ETHICS AND MANNERS

Students, parents, administration, teachers, and staff work continuously together to model positive characteristics in the educational environment conducive to the development of character, ethics, and manners. Six qualities that are believed to be positive human conduct are as follows:

INTEGRITY

We encourage our students to be honest and sincere in whatever they attempt.

This can be done by:

- Knowing when to compromise and when to confront
- Thinking about consequences of decisions
- Working with people of different views
- Being able to admit mistakes honestly or deal with inconsistencies of one's own actions
- Practicing diligence
- Taking a stand on issues

RESPECT

Mutual respect can be demonstrated by both teachers and students by showing a concern for each other.

This can be done by:

- Enhancing self-concept and developing self-esteem
- Showing regard and consideration for the worth and rights of all persons
- Avoiding deception and dishonesty
- Promoting human equality
- Developing sensitivity and understanding in all students
- Teaching the "Golden Rule" – "Treat others as you would like to be treated."
- Appreciating differences in cultural and ethnic backgrounds.

RESPONSIBILITY

Students are taught to be dependable, accountable and to take ownership for their actions.

This can be done by:

- Encouraging leadership traits
- Recognizing the interdependence among people
- Caring for one's country
- Taking pleasure in helping others
- Fulfilling commitments

COURAGE

Teachers and parents must teach students not to be afraid to do what they think is right.

This can be done by:

- Encouraging students to "Reach for the Stars"
- Respecting freedom of conscience

- Displaying self-regard, regard for others, self control, diligence, and good manners in everyday life
- Listening carefully to others with varying viewpoints
- Struggling with unsettled questions to gain understanding or insight
- Displaying the courage to be imperfect

JUSTICE

Students are provided with opportunities that enable them to be fair to themselves and others.

This can be done by:

- Acknowledging our uniqueness
- Being able to cope with difficult situations
- Exercising sound reason with others
- Proceeding in a manner worthy of one's abilities
- Encouraging others to communicate
- Seeking social justice
- Working for peace in the global village

EMPATHY

Students are encouraged to imaginatively put themselves in the place of others in order to genuinely understand them.

This can be done by:

- Acknowledging prejudices and striving to overcome them
- Striving to change long-standing habits and replace them with open, searching minds
- Building rapport by appreciating other's ideas and opinions

EXPLANATION OF CORRECTIVE DISCIPLINARY ACTIONS

When school-related misbehavior happens, the Academy principal and teachers may decide to use a variety of strategies to address the problem. The following options are not necessarily listed in order of use. The Academy will use the corrective action, which complies with Policy and Regulation and best addresses the nature of the problem and the overall citizenship record of the student. Typically, disciplinary action would begin at the minimum; however, it may be necessary to take more severe action immediately.

INFORMAL TALK – A school official and the student will discuss school expectations for appropriate behavior.

CONFERENCE –The student and school official will discuss school expectations for appropriate behavior. At this time, the student must agree to improve his/her behavior.

PARENT NOTIFICATION – A school official will notify parents/guardians by telephone, letter or meeting. Parents/guardians are told about the inappropriate behavior and are asked to help solve the problem by addressing it with the student.

REQUIRED PARENT CONFERENCE (RPC) – The student is not allowed to return to the Academy until a conference has been scheduled. Parents/guardians must confer with a school official to discuss the problem.

ILLCIT SUBSTANCES

PROBLEM BEHAVIOR: DRUGS

Possessing, using, selling, or distributing drugs or other harmful substances.

Range of Disciplinary Action:

Min:	Required Parent Conference Drug Intervention Program
Max:	Juvenile Justice Services Suspension Expulsion recommendation

PROBLEM BEHAVIOR: TOBACCO

Smoking, possessing, distributing, or using tobacco products

Range of Disciplinary Action:

Min:	Informal Talk Conference Parent Notification Required Parent Conference In-School Discipline
Max:	Suspension

PROBLEM BEHAVIOR: ALCOHOL

Possessing, using, or selling alcohol.

Range of Disciplinary Action:

Min:	Required Parent Conference Drug Intervention Program
Max:	Juvenile Justice Services Suspension Expulsion recommendation

AGGRESSION

PROBLEM BEHAVIOR: HARASSMENT/DISCRIMINATION:

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of privileges to persons because of their actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, age, disabilities, and/or religious preference.

DISCRIMINATORY HARASSMENT:

A. Harassment is any verbal, visual, or physical conduct that is sufficiently severe, persistent, or pervasive that adversely affects or has the purpose or logical consequences of interfering with the student's educational program or creates an intimidating, hostile, or offensive school atmosphere because of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference. Harassment, whether it is by students, staff, or third parties in the school community, is strictly prohibited, and will subject the perpetrator to disciplinary action.

B. Examples of discriminatory harassment include but are not limited to behaviors that ridicule, degrade, or harass a person because of that person's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments, ethnic, racial or anti-gay slurs or jokes, threats;

2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations though nothing shall prohibit use of such materials for genuine academic, educational or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of student's work, etc.; and/or
4. Hitting, intentionally blocking the path of, body, hand or facial gestures.

Range of Disciplinary Action:

Min: Conference
 Parent Notification
 Required Parent Conference
 In-school Discipline

Max: Suspension
 Expulsion

PROBLEM BEHAVIOR: ASSAULT

Attack on any person or threat of attack.

Range of Disciplinary Action:

Min: Conference
 Required Parent Conference
 In-school Discipline

Max: Juvenile Justice Services
 Suspension
 Expulsion recommendation

PROBLEM BEHAVIOR: FIGHTING/BULLYING

Causing harm to another person by hurting him/her on purpose.

Range of Disciplinary Action:

Min: Informal Talk
 Conference
 Parent Notification
 Required Parent Conference
 In-school Discipline

Max: Juvenile Justice Services
 Suspension
 Expulsion recommendation

INSUBORDINATION

PROBLEM BEHAVIOR: DISRESPECT OF AUTHORITY

Talking back to or not minding teachers and other members of the Academy staff.

Range of Disciplinary Action:

Min: Conference
 Parent Notification
 Required Parent Conference
 In-school Discipline

Max: Juvenile Justice Services
 Suspension
 Expulsion recommendation

PROBLEM BEHAVIOR: DEFIANCE

Refusing to follow directions of a staff member or poor citizenship.

Range of Disciplinary Action:

Min: Informal Talk
 Conference

Parent Notification
Required Parent Conference
In-school Discipline
Max: Suspension

**DESTRUCTION OF PROPERTY
PROBLEM BEHAVIOR: ARSON**

Starting a fire.

Range of Disciplinary Action: **Min:** Required Parent Conference
Suspension
Max: Juvenile Justice Services
Suspension
Expulsion recommendation

PROBLEM BEHAVIOR: DAMAGING PROPERTY/VANDALISM

Improper care of things that belong to the Academy or things at the school that belong to other people.

Range of Disciplinary Action: **Min:** Conference
Parent Notification
Required Parent Conference
In-school Discipline
Max: Juvenile Justice Services
Suspension

ATTENDANCE

PROBLEM BEHAVIOR: EXCESSIVE ABSENCES – EXCUSED/APPROVED

Being absent from the Academy for a reason accepted by the Academy or a prearranged absence.

Range of Disciplinary Action: **Min:** Informal Talk
Parent Notification
Max: Required Parent Conference

PROBLEM BEHAVIOR: UNEXCUSED ABSENCES/TRUANCY

Being absent from the Academy without parent permission or refusal by the parent to require student attendance or failure to notify the school within three days of the reason for the absence, or failure to arrange in advance in writing a prearranged absence.

Range of Disciplinary Action: **Min:** Parent Notification
Required Parent Conference
In-school Discipline
Max: Juvenile Justice Services

PROBLEM BEHAVIOR: TARDINESS

Arriving late to class.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Max: Required Parent Conference
In-school Discipline

TRANSPORTATION

PROBLEM BEHAVIOR: BICYCLE INFRACTIONS

Not following the rules of the Academy for bicycle safety.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Max: Required Parent Conference
In-school Discipline

OTHER INFRACTIONS

PROBLEM BEHAVIOR: BARTERING

Trading (or selling) something in ways that are not fair or using things which are not allowed by the Academy.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
Max: In-school Discipline

PROBLEM BEHAVIOR: EXTORTION

Threatening other students to try to get money or something else of value from them.

Range of Disciplinary Action: **Min:** Informal Talk
Parent Notification
Parent Teacher Conference
In-School Discipline
Max: Juvenile Justice Services
Suspension
Expulsion recommendation

PROBLEM BEHAVIOR: FORGERY

Signing the name or initials of another person without that person's permission.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
Max: In School Discipline
Suspension

PROBLEM BEHAVIOR: STEALING

Taking and trying to keep something that belongs to someone else.

Range of Disciplinary Action: **Min:** Informal Talk
Conference
Parent Notification
Required Parent Conference
In-School Discipline
Max: Suspension

PROBLEM BEHAVIOR: GAMBLING

Using money to play games of chance.

- Range of Disciplinary Action:**
- Min:** Informal Talk
 - Conference
 - Parent Notification
 - Required Parent Conference
 - In-school Discipline
 - Max:** Suspension

PROBLEM BEHAVIOR: NUISANCE ITEMS

Items disruptive to the educational environment (i.e., electronic games, toys, walkmans.)

- Range of Disciplinary Action:**
- Min:** Informal Talk
 - Conference
 - Parent Notification
 - Required Parent Conference
 - Max:** In-school Discipline
 - Suspension

PROBLEM BEHAVIOR: PERSONAL COMMUNICATION DEVICES

Use of personal communication devices by students such as cell phones, pagers/beepers or other similar electronic communication devices is prohibited at the Academy during the instructional day.

- Range of Disciplinary Action:**
- Min:** Conference
 - Parent Notification
 - In-school Discipline
 - Loss of Privilege
 - Max:** Required Parent Conference
 - Suspension

PROBLEM BEHAVIOR: VULGARITY/PROFANITY

Using foul language; possessing pornographic or sexually explicit material.

- Range of Disciplinary Action:**
- Min:** Informal Talk
 - Conference
 - Parent Notification
 - Required Parent Conference
 - In-school Discipline
 - Max:** Suspension

J. Community Partnership Chart

Name of Organization	Representative from Organization	Address, phone number, and email address	Nature of partnership with the school	Is a letter of support included in the application?
IU Health	Ron Stiver	340 W. 10 th Street Indianapolis, IN 46202 317-963-7988 rstiver@iuhealth.org	Board of Directors	Yes
Summer Advantage	Earl Phalen	1630 N. Meridian Street, Indianapolis, IN 46202 emphalen@summeradvantage.org	CEO of IU Health Advantage Academy	Yes
Near North Development Corporation	Michael Osborne	1443 N. Meridian St., Ste 201 Indianapolis, IN 46202 317-927-9881 ext. 5 Michael@NearNorthConnect.org	Community revitalization partner	Yes
Charter School Development Corporation	Al Dubin	7272 Park Circle Drive, Suite 265 Hanover, MD 21076 443-561-1280 adubin@csdc.org	Facilities consultant	Yes
Carpe Diem Schools	Rick Ogston	P.O. Box 6502 Yuma, AZ 85366 928-317-3113 rogston@carpediemschools.com	Consultant and mentor	Yes



Indiana University Health

Ms. Beth Bray
Director of Charter Schools
2501 City-County Building
200 E. Washington Street
Indianapolis, Indiana 46204

Dear Ms. Bray:

Indiana University Health is Indiana's most comprehensive healthcare system. As the state's only academic health system, IU Health works in partnership with the IU School of Medicine and School of Nursing to train future clinicians and conduct breakthrough research while delivering the highest quality patient care. We have a long-standing commitment to improving the health of Indiana, and to investing in the communities we serve across our state.

We recognize that a strong education contributes significantly to good health. Further, as one of the state's largest employers, we understand that a strong K-12 education system is critical to meeting our future workforce needs and to competing for talent across the globe. Just as we believe every person deserves access to high-quality healthcare, we also believe that every child – regardless of race, zip code or overall life circumstances – deserves access to a high-quality education. To formalize our belief and corresponding commitment, in 2011 the IU Health Board of Directors' Values Committee approved improving access to quality K-12 education as one of our five community outreach priorities.

To date, we have partnered in a variety of capacities to improve primary education systems, particularly across central Indiana. Such partnerships have included collaborating with the United Way of Central Indiana to expand *Kindergarten Countdown*, investing more than \$225,000 in The Mind Trust's *Grow What Works Campaign*, serving on boards of and making in-kind contributions to Indianapolis charter schools and working with IPS and local charter schools on numerous initiatives.

While we are proud of these efforts, we realize much more needs to be done to transform our city's education system. A critical component of this transformation is the growth of high-quality charter schools. After several months of evaluating the possibility of partnering with a charter operator, including performing due diligence on numerous operators, we have determined that Advantage Academies, led by Earl Phalen, is an ideal partner for IU Health. Advantage Academies will offer an innovative, blended curriculum for K-5 scholars, and will build upon the demonstrated success of charters across the nation as well as the unique Summer Advantage program.

Ron Stiver
Senior Vice President

Engagement & Public Affairs
340 West 10th Street
Suite 6100
Indianapolis, IN 46202
T 317.963.7988 F 317.962.2247
iuhealth.org

Indiana University Health is committed to the successful launch and growth of the inaugural Advantage Academy near our corporate headquarters on the near north side of Indianapolis. Our commitment will be demonstrated through numerous means, including:

- Actively participating on the board of directors
- Assisting in the recruitment of high-quality board members
- Investing significant monetary and in-kind resources in the start-up and first years of academy operations
- Supporting the academy's ongoing fundraising efforts
- Marketing the academy to IU Health staff and our "backyard" neighbors
- Providing marketing consultation as requested
- Recruiting adjunct faculty from the ranks of IU Health and key partners as requested
- Supporting faculty and student healthcare needs
- Providing food and nutrition consulting services
- Conducting outreach programming as mutually agreed upon
- Providing ad hoc consultative services to support any administrative and operational needs

As the above list demonstrates, our commitment will go far beyond nominal contributions or simple sponsorship. Rather, we aspire to be an integral partner in building a nationally recognized model for K-5 education.

Should you have any questions about IU Health's partnership with Advantage Academies, please do not hesitate to contact me at rstiver@iuhealth.org or 317-963-7988.

Best regards,

A handwritten signature in black ink, appearing to read 'R Stiver', enclosed within a hand-drawn oval shape.

Ron Stiver

March 2, 2012

Ms. Beth Bray
Director of Charter Schools
City of Indianapolis
200 E. Washington Street, Suite 201
Indianapolis, IN 46204

Re: IU Health Advantage Academy

Dear Ms. Bray,

I am writing to express my support and the support of Summer Advantage USA for the proposed IU Health Advantage Academy charter school. Advantage Academy would fulfill a need identified by Summer Advantage, and would also serve as a great partner to our work in serving the children and families of Indiana in a summer learning program.

Over the course of the past three years, as we have worked in Indianapolis and throughout Indiana, we have often heard from the families we serve and the educators we work with that Indianapolis would greatly benefit from a year-round school employing the Summer Advantage pedagogy and philosophy, as Advantage Academy would. We have inadvertently identified a need in Indianapolis for a school just like Advantage Academy, and we want to support efforts to fulfill this need.

Summer Advantage commits to partnering with Advantage Academy to provide a rigorous summer learning program to the scholars who attend Advantage Academy. Partnering with IU Health Advantage Academy would allow us to serve even more Indianapolis children and families who are looking for a high-quality summer learning program.

We hope that the City of Indianapolis will look favorably on the application submitted by IU Health Advantage Academy. We know it would mean so much to the Summer Advantage community and the families of Indianapolis.

Peace,



Earl Martin Phalen
Founder, Summer Advantage USA



March 1, 2012

Ms. Beth Bray
Director of Charter Schools
City of Indianapolis
200 E. Washington Street, Suite 201
Indianapolis, IN 46204

RE: *I.U. Health Advantage Academy*

Ms. Bray:

I am writing to express Near North Development Corporation's (NNDC) support of the charter school application for *I.U. Health Advantage Academy*. Located in the NNDC service area, we believe a new K-5 charter school would be an asset in our community, offering an important educational opportunity for local families. NNDC has a thirty-four year history of partnership with I.U. Health, whose mission leads it to go beyond simply the practice of medicine, to be an agent for change and improvement in the community and its residents, and we are very excited to work with I.U. Health in supporting this new charter school

We believe there will be significant partnership opportunities for NNDC to partner with *I.U. Health Advantage Academy*. NNDC can broadly promote and advocate for the school within the neighborhoods and to the area's corporate stakeholders, facilitate specific outreach activities between the school and local residents, and incorporate the school, its teachers, and its families into the various community engagement activities NNDC itself undertakes. NNDC will also work to connect directly with the school's teachers and, more importantly, its families, to offer services and assistance in such areas as affordable housing purchase, home repairs, entrepreneurial training, employment resourcing, and a myriad of other programmatic areas in which NNDC is involved.

We hope that the City of Indianapolis looks favourably towards Advantage Academies' application, and we look forward to the establishment of a new *I.U. Health Advantage Academy* K-5 charter school in the Near North community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Osborne', is written over a light blue horizontal line.

Michael Osborne
President



**Charter Schools
Development Corporation**

March 1, 2012

Ms. Beth Bray
Director of Charter Schools
Office of Mayor Greg Ballard –City of Indianapolis
Indianapolis, IN

Re: Support for the “IU Health Advantage Academy”

Dear Ms. Bray:

This letter is in support of the application for the IU Health Advantage Academy.

Charter Schools Development Corp (CSDC) is the largest national CDFI focused exclusively on the financial and facility needs of charter schools. CSDC promotes community development by providing financing and real estate services to client schools serving its Low Income Targeted Population (LITP), i.e. those: 1) serving a majority of students eligible for the Federal Free or Reduced Price Lunch program (FRPL) under the National School Lunch Program, which is the national standard for assessing poverty in schools; 2) located in economically distressed census tracts; and/or 3) located in communities with a large number of poor or underperforming district schools as evidenced by sustained failure to achieve Adequate Yearly Progress, as defined by the Federal No Child Left Behind Act and state law. CSDC will finance acquisition, site development, construction financing, leasehold improvements and mini-permanent loans for facilities primarily located in areas with environmental issues, redevelopment zones, and a predominance of aged and neglected structures that have historically been a barrier to entry for traditional lenders. Since inception, CSDC has provided \$43 million in funding to 94 schools in 25 states serving over 27,000 students (60% low income), and leveraged over \$300 million (6:1) in private capital financing and lease commitments for more than 3 million sq.ft. of safe, modern and efficient educational facilities. CSDC, through an affiliate, has also developed 850,000 sq.ft. of educational facilities for 23 tenant schools, serving over 7,000 students (60% low income). CSDC's wholly owned subsidiary, Charter FS, LLC has advised and assisted 122 schools in procuring \$214 million in non-NMTC short and long-term financing for facilities and capital improvements.

Our website at www.csdc.org can also give you additional information.

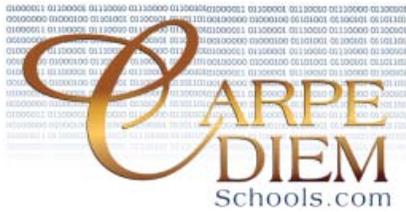
We believe that IU Health Advantage Academy will be an effective educational alternative for families in Indianapolis.

CSDC has been asked to assist IU Health Advantage Academy with their facilities needs and we look forward to working with them.

We urge The Office of Education Innovation to approve the application for the IU Health Advantage Academy in order to fulfill the promise of a better future for the children of Indianapolis.

Sincerely,

Charter Schools Development Corp.



Ms. Beth Bray
Director of Charter Schools
Office of Mayor Greg Ballard –City of Indianapolis
Indianapolis, IN

March 2, 2012

Dear Ms. Bray,

I am writing to express my enthusiastic support for Advantage Academies' request to open a new charter elementary school in Indianapolis. The applicant, Earl Phalen, has been successfully boosting educational achievement in summer learning programs for many years. His programs have gained notoriety in *Parent's Magazine*, *Time Magazine* and received major recognition throughout the nation. Earl Phalen's Summer Advantage programs engage thousands of children in learning and fitness each summer, when the steepest declines in learning typically occur. Mr. Phalen would now like to innovate in Indiana by incorporating his considerable educational expertise and program success into a full-time charter school.

Indiana's "Putting Students First" reform principles include providing families quality educational options. Carpe Diem Collegiate High School is excited that we have been selected to be one of those options. Considering how we can further leverage our K-12 expertise to help Indiana's children, we are partnering with Indiana University Health System and exploring an additional partnership with Advantage Academy in order to potentially create an extraordinary K-12 system of schools throughout Indiana. We believe a partnership of this magnitude that includes three successful programs working together will not only provide quality options for parents, but also provide students opportunities to succeed in a system specifically designed around their needs. In a K-12 system, not only will no child be left behind, but all children will be able to succeed at their fullest potential from kindergarten through college and career.

Together I believe our potential partnership will –

- Maximize cooperation between the Indiana State Department of Education to accomplish education reform
- Provide the opportunity for local businesses to partner and participate in classes, clubs and provide internships for high school students
- Provide world-class opportunities in a system designed to move students from kindergarten through graduation and beyond
- Provide new opportunities for economic growth to businesses surrounding our schools thereby stimulating urban revitalization

Therefore, Carpe Diem respectfully requests due consideration and recommends approval of Advantage Academies application and potential impact to Indianapolis and the State of Indiana.

Sincerely,

Richard J. Ogston

Chief Executive Officer

Phone:928.317.3113

Fax:928.783.3473

P.O. Box 6502

Yuma, AZ 85366

www.carpediemschools.com

IU Health Advantage Academy
 Budget for Planning Year 2012-2013

	Jul '12	Aug '12	Sept '12	Oct '12	Nov '12	Dec '12	Jan '13	Feb '13	Mar '13	Apr '13	May '13	Jun '13	TOTAL
Income													-
Federal Start-Up Grant								45,000	45,000	45,000	45,000	45,000	225,000
Walton Family Foundation Contributions						30,000	20,000	40,000	40,000	40,000	40,000	40,000	250,000
Foundation Grants													-
Total Income	-	-	-	-	-	30,000	20,000	85,000	85,000	85,000	85,000	85,000	475,000
General Admin													
Supplies							400	400	400	400	400	400	2,400
Salaries							4,000	4,000	4,000	4,000	4,000	4,000	24,000
Contracted Support							2,250	2,250	2,250	2,250	2,250	2,250	13,500
Community Relations								1,400	1,400	1,400	1,400	1,400	5,600
Total General Admin	-	-	-	-	-	-	6,650	6,650	8,050	8,050	8,050	8,050	45,500
Facilities Expense													
Facilities/Construction													-
Accounting Services							6,500	1,100	1,100	1,100	1,100	1,100	12,000
Professional Services							1,000	500	500	500	500	500	3,500
Maintenance										200	200	200	400
Total Facilities Expense	-	-	-	-	-	-	7,500	1,600	1,600	1,600	1,800	1,800	15,900
Technology Expense													
Professional Services							1,250	1,250	1,250	1,250	1,250	1,250	7,500
Equipment & Furniture											150,000	150,000	300,000
Student Information System Development										3,000	3,000	3,000	9,000
Total Technology Expense	-	-	-	-	-	-	1,250	1,250	1,250	4,250	154,250	154,250	316,500
Total Expenses	-	-	-	-	-	-	15,400	9,500	10,900	13,900	164,100	164,100	377,900
Ending Cash Balance	-	-	-	-	-	30,000	34,600	110,100	184,200	255,300	176,200	97,100	97,100

IU Health Advantage Academy
Budget for 2013-2014

	Jul '13	Aug '13	Sept '13	Oct '13	Nov '13	Dec '13	Jan '14	Feb '14	Mar '14	Apr '14	May '14	Jun '14	TOTAL
Operating Revenues													
Basic Support	-	-	-	-	-	-	135,416	135,416	135,417	135,417	135,417	135,417	812,500
Full-Day Kindergarten Support	-	-	-	-	-	52,900	-	-	-	-	-	-	52,900
Common School Loan	-	406,250	-	-	-	-	-	-	-	-	-	-	812,500
Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	45,000
State New Charter School Implementation Grant	46,875	46,875	46,875	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	225,000
Title I	-	-	-	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	76,950
Child Nutrition Program (Free/Reduced Lunch)	-	-	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	76,950
Child Nutrition Program (Paid Lunch)	-	-	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	7,695	76,950
Private Foundations	200,000	-	-	-	-	-	-	-	-	-	-	-	200,000
Rental Revenue (Textbook Reimbursement)	-	-	-	-	-	-	-	-	-	-	-	-	10,000
Total Operating Revenues	246,875	453,125	62,265	431,015	24,765	77,265	172,681	172,681	182,682	172,682	172,682	172,682	2,386,400
Operating Expenditures													
Administration													
Salaries - Administrative (Principal)	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Salaries - Administrative (Assistant Principal)	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,416	5,416	5,416	5,416	65,000
Salaries - Other Administrative	4,167	4,167	4,167	4,167	4,167	4,166	4,166	4,166	4,166	4,166	4,166	4,166	50,000
Salaries - Administrative (Support/Clerical)	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,916	2,916	2,916	2,916	35,000
Payroll Taxes and Benefits	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	2,375	28,500
Accounting - Audit	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Legal	4,000	-	-	3,000	2,500	-	3,000	-	-	-	-	-	10,000
Payroll	247	247	247	247	247	247	247	247	247	247	247	247	2,964
Student Information System	18,000	18,000	-	-	-	-	-	-	-	-	-	-	36,000
Online Learning Content	12,600	12,600	-	-	-	-	-	-	-	-	-	-	25,200
Online Learning Hardware	27,000	27,000	-	-	-	-	-	-	-	-	-	-	54,000
Supplies/Materials/Equipment	3,000	3,000	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	21,600
Professional Development, Administrative/Board	5,000	5,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	25,000
Dues, Licenses, and Subscriptions	334	334	334	334	333	333	333	333	333	333	333	333	4,000
Recruitment/Advertising	17,500	17,500	-	-	-	-	-	-	-	-	-	-	35,000
Total Administration	111,307	107,307	27,267	30,267	27,266	27,266	30,266	27,266	27,263	27,263	27,263	27,263	497,264
Instructional Expenses													
Teachers - Regular Ed	32,667	32,667	32,667	32,667	32,667	32,667	32,667	32,667	32,666	32,666	32,666	32,666	392,000
Teachers - Special Ed	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,666	6,666	6,666	6,666	80,000
Content Specialists	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Online Learning Lab Monitors	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Extended program instructors	1,034	1,034	1,034	1,034	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	12,400
Payroll Taxes and Benefits	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	84,300
Total Instructional Expenses	59,893	59,893	59,893	59,893	59,892	59,892	59,892	59,892	59,890	59,890	59,890	59,890	718,700
Instructional Support Expenses													
Instructional Technology (Smartboards)	8,700	17,400	-	-	-	-	-	-	-	-	-	-	26,100
Instructional Supplies & Materials	10,000	10,000	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	45,600
Testing & Assessment	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	18,600
Professional Development, Instructional	350	350	350	350	350	350	350	350	350	350	350	350	4,200
Online Learning Dues, Licenses, and Subscriptions	35	35	35	35	35	35	35	35	35	35	35	35	420
Ment-Based Performance Bonus Pool	-	-	-	-	35,935	-	-	-	-	-	-	-	71,870
Other: Library supplies	5,000	5,000	600	600	600	600	600	600	600	600	600	600	16,000
Other: Class field trips	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Total Instructional Support Expenses	26,385	35,085	5,845	5,845	5,845	41,780	5,845	5,845	5,845	5,845	5,845	41,780	191,790
Other Student Services													
Salaries - Other Student Services	8,334	8,334	8,334	8,334	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Administrative support/clerical	2,917	2,917	2,917	2,917	2,916	2,916	2,916	2,916	2,916	2,916	2,916	2,916	35,000
Food Services	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	21,900	262,800
Payroll Taxes and Benefits	1,688	1,688	1,688	1,688	1,688	1,687	1,687	1,687	1,687	1,687	1,687	1,687	20,250
Total Other Student Services	34,839	34,839	34,839	34,839	34,838	34,837	34,837	34,836	34,836	34,836	34,836	34,836	418,050
Facilities													
Utilities/Property Tax	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,916	5,916	5,916	5,916	71,000

	Jul '13	Aug '13	Sept '13	Oct '13	Nov '13	Dec '13	Jan '14	Feb '14	Mar '14	Apr '14	May '14	Jun '14	TOTAL
Maintenance of Buildings & Grounds	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Rental/Lease of Buildings & Grounds	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000
Rental/Lease of Equipment	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Furniture/Equipment	60,000	60,000	-	-	-	-	-	-	-	-	-	-	120,000
Insurance	2,500	2,500	2,500	-	-	-	-	-	-	-	-	-	30,000
Total Facilities	96,917	96,917	36,917	36,917	36,917	36,917	36,917	36,917	36,916	36,916	36,916	36,916	563,000
Community Services													
Community Relations	-	-	950	950	950	950	950	950	950	950	950	950	9,500
Civic Activities	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Total Community Services	-	-	3,450	34,500									
Total Expenses	329,341	334,041	168,211	171,211	168,208	204,143	171,207	168,207	168,200	168,200	168,200	204,135	2,423,304
Beginning Cash	97,100	14,634	133,718	27,772	287,576	144,133	17,255	18,729	23,203	37,685	42,167	46,649	97,100
Net Income	(82,466)	119,084	(105,946)	259,804	(143,443)	(126,879)	1,474	4,474	14,482	4,482	4,482	13,547	(38,904)
Ending Cash Balance	14,634	133,718	27,772	287,576	144,133	17,255	18,729	23,203	37,685	42,167	46,649	60,196	60,196

IU HEALTH ADVANTAGE ACADEMY	Year 1	Year 2	Year 3	Year 4	Year 5
OPERATING REVENUES					
Basic Support	812,500	1,890,000	2,520,000	3,150,000	3,780,000
Full-Day Kindergarten Support	52,500	52,500	52,500	52,500	52,500
Common School Loan	812,500	315,000	315,000	315,000	-
Facility Grant	45,000	-	-	-	-
State New Charter School Implementation Grant	225,000	225,000	-	-	-
State Learning Technologies	-	200,000	-	-	-
Title I	75,000	100,000	125,000	150,000	150,000
Child Nutrition Program (Free/Reduced Lunch)	76,950	102,600	128,250	153,900	153,900
Child Nutrition Program (Paid Lunch)	76,950	102,600	128,250	153,900	153,900
Private Foundations	200,000	200,000	200,000	200,000	200,000
Rental Revenue (Textbook Reimbursement)	10,000	16,000	23,000	41,000	41,000
TOTAL OPERATING REVENUES	2,386,400	3,203,700	3,492,000	4,216,300	4,531,300
OPERATING EXPENDITURES					
Administration					
Salaries - Administrative (Principal)	75,000	77,250	79,568	81,955	84,413
Salaries - Administrative (Assistant Principal)	65,000	66,950	137,917	142,055	146,316
Salaries - Other Administrative	50,000	51,500	53,045	109,273	112,551
Salaries - Administrative (Support/Clerical)	35,000	36,050	37,132	76,491	78,786
Payroll Taxes and Benefits	28,500	29,355	40,579	49,992	51,492
Accounting - Audit	30,000	40,000	50,000	60,000	60,000
Legal	10,000	10,000	10,000	10,000	10,000
Payroll	2,964	3,650	4,350	5,465	5,519
Student Information System	36,000	48,000	55,000	66,000	60,000
Online Learning Content	25,200	8,400	8,400	8,400	-
Online Learning Hardware	54,000	18,000	18,000	18,000	-
Supplies/Materials/Equipment	21,600	22,248	22,915	23,603	24,311
Professional Development, Administrative/Board	25,000	25,000	25,000	25,000	25,000
Dues, Licenses, and Subscriptions	4,000	1,000	1,000	1,000	1,000
Recruitment/Advertising	35,000	10,000	10,000	10,000	10,000
Subtotal:	497,264	447,403	552,906	687,233	669,388
Instructional Expenses					
Salaries					
Teachers - Regular Ed	392,000	527,360	670,489	821,731	846,383
Teachers - Special Ed	80,000	82,400	84,872	131,127	135,061
Content Specialists	90,000	139,050	143,222	147,518	151,944
Online Learning Lab Monitors	60,000	92,700	95,481	98,345	101,296
Extended program instructors	12,400	12,772	26,310	27,100	27,913
Payroll Taxes and Benefits	84,300	112,322	134,787	165,056	170,008
Subtotal:	718,700	966,604	1,155,161	1,390,878	1,432,604
Instructional Support Expenses					
Instructional Technology (Smartboards)	26,100	8,700	8,700	8,700	-
Instructional Supplies & Materials	45,600	60,800	76,000	91,200	91,200
Testing & Assessment	18,600	25,048	31,623	38,327	38,710
Professional Development, Instructional	4,200	5,505	6,580	7,676	7,752
Online Learning Dues, Licenses, and Subscriptions	420	523	593	656	626
Merit-Based Performance Bonus Pool	71,870	118,903	143,412	185,414	190,976
Other: Library supplies	16,000	6,000	6,000	6,000	6,001
Other: Class field trips	9,000	12,120	15,302	18,545	18,731
Subtotal:	191,790	237,599	288,210	356,518	353,997
Other Student Services					
Salaries - Other Student Services	100,000	103,000	106,090	218,545	225,102
Administrative support/clerical	35,000	36,050	37,132	76,491	78,786
Food Services	262,800	353,904	446,804	541,526	546,941
Payroll Taxes and Benefits	20,250	20,858	21,483	44,255	45,583
Subtotal:	418,050	513,812	611,509	880,818	896,412
Facilities					
Utilities/Property Tax	71,000	77,000	83,000	89,000	94,000
Maintenance of Buildings & Grounds	90,000	120,000	150,000	180,000	180,000
Rental/Lease of Buildings & Grounds	240,000	320,000	400,000	480,000	480,000
Rental/Lease of Equipment	12,000	12,000	12,000	12,000	12,000
Debt Service: Common School Loan Payment	-	57,264	57,264	57,264	57,264
Furniture/Equipment	120,000	40,000	40,000	40,000	-
Insurance	30,000	40,000	50,000	60,000	60,000
Subtotal:	563,000	666,264	792,264	918,264	883,264
Community Services					
Community Relations	9,500	4,500	4,635	4,774	4,917
Civic Activities	25,000	25,000	25,000	25,000	25,000
Subtotal:	34,500	29,500	29,635	29,774	29,917
TOTAL OPERATING EXPENDITURES	2,423,304	2,861,181	3,429,684	4,263,484	4,265,582
NET INCOME	(36,904)	342,519	62,316	(47,184)	265,718
NET INCOME/SCHOLAR	(123)	856	125	(79)	443
ENDING CASH BALANCE	60,196	402,715	465,031	417,847	683,565

Key Assumptions						
Scholar	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Proposed # of scholars/class	33	33	33	33	33	Blended learning model will enable differentiation in larger classes
# of scholars/grade	100	100	100	100	100	Number of scholars per grade is projected to stay steady over the years
# of classes/grade	3	3	3	3	3	With larger class sizes made possible by technology, number of classes will increase
# of grades	3	4	5	6	6	K-2 first year, increase by one grade level each year
Grade levels	K-2	K-3	K-4	K-5	K-5	K-2 first year, increase by one grade level each year
# of classes	9	12	15	18	18	Number of classes/grade multiplied by the number of grades each year
# of additional online learning labs needed for each year	2	1	0	0	0	At maximum capacity, the school will have 3 learning labs: a lab for grades K-1 (8 scholars from each of the 6 classes in grades K-1 would rotate to the lab during the online learning block), a lab for grades 2-3 (8 scholars from each of the 6 classes in grades 2-3 would rotate to the lab during the online learning block), a lab for grades 4-5 (8 scholars from each of the 6 classes in grades 4-5 would rotate to the lab during the online learning block)
# of additional scholars in all learning labs	72	24	24	24	0	Year 1: 48 scholars (grades K-1) + 24 scholars (grade 2) = 72 total scholars in all learning labs Year 2: 24 additional scholars (grade 3) Year 3: 24 additional scholars (grade 4) Year 4: 24 additional scholars (grade 5) Year 5: no additional scholars in online learning labs b/c no additional grade level
Total student enrollment	300	400	500	600	600	

Staff	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Regular Ed Instructors	9.8	12.8	15.8	18.8	18.8	Blended learning model enables greater differentiation while lower number of teachers needed; one teacher/class + .8 FTE substitute
Special Ed Instructors	2	2	2	3	3	One special education instructor per grade range: primary (K-2), intermediary (3-5)
Content Specialists	2	3	3	3	3	Each online lab headed by a content specialist who can meet the developmental and learning needs of scholars in their specialized grade levels; the specialist will provide small group or one-on-one instruction to scholars in the lab
Online Learning Lab Monitors	2	3	3	3	3	We have a blended learning model that allows us to save the cost of teacher's assistants completely either by not having them (as their role is better filled by grade-level and content specialists) or partnering with an university to subsidize the TA's through a student teaching experience. Here, the paraprofessionals serve in the capacity of online learning lab monitors who help ensure scholars are on task. One needed for each lab.
Extended program instructors	1	1	2	2	2	Part-time instructors who are knowledgeable of the afterschool curricula on stipend
Principals	1	1	1	1	1	Principal of the school
Assistant Principals	1	1	2	2	2	Assistant principal of the school, will grow by one in the last two years
Director of Operations	1	1	1	2	2	Assist in the oversight of day to day operations, including managing ancillary support services, maintenance/facility needs and the technology demands of a blended learning environment
Administrative/Clerical Staff	1	1	1	2	2	Main office and one additional clerical staff
Other student services staff	2	2	2	4	4	Includes social worker, guidance counselor, psychologist, librarian (each 0.5 FTE the first 3 years, each position growing into 1 FTE during the fourth year)
Total instructional staff	17	22	26	30	30	
Total administrative staff	6	6	7	11	11	
Total staff	23	28	33	41	41	

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Basic Support	6,500	6,500	6,500	6,500	6,500	For Marion County charters, in the first year of operation in 2012, the basic tuition support is a weighted average of the funding from the school corporation where the student resides; so we will be using the IPS tuition support per ADM (Average Daily Membership) as our transition to foundation revenue; actual amount per year will vary based on applicable variables, including the proportion of students directly from IPS.
Full-Day Kindergarten Support	1,050	1,050	1,050	1,050	1,050	State tuition support for kindergarten students at \$1,050 per student; support is given for 1/2 of total kindergarten students enrolled.
Common School Loan	812,500	292,500	292,500	292,500	292,500	Common school loan provided for schools at half the basic support during the first year and then at a maximum of 15% of student growth each year thereafter, so in this case, the loan would cover tuition support for 45 additional students in years 2 to 5.
Facility Grant	45,000					Only for the first year based on current legislation.
State New Charter School Implementation Grant	225,000	225,000				New Charter School Implementation Grant at approximately \$225K for the first and second years of operation.
State Learning Technologies		200,000				The Indiana Department of Education is interested in funding bold and innovative proposals that demonstrate local commitment to creating, expanding and sustaining an ecosystem for information-age learning. Average grant size: \$200K.
Title I	75,000	100,000	125,000	150,000	150,000	Assumes 50% of scholars will qualify for free or reduced lunch and 50% of scholars will be on paid lunch; \$500 Title I support/scholar.
Child Nutrition Program (free/reduced)	76,950	102,600	128,250	153,900	153,900	Reimbursement rate of \$2.85 per daily meal per student which includes breakfast and lunch for free lunch offered to students living at or below the poverty line - \$513/student.
Child Nutrition Program (paid)	76,950	102,600	128,250	153,900	153,900	Same rate as above for students not qualified for free/reduced lunch.
Private Foundations	200,000	200,000	200,000	200,000	200,000	The Mind Trust Charter School Incubator Fund: total of \$1M distributed over 5 years.
Rental Revenue (Textbook Reimbursement)	10,000	16,000	23,000	41,000	41,000	Standard rates of reimbursement.

Other Inputs	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
# of additional laptops needed per year	72	24	24	24	0	Based on the # of additional scholars in all learning labs during the online learning block At maximum capacity, the school will need 144 laptops for 600 scholars
Students Per Classroom	25	25	30	30	30	
Student/teacher Ratio	25	25	30	30	30	
# of Hours Per FTE	40	40	40	40	40	

Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
salary growth rate		0.03	0.03	0.03	0.03	
Instructor	40,000	41,200	42,436	43,709	45,020	Competitive market rate, based on IPS salary schedule
Content Specialists	45,000	46,350	47,741	49,173	50,648	Competitive market rate, based on IPS salary schedule
Online Learning Lab Monitors	30,000	30,900	31,827	32,782	33,765	Competitive market rate, based on IPS salary schedule

Key Assumptions						
Extended program instructor	12,400	12,772	13,155	13,550	13,956	Calculated at \$31 per hour, assuming 2 hrs/day and 200-day sch. yr.
Principal	75,000	77,250	79,568	81,955	84,413	Competitive market rate, based on IPS salary schedule
Assistant principal	65,000	66,950	68,959	71,027	73,158	Competitive market rate, based on IPS salary schedule
Director of Operations	50,000	51,500	53,045	54,636	56,275	Competitive market rate, based on IPS salary schedule
Administrative support/clerical	35,000	36,050	37,132	38,245	39,393	Competitive market rate, based on IPS salary schedule
Other Student Services staff	50,000	51,500	53,045	54,636	56,275	Competitive market rate, based on IPS salary schedule

<i>cost growth rate</i>		<i>0.01</i>	<i>0.01</i>	<i>0.01</i>	<i>0.01</i>	
Other Variable Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Payroll Processing	5	5	5	5	5	Per staff: covers the expense of running reports, calculating tax info, etc; 26 payroll runs
Instructional Technology in Classrooms	2,900	2,900	2,900	2,900	2,900	Per scholar: Smartboard: \$2,900 per class
Instructional Supplies & Materials	45,600	60,800	76,000	91,200	91,200	Total curricula cost (still need to identify social studies curriculum and others if needed)
Testing & Assessment	62	63	63	64	65	Per scholar: includes analysis of student test data
Food Cost	876	885	894	903	912	Per scholar - based on Charter Salary Data - Side Street Catering estimate * 200 days
Professional Development	250	253	255	258	260	Per instructor: cost of eLearning, blended approach of online and in person training
Dues, Licenses, and Subscriptions	25	24	23	22	21	Per instructor: blended learning and other instructional software licenses
Class Field Trips	30	30	31	31	31	Per scholar - inc travel
Student Information System	120	120	110	110	100	Per scholar - assuming historical rates and PowerSchool rates
Online Learning Content	25,200	8,400	8,400	8,400	-	Total amount of blended learning software - \$350 per scholar comp from Charter School Growth Fund
Online Learning Hardware	54,000	18,000	18,000	18,000	-	Total amount of laptops needed - \$750 per laptop comp from Charter School Growth Fund; our blended learning model allows us to have one-to-one online learning by having enough laptops just for one third of the total student population
Furniture & Equipment	120,000	40,000	40,000	40,000	-	Total amount - Charter School Growth Fund comp of \$400 per scholar
Maintenance of Buildings and Grounds	90,000	120,000	150,000	180,000	180,000	Total amount - Charter School Growth Fund comp of \$300 per scholar

EARL MARTIN PHALEN

Summer Advantage USA Founder and President

2008-present

The mission of Summer Advantage USA is to harness the power of summer to help all children maximize their tremendous innate potential. Summer Advantage is a full-day, 5-week educational program that includes a healthy breakfast and lunch; rigorous morning academic instruction in reading, writing and math; and afternoon enrichment in areas including art, music, drama, physical education and science. “Fun Fridays” include guest speakers, field trips and community service projects. Summer Advantage will one day provide high quality summer learning programs to over 100,000 children (grades K-8) throughout the U.S.

KEY ACCOMPLISHMENTS

- Secured a \$1M grant and served nearly 1,000 scholars in the pilot (2009) summer.
- Ensured strong academic progress and superior program quality – scholars gained an average of 3 months reading, writing and math skills; and parent and teacher satisfaction rates were 97% and 98% respectively.
- Expanded the program by over 400% in 2010 – serving 5,000 scholars – while maintaining exceptionally high outcomes.
- Built an exceptional leadership team including a COO, Regional Director, and Director of Development. Team also included 435 certified teachers and college students.
- Became an approved professional development provider for the state of Indiana – Summer Advantage teachers get professional development points for participating in our 30-hour pre-program training.
- Attracted national visibility including TIME magazine (cover story), BET Awards, MSNBC, Wall Street Journal, Essence, the Chronicle of Philanthropy and several others.
- Plan to expand the program to over 5,000 scholars next summer.
- Have already secured commitments of \$3.5M over the coming three years and are included in a campaign to raise \$10M for our work.

Reach Out and Read CEO

2009-present

Reach Out and Read is an evidence-based nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud. Fourteen independent evaluations demonstrate that Reach Out and Read works – our parents are 4 times more likely to read regularly to their children and our pre-schoolers enter school 6 months ahead of where they would have been without the program.

Reach Out and Read serves 3.9 million children at 4,500 health clinics and hospitals in all 50 states – we serve 32% of all children living in poverty in the U.S. We have 35 regional offices throughout the country and over 30,000 doctors volunteer with the program.

KEY ACCOMPLISHMENTS

- Expanded the program to serve an additional 120,349 children at 181 new sites throughout the U.S.
- Secured \$6M in federal funds to support the program.
- Advanced federal legislation – over 150 signatures in the House and Senate – for the Prescribe A Book Act, which will bring \$80M over 5 years to Reach Out and Read.
- Developed a plan to maximize the organizational structure – Reach Out and Read regional offices currently include independent 501(c)(3)s, offices that are under another organization's 501(c)(3), and offices that are part of our national 501(c)(3).
- Attracted national visibility including ABC World News with Diana Sawyer, TIME magazine, BET Awards, Essence, and Education Week. Also significantly expanded our presence in the national education reform movement.
- Plan is to ensure all children living in poverty (11 million) enter school at grade level and prepared to succeed.

Building Educated Leaders for Life (BELL) Co-Founder and Chief Executive Officer

**1993-2008
Dorchester, MA**

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

VISION & ENTREPRENEURIAL ACTIVITIES

- Built a community based, national organization which today is among the top 1% of non-profit organizations in the country.
- Grew BELL from a local community service project with 10 volunteers serving 20 children to a national non-profit with 100+ full-time and 1,000+ part-time employees educating over 12,000 students annually.
- Developed a best-in-field evaluation and assessment team that measures BELL's effect on scholars' academic achievement, self-esteem and social skills, demonstrating scientific proof of the program's impact through an independent evaluation conducted by Urban Institute and Mathematica Policy Research.

FINANCE & OPERATIONS

- Increased annual revenues from \$12,000 to \$25.5M and raised over \$51M cumulatively since 2003.
- Led fundraising efforts and built a development team to grow BELL's philanthropic base annually.
- Diversified revenue base to include a variety of sources including foundations, corporate, government, and individual donors.
- Developed strong banking relationships, helped negotiate creative financing deals, and built a sustainable business model utilizing government funding through the *No Child Left Behind* Act (NCLB).

STRATEGIC GROWTH & EXPANSION

- Expanded BELL's leadership team to include over 12 senior managers and directors in teams spread across five geographic areas. Replicated BELL's model in four states.
- Reconstituted BELL's board of directors and established a strong, active, eleven-member governing board with active subcommittees.
- Worked with senior school administrators to develop new school districts and new school partnerships.
- Grew BELL's second region to scale (from 250 to 5,000+ scholars) in less than three years.

RELATIONSHIP MANAGEMENT & COMMUNITY INVOLVEMENT

- Established long-term and innovative corporate partnerships in the legal, publishing, sports, and banking industries. Partners include the New England Patriots, the Boston Red Sox, Houghton Mifflin Company, WilmerHale, the Monitor Group, Reebok, Fidelity, and Sovereign Bank. Each partner has played a key strategic role in advancing BELL's mission and service to scholars.
- Established a unique public-private partnership between the Baltimore City Public School System and BELL to be the exclusive outside provider for the district's summer school program.

PUBLIC POLICY

- Served on the education policy group for Senator Barack Obama's 2008 presidential campaign (ongoing).
- Co-chair of Massachusetts Governor Deval Patrick's education task force to help shape the Commonwealth's education policy, pre-Kindergarten through higher education (Spring 2007).
- Contributed to "The STEP UP Act of 2007," United States Bill S.116 sponsored by Senators Barack Obama (D-IL) and Barbara Mikulski (D-MD), which highlights BELL as a model educational provider for elementary school students.
- Influenced practice and policy through knowledge dissemination and information sharing in research journals, news publications, and local and national educational forums. Publications include "Summertime: Confronting Risks, Explaining Solutions" (*New Directions in Youth Development*, Summer 2007) and "Inspiring Future Social Entrepreneurs" (*The Boston Globe*, July 2004).

SPEAKING ENGAGEMENTS

- Panelist for the National Urban League annual conference (July 2007), Johns Hopkins University's Center for Summer Learning annual conference (April 2007), New Profit, Inc.'s "Gathering of Leaders" (February 2007), and an international forum hosted in Ireland by Atlantic Philanthropies, One Foundation and Ireland's National Education and Welfare Board (May 2005).
- Featured panelist on MSNBC, BET's "Meet the Faith," New England Cable News' "Wired," WGBH-TV's "Greater Boston with Emily Rooney," and Fox's national special, "Keeping America's Promise" with General Colin Powell

AWARDS AND HONORS

- Won 2010 BET Shine A Light for years of extraordinary service to Black children and families nationwide.
 - Recipient, 1997 President's Service Award from President Clinton, honoring the nation's leading community service organizations.
 - Three-time recipient of the Social Capitalist Award from *Fast Company*, recognizing BELL as "one of the top 25 organizations and entrepreneurs changing the world."
 - Recipient of *The Network Journal's* "Top 40 Under 40" award, profiling the country's top Black business owners and professionals.
-

PREVIOUS WORK EXPERIENCE

1993-1994 **PAIGE ACADEMY** Roxbury, MA
Teacher

Elementary school teacher of History and Mathematics at Paige Academy.

Summer 1992 **ORRICK, HERRINGTON & SUTCLIFFE** San Francisco, CA
Summer Associate

Worked as a summer associate included, writing memos, writing briefs, and attending depositions. Special brief assignment for Disability Rights Education Fund was argued in front of the 9th Circuit.

Summer 1991 **JAMAICA COUNCIL FOR HUMAN RIGHTS** Kingston, Jamaica
Legal Intern

Assisted indigent clients in police brutality disputes, employment discrimination cases, and a range of other issues. Wrote a policy paper which was used as a foundation for the legal aid reform movement in Jamaica.

1989-1990 **LUTHER PLACE NIGHT SHELTER** Washington, DC
Assistant Coordinator

Involved in all daily tasks required to run a shelter for homeless women. Acted as counselor, co-leader of AIDS support group, and fund-raiser. Founder and director of the African-American Cultural Pride project. Wrote a policy paper on homelessness which was used by Washington D.C. Congressional candidate Eleanor Holmes Norton.

Summer 1988 **UNITED STATES CONGRESS** Washington, DC
Congressional Intern

Served as an intern for Senator Edward Kennedy (D-MA).

EDUCATION

HARVARD LAW SCHOOL J.D., 1993 Cambridge, MA

Honors: Gary Bellow Public Service Award
Muhammad Kenyatta Young Alumni Award
Earl Warren Legal Scholar

Activities: Co-Founder of Positive Images Mentoring Program
Member of BLSA Executive Board

YALE UNIVERSITY B.A. Political Science, 1989 New Haven, CT

Honors: Goodspeed Scholar
Panelist, Black Entertainment Television's "Our Voices"

Activities: Founder, Project Shelter
Member & Captain, Yale University Men's Basketball Team

PERSONAL Godfather to seven of 31 nephews and nieces; former 5 handicap in golf. Advisor and mentor to the young leaders of several start-up non-profit organizations.

Earl Martin Phalen
Biography & Experience
Board Member and CEO of IU Health Advantage Academy

Earl Martin Phalen is CEO of Reach Out and Read and Founder of Summer Advantage USA. Summer Advantage, an evidence-based summer learning program that ensures the academic and social development of school-aged children, ages 5-14, served 5,000 children across Indiana in summer 2011. Summer Advantage has consistently demonstrated high academic outcomes: scholars gain over 2 months of literacy and math skills each summer, reverse the erosion of skills that traditionally happen during the summer, and return to school with a tremendous head start and confidence in their ability to succeed. Because of the organization's impact on student achievement, the Indiana Department of Education has renewed their partnership each year and approved the organization as a certified summer school provider.

Mr. Phalen is deeply committed to the education of children and is a proven leader with a track record of success. He grew his former organization, BELL, from a community service project educating 20 children to a national non-profit educating 15,000 scholars annually, and President Obama modeled federal legislation after his summer learning program. Through Mr. Phalen's leadership, BELL is now among the top 1% of non-profit organizations in the country, and became one of the few extended learning time models to be scientifically validated in a random assignment study, the gold standard of evaluation methods.

Under Mr. Phalen's leadership, Reach Out and Read expanded its program to serve an additional 120,349 children at 181 new sites throughout the U.S.; secured \$6M in federal funds to support the program; advanced federal legislation for the Prescribe A Book Act; and developed a plan to maximize organizational structure. Reach Out and Read is currently serving 3.9 million children nationwide, touching the lives of nearly one third of American children living in poverty.

Mr. Phalen's leadership has earned recognition from numerous national media outlets, including the cover story of [TIME Magazine](#); feature interview on [MSNBC's Education Nation](#); coverage in [Parent Magazine's](#) feature on summer learning slide; highlight of our work using innovative technology in [Education Week](#); and [Black Entertainment Television's](#) Shine a Light/Local Hero award for his exceptional contributions to the education of our children, and more. Mr. Phalen is a Mind Trust Fellow and Ashoka Fellow, and holds a B.A. from Yale University and a J.D. from Harvard Law School. Mr. Phalen will continue to lead IU Health Advantage Academy through the opening of the school.

Mr. Phalen has never had and will not have a business relationship with a company or employee that would provide direct or indirect financial or other benefits to his or any of Mr. Phalen's family members, and therefore poses no potential conflict of interest.

Ron Stiver

Biography

Ron Stiver joined Indiana University Health as Senior Vice President of Engagement and Public Affairs in January of 2009. In this role, he is responsible for overseeing the marketing, communication, community relations and government affairs efforts for the 21,000 employee IU Health. IU Health is a non-profit healthcare provider dedicated to excellence in care, education, research and service.

Prior to joining IU Health, Stiver served in the administration of Indiana Governor Mitch Daniels, first as Commissioner of the Department of Workforce Development, before being appointed as Commissioner of the Bureau of Motor Vehicles (BMV) in October 2006. During his tenure as Commissioner of the 2,300 employee BMV, the agency earned a national award for customer service, customer satisfaction improved from 70 percent to over 96 percent and average license branch visit times dropped from more than 20 minutes to less than eight minutes.

While at the Department of Workforce Development, chronic operating budget deficits were turned into surpluses and service levels were vastly improved. He also led the implementation of nationally recognized reforms, including payment of unemployment insurance by debit cards and strategic skills and workplace literacy training initiatives. Near the end of his tenure, he was asked by the US Secretary of Labor to be part of the US delegation to the Asia-Pacific Economic Cooperation conference on workforce and economic development held in Hanoi, Vietnam.

Before his roles with IU Health and in public service, Stiver held several positions of leadership at Eli Lilly and Co. in the finance, sales and marketing organizations. He is a graduate with honors from DePauw University and Duke University's Fuqua School of Business. Stiver and his family are active parishioners at Immaculate Heart of Mary Catholic church. He serves on the board of directors for Special Olympics Indiana, Indianapolis American Heart Association, Indianapolis Private Industry Council, Greater Indianapolis Progress Committee, Indianapolis Downtown Inc and several other non-profit entities.

Memorandum

From: Ronald L. Stiver

To: Mayor's Office of Education Innovation

Date: March 3, 2012

Re: IU Health Advantage Academy

Throughout my career spanning the private, non-profit and government sectors, I have developed a deep understanding of and concern for the K-12 education system and its impact on sustaining a productive workforce. I have also developed the variety of skills necessary to provide strategic vision and financial, operational, human capital, and administrative oversight to the IU Health Advantage Academy.

Beginning in 2005, I served as Commissioner of the Indiana Department of Workforce Development in the administration of Governor Mitch Daniels, leading nationally-recognized efforts to modernize Indiana's workforce development system while helping Hoosiers build the strategic skills necessary to compete in a global economy. In addition to serving on Governor Daniels' Education Roundtable, I recently served on the Board of Directors of EmployIndy (the Indianapolis Private Industry Council), an organization focused on Indianapolis' workforce talent pipeline.

In my current position as Senior Vice President of Engagement and Public Affairs for Indiana University Health, one of the state's largest employers, I have oversight for a broad cross-section of responsibilities with applicability for the IU Health Advantage Academy including marketing, communications, community relations and government affairs. Prior to joining IU Health, I led the 2,300 employees of the Indiana Bureau of Motor Vehicles to improve customer satisfaction from 70 percent to over 96 percent. From this experience, I bring an understanding of leading complex, heavily-regulated organizations operating in a public setting, and of the importance of forming relationships with one's customers - in this case, our scholars and their parents - in order to serve them well.

I serve on numerous civic and community boards and in these capacities, am responsible for setting policy direction and enforcing accountability in high-stakes settings.

As my current employer, Indiana University Health, will be a benefactor to (and not a financial beneficiary of) the school, to my knowledge, I have no conflict of interest in serving as a member of the IU Health Advantage Academy board at this time.

Maureen Weber

Biography

Maureen Weber is Indiana University Health's Vice President, Customer Experience. In this role, she is responsible driving systemic improvements to the experiences of patients and referring physicians across the enterprise. IU Health is the state's most comprehensive healthcare system.

Ms. Weber joined IU Health as Director of Community Outreach and Engagement in August of 2009, launching award-winning initiatives recognized for bringing innovative solutions to community health issues. Prior to joining IU Health, Weber served as the Chief Operating Officer to Indiana's Superintendent of Public Instruction, responsible for architecting the state's *Fast Forward* plan to reform K-12 education. Prior to that, she served in the administration of Governor Mitch Daniels, first as the Deputy Commissioner for Employment Growth in the Department of Workforce Development and later as the General Counsel and Deputy Commissioner for Strategy and Operations in the Bureau of Motor Vehicles.

Before her roles with IU Health and in public service, Weber was a member of the business law practice of Barnes & Thornburg. She graduated, *cum laude*, from Georgetown University Law Center and Georgetown University's School of Foreign Service. Weber is an appointee to the Mayor's Charter School Advisory Board and to EmployIndy, the Marion County Workforce Investment Board. She has served on a number of other non-profit boards and currently represents IU Health on the K-12 education committee of the Indiana Chamber of Commerce.

Memorandum of Interest

From: Maureen Weber

To: Mayor's Office of Education Innovation

Date: March 3, 2012

Re: IU Health Advantage Academy

The experience that I will bring to the Board is detailed in my accompanying biography. Though I have been invested in supporting Indiana's talent pipeline for more than a decade (overseeing community development activities for the City of Indianapolis and serving as the Deputy Commissioner for Employment Growth for the Indiana Department of Workforce Development), my expertise in K-12 education stems from my experience serving as Chief Operating Officer for the Indiana Department of Education, under the leadership of Superintendent of Public Instruction Dr. Tony Bennett. In this capacity, I was responsible for the day-to-day operations of the Department as well as the oversight of much of the Department's policy development, including the design of the *Fast Forward* plan in 2010, which established Indiana's aggressive education reform agenda.

Since 2010, I have served on the Mayor's Charter School Advisory Board. This experience has given me the opportunity to gain deep insight into the operations of charter schools in various stages of development, and with varying degrees of success. I have examined both the successes and the challenges that new charter schools encounter and have learned from both.

As a member of the Indiana bar and former counsel to a state agency, I will also bring knowledge of the Indiana legal framework (including open door requirements and education law) to my board service. By leading large, complex organizations and managing transformational change, I have also had the opportunity to develop broad operational acumen. I look forward to bringing these diverse skills to bear to support the IU Health Advantage Academy.

As my current employer, Indiana University Health, will be a benefactor to (and not a financial beneficiary of) the school, to my knowledge, I have no conflict of interest in serving as a member of the IU Health Advantage Academy board at this time. I will recuse myself from all Mayor's Charter School Advisory Board discussions, deliberations and recommendations related to the IU Health Advantage Academy.

Christopher A. Ruhl serves as Senior Vice President and Chief Financial Officer for Ivy Tech Community College, the nation's largest statewide community college system. In this role, Ruhl manages all day-to-day financial reporting, budgetary and treasury functions for the College. Ruhl serves as the functional lead for strategy three of the College's four-part strategic plan. The Office of Student Financial Aid reports to Ruhl. Ruhl also currently serves as the College's Interim General Counsel directing all legal and compliance functions.

Prior to his position with the College, Ruhl served as Director of the Indiana Office of Management and Budget for Governor Mitch Daniels. As Director, Ruhl served as the state's chief fiscal officer responsible for the articulation, development and execution of the Governor's fiscal management policies and procedures. Created in 2005, the Indiana OMB centralized the financial functions of the executive branch of state government bringing eight separate state agencies and over one thousand employees under common management and oversight.

Ruhl served as the Chairman of the Indiana Finance Authority, the entity responsible for managing Indiana's \$5 billion portfolio of outstanding indebtedness; and as a Trustee of the Indiana Public Retirement System, which invests over \$24 billion in assets on behalf of active and retired public sector employees. Ruhl served on the Audit, Investment and Compensation committees of the INPRS Board.

Prior to his role as Director of the Indiana OMB, Ruhl served for three years as the Director of the Indiana State Budget Agency. As State Budget Director, Ruhl had responsibility for preparation and submission of the state's \$26 billion operating and capital budget and management of the budget after its enactment by the state legislature. Key accomplishments include planning and implementing hundreds of millions in permanent expenditure reductions, creating new tools to analyze economic and revenue data for financial decision making purposes and crafting the 2008 property tax reform package that resulted in the largest tax cut in state history.

Before his appointment as State Budget Director, Ruhl served as Policy Director and General Counsel for the Indiana OMB. In this role, Ruhl advised on tax, budget and fiscal policy matters. Key projects included the plan of finance for the \$1 billion Indianapolis convention center expansion and construction of Lucas Oil Stadium, the concession agreement authorizing the \$3.8 billion lease of the Indiana Toll Road to a private operator and the proposed concession of the Indiana Hoosier Lottery. As General Counsel, Ruhl managed both external legal counsel and legal counsel and legislative liaisons within the OMB agencies.

Prior to assuming his responsibilities in the Daniels administration, Ruhl practiced for six years in the area of state and local tax law with the firm of Baker & Daniels LLP in Indianapolis where he assisted multi-national corporations, small businesses and non-profits in tax planning and representation before state and local taxing authorities. During 2004, Ruhl served as Deputy Policy Director to the Mitch Daniels for Governor Campaign focusing on economic development, tax and fiscal policy issues.

Ruhl holds a degree in finance from the Broad School of Business at Michigan State University (1995) and a law degree from Valparaiso University School of Law, cum laude (1999). Ruhl resides in Zionsville with his wife Katherine and two daughters.

Daniel R. Roy

Partner

daniel.roy@FaegreBD.com

Dan Roy focuses his practice in litigation and advocacy. He has represented a wide array of clients, including Fortune 500 companies, governmental bodies, entrepreneurs and nonprofits in a variety of business and commercial disputes. Dan has experience in mediation and arbitration, at trial and before state and federal courts of appeal.

Dan first joined Faegre Baker Daniels in 1999 after graduating from law school. From July 2006 through December 2007, Dan served on Mayor Bart Peterson's staff as Charter Schools Director for the City of Indianapolis, where he gained experience with federal and state education law.

Contact Numbers

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Office Location

300 N. Meridian Street, Suite
2700

Indianapolis, Indiana 46204-
1750

Practices

- Litigation & Advocacy
- Arbitration & Mediation

Education

Indiana University Maurer
School of Law, Bloomington
J.D., magna cum laude (1999)

DePauw University
B.A. (1996)

Bar Admissions
Indiana

Court Admissions

U.S. Court of Appeals for the
Seventh Circuit

U.S. District Court for the
Northern District of Indiana

U.S. District Court for the
Southern District of Indiana

Languages

Representative Experience

- *Associated Medical Networks, Ltd. v. Lewis*, 824 N.E. 2d 679 (Ind. 2005), represented client requesting decertification of class action and clarification of the rules governing class litigation.
- *Garwood Packaging, Inc. v. Allen & Co., Inc.*, 378 F.3d 698 (7th Cir. 2004), defended plaintiff's allegations of fraud, breach of contract, and promissory estoppel.
- *Bridgeforth v. Thornton*, 847 N.E.2d 1015 (Ind. Ct. App. 2006), represented defendant in post-trial and appellate proceedings against First Amendment challenge by plaintiffs.
- *Thompson v. Goetzmann*, 337 F.3d 489 (5th Cir. 2003), represented client in federal government's attempt to collect reimbursement for medical expenses from alleged tortfeasor.

Honors

- *Indiana Super Lawyers* — Rising Star, Business Litigation, 2010-12
- Order of the Coif
- *Indiana Law Journal* — Articles Editor
- Sherman Minton Moot Court Board — Problem Editor
- Indiana Bar Foundation Fellowship
- Charles A. Halleck Fellowship

Publications

- "How Political Turf Battle Morphed Into Legal Contest Before State's Highest Court," *Res Gestae*, June 2003
- "Mandatory Arbitration of Statutory Claims in the Union Workplace after *Wright v. Universal Maritime Service Corp.*," *Indiana Law Journal*, Vol. 74:4

Presentations

- "Supporting Charter School Excellence through Quality Authorizing," National



English

Association of Charter School Authorizers, Annual Convention, Savannah, Georgia, October 2007

- "Partnering with the Private Sector for Quality Chartering," National Association of Charter School Authorizers, Annual Convention, San Diego, California, October 2006

Memorandum of Interest

From: Daniel Roy

To: Mayor's Office of Education Innovation

Date: March 5, 2012

Re: IU Health Advantage Academy

The experience that I will bring to the Board is generally set forth in my accompanying biography. Some of my specific experiences that I think will be particularly helpful as a member of IU Health Advantage Academy's Board include my service in 2006 and 2007 as Charter Schools Director for the City of Indianapolis and, prior to that, three years of acting as primary outside legal counsel for the City on charter schools issues. During that time, I developed a deep commitment to helping children obtain a high-quality public education, especially those who traditionally have been underserved in our community, as well as a strong understanding of the wide array of issues that charter schools face, including operational, budgeting, and governance challenges. Since returning to private practice with the Indianapolis office of Faegre Baker Daniels LLP, I have continued to be active in the charter school community, both professionally and otherwise. Although I will not be acting as the Academy's counsel, I expect that my legal training and experience also will be an asset to the Academy.

Because Faegre Baker Daniels LLP serves a wide array of clients throughout Indiana, it is possible that the Academy will from time-to-time have business relationships with the firm's clients. If and when those situations occur, I will make sure to take the appropriate steps to disclose any potential conflict of interest and, when necessary, recuse myself from any discussions, deliberations, or votes where there could be a conflict of interest.

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

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

Boston Financial Data Services

1986 – 1992

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

**2000 Crown Colony Drive
Quincy, MA 02169**

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

State Street Bank/SSGA

1992 – 2000

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

**One Lincoln Street
Boston, MA 02111**

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

Citistreet LLC

2000 – 2005

Chairman/CEO

**One Heritage Drive
Quincy, MA 02169**

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

State Street Bank

2005 – 2011

EVP, GS North America 2005 – 2007

EVP, International 2007 – 1010

Interim CEO, SSGA, Dec. 2007 - May 2008

EVP Global Ops & Tech 2010 – Present

One Lincoln Street

Boston, MA 02111

20 Churchill Place

London, England E14 5HJ

Developed Offshore strategy/Joint Venture

New offices Beijing, Krakow, Qatar

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

Major Transformation Plan – 600 million in annualized savings

Board Experience

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

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

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

Former Board Member

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

Education

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

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

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

James Phalen
Biography & Experience
Board Member of IU Health Advantage Academy

James Phalen will bring Financial Management and Management and Administration support to the IU Health Advantage Academy Board of Directors. Mr. Phalen brings all of the experience gained after over 25 years working in the business world, specifically in asset management and asset servicing business.

Mr. Phalen currently serves as Executive Vice President and head of Global Operations, Technology, and Product Development at State Street Corporation. In his current position, he has developed offshore strategies; helped open new offices in Beijing, Krakow, and Qatar; and headed a major transformation plan that resulted in \$600 million in annualized savings. Mr. Phalen has a history of creating new and expanding existing businesses, as Chairman and CEO of Citistreet and President and CEO of Boston Financial Data Services.

Mr. Phalen has lent his expertise to the boards of several for-profit and non-profit organizations, and brings to IU Health Advantage Academy a wealth of board member experience. Currently Mr. Phalen serves on the board of two for-profit organizations – Boston Financial Data Services and CoFunds LLC – and the board of a large non-profit hospital – Boston Medical Center. In the past, Mr. Phalen has served on the board of the Mass Bay Chapter American Red Cross and the board of the educational non-profit, BELL.

Earl Martin Phalen's brother, James Phalen has never had and will not have a business relationship with a company or employee that would provide direct or indirect financial or other benefits to him or any of Mr. Phalen's family members, and therefore poses no potential conflict of interest.

TERRA N. SMITH

EDUCATION

Columbia University School of Law, New York, New York

- Juris Doctor, awarded May 1999
- Lawrence A. Wein Scholar, 1996–1998
- Member of *The Columbia Journal of Environmental Law*, 1997–1999
- Member of the Fair Housing Clinic, 1998–1999

Morgan State University, Baltimore, Maryland

- Bachelor of Arts in Political Science, *Summa Cum Laude*, awarded May 1996
- Member of the University Honors Program, 1992–1996
- National Dean's List Honoree, 1992–1996
- Governor Paris Glendenning Appointee to Maryland Higher Education Commission, 1995–1996

PROFESSIONAL EXPERIENCE

Summer Advantage USA

Chief Operating Officer (2010–Present)

- Manage executive team and national operations
- Create strategic plans relating to accelerated growth and scaling expectations
- Develop and implement policies, procedure and systems for each functional area, including human resources, recruiting, program operations, IT and finance
- Ensure that the organization remains in compliance national and state laws and regulations
- Oversee professional development, disciplinary and termination processes
- Establish and manage vendor relations

Compendium Business Solutions, LLC, Miami, Florida

Chief Executive Officer (2008–2010)

- Established the company's goals and policies in collaboration with the Chief Operating Officer
- Created strategies to implement the objectives of the company
- Oversaw business divisions to ensure fulfillment of the company's direction and philosophy
- Directly managed and operated the company's emerging business and business formation lines
- Responsible for business development for all lines of business
- Oversee all finance, production, marketing and human resources affairs

Holland & Knight LLP, Miami, Florida

Manager of Lateral Recruiting (2006–2008)

- Directly report to over 30 equity partners on matters relating to strategic hiring and growth
- Responsible, nationally and internationally, for recruiting partners with an excess of \$1,000,000 in portable business
- Draft employment contracts and associated amendments
- Draft and negotiate consultant fee agreements
- Create processes designed to achieve greater efficiencies in the recruitment cycle
- Perform candidate due diligence, including reference and background checks
- Lead and manage interdepartmental teams, consisting of the HR, Marketing, Payroll and IT Departments, in connection with the firm's integration program
- Design, and present, materials to the firm's partnership on various hiring matters
- Develop, and provide copy for, e-newsletter distributed to over 180 search firms monthly

- Advise on marketing matters relating to recruiting and strategic position
- Perform market analysis and provide recommendations relating to the firm's future development

Mestel & Company, Miami, Florida

Director (2005–2006)

- Sourced qualified candidates through cold-calling and networking; responsible for placing such candidates in positions with law firms and other private entities on both a permanent and temporary basis
- Conducted over 60 interviews during the first and second quarter of 2006
- Provided career counseling services to candidates, including the review of resumes, conducting of mock interviews, relaying of strategic advice relating to long-term professional goals and provision of market/industry information
- Performed market surveys for candidates and clients
- Responsible for initiating and managing relationships with approximately 50 clients
- Developed sales leads from resumes, referrals, networking and advertisements
- Met and consulted with hiring committees, partners and recruiting coordinators to gain an understanding of firm culture and position requirements
- Advised clients on branding issues and marketing strategies designed to attract top candidates
- Worked extensively with internal management to develop and implement policies and procedures relating to the company's temporary division
- Partnered with management to develop cost-saving strategies
- Consistently exceeded targeted recruiting goals
- Served as company representative at local and national recruiting conferences
- Distributed firm-wide communication regarding news of national interest and information regarding local firms

Hudson Legal (a division of Hudson Highland Group, Inc.), Washington, D.C.

Managing Director of Operations (2004–2005)

- Promoted to managing director after eleven months
- Led the recruiting team through 135% growth in the number of placed candidates
- Responsible for overseeing the management of 100-300 candidates on temporary assignments
- High-level interaction with clients regarding staffing needs and all other matters relating to account management
- Managed multi-recruiter staff and supervised administrators
- Developed and implemented programs to provide strategic direction and ensure optimal efficiencies
- Sourced and managed database of candidates
- Interviewed and qualified candidates for contract and temporary-to-permanent assignments
- Planned and coordinated weekly candidate programs and activities to ensure superior candidate satisfaction
- Directed team meetings of recruiters, sales personnel and administrators
- Performed reference checks and other background verifications of candidates
- Routinely consulted on, and adhered to, monthly budget allocation

U.S. Securities and Exchange Commission, Washington, D.C.

Staff Attorney, Division of Corporation Finance (2002–2004)

- Issued comment letters relating to disclosures contained in registration statements and other forms filed under the Securities Act of 1933 and the Securities Exchange Act of 1934, with particular emphasis on initial public offerings, "Exxon Capital" exchange offers, resale and shelf registration statements, Form 10-K and Form 10-Q
- Advised company executives and counsel on compliance with federal securities laws and the Securities and Exchange Commission's rules and policies
- Collaborated on the resolution of certain disclosure issues with the Office of Chief Counsel, Office of Mergers and Acquisitions, Staff Accountants and Staff Engineers

- Drafted “no-action” interpretative letters, Chairman’s correspondence and responses to requests made under the Freedom of Information Act of 1996
- Based on reviews, selected to participate on a special task force committee after one year of service

Skadden, Arps, Slate, Meagher & Flom LLP, New York, New York

Associate, Banking; Mergers and Acquisitions (1999–2002)

- Negotiated and drafted indentures, purchase agreements, security agreements, guarantees and other documents relating to complex private financing transactions for Fortune 500 companies
- Drafted documents relevant to various acquisition transactions, including administrative services agreements, transition services agreements, legal opinions, resolutions, certificates, schedules and portions of acquisition agreements
- Led transaction teams consisting of junior associates, in-house specialists and local counsel
- Managed the closing process for multiple bank financing and M&A transactions, including the organization and on-going maintenance of closing rooms and the coordination of weekly closing calls among senior management, in-house associates and opposing counsel
- Performed due diligence, drafted client memoranda reporting the findings of such diligence and prepared underwriter pre-closing due diligence questionnaires

PROFESSIONAL AFFILIATIONS

- Member of the New York State Bar
- Board Member and Founder of The Giving Fund, Incorporated

Terra Smith
Biography & Experience
Board Member of IU Health Advantage Academy

Terra Smith will bring Legal, Operations, and Human Resources support to the IU Health Advantage Academy Board of Directors.

Ms. Smith currently serves as COO of Summer Advantage USA. Following law school, Ms. Smith worked as a corporate associate at Skadden, Arps, Slate, Meagher & Flom LLP and then became a staff attorney with the U.S. Securities and Exchange Commission. Following her time at the Commission, Ms. Smith simultaneously established The Giving Fund, Incorporated, a foundation that provides free consulting services to start-up non-profits and Compendium Business Solutions, a for-profit consulting firm that assists emerging companies with strategic development and recruitment.

Ms. Smith currently serves on the Board of Directors of Summer Advantage USA, an educational nonprofit organization, as well as the Board of Directors of The Giving Fund, Inc.

Ms. Smith has never had and will not have a business relationship with a company or employee that would provide direct or indirect financial or other benefits to her or any of Ms. Smith's family members, and therefore poses no potential conflict of interest.

**State of Indiana
Office of the Secretary of State**

CERTIFICATE OF INCORPORATION

of

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

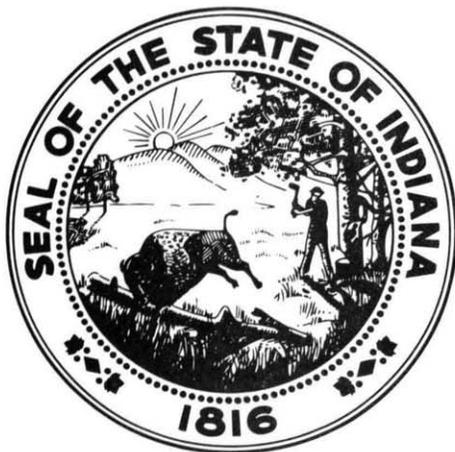
I, Jerold A. Bonnet, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions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

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, March 05, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 05, 2012



JEROLD A. BONNET,
SECRETARY OF STATE



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

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

THE PHALEN LEADERSHIP ACADEMY - INDIANA, INC.

1001 MARINA DRIVE #410, QUINCY, MA 02171

ARTICLE II - REGISTERED OFFICE AND AGENT

CORPORATION SERVICE COMPANY

251 EAST OHIO STREET SUITE 500, INDIANAPOLIS, IN 46204

ARTICLE III – INCORPORATORS

TERRA SMITH

1001 MARINA DRIVE #410, QUINCY, MA 02171

Signature: TERRA SMITH

ARTICLE IV – GENERAL INFORMATION

Effective Date: 3/5/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

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

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

ANY REGULATIONS NOW IN EXISTENCE OR HEREAFTER AMENDED.

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

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

Distribution of assets on dissolution or final liquidation

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

ARTICLE V

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

ARTICLE VI

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

ARTICLE VII

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

ARTICLE VIII

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

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

RONALD L. STIVER
510 BUCKINGHAM COURT
INDIANAPOLIS, IN 46208

JAMES PHALEN
64 SEABURY POINT ROAD
DUXBURY, MA 02332

CHRISTOPHER A. RUHL
90 WILLIAMSBURG COURT
ZIONSVILLE, IN 46077

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

MAUREEN WEBER
4507 LINCOLN ROAD
INDIANAPOLIS, IN 46228

DANIEL ROY
8971 SHELBURNE WAY
ZIONSVILLE, IN 46077

BY-LAWS
OF
THE PHALEN LEADERSHIP ACADEMY – INDIANA, INC.

ARTICLE II
Names, Offices and Registered Agent

Section 1.01. Name. The name of the Corporation is The Phalen Leadership Academy – Indiana, Inc. (“Corporation”).

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

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

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

ARTICLE II
Purposes

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

ARTICLE III
Directors in Lieu of Members

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

ARTICLE IV
Board of Directors

Section 4.01. Powers and Duties. The property and affairs of the Corporation shall be managed by the Board of Directors of the Corporation. The Board of Directors shall have and is vested with all powers and authorities, except as may be expressly limited by the Articles of Incorporation of the Corporation, these By-Laws, the Act, Section 501(c)(3) of the Internal Revenue Code, Indiana Charter School Law, or any other law as they now exist or may hereafter be amended to supervise, control, direct and manage the property, affairs and activities of the Corporation, to determine the policies of the Corporation, to do or cause to be done any and all lawful things for an on behalf of the Corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that:

(a) The Board of Directors shall not authorize or permit the Corporation to engage in any activity not permitted to be transacted by the Articles of Incorporation of the Corporation or by a corporation organized under the Indiana Nonprofit Corporation Act;

(b) None of the powers of the Corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of the Corporation; and

(c) All income and the property of the Corporation shall be applied exclusively for its nonprofit purposes. No part of the net earnings or other assets of the Corporation shall inure to the benefit of any director, officer, contributor or any other private individual having, directly or indirectly, a personal or private interest in the activities of the Corporation.

Section 4.02. Number. The Board of Directors shall be composed of at least three (3) members or such greater number not to exceed eleven (11) as the Board of Directors may determine by an amendment to this Section.

Section 4.03. Qualifications. Directors shall be natural persons who are eighteen (18) years of age or older. No person may stand for election or reelection as a director of the Corporation at any time when that person owes a delinquency in the payment of any assessment, interest or penalties to the Corporation. In order to be qualifies as a director of the Corporation, each person must submit to a criminal background check. Directors shall be selected on the basis of their expertise, experience, commitment to the Corporation's vision, and willingness and ability to contribute to the Corporation's success.

Section 4.04. Appointment Entrepreneurial Ventures in Education, Inc. shall appoint and remove board members in its sole discretion.

The initial Board of Directors named in the Article of Incorporation (the "Initial Board") shall maintain, manage and administer the affairs of the Corporation until their successors have been duly elected and qualified. In the event of any vacancy or vacancies occurring in the Initial Board for any reason or cause whatsoever prior to such election, every such vacancy shall be filled by the remaining directors, who shall thereafter be deemed a member of the Initial Board.

The Initial Board shall serve until the second annual meeting of the Board of Directors and until their successors have been duly elected and qualifies. At such second annual meeting, the first order of business shall be the appointment of the Board of Directors by Entrepreneurial Ventures in Education, Inc.

After the election of new directors to the Board of Directors, the meeting shall continue as a meeting of the new Board of Directors, for the purpose of electing officers and transacting such other business as may be presented to the meeting; no notice need be given to such newly elected directors who are present at such a meeting or who sign waivers of notice thereof.

Section 4.05. Annual and Regular Meetings. The regular annual meeting of the Board of Directors shall be held without other notice than these By-Laws, on the first Wednesday in March of each year, at the hour of 7:00 p.m., at the principal office of the Corporation, for the transaction of such business as shall come before such meeting. If the day fixed for any such meeting shall be a legal holiday, such meeting shall be held on the next succeeding business day. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board of Directors shall hold at least six (6) regular meetings, not including the annual meeting in a fiscal year. All annual and regular meetings shall be noticed and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

Section 4.06. Special Meeting. Special meetings of the Board of Directors may be called at any time by the President, and shall be called upon the written request of a majority of the Members of the Board of Directors. Notice of the date, time, place and purpose of a special meeting shall be sent by the Secretary to each director at his or her residence at such time that, in regular course, such notice would reach him or her not later than the second day immediately preceding the day for such meeting. Alternatively, such notice may be delivered by the Secretary to a director personally at any time not later than such second preceding day. At any meeting at which all directors are present, notice of the date, time, place and purpose thereof shall be deemed waived; and notice may be waived (either before and after the time of the meeting), by absent directors, either by written instrument or telegram. In lieu of the notice required by this Section, a director may sign a written waiver of notice before, during or after such meeting.

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

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

Section 4.09. Action Without a Meeting Teleconference. Any action which may be taken at Board of Directors meeting, an Executive Committee meeting, or any other committee meeting may be taken without a meeting if evidenced by one or more written consents describing the action taken,

signed by each director or committee member and included in the minutes or filed with the corporate records reflecting the action taken. Such documents may be signed in counterparts. A meeting of the directors of the Corporation or of a committee may occur by conference telephone or similar communications equipment by which all directors or committee may occur by conference telephone or similar communications equipment by which all directors or committee members can communicate simultaneously with each other.

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

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

Section 4.12. Vacancies. Any vacancy occurring in the Board of Directors caused by removal, resignation, death or other incapacity, or increase in the number of Directors, may be filled by a majority vote of the remaining directors of the Board of Directors, until the next annual or special meeting of the Board of Directors. The term of the office of a director elected to fill a vacancy begins on the date of the director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a director, or (2) for the term specified by the Board of Directors in the case of a vacancy resulting from the increase of the number of directors.

Section 4.13. Removal. Any director may resign from the Board of Directors of the Corporation. Such resignation shall be in writing, shall be delivered to the Board of Directors, the President or Secretary, and shall be effective immediately or upon its acceptance by the Board of Directors of the Corporation, as such resignation shall provide. A director may be removed by Entrepreneurial Ventures in Education, Inc.

Section 4.14. Compensation. Directors as such shall not receive any stated salaries for their services, but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation thereof. A director may be reimbursed either for his or her actual expenses reasonably incurred in attending meetings and in rendering services to the corporation in the administration of its affairs or a per meeting stipend of \$25 per meeting, whichever is less.

Section 4.15. Standard of Care. A director shall perform all duties of a director, including duties as a member of any committee of the Board of Directors on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

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

(i) One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;

(ii) Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or

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

ARTICLE V Committees

Section 5.01. Executive Committee. The Board of Directors shall have the power to designate as Executive Committee, by resolution adopted by a majority of the directors in office. The Executive Committee, to the extent provided in a resolution of the Board of Directors, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the By-Laws; electing, appointing or removing any member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee may not authorize distributions to directors, officers, agents or employees, except in exchange for value received. The Executive Committee shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Members of such an Executive Committee shall be members of the Board of Directors, except for any Executive Director, who shall also serve on this Executive Committee at the discretion of the Board of Directors.

Section 5.02. Advisory Committee. The Board of Directors shall have the power to designate an Advisory Committee, by resolution adopted by a majority of the directors in office. The Advisory Committee shall assist the Board in accomplishing the goals and mission of the Corporation. The Advisory Committee may be comprised of past board members, past or present government officials, public and private institutions and organizations representatives, and community leaders. The founding Board Members of the Corporation shall have a permanent seat on the Advisory Committee.

Section 5.03. Other Committees. Other committees may be created, and the members thereof may be approved, by a majority of the directors present at a meeting of the Board of Directors at which a quorum is present. Any member thereof may be removed by the Board of Directors of the Corporation whenever in its judgment by the best interests of the Corporation shall be served by such removal.

Section 5.04. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5.05. Committee Chairs. One member of each committee shall be appointed chair by the Board of Directors of the Corporation.

Section 5.06. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.07. Quorum. Unless otherwise provided in a resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.08. Rules. Each committee may adopt rules for its own governance not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

Section 5.09. Directors on Committees. Each committee shall have two (2) or more directors, who shall serve at the pleasure of the Board of Directors.

ARTICLE VI Officers of the Corporation

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

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

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

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

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

Section 6.06. The Vice President/Secretary. The Vice President/Secretary shall perform all duties incumbent upon the President during the absence or disability of the President. The Vice President/Secretary shall attend all meetings of the Board of Directors, shall keep or cause to be kept in a book provided for the purpose a true and complete record of the proceedings of such meetings, shall serve all notices of the Corporation, and shall perform such other duties as the By-Laws may require or the Board of Directors may prescribe.

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

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

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

ARTICLE VII Fiscal Authority

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

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

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

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

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

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

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

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

ARTICLE VIII
Conflict of Interest

Any director, officer, employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion of deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board of Directors may adopt conflict of interest policies requiring:

- (a) Regular annual statements from directors, officers, and employees to disclose existing and potential conflicts of interest; and
- (b) Corrective and disciplinary actions with respect to transgressions of each policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with Corporation.

ARTICLE IX
Place of Keeping Corporate Books and Records

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

ARTICLE X
Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of these By-Laws, a waiver thereof whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI
Identification

The Corporation shall provide indemnification to such persons and on such terms as provided in the Articles of Incorporation of the Corporation.

ARTICLE XII
Amendments

The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal these By-Laws and to adopt new By-Laws, which power may be exercised by two-thirds (2/3) of the directors present at a meeting at which a quorum is present.

CERTIFICATE

The foregoing By-Laws were duly adopted as and for the By-Laws of The Phalen Leadership Academy – Indiana, Inc. by the Entrepreneurial Ventures in Education, Inc. at a meeting held on March 4, 2012.

BY: ENTREPRENEURIAL VENTURES IN EDUCATION, INC.



By: Earl Martin Phalen, Board Member



By: Terra Smith, Board Member

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

DEPARTMENT OF THE TREASURY

Date: **MAR 09 2010**

ENTREPRENEURIAL VENTURES IN
EDUCATION INC
C/O EARL MARTIN PHALEN
1001 MARINA DR 410
QUINCY, MA 02171

Employer Identification Number:
26-3185485
DLN:
17053166027039
Contact Person:
JOSEPH LAUX ID# 31077
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
May 13, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

ENTREPRENEURIAL VENTURES IN

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, looped initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC