

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps which are being taken during the application year to prepare for Year I of SIG.

Principal changes and flexibility

Fall Creek Academy will transition from serving grades K-12 in the 2013-2014 school year to serving grades 6-12 in the 2014-2015, year I SIG implementation. Our current model requires a K-8 and a High School principal. Moving into Year I of SIG, FCA will transition to one principal leading the 6-12 transformation. The CCN Support Team and FCA's current leadership team have spent time discussing the characteristics for a transformational leader. We then took a close look at the "wins" for this school year, and re-interviewed FCA's high school principal, Agnes Aleobua. Aleobua has a proven track record and the skill set to lead the transformation efforts. This year alone, Aleobua has dramatically changed the culture of FCA's high school by decreasing the rate that students were exiting the school (see Figure below). This is just one example of the strong leadership that Aleobua brings to the school.



Additionally, Aleobua has been able to improve the academic performance of the high school students. As evidenced in Part 4 of this application, the high school's dual credit participation as well as Acuity predictive scores have all improved considerably from the 2012-2013 school year.

Aleobua has the full support of our Board, the CCN Support Team and our families in leading her team to success at Fall Creek Academy.

Effectiveness of staff and recruitment/retaining of staff

FCA currently has an evaluation system in place that will help to identify teacher retention and dismissal in preparation for the 2014-2015 school year. During the May and June months, FCA will be offering contracts to our highest performing teachers (IMP and EF, as FCA does not have any teachers currently rated at HEF) and at the same time, begin comprising the systems for implementing TAP. FCA is confident that the TAP system will provide the much needed structure and support for our current IMP teachers to begin the process for crafting and honing their craft.

Additionally, in the summer months, FCA will create an interview committee with teachers, school leaders, a CCN Support Team member and CELL staff member. The selection of Master and Mentor Teachers will commence shortly after we are notified of our SIG status. (See Appendix 14 for TAP Implementation Manual for Master and Mentor Teacher job positions.)

Building Culture

During the second part of this current school year, FCA has created a School Culture Taskforce. This team is teacher driven with the goal of analyzing the two existing school culture plans (K8 and HS) and making recommendations for one school culture plan for next year's 6-12. Based on discipline and academic data from this school year, the School Culture team is charged with identifying what has worked and what has not worked, and then relaying this information to Ms.

	<p>Aleobua and her leadership team.</p> <p>Additionally, throughout this school year, students, staff, and parents have completed surveys on the current school culture. This is a data point by which the School Culture Team will use, as well as a data point that will be deeply analyzed by the leadership team when making the final decisions for the school culture plan for the 6-12.</p> <p>To help gain buy-in for the implementation of the TAP system, staff presentations on the TAP model followed by school-level discussions with small groups of teachers will occur during the summer months, most likely during our curriculum institute where teachers come together to plan for the upcoming school year. Site visits to other Indiana TAP schools and debrief discussions led by Aleobua and the TAP technical assistance provider will ensue for those who are interested or are anticipating being a member of the TLT team. CELL will support FCA in coordinating site visits and facilitating presentations and discussions.</p>
<p>Professional Development</p>	<p>FCA participated in TNTP’s Insight Instructional Culture survey this school year. This survey provided FCA and CCN with critical information surrounding teachers’ perceptions of instructional culture, including their feelings on teacher support and development. Overall, this survey confirmed that our teachers are not feeling professionally supported. Our Professional Development score at middle of year (December) was a 5.8 out of 10. FCA will be taking this survey at the end of the year as well.</p> <p>2014-2015 staff members will participate this semester in excellent school visits to increase our understanding of high performing schools. The CCN Support Team has access through the Challenge Foundation Academy’s, a member of the CCN Network, affiliation to the Schools That Can Network. This May, Aleobua, Schlegel and Sanchez, will be attending this conference and making a visit to the Harlem Children’s Zone, where we anticipate observing and learning about many structures and support services to teachers and staff. Additionally, selected teaching staff will also participate in high performing school visits during the latter part of the school year.</p> <p>In May and June, Aleobua will begin working with Technical Assistance providers (CELL and NIET) to begin in-depth learning on TAP model, the use of the CODE system and TAP Training Portal, and building relationships with other successful Indiana TAP administrators.</p>
<p>Instructional Programs</p>	<p>FCA has begun the student achievement data analysis (ISTEP, Acuity, ECAs, Graduation Rates, College and Career Readiness Metrics) process to create the four year strategic plan for FCA. This includes developing the 2014-15 TAP school plan, which includes multiple layers of school goals (see Appendix 14). Moreover, FCA is in the process through our staff and student surveys, collecting data on the effectiveness of current instructional programming to determine our return on investment and possible reallocation of time and resources.</p> <p>FCA will work with CELL to provide training, coaching, and support on the data analysis and goal creation. Since the Eight Step Process will not be phased in until year 2, FCA will rely heavily on CELL and NIET for this coaching and support.</p> <p>Further analysis will be used to audit the current curriculum at FCA. This audit will help inform the curriculum decisions and professional development activities for the coming school year. The school calendar for the coming year has been adjusted to accommodate professional development once a determination on specific activities has been made.</p>
<p>Parent and Community Involvement</p>	<p>This year has been spent formally and informally surveying parents and the community to determine how best to increase parent and community involvement for the coming year. We anticipate implementing more opportunities for parents and community members to be a part of our school day. The School Culture Team will be reviewing this survey data and incorporating it in their</p>

recommendations for the upcoming school year. Additionally, the CCN Support Team has created a College Habits and Mindsets Framework. This framework works to support students and families in establishing and maintaining a focus on post-secondary readiness and success. This includes planning and implementing Parent Universities in the upcoming school year, and activities such as inviting parents and community members to share their college and career experiences with our students.

Part 6: Transformation Model

3 Year Culture SMART Goal

1. By the end of 2017, all Fall Creek Academy teachers will increase their effectiveness as measured by teacher evaluations, student-level growth measures, and school-level growth measures. 85% of teaching and administrator positions will be filled with those demonstrating highly effective or effective levels of performance and who have the opportunity to receive additional compensation for achieving excellence in the classroom and school-wide.
2. By the end of 2017, student attendance rate will be 98%.
3. By the end of 2017, staff attendance rate will be 98%.
4. By the end of 2017, fewer than 5% of students will receive an out of school suspension.

Year 1 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>1. The CCN Support Team and Board have spent considerable time discussing this transformation principle. It has been decided, based on Aleobua's proven track record, including the school year's high school data, to not replace her. Aleobua will serve as the 6-12 principal for FCA.</p> <p>2. CCN's Network Support Team will use the RISE Principal Effectiveness Rubric (see Appendix 2), to assess Aleobua's performance. In short, this rubric holds Aleobua accountable for the following competencies:</p> <ul style="list-style-type: none"> ▪ Human Capital Management ▪ Instructional Leadership ▪ Student Learning ▪ Personal Behavior ▪ Building Relationships ▪ Culture of Achievement <p>In order to reflect the additional responsibilities of a school leader with CCN, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnerships.</p> <p>3. In the event that the Aleobua is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and Aleobua will work closely together in creating an improvement plan aligned with</p>	<p>Superintendent</p> <p>Board</p> <p>Principal</p>	<p>February 2014</p> <p>Evaluation #1: September 2014</p> <p>Evaluation #2: January 2015</p> <p>Evaluation #3: June 2015</p>	N/A	<p><i>Replace the principal who led the school prior to implementing the model</i></p>

<p>the school's mission and goals. This plan will include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the CCN Support Team, the Superintendent will monitor closely Aleobua's improvement and report monthly to CCN Board.</p> <p>4. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress, Aleobua will be dismissed, and the CCN Support Team will begin an immediate search for a new school leader.</p>				
<ol style="list-style-type: none"> 1. Principal, Master and Mentor Teachers complete training on TAP Evaluation System, Cluster Groups, Leadership Team, and Field Testing (i.e. CORE training—9 days total). Please see Appendix 14. 2. Principal, Master Teachers, and Mentor Teachers plan and implement cluster group meetings and classroom support to teachers on the expectations of the TAP rubric. 3. Evaluations will begin during first semester of 2014-2015 school year after evaluator certification results are received. Each includes a post-conference with the teacher and classroom follow-up support provided by Master and Mentor Teachers. Teachers, including masters and mentors, will receive 4 evaluations/year and those will begin in first semester. Team uses the CODE system to manage and analyze evaluation system data (see Appendix 14 for CODE report). Team uses the TAP Portal to continue individual training on the TAP rubric standards and evaluation process. 4. In March of 2015, principal, master and mentor teachers (TLT team) attend the National TAP Conference to deepen their understanding of and learn best practices for implementation of the evaluation system. 5. In June of 2015, the TLT team attends the TAP Summer Institute to receive training on data analysis to build and refine school goals and develop evaluation, professional development (i.e. cluster) and teacher support plans for the coming year. 	<p>Principal</p> <p>Master and Mentor Teachers</p> <p>CCN Support Team</p> <p>CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> • Master Teacher salary • Mentor Teacher stipends • CELL Tech. Assistance • CODE evaluation data management system • TAP Portal • National TAP Conference • TAP Summer Institute • Annual school review 	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>6. Effectiveness of the evaluation system will be monitored and informed by the yearly TAP school review. CELL to provide ongoing support to ensure fair, accurate, and consistent evaluations are occurring. The overall quality of the evaluation processes will be monitored by CODE and informed by the annual school review.</p>				
<p>1. Principal, Master, and Mentor Teachers learn about the performance pay model and develop plan for communication to staff. 2. Rewards to be distributed after year 1 performance metrics are available. Teacher performance awards based on classroom observations, individual classroom achievement growth, and school-wide growth. Principal performance awards based on TAP Leadership Rubric and school-wide achievement growth. CELL will run the performance award calculations and provide related support. (See Appendix 14).</p>	<p>Principal Master and Mentor Teachers CCN Support Team CELL staff</p>	<p>July 2014 – June 2015</p>	<ul style="list-style-type: none"> • Teacher and principal performance awards • Mentor Teacher Stipend • CELL Tech. Assistance 	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>
<p>1. Master teachers, with support from mentor teachers, will provide weekly cluster group meetings of at least 50 minutes on during early release Fridays. (See Appendix 14 for related cluster protocol document). The new learning will be based on data-determined teacher instructional needs and student skill deficits. This new learning is purposefully aligned to the school's achievement goals in the TAP school plan (see Appendix 14). Teachers will learn instructional strategies that are aligned to the school's goals. Weekly classroom coaching and support is provided to all teachers to provide assistance in planning for and implementing the new strategies. The principal will regularly attend these meetings to monitor their quality and provide feedback to Master and Mentor Teachers. CELL will provide coaching and support to the leadership team to strengthen the quality of the meetings and to ensure alignment with data-determined school needs. Effectiveness of the professional development system will be monitored via observations and CODE and informed by the yearly TAP school review. 2. There will be a yearly Staff Summit at the beginning of each year focused on team</p>	<p>Master Teachers Mentor Teachers Principal CELL staff High Performing Teachers</p>	<p>August 2014-June 2015</p>	<ul style="list-style-type: none"> • Master Teacher salary • Mentor Teacher salary and stipend • CELL Tech. Assistance • CODE • Annual School Review • Staff Summit Curriculum Institute – PD, travel 	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>building, setting professional expectations, determining school wide systems, and developing instructional plans; specifically, with the adopted curriculum of SpringBoard and FOSS.</p> <p>3. There will be a yearly Curriculum Institute at the end of each school year. This time will be spent on doing a comprehensive audit of the current year’s curriculum. Staff members will be provided guidance in reviewing long term, unit, and lesson plans, formative and summative assessments, and vertical and horizontal alignment. Returning staff members will have the summer to make necessary adjustments to their courses and will be able to share at the following year’s Staff Summit.</p> <p>4. Bi-monthly professional development will be offered to staff by the TLT team and/or high performing teachers. TLT Team will determine what supports are offered and make recommendations for which staff member should attend which session. There may be times when this bi-monthly PD is whole group reinforcing an instructional strategy, differentiated based on teacher need and delivered in small groups, a time for team planning, or a team-building activity.</p> <p>5. Plan a Continuing Education Program, offering staff members an opportunity to be reimbursed for graduate credits. This program will support the development of current staff members who are able to teach dual credit courses.</p>				
<p>1. Master and Mentor teacher positions provide opportunities to advance professionally and receive additional compensation for enhanced and significant leadership roles. In this way, highly talented teachers can be retained. These positions will be filled by July 1 and the stipend monies will be provided throughout the year.</p> <p>2. All teachers and administrators will have the opportunity to earn financial rewards based on performance. This opportunity can help recruit new, talented teachers to the school and retain existing, effective teachers. These rewards will be provided after year 1 metrics are available. CELL will</p>	<p>Master Teachers</p> <p>Mentor Teachers</p> <p>Career Teachers</p> <p>Principals</p> <p>CCN Support Team</p> <p>CELL staff</p>	<p>May 2014- June 2015</p>	<ul style="list-style-type: none"> • Master Teacher stipend • Mentor Teacher Stipend • Teacher and Principal Performance Awards • CELL Technical Assistance 	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>run the calculations and provide related support.</p> <ol style="list-style-type: none"> 3. Interventionists will be offered the option of flexible work time. Will be able to work either a 7:45 – 4:45 or 8:45 – 5:45. This flexible scheduling allows for daily interventionists coverage available to support after school Office Hours. 4. Implement a comprehensive staff recruitment plan that expands our search for high quality educators nation-wide. We will offer interview travel and accommodation assistance, relocation reimbursement, and signing bonuses for high quality candidates and high needs positions. 5. Staff members will have access to several minor and major leadership opportunities including Athletic Director, Student Activities Coordinator and Committee/Taskforce chairperson. Committees and Taskforces will be determined based on previous year’s data by the entire staff during the Staff Summit. 			<ul style="list-style-type: none"> • Interview travel assistance, relocation reimbursement and signing bonuses 	
<ol style="list-style-type: none"> 1. Extend school day for entire 6-12 to 8:00 – 4:00 pm. 2. Extend school year for students from 180 days to 185 with 8 intervention days. Of these five additional school days, three will be added to the start of the year for student orientation. For the first year, the student orientation will be offered to all students new to the school and all students in grades 6-9. The orientation will focus on setting student behavior expectations, teaching students the school expectations, and diagnostic testing for best academic placement. 3. Extend school year for 10-month employees from 200 days to 210 days. All staff members will work both intersessions, 4 additional days and 3 days of all staff PD will be added to the beginning and end of the school year. 4. Offer additional time after school (Office Hours) Monday – Thursday from 4:15 – 5:45. This time will be mandatory for students earning less than a C in a class or students who have not completed their homework. The time will be optional for students that would like to meet with a 	<p>Master Teachers</p> <p>RTI Coordinator</p> <p>Principal</p> <p>Math and ELA Teachers</p> <p>Guidance Counselor</p>	<p>July 2014 – June 2015</p>		<p><i>Provide increased learning time for students and staff</i></p>

<p>teacher, have a quiet place to complete their homework, or join a study table to get extra help. All staff will be required to commit to covering one day, Monday – Thursday after school. Interventionists have the option of flexible scheduling so that there is consistent daily coverage.</p> <p>5. Create modified block schedule. Class periods will be double blocked allowing increased time for instruction daily. Students 6-12 will be enrolled in 5 classes at a time. This will limit the number of classes students are responsible for each day. Grades 6-9 will have double math and ELA all year. Grade 10 will have double ELA all year.</p> <p>6. Create modified calendar. A traditional school calendar runs 2, 18-week semesters composed of 2, 9-week quarters each. Our calendar will more closely resemble the kind of calendar used by alternative schools. We will run 4, 9-week semesters with double blocked classes. An entire course (Semesters A & B) will be covered in half a year. This alternative approach will allow us to offer Algebra I to all freshmen in half a year. Based on Acuity and 8th grade I-Step data we can provide students with two options that would best fit their needs. Students predicted to pass the Algebra I ECA would be able to take Algebra I A & B for the first half of the year and then follow with Algebra II. This will increase student preparedness on the Algebra I ECA. Students predicted to not pass the ECA will first be placed in one term of Math Essentials which would be a 9-week math level reviewing middle school math standards. These students would then take Algebra I A & B for term 2 & 3. This group would then spend term 4 on either an Algebra I ECA Math lab or begin Algebra II A. They would take Algebra II B at the beginning of the following school year.</p>				
<p>1. Create a Parent Resource Center. The Parent Resource Center would be open daily for at least 4 hours during peak usage times. All parents would be able to access the center. Resources that address parenting, employment, health, housing, etc. will be available.</p>	<p>Community Partnerships Coordinator</p> <p>Director of Alumni and Student</p>	<p>August 2014 – June 2015</p>	<ul style="list-style-type: none"> • Purchase computers, reading materials, and furniture for Parent Resource 	<p><i>Provide mechanisms for family and community engagement</i></p>

<ol style="list-style-type: none"> 2. Hire a part-time Community Partnerships Coordinator. It is our goal that this person will be a current parent or community member. They would manage the Parent Resource Center, support hosting parent nights, create bi-weekly family newsletters, support consistent communication to families, and manage our community partnerships. 3. Sponsor at least four family/community university nights that include preparing parents to best support their child academically. 4. Host at least one student exhibition opportunity to showcase student work for families and the community. 5. Engage in school wide community service activities once a term (4 times a year). 6. Provide opportunities for every parent to participate in at least one college visit with their child before they graduate. 7. Begin seeking out new community partnerships that would be mutually beneficial for both the school and the partner. 8. Given the importance of regular student attendance and appropriate behavior we will create a middle school and high school dean position that will be the first communicators and line of support for families regarding these two important areas. 	<p>Services Principal</p>		<p>Center</p> <ul style="list-style-type: none"> • Community Partnerships Coordinator • Transportation for community service • Funding for parent universities • MS & HS Dean 	
<ol style="list-style-type: none"> 1. Give principal the autonomy to manage hiring, staff placement and responsibilities, school budget, daily schedule and yearly calendar. 2. Create modified block schedule. Class periods will be double blocked allowing increased time for instruction daily. Students 6-12 will be enrolled in 5 classes at a time. This will limit the number of classes students are responsible for each day. Grades 6-9 will have double math and ELA all year. Grade 10 will have double ELA all year. 3. Create "6th" period Workshop time. Using student data the RTI coordinator will determine who will be required to participate in this intervention time. 4. To support a smooth transition and allow appropriate time for student orientation 	<p>Principal CCN Support Team Guidance Counselor</p>	<p>June 2014- June 2015</p>	<p>RTI Coordinator</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

<p>the first day of school will be staggered based on grade. Grades 6, 9, and 12 will begin school July 30th, grades 7, 8, and new 10th and 11th will begin July 31st, and all remaining students will begin school August 4th.</p>				
<ol style="list-style-type: none"> 1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support. 2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others. 3. CCN Support Team will provide Financial and Technology support to the school leader and FCA. 4. CCN Support Team will provide fundraising and grant writing support to FCA. 	<p>CCN Support Team Principal</p>	<p>June 2014- June 2015</p>	<p>N/A</p>	<p><i>LEA and SEA supports school with ongoing, intensive technical assistance and support</i></p>

Year 2 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>1. CCN's Network Support Team will use the RISE Principal Effectiveness Rubric (see Appendix 2), to assess Aleobua's performance. In short, this rubric holds Aleobua accountable for the following competencies:</p> <ul style="list-style-type: none"> ▪ Human Capital Management ▪ Instructional Leadership ▪ Student Learning ▪ Personal Behavior ▪ Building Relationships ▪ Culture of Achievement <p>In order to reflect the additional responsibilities of a school leader with CCN, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnerships.</p> <p>2. In the event that the Aleobua is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and Aleobua will work closely together in creating an improvement plan aligned with the school's mission and goals. This plan will</p>	<p>Superintendent Board Principal</p>	<p>Evaluation #1: September 2015</p> <p>Evaluation #2: January 2016</p> <p>Evaluation #3: June 2016</p>	<p>N/A</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>

<p>include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the CCN Support Team, the Superintendent will monitor closely Aleobua's improvement and report monthly to CCN Board.</p> <p>3. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress, Aleobua will be dismissed, and the CCN Support Team will begin an immediate search for a new school leader.</p>				
<p>1. Any new TLT member completes CORE training (9 days). Evaluations continue this school year. Teachers, including masters and mentors, will receive 4 evaluations/year. Team uses the CODE system to manage and analyze evaluation system data (see Appendix 14 sample CODE report). Team uses the TAP portal to continue individual training on the TAP rubric standards and evaluation process.</p> <p>2. In March of 2016, principals, master and mentor teacher attend National TAP Conference. In June of 2016, the leadership team attends the TAP Summer Institute to receive training on data analysis to build and refine school goals and develop evaluation and teacher support plans for the coming year. Effectiveness of the evaluation system will be monitored and informed by the yearly TAP school review. CELL to provide ongoing support to ensure fair, accurate, and consistent evaluations.</p>	<p>Principal</p> <p>Master and Mentor Teachers</p> <p>CCN Support Staff</p> <p>CELL staff</p>	<p>July 2015- June 2016</p>	<ul style="list-style-type: none"> • Master Teacher Salary and Stipend • Mentor Teachers Stipends • Additional Day Pay for Master and Mentors • CELL Tech. Assistance • CODE evaluation data management system • TAP Portal • National TAP Conference • TAP Summer Institute 	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>1. All staff members have the opportunity to receive performance based awards. Teacher awards are based on classroom observations, individual classroom growth and school-wide</p>	<p>Principal</p> <p>CCN Support Team</p>	<p>August-September, 2015</p>	<ul style="list-style-type: none"> • CELL Technical Assistance • CODE 	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased</i></p>

<p>achievement growth. Principal awards are based on the school-wide achievement growth and the TAP Leadership rubric. Awards are distributed by the district in the fall of 2015. Principals to hold conferences with teachers to discuss the awards, the performance metrics they are based upon, and to set goals for the upcoming school year. CELL will run the performance award calculations and provide related support.</p>	<p>CELL staff</p>			<p><i>student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>
<ol style="list-style-type: none"> 1. Year I processes for teacher support, coaching, professional development, and evaluation will be reevaluated. Changes to Year I strategies will be implemented based on reflection and evaluation. When no changes are necessary, the established plan for Year I will continue. 2. The yearly Staff Summit and Curriculum Institute will continue for teachers, honing in revising instructional calendars and curriculum maps. 3. Implement Continuing Education Program offering staff members an opportunity to be reimbursed for graduate credits. This program will support the development of current staff members who are able to teach dual credit courses. 4. Train and develop teachers and leadership team in the Eight Step Process in preparation for full implementation in August 2015. 	<p>Master Teachers Mentor Teachers Principals CELL staff Eight Step Process Staff</p>	<p>July 2015 to June 2016</p>	<ul style="list-style-type: none"> • Master Teacher salary and stipend • Mentor Teacher salary and stipend • CELL Tech. Assistance • CODE • Annual School Review • Eight Step Process Implementation 	<p><i>Provide high quality, job-embedded professional development</i></p>
<ol style="list-style-type: none"> 1. Year I strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue. 2. Current Committees and Taskforces will be reevaluated. Based on 2014 – 2015 data and priorities for 2015 – 2016 committees will either remain or replaced with new ones. 	<p>Leadership Team Principal CCN Support Team</p>	<p>July 2015- June 2016</p>	<ul style="list-style-type: none"> • Master and mentor teacher stipends • Teacher and principal performance awards • CELL Tech. Assistance • CODE 	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<ol style="list-style-type: none"> 1. Year I strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. 	<p>Leadership Team</p>	<p>July 2015- June 2016</p>		<p><i>Provide increased learning time for students and staff</i></p>

<p>Where no changes are necessary, the established plan for Year I will continue.</p> <p>2. First three days of school will be used for student orientation. In the 2nd year and each year moving forward orientation will be mandatory for grades 6, 9, and 12.</p>	<p>Principal CCN Support Team</p>			
<p>1. Year I family and community engagement strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue.</p> <p>2. Engage in community services activities at least 6 times a year.</p>	<p>Leadership Team Principal CCN Support Team</p>	<p>July 2015- June 2016</p>	<ul style="list-style-type: none"> • Community Partnerships Coordinator • Transportation for community service • Funding for parent universities 	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>1. Year I intervention strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue.</p>	<p>Principal CCN Support Team Guidance Counselor RTI Coordinator</p>	<p>July 2015- June 2016</p>	<p>RTI Coordinator</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support.</p> <p>2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others.</p> <p>3. CCN Support Team will provide Financial and Technology support to the school leader and FCA.</p> <p>4. CCN Support Team will provide fundraising and grant writing support to FCA.</p>	<p>CCN Support Team Principal</p>	<p>June 2014- June 2015</p>	<p>N/A</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

Year 3 Culture Action Steps				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>1. CCN's Network Support Team will use the RISE Principal Effectiveness Rubric (see Appendix 2), to assess Aleobua's performance. In short, this rubric holds Aleobua accountable for the following competencies:</p> <ul style="list-style-type: none"> ▪ Human Capital Management ▪ Instructional Leadership ▪ Student Learning ▪ Personal Behavior ▪ Building Relationships ▪ Culture of Achievement <p>In order to reflect the additional responsibilities of a school leader with CCN, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnerships.</p> <p>2. In the event that the Aleobua is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and Aleobua will work closely together in creating an improvement plan aligned with the school's mission and goals. This plan will include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the CCN Support Team, the Superintendent will monitor closely Aleobua's improvement and report monthly to CCN Board.</p> <p>3. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress, Aleobua will be dismissed, and the CCN Support Team will begin an immediate search for a new school leader.</p>	<p>Superintendent</p> <p>Board</p> <p>Principal</p>	<p>Evaluation #1: September 2016</p> <p>Evaluation #2: January 2017</p> <p>Evaluation #3: June 2017</p>	N/A	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>1. Year 2 strategies will be reevaluated. Changes to Year 1 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 1 will continue.</p>	<p>Principal,</p> <p>Master and Mentor Teachers</p> <p>CCN Support</p>	<p>July 2016- June 2017</p>	<ul style="list-style-type: none"> • Master Teacher Salary and Stipend • Mentor Teachers 	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal</i></p>

	Team , CELL staff		<p>Stipends</p> <ul style="list-style-type: none"> • Additional Day Pay for Master and Mentors • CELL Tech. Assistance • CODE evaluation data management system • TAP Portal • National TAP Conference • TAP Summer Institute • Annual School review 	<i>involvement</i>
1. Year 2 strategies will be reevaluated. Changes to Year 3 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue.	Principal CCN Support Team CELL staff	August-September 2016	<ul style="list-style-type: none"> • CELL Technical Assistance • CODE 	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
<p>1. Year 2 processes for teacher support, coaching, professional development, and evaluation will be reevaluated. Changes to Year 3 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue.</p> <p>2. Continued support for teachers and leaders will be provided by the Eight Step Process team to ensure process is being</p>	Master Teachers Mentor Teachers Leadership Team Principals	August 2016 to June 2017	<ul style="list-style-type: none"> • Master Teacher salary and stipend • Mentor Teacher salary and stipend 	<i>Provide high quality, job-embedded professional development</i>

implemented with fidelity.	CELL staff Eight Step Process Team		<ul style="list-style-type: none"> CELL Tech. Assistance Annual School Review Eight Step Process 	
<ol style="list-style-type: none"> Year 2 strategies will be reevaluated. Changes to Year 3 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue. Current Committees and Taskforces will be reevaluated. Based on 2015 – 2016 data and priorities for 2016 – 2017 committees will either remain or replaced with new ones. 	Master Teachers Mentor Teachers Principal CCN Support Team	July 2016- June 2017	<ul style="list-style-type: none"> Master and mentor teacher stipends Teacher and principal performance awards CELL Tech. Assistance CODE 	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
<ol style="list-style-type: none"> Year 2 strategies will be reevaluated. Changes to Year 3 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue. 	Leadership Team Principal CCN Support Team	July 2016- June 2017	N/A	<i>Provide increased learning time for students and staff</i>
<ol style="list-style-type: none"> Year 2 family and community engagement strategies will be reevaluated. Changes to Year 2 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue. Engage in community services activities at least 8 times a year. 	Leadership Team Principal CCN Support Team	July 2016- June 2017	<ul style="list-style-type: none"> Community Partnerships Coordinator Transportation for community service Funding for parent universities 	<i>Provide mechanisms for family and community engagement</i>
Year I intervention strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue.	Principal CCN Support Team Guidance Counselor RTI Coordinator	June 2016- June 2017	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

<ol style="list-style-type: none"> 1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support. 2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others. 3. CCN Support Team will provide Financial and Technology support to the school leader and FCA. 4. CCN Support Team will provide fundraising and grant writing support to FCA. 	<p>CCN Support Team</p> <p>Principal</p>	<p>June 2016- June 2017</p>	<p>N/A</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>
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Year 4 SUSTAINABILITY Culture Goal and Action Steps

1. 95% of teaching and administrator positions will be filled with those demonstrating highly effective or effective levels of performance as measured by teacher evaluations, individual classroom student achievement growth, school-wide achievement growth, and leadership assessments.
2. By the end of 2017, student attendance rate will be 98%.
3. By the end of 2017, staff attendance rate will be 98%.
4. By the end of 2017, fewer than 5% of students will receive an out of school suspension.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p>1. CCN's Network Support Team will use the RISE Principal Effectiveness Rubric (see Appendix 2), to assess Aleobua's performance. In short, this rubric holds Aleobua accountable for the following competencies:</p> <ul style="list-style-type: none"> ▪ Human Capital Management ▪ Instructional Leadership ▪ Student Learning ▪ Personal Behavior ▪ Building Relationships ▪ Culture of Achievement <p>In order to reflect the additional responsibilities of a school leader with CCN, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnerships.</p> <p>2. In the event that the Aleobua is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and Aleobua will work closely together in creating an improvement plan aligned with</p>	<p>Superintendent</p> <p>Board</p> <p>Principal</p>	<p>Evaluation #1: September</p> <p>Evaluation #2: January</p> <p>Evaluation #3: June</p>		<p><i>Replace the principal who led the school prior to implementing the model</i></p>

<p>the school's mission and goals. This plan will include specific objectives with a timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the CCN Support Team, the Superintendent will monitor closely Aleobua's improvement and report monthly to CCN Board.</p> <p>3. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress, Aleobua will be dismissed, and the CCN Support Team will begin an immediate search for a new school leader.</p>				
<p>Continue to implement strategies from Year 3 with adjustments as necessary.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team</p>	<p>Ongoing</p>	<p>NIET CELL</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>Either continue to provide performance awards or build performance metrics into district salary system. Note: last SIG-provided performance awards to be distributed in August-September of 2017.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team</p>	<p>Ongoing</p>	<p>NIET CELL</p>	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>
<p>Continue to implement strategies from Year 3 with adjustments as necessary.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team</p>	<p>Ongoing</p>	<p>NIET CELL</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>Continue to implement strategies from Year 3 with adjustments as necessary.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team</p>	<p>Ongoing</p>	<p>NIET CELL</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Continue to implement strategies from Year 3</p>	<p>Principal</p>	<p>Ongoing</p>	<p>N/A</p>	<p><i>Provide increased</i></p>

with adjustments as necessary.	Guidance Counselor RTI Coordinator			<i>learning time for students and staff</i>
1. Continue to implement strategies from Year 3 with adjustments as necessary. 2. Engage in community service activities at least 10 times a year (once a month).	Principal Guidance Counselor	Ongoing	N/A	<i>Provide mechanisms for family and community engagement</i>
Continue to implement strategies from Year 3 with adjustments as necessary.	Principal CCN Support Team	Ongoing	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Continue to implement strategies from Year 3 with adjustments as necessary.	Principal CCN Support Team	Ongoing	N/A	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

3 Year Academic SMART Goal

<p>ELA Academic Goal</p> <ol style="list-style-type: none"> 70% of students in grades 6-8 will pass the Reading ISTEP. 70% of students tested will pass the English 10 ECA. 	<p>Math Academic Goal</p> <ol style="list-style-type: none"> 70% of students in grades 6-8 will pass the Math ISTEP. 65% of students tested will pass the Algebra I ECA. 	<p>Other Academic Goal (optional)</p> <ol style="list-style-type: none"> 75 students will be enrolled in a dual enrollment class. Less than 3% of students will dropout.
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Year I Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<ol style="list-style-type: none"> On a yearly basis, the school leadership team will create a TAP school plan (see attached related appendix documents) that includes multiple layers of school goals based on achievement data. Training and guidance on this process is included each year at the TAP Summer Institute. This plan can be revisited as formative benchmark data is received and analyzed by the principals, master, and mentor teachers. These goals drive the learning that teachers receive in weekly cluster 	<p>Principals Master Teachers Mentor Teachers CCN Support Team CELL staff</p>	<p>July 2014 – June 2015</p>	<ul style="list-style-type: none"> Master Teacher Salary and stipend Mentor Teacher stipend CELL Technical Assistance TAP Summer Institute registration and travel fees TAP Portal 	<p><i>Use data to implement an aligned instructional program</i></p>

<p>group meeting and follow up classroom support. In cluster meetings each week, teachers will analyze their own formative assessment data, focused on particular student skill deficits, and receive new learning from master and mentor teachers on strategies to address those skill needs. Additional support outside of cluster on the use of data to drive instruction will be provided by master and mentor teachers. Aligned to this PD is the TAP teacher evaluation rubric which includes an emphasis on using formative data to guide instructional decisions. CELL staff will provide coaching and support on this topic to the leadership team.</p> <p>2. Implement SpringBoard and FOSS curriculum. SpringBoard will be used as the primary curriculum for Math grades 6-9, and English grades 6-10. FOSS will be used to support science instruction in the middle</p>				
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<p>school grades. By the end of the pre-planning year other curricular decisions will be made for the remaining grades and content.</p> <p>3. Master Teachers, the RTI Coordinator, and the Assessment and Data Coordinator will work very closely to determine school wide intervention plans that support the taught curriculum. The Assessment and Data Coordinator will support the Master Teachers in organizing assessment data and sharing that information with teachers. The RTI coordinator will oversee all student interventions, which include, push in/pull out, Workshop (6th period), Office Hours (after school), credit recovery courses, Intersession, Saturday Academy, and Summer Academy. This person will coordinate with key stakeholders on how to provide individualized learning plans for all students identified as at risk</p>				
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<p>or on the bubble for math and reading. Further, the selected intervention curriculums will be utilized as the main intervention tools where necessary. The intervention curriculum will be determined at the end of the pre-planning year and will likely be programs similar to Read 180 and Accelerated Math.</p>				
<p>I. Master and Mentor teachers field test (i.e. conduct action research) instructional strategies with students at their school to ensure that they are effective with all groups of students. Then, in cluster group meetings, they teach all teachers how to teach the strategy and how to differentiate for special student populations, based on the lessons learned and data analysis from their field test. Follow up coaching and support is provided by master and mentor teachers to other teachers around planning for and delivering differentiated instructional</p>	<p>Master Teachers Mentor Teachers Principal Director of Curriculum and Assessment</p>	<p>July 2014-June 2015</p>	<ul style="list-style-type: none"> • Master Teacher Salary and stipend • Mentor Teacher stipend • CELL Technical Assistance • TAP Portal • Eight Step Process 	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>practices. Furthermore, the expectations of the TAP teacher evaluation rubric include the need to differentiate based on needs. Additional training and learning on this topic is provided to all teachers through the TAP training portal. CELL staff will provide coaching and support on this topic to the leadership team.</p> <p>2. Implementation of The 8 Step Continuous Process This process will help fine tune how we use analyze data and will work in conjunction with TAP systems already in place. Staff members will participate in training for this program over the summer of 2015.</p>				
<p>1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support.</p> <p>2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction</p>	<p>CCN Support Team Principal</p>	<p>July 2014-June 2015</p>	<p>N/A</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others.</p> <p>3. CCN Support Team will provide Financial and Technology support to the school leader and FCA.</p> <p>4. CCN Support Team will provide fundraising and grant writing support to FCA.</p>				
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Year 2 Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>1. Year I strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue.</p> <p>2. Based on student needs, year I data and our school goal of students graduating with an Academic Honors Diploma and an Associates Degree, we will make adjustments to the 7 year course plan.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team CELL staff</p>	<p>July 2015-June 2016</p>	<ul style="list-style-type: none"> • Master Teacher Salary and stipend • Mentor Teacher stipend • CELL Technical Assistance • TAP Summer Institute registration and travel fees • TAP Portal 	<p><i>Use data to implement an aligned instructional program</i></p>

<p>In year two this 7 year course plan will only impact students in grade 6 and grade 9. The most significant changes for year two: 6th graders will be set on an academic path to complete Algebra I, pass the ECA, and complete Spanish I A & B by the end of 8th grade.</p>				
<ol style="list-style-type: none"> 1. Year I strategies will be reevaluated. Changes to Year I strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year I will continue. 2. Eight Step Process will begin implementation and progress monitoring. 	<p>Master Teachers Mentor Teachers Principal Eight Step Process Staff</p>	<p>July 2015-June 2016</p>	<ul style="list-style-type: none"> • Master Teacher Salary and stipend • Mentor Teacher stipend • CELL Technical Assistance • TAP Portal • Eight Step Process 	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<ol style="list-style-type: none"> 1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support. 2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional 	<p>Principal CCN Support Team</p>	<p>July 2015-June 2016</p>	<p>N/A</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others.</p> <p>3. CCN Support Team will provide Financial and Technology support to the school leader and FCA.</p> <p>4. CCN Support Team will provide fundraising and grant writing support to FCA.</p>				
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Year 3 Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>1. Year 2 strategies will be reevaluated. Changes to Year 2 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue.</p>	<p>Principals Master Teachers Mentor Teachers CCN Support Team CELL staff</p>	<p>July 2016-June 2017</p>	<ul style="list-style-type: none"> • Master Teacher Salary and stipend • Mentor Teacher stipend • CELL Technical Assistance • TAP Summer Institute registration and travel fees • TAP Portal 	<p><i>Use data to implement an aligned instructional program</i></p>
<p>1. Year 2 strategies will be reevaluated. Changes to Year 2 strategies will be implemented based on the evaluation. Where no changes are necessary, the established plan for Year 2 will continue.</p>	<p>Master Teachers Mentor Teachers Principal</p>	<p>July 2016-June 2017</p>	<ul style="list-style-type: none"> • Master Teacher Salary and stipend • Mentor Teacher stipend • CELL Technical Assistance • TAP portal 	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>2. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support.</p> <p>3. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others.</p> <p>4. CCN Support Team will provide Financial and Technology support to the school leader and FCA.</p> <p>5. CCN Support Team will provide fundraising and grant writing support to FCA.</p>	<p>Principal CCN Support Team</p>	<p>July 2016-June 2017</p>	<p>N/A</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>
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Year 4 SUSTAINABILITY Academic Goal and Action Steps

1. 80% of students in grades 6-8 will pass the ELA ISTEP.
2. 70% of students tested will pass the English 10 ECA.
3. 80% of students in grades 6-8 will pass the Math ISTEP.
4. 75% of students tested will pass the Algebra I ECA.
5. 75 students will be enrolled in a dual enrollment class.
6. Less than 3% of students will dropout.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Continue to implement strategies from Year 3 with adjustments as necessary.	Principals Master Teachers Mentor Teachers CCN Support Team CELL staff	Ongoing	CELL NIET	<i>Use data to implement an aligned instructional program</i>
Continue to implement strategies from Year 3 with adjustments as necessary.	Master Teachers Mentor Teachers Principal	Ongoing	CELL NIET	<i>Promote the use of data to inform and differentiated instruction</i>
<ol style="list-style-type: none"> 1. CCN Support Team will provide weekly coaching and support to the school leader and TLT team in decision-making, data analysis and staff development and support. 2. CCN Support Team will ask that the principal, Deans and Curriculum Instruction Director attend the network's monthly Professional Learning Communities as means to share practices across network schools, build a sense of team, and problem solve with others. 3. CCN Support Team will provide Financial and Technology support to the school leader and 	Principal CCN Support Team	Ongoing	N/A	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

FCA. 4. CCN Support Team will provide fundraising and grant writing support to FCA.				
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