



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Fall Creek Academy	Corp #	9370
School	Fall Creek Academy	School #	5870
Superintendent Name	Charles Schlegel	Email	cschlegel@ccnschools.org
Title I Administrator Name	Chandre Sanchez	Email	csanchez@ccnschools.org
Principal	Agnes Aleobua	Email	aaleobua@fallcreekacademy.org
Mailing Address	2540 N. Capitol Avenue	City	Indianapolis
		Zip Cod	46208
Telephone	317-526-1026	Fax	317-921-9453
Total Funding Authorization	2,477,860		

Application Type

Select one of the following options:

- Turnaround
 Transformation
 Restart
 Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: _____  **Date:** 04/01/2014

Title I Administrator Signature: _____  **Date:** 04/01/2014

Principal Signature: _____  **Date:** 04/01/2014

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Charles Schlegel	Community Charter Network, Superintendent
Chandre Sanchez	Community Charter Network, Chief Academic Officer
Agnes Aleobua	Fall Creek Academy, Principal
Jeff Truelock	Fall Creek Academy, Teacher
Darius Sawyers	Fall Creek Academy, Teacher
Leah Shields	Fall Creek Academy, Lead Teacher

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
FCA Weekly Staff Meeting	3/5/14	0	34	4	0	3	0	FCA Leaders informed staff of SIG grant and sought input on changes to school and specific areas for growth
Parent Informational Meeting regarding FCA's Transformation and Intent to Apply to SIG- Grant.	3/6/14	6	4	3	0	2	4	FCA's Principal sought input on changes to the school and trans. strategy
Community Charter Network Board Meeting	3/10/14	3	8	5	4	3	0	Network Support Team and Principal discussed FCA's SIG-Trans. Model - opened up for questions, consultation and comment. Settled on common vision and trans. strategy

Finance and Operations Meeting	3/14/14	0	3	5	0	0	0	Network Support Team and Principal shared timeline and process for FCA's SIG application with school leaders and business managers.
Collaboration with Center for Excellence in Learning and Leadership	3/19/14	0	0	0	0	2	0	Collaboration regarding the inclusion of TAP in Fall Creek Academy's SIG application.
Collaboration Time with Teachers of Fall Creek Academy	3/28/14	0	5	3	0	0	0	The principal shared with teachers FCA's outline for the SIG application- and sought feedback on our interventions.
Parent Informational Meeting regarding FCA's Transformation and Intent to Apply to SIG- Grant.	3/31/14	3	0	1	0	0	0	The principal shared with parents FCA's outline for the SIG application- and sought feedback and ideas on what the interventions the school should employ for improvement.

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
		Based on the "School Needs Assessment" tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Fall Creek Academy	6-12	Y	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014 2015 Goal	SY 2015 2016 Goal	SY 2016 2017 Goal
Grades 6-8: ISTEP ELA, 2012-2013	51%	39	High: MS students passed ISTEP ELA at slightly lower rate than school as a whole (54%). As reading content grows more complex, most MS students lacked vocabulary, background knowledge and comprehension habits (self-monitoring etc.). Many also lacked organization and appropriate grammar skills to communicating ideas effectively in writing.	60% passing	65% passing	70% passing
6-8 Black: ISTEP ELA	52.6%	36	High: Over 90% of 6-8 grade students are Black. Half were new to the school; many (newcomers and returnees) lacked vocabulary, comprehension habits and background knowledge to comprehend written text.	60% passing	65% passing	70% passing
6-8 F/R: ISTEP ELA	47.6%	27	High: Over 90% of 6-8 grade students, are FRL. These students (many of which are included in sub-grp. above) were more likely to lack vocabulary, background knowledge, and comprehension habits (self-monitoring etc.) to comprehend written text.	60% passing	65% passing	70% passing
Overall ECA English 10, 2012- 2013	53.8%	7	High: Students lacked essential skills in literacy-specifically in applied skills for writing and reading comprehension; many must take the ECA 2-3 times before they finally pass.	60% passing	65% passing	70% passing
Re-testers: ECA English 10	60%	5	High: Students read and write far below grade level standards; severe gaps in foundational literacy and writing skills. This group of students was also more likely to have large gaps in content knowledge due to their low literacy rate.	40% passing on 2 nd attempt	35% passing on 2 nd attempt	30% passing on 2 nd attempt
Black: ECA English 10	60%	6	High: Over 90% of ECA takers are Black. Those that failed lacked the	65% passing	70% passing	75% passing

			vocabulary and comprehension skills and had trouble organizing their writing in clear, logical ways and in communicating ideas with appropriate vocabulary.			
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Student Groups Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014 2015 Goal	SY 2015 2016 Goal	SY 2016 2017 Goal
Grades 6-8: ISTEP Math, 2012-2013	46.6%	36	Medium: Students in grades 6-8 did not pass ISTEP Math at slightly higher rates than the school, at large. Most MS students failed without extra support, encouragement and personalized instruction. They failed to build number sense, math knowledge and confidence necessary to improve fundamental math skills and build conceptual understanding.	60% passing	65% passing	70% passing
6-8 Black: ISTEP Math	49.4%	34	High: Black students, gr. 6-8, were slightly more likely not to pass ISTEP math. Half were new to the school; many (newcomers and returnees) started with significant deficits in grade-level skills and knowledge. Majority lacked knowledge and confidence to solve multi-step problems and apply strategies or algorithms appropriately.	60% passing	65% passing	70% passing
6-8 F/R: ISTEP Math	45.8%	26	High: This sub-group includes many of the same students as above. Similar to those described above, these students lacked math knowledge and confidence to solve multi-step problems and apply strategies or algorithms appropriately.	60% passing	65% passing	70% passing
Overall ECA Algebra, 2012-2013	63.2%	12	High: A high percentage of ECA takers lacked essential skills in numeracy and were unable to appropriately apply problem-solving strategies to real world problems; many must take test 3 or more times before passing.	55% passing	60% passing	65% passing
Black: ECA Algebra	61.1%	11	Medium: Sub-group only slightly more likely to pass	55% passing	60% passing	65% passing

			than ECA takers overall. Within this group, many lacked the number sense and tenacity or confidence to solve complex, multi-step problems.			
F/R: ECA Algebra	66.7%	12	High: Again, 90% of students qualify for free/reduced lunch. Students in this group also lack number sense and fail to effectively apply strategies to accurately solve complex, multi-step problems.	55% passing	60% passing	65% passing
Re-testers: ECA Algebra	67%	13	High: Students compute and solve mathematical problems far below grade level standards; many struggle to address severe gaps in foundational math concepts, primarily in number sense and problem solving yet also in basic computation (i.e. subtracting double and triple digit numbers, multiplying decimals, as well as fractions and measurement)	50% passing on 2 nd attempt	45% passing on 2 nd attempt	40% passing on 2 nd attempt

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013 2014	2014 2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	Grades 6-8 = 75,600 (180 days for 7 hours a day) Grades 9-12= 86,400 (180 days for 8 hours a day)	Grades 6-12= 88, 320 (184 days for 8 hours a day; 8 additional days for intervention)	Fall Creek Academy has taken small steps to improve the structure of the academic day in support of our students' learning needs. This year, the day was extended at grades 9-12 and the data (improved behavior and academic results) supports this as a critical strategy in improving our students' achievement. We believe tighter structure and extended time will be equally impactful for students in grades 6-8. This, in turn, may enable us to increase the amount of instruction and academic support for each student, especially those working significantly below grade level.
2. Dropout rate*	6.1% (2011-2012)	5%	Fall Creek Academy lacks a systematic means to assess and support students when they become overwhelmed within our learning environment or structure. Currently, we do not have clear procedures in place to ensure that, if students and their families choose to leave our school, we can support their transition to alternative education provider. Additionally, there are minimal resources to encourage and assist students at risk of dropping out to finish high school and enroll in a post-secondary program.
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	93%	95%	The number of students with excessive absences (10+) limits FCA's capacity to fulfil our mission of ensuring our students are prepared for post-secondary success. Three quarters into the school year, 30% of FCA students have 10 or more absences (excused or unexcused). Based on our analysis of previous year's data, FCA students with 10 or more absences were three times more likely to not be proficient on ISTEP or ECA's than peers with better attendance. Fall Creek Academy has not yet developed effective strategies

			to partner with families and effectively improve school attendance. Although FCA has tried different strategies, the team has not yet committed and consistently implemented an effective program to encourage and reward strong student attendance.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A	
5. Number of students completing dual enrollment classes	First Semester Completed: 22 students Second Semester Projected/Enrolled: 29 students	First Semester: 35 students Second Semester: 45 students	Over the course of the school year, the high school has been intentionally focused on ensuring students have the option to enroll in dual credit classes as well as the support they need to succeed in these advanced classes. During the '12-'13 school year, over 50% of FCA students failed one or more of the dual credit courses in which they enrolled. With increased support and targeted academic interventions, FCA HS team has made discernible progress in improve our college-going culture; yet, there is still great room for improvement, as we hope to support many more students to succeed in FCA's dual credit program.
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A	
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	Grades 6-8: SS OTH Grades 9-12: LSD SS WES BAS	Grades 6-12: LSY LSD SS BAS	Based on our analysis of assessment data, Fall Creek Academy has not yet provided sufficient individualization and differentiation in ways that ensure the progress of every FCA student. Ample research suggests that, with a longer day and academic year coupled with supplemental enrichment

			and acceleration options, FCA will be able to strengthen individualized time with students, particularly those below grade level. We have seen positive results of this model within our HS (grades 9-12) this school year, and wish to offer it across the entire school next year.
8. Discipline incidents*	<p>Grades 6-8: 670 referrals 180 suspensions</p> <p>Grades 9-12: 74 referrals 37 suspensions</p>	Grades 6-12: Less than 50 referrals (450 a year) and 10 suspensions a month (90 a year)	<p>Fall Creek Academy averages about 90 referrals a month, and 27 suspensions a month.</p> <p>This year, FCA is tracking discipline incidents more reliably and efficiently than previous years. Referrals have also dropped by half since the previous school year. Still, problem behaviors and classroom disruptions continue to limit time on-task and, in turn, students' opportunity to learn. FCA struggles to maintain a consistently high standard of engaging instruction and focused participation. In nearly every class, teachers spend an inordinate amount of time managing rather than teaching students in their classroom. We believe our high number of referrals to be indicative of lost instructional time.</p>
9. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A	
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	<p>Grades 6-8: 20% (1/5) IN 60% (3/5) IMP 20% (1/5) EF 0% (0/5) HEF</p> <p>Grades 9-12: 17% (1/6) IN 50% (3/6) IMP 33% (2/6) EF 0% (0/6) HEF</p>	Grades 6-12: 15% (2/15) IN 25% (4/15) IMP 30% (7/15) EF 7% (2/15) HEF	FCA has employed an evaluation system that allows administrators and teachers to evaluate themselves, based upon student growth and classroom observations; however, it lacks the development and support component that truly ensures teachers are developing and stretching their talents. In many cases, teachers failed to achieve

			high levels of effectively, due to the absence of systems or processes that support teacher development.
11. Teacher attendance rate	Grades 6-8: 85% Grades 9-12: 97%	Grades 6-12: 97%	High teacher absences contribute to the low performance of students. In most cases, when we are forced to employ a substitute teacher, the quality of instruction and classroom management drops significantly. At FCA, the five core teachers serving students 6-8 have collectively missed roughly 25 school days this year. Consequently, our students have missed nearly a month of instruction of regular instruction. We identify this high teacher absenteeism at grades 6-8 as a significant contributor to the high numbers of discipline problems and referrals and the low levels of overall student achievement.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<p>Based on academic results in the '12-'13 school year, we believe that Fall Creek Academy (FCA) must make significant changes to its instructional programming in order to provide the safe, challenging and college-oriented environment that our students deserve. FCA in partnership with the Community Charter Network Support Team has identified five instructional programming needs that will have the biggest impact on our students' achievement:</p> <ol style="list-style-type: none"> 1. Aligned Curriculum in Math and English for grades 6-10, 2. Team and Subject Area Collaboration and Job-Embedded Coaching and Support (TAP), 3. A Response to Instruction model that includes intentional school day interventions, 4. An extended learning day and school year, during intercession and in summer (The Eight Step Continuous Improvement Process) 5. A cohesive, engaging family outreach program that supports our students and families through the educational journey. <p>Aligned Curriculum in Math and English for grades 6-10</p> <p>By the '17-'18 school year, FCA aspires to be an early college high school. To ensure our students are prepared for the rigor of dual credit courses by 11th grade, our middle school and 9th/10th English and Math curriculum must include a precise focus on complex reading and math. Our teachers must</p>

consistently employ texts at or above-grade level and afford students regular opportunities for problem solving and critical thinking. Currently, FCA has relied on a mismatched, relatively disorganized curriculum, lacking horizontal and vertical alignment and allowing teachers limited opportunities to coordinate lessons based on student learning results. In an effort to improve performance, our teachers used this year the Acuity Predictive assessment, focusing, in particular on our middle school students' proficiency on Indiana standards. Based on Acuity results, our teacher and leadership teams concluded that our instruction and curriculum is not yet supportive of students attaining the knowledge and skills needed for our college-going environment.

<i>ELA</i>				<i>Math</i>		
<i>Grade</i>	<i>Pred. A Pass %</i>	<i>Pred. B Pass %</i>	<i>Pred. C Pass%</i>	<i>Pred. A Pass %</i>	<i>Pred. B Pass%</i>	<i>Pred. C Pass%</i>
6	35%	35%	52%	46%	50%	46%
7	46%	33%	50%	39%	39%	36%
8	56%	46%	43%	62%	53%	50%
MS Average	46%	38%	48%	49%	47%	44%

This year, our high school team also used the Acuity Predictive as an instructional measure and guide of our students' proficiency on the Indiana standards covered in the Algebra and English 10 End-of-Course Assessments (ECA's). While the Acuity tool predicts higher rates of proficiency at the high school level than in middle school, predicted proficiency rates are still significantly lower than the state average and that of higher performing schools around us. On whole, this data is indicative of a broader need to engage our students in more rigorous, content-rich learning activities that introduce, teach, review and reteach the essential skills and knowledge students needs to achieve post-secondary success.

<i>English 10</i>				<i>Algebra</i>		
	<i>Pred. A Pass %</i>	<i>Pred. B Pass %</i>	<i>Pred. C Pass%</i>	<i>Pred. A Pass %</i>	<i>Pred. B Pass%</i>	<i>Pred. C Pass%</i>
ECA Testers	64%	60%	55%	54%	48%	60%
ECA Re-testers	17%	33%	36%	50%	38%	46%

Team/Subject Area Collaboration and Job-Embedded Coaching and Support (TAP)

Currently, FCA focuses the vast majority of its instructional support and administrative oversight on its lowest performers. Principals and Instructional coaches observe these teachers most frequently and provide consistent coaching in a desperate attempt to help them improve. Consequently, our administrative team lends far less support for our teachers designated to be "IMP" and above. With so many resources allocated to our most challenged teachers, too often FCA is unable to provide our more advanced teachers opportunities for growth, development and support. Our team would like to evaluate, coach and support all teachers- regardless of their effectiveness level. We know through our research and observation that the highest performing schools employ an evaluation system that effectively links the quality of instruction with students' outcomes and academic results.

As our data analysis showed, FCA has a large percentage of teachers who are operating at the IMP and EF level (82%). Yet, none of our teachers meet the criteria for HEF (0%). Based on our team's experience in other schools using the TAP system, we have found that consistent, personalized support tightly focused on areas of both reinforcement (strengths) and refinement (growth areas)

significantly increases the effectiveness of all teachers and builds an overall culture of instructional accountability. Additionally, the weekly clusters included in the TAP model encourages teacher collaboration and partnership – an aspect of high performing schools absent from the current professional culture at FCA. TAP will help us to create the framework for these school-wide instructionally focused opportunities for collaboration and student-outcome-oriented conversations (Cluster and TLT weekly meetings).

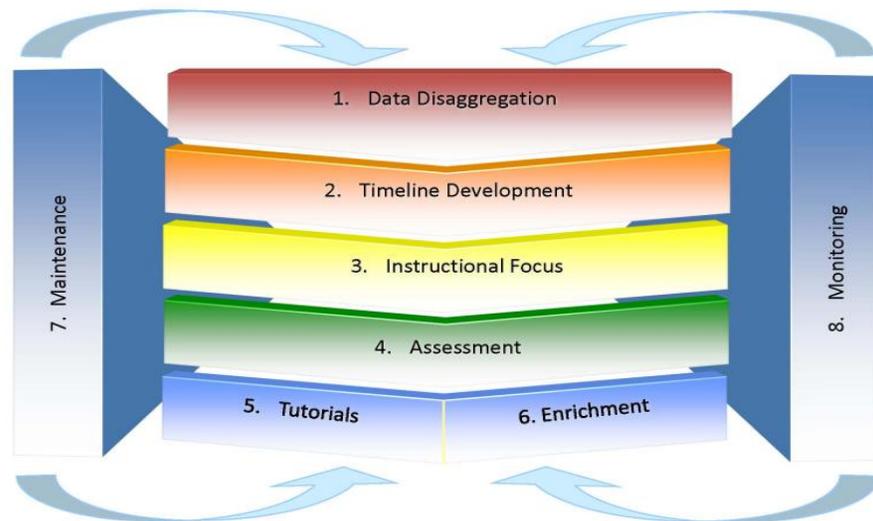
Response to Instruction (The Eight Step Continuous Improvement Process)

This year, FCA focused more closely on student data than in previous years. We employed Acuity, NWEA and Achieve 3000 to assess and track student progress and, in some cases, allocate intervention resources accordingly. Ideally, teachers utilizing an effective Response-to-Instruction (Rtl) system assess and reorganize students in tiered instruction every month. This year, FCA has only assessed and analyzed students' data quarterly. Consequently, due to the absence of timely formative learning data, FCA has not been able implement an effective Rtl program.

In order to improve our Rtl process and student achievement overall, we have identified Patricia Davenport's Eight Step Continuous Process as an essential tool through which we aim to implement 2-4 week instructional cycle, centered on formative assessments and interventions based on learning results. It would allow our school to utilize a consistent data practice across all grades and contents, to help ensure the progress of every learner. The Eight Step Process also allows us to implement a "success period" or "workshop," during which students will receive targeted intervention and enrichment based on formative assessment results. At FCA, we expect to students to be with us eight hours a day. Students and teachers will dedicate the last period of each day towards knowledge acceleration and/or enrichment based on the timely data gathered through FCA's Eight Step Process.

Based on conversations with other schools and districts using both programs, we believe the Eight Step Process will effectively complement and enhance FCA's TAP program. The Eight Step Process gives our teachers the timely formative data, comprehensive instructional and assessment calendars, rich, daily enrichment and acceleration time with students, and a process for holding students and themselves accountable for results. In a similar way, the TAP system develops and supports our teachers in honing their craft in creating and delivering high-quality instruction to every learner. We believe that together these two systems will increase the effectiveness of our teacher and academic achievement among our students.

Eight-Step Instructional Process



http://www.peggyhinckley.com/8_step_process

	<p>Family Outreach and Support Program</p> <p>Much like many high need school environments, FCA consistently is thinking about ways to engage the family in the learning process. We do the typical events: parent-teacher conferences, back to school night, Black History Program and end of the year activity to encourage families to be a deeper partner in the school's mission to create a safe, challenged and college-bound environment for all. Yet, our parental involvement this year has been bleak.</p> <p>There are many variables that keep families from being as involved in the school as they want, nonetheless, we must never give up or make too many excuses for why parents are not as engaged as we want them to be. This year has proven to us that our parents want only the best for their child, and thus, it is our responsibility to provide outreach and support to help parents engage in the educational journey along with their child.</p> <p>Parent Universities are becoming a common tool for schools to use to solicit support and engagement with families. We intend to use a similar model, yet with a college-going focus during our time with parents. We have the goal that our students will be in dual credit courses, graduating high school with an associate's degree. It is critical that we are supporting and educating parents along the way on the demands, expectations and financial resources necessary for a successful post-secondary experience. This would include discussing topics like the importance of excellent school attendance, good behavior, solid grades and test scores as well as facilitating experiences like attending college visits as a family, learning about and applying for 529 savings plans and the 21st Century Scholar Program. Additionally, we expect to offer our parents a space within the school that would support an adult-work environment. We see this parent workspace as a space to conduct personal business like copying, faxing and scanning/email as well as a place to enjoy leisure time within our school so that they may feel more like a part of our family.</p>
<p>Justification for Selected Interventions</p>	<p>Interventions</p> <ul style="list-style-type: none"> • Sequenced and Aligned Curriculum- SpringBoard Curriculum for Middle School Math and English, SpringBoard Curriculum for High School Math and English (Years 1 and beyond) • The Eight Step Continuous Improvement Process (Years 2 and 3) • TAP (Years 1 and beyond) • Family Outreach and Support Program (Years 1 and beyond) <p>As discussed in our needs assessment and LEA analysis, the above interventions would help FCA to make the much needed improvements to our instructional programming so that each and every student is able to be successful in their educational journey. We believe the combined interventions would also increase our teacher effectiveness and family engagement- two critical pieces in improving and sustaining positive student outcomes.</p>

School Leadership	
<p>LEA analysis</p>	<p>FCA is a twelve year old charter school that owns a history of under-performance; FCA has experienced a high turn-over of leaders and teachers, inconsistent culture and academic expectations and inadequate management resources to support the transformation that has been so needed.</p> <p>Community Charter Network Support Team</p> <p>In the spring of 2013, FCA entered into an agreement with a local charter management organization, Community Charter Network (CCN). The CCN Support Team, specifically the Superintendent and Chief Academic Officer, bring knowledge and skills for coaching and supporting school leadership in making schools more safe, supportive and rigorous. The CCN Support Team's Chief Operations Officer and Director of Transportation and Technology help to support FCA's school leadership team in the financial, building and grounds areas of operating a charter school. This was the first step in helping FCA's leadership team make the transformation into a high-quality school for the students</p>

and families of the Mapleton-Fall Creek Neighborhood.

Re-Organization of School Leadership Team

Based on 2012-2013 school data, CCN supported FCA in undergoing administrative changes for the 2013-2014 school year in hopes of changing Fall Creek Academy's trajectory. For the 2013-2014 school year, FCA split its K12 into two separate, small schools- a K8 and a high school. CCN posted for and hired two principals to serve as co-principals for the K12. CCN and the new FCA school leadership team worked to improve FCA's hiring practices, evaluation system and discipline plan for a new, improved Fall Creek Academy. These two principals, along with the CCN Support Team also re-constituted the teaching staff, replacing 100% at the high school and roughly 75% at the K8.

As shared in our data analysis, the 2013-2014 school leadership changes yielded some school improvement. The discipline incidents have decreased, attendance has risen and student performance has shown slight progress. Yet, there is still room for much growth in both academics and culture before Fall Creek Academy can own up to its promise of a high-quality education for its students and families.

Interventions

- Community Charter Network Support Team
- TAP
- Eight Step Continual Improvement Process
- Re-organization of School Leadership Team

Looking deeply at CCN's commitment to its school and school leaders' successes, CCN discussed with the leaders of FCA what would help to better support them in the transformation of FCA. Together, we decided on the above interventions. The CCN Support Team will continue to support its school leadership team through coaching, advising, accountability and operations/financial support. In addition, the CCN Support Team will also encourage a differentiated coaching model in which CCN encourages its leaders to seek mentor relationships through high-quality school leaders from high-performing schools that have similar missions and populations. For example, FCA aims to replicate many of Yes Preps! culture and academic systems and procedures. Facilitating these relationships will bring welcomed support and guidance, as well as help to build capacity to lead in our school leaders.

TAP and Eight Step Process

The adoption of TAP and the Eight Step Process is also a method by which the FCA school leadership team aims to continue to develop their practice for analyzing and using academic and cultural data to inform decisions. Both TAP and The Eight Step Process provides the space and framework by which school leadership dives deeply into real-time data on a consistent basis, helping the school leadership team make decisions about the professional needs of teachers and the overall performance of the school.

And lastly, in the 2014-2015 school year, FCA will undergo another transformation (further details in the following section) and serve grades 6-12. With this new grade level configuration and the knowledge of our progress thus far, we have decided to re-organize the school leadership team (see Appendices 1a-c) in a way that we feel will better supports our students, families and staff towards success.

**Justification
for Selected
Interventions**

Using a SWOT analysis along with a community needs analysis, FCA and CCN determined that larger transformation is necessary and achievable at FCA. FCA has always operated as a K12 school, and while the '13-'14 school year has brought some improvement to our performance, the breadth of grade levels, number of students with a broad range of needs and a shrinking budget to support two campuses all contributed to the decision by our Board, the CCN Support Team and FCA to adopt a new grade level configuration and eliminating one campus.

Grade Configuration; 2 campuses to 1 campus

In the 2014-2015 school year, FCA will begin offering academic programming for grades 6-12 only at the main building located at 2540 N. Capitol Avenue. FCA expects to continue to serve a significant number of students from the nearby area as well as students from across Indianapolis. The table below shows a matrix of schools serving similar aged students within 3 miles of FCA. The schools shown are open to all (as FCA intends to be) and do not include magnet schools that require an application for admission. The data describes the demographics, location, and academic performance of each school.¹ While there are a number of similar grade level offerings in the vicinity, the majority of these are highly underperforming with an average ISTEP proficiency rate of 46% and ECA proficiency rate of 54%, both well below the state averages. This is a big motivator for why FCA's transformation is so desperately needed.

LEA analysis

School	Distance	Grades Served	Students	Free/Red. Lunch	Largest Racial Group	Ave. ISTEP Profic.	Ave. ECA Profic. Rate (Eng 10; Alg 1)	2012-13 Grade
Carpe Diem	0.5 miles	6-12	87	63%	Black: 62%	73%	N/A	N/A
Herron High School	1.1 miles	9-12	640	36%	White: 71%	NA	87%	A
Indy MET High School	2.6 miles	9-12	319	78%	Black: 77%	NA	43%	D
Northwest Community*	5.1 miles	7-12	1832	75%	Black: 65%	23%	25%	F(MS)/F(HS)
Providence Cristo Rey	3.3 miles	9-12	136	N/A	Black: 70%	N/A	59%	C
Tech High School	2.2 miles	9-12	2,282	85%	Black: 57%	N/A	47%	D
Charles A. Tindley	3.4 miles	6-12	383	64%	Black: 97%	83%	95%	A
Washington Community	3.4 miles	7-12	1037	86%	Black: 43%	24%	34%	F(MS)/D(HS)
State Averages	N/A	PK- 12		49%	White-72%	72%	71%	N/A

Extended School Day and Year

This year, nearly 40% (273) of our network's students were new to our schools. 210 of whom were in grades 6-12. On whole, this group has attended, on average, 4.3 different schools since kindergarten. Even more, of those students who attended schools exclusively in Indiana, less than a third of these students have ever attended a school that earned a C or higher, based on the state's current school accountability system.² This information combined with this year's attendance and discipline data, has convinced us that FCA also needs to execute an extended school day and year in

¹ <http://compass.doe.in.gov/dashboard/eca.aspx?type=corp&id=5385>

¹ Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from <http://compass.doe.in.gov/dashboard/overview.aspx>

² Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from <http://compass.doe.in.gov/dashboard/overview.aspx>

	<p>order to support our students in closing the gaps their fractured and disconnected educational journey has created.</p>
<p>Justification for Selected Interventions</p>	<p>Interventions</p> <ul style="list-style-type: none"> • 6-12 Grade Configuration • Extended School Day and Year • 2 campuses to 1 campus <p>FCA is especially interested in helping our students and families see not only the value of attending a great school but also to committing to one school for multiple years, where they might build the relationships and work habits central to academic success. As shared above in our LEA Analysis, FCA believes the above interventions will equip FCA with the structures to create and sustain overall improvement of performance.</p>

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

- Turnaround
 Transformation
 Restart
 Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self assessment and led to the selected model.

The data and findings listed in Part 4 of this application demonstrate a need for significant, systemic change at Fall Creek Academy to increase the achievement of all students. That change can best be targeted toward what we know from research to be the most impactful factor in a student's learning— safe, supportive and challenging learning environments delivered and monitored by high-quality instructional leaders and teachers. For this reason, Fall Creek Academy has selected the Transformation Model.

As a charter school with fairly wide latitude to structure staff, budget and curriculum in ways that maximize student growth, FCA needs to significantly improve the culture, attendance, curriculum and instruction. We believe this starts with a reorganization of the school's leadership team, grade levels and systems. Then, by setting clear, measurable and ambitious academic goals based on our current and past performance we intend to make significant progress, changing the trajectory for Fall Creek Academy.

Better than the other options, the transformation model spells out most clearly the essential ingredients that facilitate school improvement. This model allows FCA to take advantage of the expertise that already exists within the CCN Network and effectively create and implement a strategic plan for the next three to five years. Moreover, this model allows us to reflect on this past year, and address some of our continued challenges- including student/staff attendance, negative student behavior, and the absence of essential systems for teacher support and evaluation.

Finally, as a charter school serving a community with a history of under-performance, we feel strongly in our capacity not only to transform FCA into a high-achieving, urban school but also become a beacon of quality and educational opportunity for the entire Indianapolis community. As our analysis has showed, the Mapleton/Fall Creek neighborhood is desperately in need of a great 6-12 school. We intend to become that school.

Describe how the model will create teacher, principal, and student change.

The transformation model rests squarely on the idea that, with improved systems and instruction *as well as* a strong, efficient leadership team, student outcomes will increase. With the proposed interventions, FCA expects to make significant improvement to the school.

To create teacher, school leadership and student change, FCA has chosen its interventions as the TAP system, the Eight Step Process, Re-organization of the leadership team, an aligned curriculum program: SpringBoard, and finally, a family outreach and support program.

To strengthen instructional leadership and classroom instruction...

TAP is a proven teacher effectiveness model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation for teachers. TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and in states across the country and has increased the retention of effective teachers while reducing the retention of ineffective teachers (see TAP Research Summary in Appendix). TAP addresses the most important element in a school – human capital – and it does so by working with teachers and school leaders to systematically increase their skills and thereby increase student achievement. Last year, FCA tried to increase teacher effectiveness by addressing one aspect of the problem, teacher evaluation. As our teacher effectiveness data shows, the evaluation tool alone did not result in any real change in teachers' performance. There must be sufficiently trained and certified evaluators to apply the tool, timely and actionable feedback provided to teachers, professional development connected to the evaluations, and time in the schedule for meaningful evaluation and coaching to occur. TAP intentionally aligns the systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which would directly impact the recruitment and retention of our EF and HEF teachers.

TAP aligns four essential elements:

Multiple career paths provide powerful career growth opportunities through new roles and responsibilities (Career, Mentor and Master teacher) and corresponding growth in pay.

- Master and Mentor teachers form a leadership team, along with the principal, to deliver job-embedded professional support and conduct classroom observations. The team meets weekly, in meetings led by the

principal, to monitor progress toward student achievement goals; analyze student achievement and teacher effectiveness data on an ongoing basis; effectiveness of the professional development offered to teachers; and the accuracy and fairness of the evaluation system. (See TAP Leadership Team rubric in appendix). The CODE system is used heavily for monitoring and data analysis.

- Master and Mentor teachers receive annual stipends based on their performance as instructional leaders.

Ongoing applied professional growth means that teachers receive continuous, job-embedded development during the regular school day focused on specific, data-determined student and teacher needs.

- In weekly “cluster group” development sessions, teachers learn instructional strategies, analyze student data and engage in collaborative planning focused on specific student needs. Strategies are field tested by Master teachers with students *in that school* to ensure relevance and effectiveness. All new learning is purposefully aligned to the schools’ student achievement goals contained in the TAP School Plan (see Cluster Meeting protocol in appendix).
- Teachers receive individual support and coaching each week from Master and Mentor teachers.

Instructionally focused accountability consists of formal and informal classroom observations for teachers conducted by Mentor and Master teachers and school leaders.

- TAP has developed a rigorous, transparent, research-based, fair evaluation system. TAP’s evaluation system differentiates effective from ineffective teachers. (See research summary and TAP teacher evaluation rubric in appendix).
- Teachers are observed four times each year by multiple certified evaluators.
- Leadership teams monitor the reliability and consistency of classroom evaluation scores allowing for meaningful differentiation in teacher effectiveness.
- Final teacher evaluation scores are determined through classroom observations, individual classroom growth and school-wide growth.
- Principal evaluations include school-wide growth and assessment via the TAP Leadership rubric (see appendix document).

Performance-based compensation that recognizes instructional performance and student learning growth with performance bonuses.

- Effectiveness is evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth.
- Combining these bonus opportunities and salary augmentations, teachers in TAP schools can earn up to 20% above base pay. Thereby, this element can serve as both a recruitment and retention mechanism for highly talented teachers.

Additionally, FCA will, in year two begin to implement the **Eight Step Process**. The Eight Step Process provides intensive professional development that provides teachers and school leaders with basic exposure to and practice with Effective Schools Research, the analyses of root causes for low student achievement, and team problem-solving strategies. The Eight Step Process is then taught and supported during monthly school *Process Checks* conducted by Pat Davenport and Peggy Hinckley.

STEP 1: Data Disaggregation

By constantly measuring progress, FCA teachers and school leaders will look for trends, identify gaps, and strive to ensure that every students’ performance is monitored. During job-embedded professional development time, teachers exam their own data and colleagues’ data. The use of a data wall will assist FCA in keeping the focus on students’ achievement.

STEP 2: Instructional Calendars

The instructional calendar provides a logical sequence of concepts that are taught. Used school-wide, FCA will develop Math and English 6-10 calendars, dividing each 9-week grading period into 2-4-week blocks showing which standards and content will be covered each week. This is mapped to the SpringBoard Curriculum so that the concepts being taught are embedded in content-rich lessons and spiraled throughout a student’s year.

STEP 3: Instructional Focus

The most efficient way to improve student learning is to change the nature of teacher actions. To support that effort, the *Eight Step Process* will be included as part of the TAP professional development and support system.

STEP 4: Assessment

While the ISTEP+ and ECA annually measure the impact of instruction over an entire year, FCA cannot wait for those results to ascertain the impact of our efforts. With the Eight Step Process, formative assessments, every 2-4 weeks, will inform our progress across the year and regularly influence decisions about necessary instructional adjustments to better meet all students' needs.

STEPS 5 and 6: Tutorials and Enrichment

Using real-time assessment data obtained during data meetings, teachers and school leaders determine what to do next with students who have not mastered standards (acceleration) and those who have demonstrated initial mastery (enrichment). FCA intends to extend the school day by 1 hour, and as such this acceleration and enrichment time will take place for all students within this extended hour. In Cluster meetings, teachers will focus on the strategies used during extended day to support all students in achieving.

STEP 7: Maintenance

The mastery of skills, facts and concepts takes time. FCA knows this well, as our ISTEP passage rate and ECA re-tester data shows that our students desperately need this content maintenance. We intend to build this content maintenance time into our Math and English instructional and curriculum calendars so that students are revisiting the skills, concepts and facts regularly over the course of a year (in other words, spiraling content and skills throughout the year).

STEP 8: Monitoring

The Eight Step process is continually monitored by teachers, school leaders, and the CCN Support Team. There must be a shared accountability system for students mastering standards and building content knowledge if we are to achieve the school goals. Starting with our first training, Davenport and Hinckley will infuse in our school leaders that, "If they are managing the 8-Step Process, then they are managing curriculum and instruction" (Davenport and Hinckley, The 8-Step Process). Of all of the demanding responsibilities of the school leaders, their most important role is that of instructional leader. FCA and CCN couldn't agree more.

Deepen Families' Investment through family outreach and support...

FCA intends to increase our parents' investment in our school and their child's success through a variety of fun, informative, engaging opportunities, like Parent University, where they are encouraged to be involved in the life of our school and the academic performance of their child. We expect our families will see a difference in their child's growth and themselves adopt (if they hadn't already) the high expectations that we hold for each student at Fall Creek Academy. We believe that our school leadership team and teachers will play a critical role in ensuring our students and families have access to the support and resources they need to be successful parents and role models for their child.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
I. Projected budgets are sufficient and appropriate to support the full and effective implementation of the	X		School team has analyzed budget with each element of the SIG grant and assures alignment between each element of the transformation model and our

<p>intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.</p>			<p>proposed budget. Based on experience with previous grant recipients, the school team has taken special care to ensure budget is reasonable, allocable and necessary and provides for sustainability of program beyond grant period.</p>
<p>2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.</p> <p><i>Turnaround and Transformation models</i></p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	X		<p>FCA Superintendent, Dr. Charles Schlegel, served as the principal of the <i>Challenge Foundation Academy</i> from 2008-12. CFA received a SIG grant in 2010, (renewed through 2013), and today CFA has an A rating on the state’s accountability system and a positive budget. Based on this experience, Schlegel has demonstrated the capacity and commitment to the transformation model and the foresight to sustain its momentum beyond the grant period. Based on previous performance data, Schlegel and the FCA Board recruited and selected Agnes Aleobua to serve as the school’s next principal, based on a thorough review of credentials and capacity as an instructional leader. (Job posting included in Appendix 3.) A veteran principal with experience in urban charter school, Aleobua has consistently demonstrated this year the commitment to providing FCA the support and visionary leadership necessary to lead the school’s transformation.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>Please see the Letter of Support from FCA Board included in Appendix 4B. The minutes of the Board’s Meeting during which we gathered the Board’s input and they affirmed their commitment to transformation model are included in Appendix 5. The Board, originally, enlisted Dr. Schlegel to assume responsibility for FCA, based on his success with the transformation model at the <i>Challenge Foundation Academy</i>. Since then, Schlegel has recruited and selected talented staff with ample success in rapid improvements in instructional quality.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are 	X		<p>As stated, Dr. Schlegel serves as FCA’s superintendent. He is fully committed to full implementation of the transformational model, as it has proven especially help to both CFA and University Heights Prep – two schools within the <i>Community Charter Network</i>, which Schlegel oversees. Schlegel actively leads the committee responsible for the selection and design of our improvement model and is one of five primary authors of FCA’s SIG application (as we are an especially small and relatively lean organization). See Appendix 6 for a copy of the memo shared with staff, outlining the opportunity and enlisting</p>

<p><i>being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p>			<p>ideas for the transformation model.</p>
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>X</p>		<p>The teachers at <i>Fall Creek Academy</i> are not part of a union or collective bargaining agent; however, we outlined the contents of the grant to all teachers Mar. 28 and sought input from a broad range of staff members. We also have strong support from a cohort of teacher-leaders, responsible for helping to craft and design this transformation application.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>X</p>		<p>In Appendix 7, we have included the FCA Hiring Protocol, which we implemented this past fall to help ensure FCA employs an efficient and rigorous screening and hiring system. CCN’s CAO also serves as the primary talent recruiter, leveraging our relationships with teacher preparation and leadership programs to ensure that FCA is selecting teachers from the strongest pool of candidates possible. FCA also expects to maintain space in its budget for signing and performance bonuses to ensure that we sign and retain the highest quality teachers interested in helping transform our school. Lastly, as a stand-alone charter school, FCA does not have transfer policies and procedures. The FCA Staff Handbook, which dictates, in detail, the terms of employment is available upon request.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development Calendar</i> • <i>Curriculum and Assessment Calendar</i> • <i>Parent Requirements</i> • <i>Monitoring and Evaluation System</i> • <i>Support Process</i> • <i>Data Review</i> • <i>Special Population Review</i> • <i>Fiscal Monitoring</i> 	<p>X</p>		<p>The <i>Community Charter Network (CCN)</i> oversees Fall Creek Academy and is responsible for monitoring and supporting the implementation of the school’s transformation. In this capacity, CCN provides individualized coaching, leadership development, supervision and data review and analysis. Chandre Sanchez, CCN’s Chief Academic Officer, oversees FCA’s leaders of instruction and their development and support in guiding and coaching teachers to high academic results. Additionally, both the Superintendent and CAO are trained and certified by TAP, as two other schools in the network utilize this comprehensive system for teacher support and evaluation. Lauren Rush, CCN’s Chief Operations Officer, works to support the fiscal management and growth of FCA.</p>

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
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The LEA has or will recruit, screen, selects and support appropriate external providers.

The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;

X

FCA is committed to selecting external providers with a track record of success in supporting the transformation of underperforming schools. The FCA Leadership Team has over 25 years collective experience working in high needs environments – 8 years working in schools that received a SIG grant. Through this experience, we've tried and tested many different external service providers to ensure alignment with our improvement plan and clear methods of mutual accountability. For instance, our team's previous partnerships with the Center for Excellence in Leadership and Learning (CELL) and the National Institute of Excellence in Teaching (NIET) have provided previous schools powerful, timely and skillful support to improve instruction and teacher development through the TAP program. FCA expects to partner with CELL and NIET to help us implement TAP, a program critical to the transformation of CFA and our ongoing development of UHP. Based on FCA's data, we view instructional quality is an equally essential part of this school's transformation and believe TAP to be a powerful engine to rapidly improve teacher support, development and, in the end, performance. Alternatively, while our team is very familiar with the 8 Step Process, no one on our team has previously partnered with Patricia Davenport or Peggy Hinckley to help us implement this system of monitoring student growth. Thus, in order to thoroughly evaluate the potential of partnering with Davenport & Hinckley to help us implement the Eight Step Process, we talked extensively with Hinckley to determine the program's fit with our transformation plans and overall educational program. We have also talked with districts, like the Goshen Community Schools, that effectively couple the TAP program with the 8-Step Process and employed Davenport & Hinckley to train and support implementation.

The FCA team has been equally discerning in our selection of partners providing programs and support to expand and enrich our extended school day. For instance, we have developed partnership agreements with organizations like, *Jireh Sports* and the *Starfish Initiative*, to extend students' learning time and help them better prepare for post-secondary success. In these cases and others (like *Dyknow* or *Teachscape*), we are primarily initiating relationships with service providers that we already have tested at CFA and other schools with which we work.

		<p>Lastly, FCA also intends to contract with the <i>Charter School Management Corporation (CSMC)</i> to provide our team both financial accounting and data-management support. In determining the potential of a partnership with CSMC, the FCA team examined closely the efficiency of the organization's business model (particularly in comparison to competing accounting providers). We talked with five different schools (in two states) who have worked with or currently employ CSMC and interviewed its leaders thoroughly to assess capacity to effectively partner with FCA to support its business operation and overall program. Based on this review, we expect to move forward with CSMC, based, in part, on the outcome of our SIG application.</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	<p>X</p>	<p>Throughout the review process, the FCA team has shared its implementation timeline with each external provider in order to ensure timely and effective implementation. The team's previous positive experiences with organizations like CELL, NIET, and the YMCA has helped give our team confidence in each partner's capacity to commit to our timeline and meet our school's needs; still, in order to ensure smooth implementation, we have reviewed the implementation timeline with all of our providers, the rubric through which we intend to manage the strength of our partnership (See Appendix 13) and the data by which we expect to monitor the partnership's impact and FCA's overall progress.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>X</p>	<p>The FCA Team, including its Superintendent, Chief Academic Officer and Chief Operations Officer, bring considerable experience in programs, like TAP. Several members of our team have also worked previously with CELL, Davenport & Hinckley, the Starfish Initiative, Ivy Tech as well as teacher recruitment and development organizations, like The New Teacher Project and Marian University's Teaching and Learning Leadership program. Based on our familiarity with each potential provider, we expect to partner with these and other organizations in ways that ensure alignment of internal and external resources and build FCA's internal capacity to sustain the innovations of our partners long after the grant period.</p> <p>Due, in part, to Schlegel's interest in community partnerships and the ingenuity of the school's staff, the Challenge Foundation Academy was able to develop over 20 robust partnerships with local organizations interested in making a difference for youth. Today, all of these programs continue to</p>

			enrich and enhance CFA’s program, even though the school’s SIG grant has ended. We cite CFA as a strong example of the expertise we bring to FCA’s application, its interest in building impactful partnerships with like-minded local organizations and its commitment to sustaining these partnerships long after the grant period has ended.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	X		In order to assess the quality of service each external partner provides, FCA has created an External Provider Assessment Rubric (See Appendix 13), describing the criteria associated with each aspect of our evaluation of external providers. The FCA Leadership Team has shared and will continue to share this tool and criteria prior to contracting with any external provider. Then, we expect to meet monthly within the first six months of the grant period (quarterly after that) to ensure FCA builds a strong partnership of mutual accountability with each external provider of service to our school. As noted in the rubric, external providers must, at a minimum, meet the criteria listed in level three in order to be considered a “partner in good standing” and an organization with which we would continue our partnership.

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.