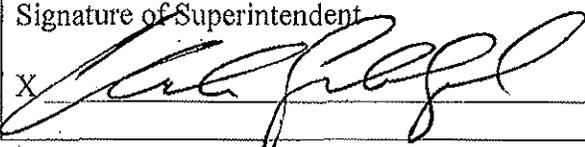




Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: Challenge Foundation Academy		Corporation Number: 9645
Contact for the School Improvement Grant: Charlie Schlegel		
Position and Office: Principal/Director	Contact's Mailing Address: 3980 Meadows Dr. Indianapolis, IN 46205	
Telephone: (317) 803-3182	Fax: (317) 803-2367	
Email Address: cschlegel@teamcfaindy.org		
Superintendent (Printed name) Charlie Schlegel	Telephone: (317) 803-3182	
Signature of Superintendent X 	Date: 4/26/10	

→ Complete and submit this form one time only.

→ Complete a second form, "Tier I and II Application" or "Tier III Application" for each school applying for a school improvement grant.

1. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE (see “General Instructions for Applying for a School Improvement Grant), complete the information below. Include all Tier I and II schools listed in the “General Information” document whether or not the LEA plans to serve them. Typing in the school name and indicate the grade span (e.g., K-5, 6-8, 6-12, etc.).
- 2) Complete the activities and information in the Tier I and Tier II application or the Tie III application. This will lead to an appropriate determination for the best “fit” of an improvement model for each specific school.
- 3) For each school below, place an “X” indicating the tier and the school improvement (intervention) model selected. (Add rows to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Challenge Foundation Academy	K-5	X			X			
2.								
3.								
4.								
5.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

- We will serve all of our Tier I schools.
- We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date it occurred. (Individual names are not needed*).

School Name: Challenge Foundation Academy School Number: 9645

Stakeholder Group	Mode of Communication	Date
Challenge Foundation Academy Board	Email /Letter	Apr. 23
Representative Team of CFA Teachers	In-Person Meetings	Apr. 21
Parent-Teacher Organization	Email/Letter	Apr. 22
Summer Advantage USA	Email /Letter	Apr. 23

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the model's components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit a letter(s) from the teacher's union with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

_____ Challenge Foundation Academy _____ assures that it will

- 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

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

➤ *Complete Tier I and Tier II application or Tier III application if not already done so.*



School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation Challenge Foundation Academy Number 0645

School Name Challenge Foundation Academy

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- Turnaround
- Restart
- Transformation
- Closure

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/aypress.cfm>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	53.9%	90	High	Medium – non-LEP, high poverty, enter low perf.
Black	54.5%	90	High	Medium – non-LEP, high poverty, enter low perf.
Free/Reduced Lunch	53.5%	68	High	Medium – non-LEP, high poverty, enter low perf.

Mathematics

Overall	47.0%	79	High	Medium – non-LEP, high poverty, enter low perf.
Black	47.0%	78	High	Medium – non-LEP, high poverty, enter low perf.
Free/Reduced Lunch	50.0%	64	High	Medium – non-LEP, high poverty, enter low perf.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Appropriate example: “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</i></p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example: “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</i></p>
<p>School population – almost exclusively African-American, primarily from homes eligible for free/reduced lunch – present fairly unified problems of non-proficiency.</p> <p>There is minimal difference in performance between FRL students and non-FRL students. Equal rates of proficiency.</p> <p>Although not a statistically significant group (in AYP terms), SPED students are proficient at half the rate of non-SPED students in our school.</p> <p>62% of students enrolled in CFA for 2+ years achieve proficiency on ISTEP, compared to 38% of students in school less than 360 days.</p> <p>Nearly equal percentages of males and females passed ISTEP Math test; yet, males were nearly 50% more likely as females to not pass the ELA test.</p> <p>CFA students who were not yet proficient perform least well in the nonfiction analysis and writing application strands of the E/LA test.</p> <p>CFA students who were not yet proficient perform least well in the number sense and problem solving strands of the math test.</p> <p>Based on NWEA assessments, 69.5% of students, gr. 2-5, grew more than the average growth (nationally) during the '08-'09 school year; yet, nearly 40% still performed below NWEA standards of proficiency.</p>	<p>Students not yet proficient in our program generally share the same demographic characteristics as students who are proficient readers and writers.</p> <p>While the vast majority of our students come from economically-disadvantaged situations, this does not appear to be the defining characteristic of under-performing students in our school.</p> <p>We are not providing sufficient levels of classroom differentiation and intervention support to ensure proficiency among SPED students.</p> <p>Students enter significantly under-prepared academically. Students with us 2+ years progress towards proficiency. Students with us 300 days or less do less well.</p> <p>CFA does not currently have in place special supports or curricula to encourage reading and literacy development among male students, who research has shown tend to be less active readers.</p> <p>The instructional strategies CFA teachers employ (and the time they spend on these strategies) have not been sufficiently effective in equipping students with the nonfiction reading and writing skills they need to be successful.</p> <p>The curriculum and instructional strategies employed have not equipped students with sufficiently strong skills in number sense and mathematical problem solving.</p> <p>CFA students are growing academically and benefitting from interventions; yet, curriculum and instruction is not sufficiently differentiated and impactful to ensure adequate levels of student growth</p>

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	79,800	79,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate*	96.1%	96.9%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A
5. Discipline incidents*	76	84
6. Truants*	62	62
7. Distribution of teachers by performance level on LEA’s teacher evaluation system	Basic: 30% Proficient: 65% Advanced: 5%	Basic: 27% Proficient: 70% Advanced: 3%
8. Teacher attendance rate	Not avail.	97.4%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “ Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “ Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>Extended academic day (420 minutes) and extended school year (189 days) provide above average learning time for students.</p> <p>Over 15% of students are absent ten or more days in each of the past two school years.</p> <p>Approximately 10% of our students are suspended in a school year; many multiple times. Of those suspended who took the ISTEP, only 25% passed it.</p> <p>Teachers, on average, miss 5.2 days of school each year, which amounts to a 97.4% attendance rate.</p> <p>In each of the past two years, over a quarter of CFA teachers have not met the criteria for proficiency.</p>	<p>Extended program has not proven sufficient to ensure high rates of fluency.</p> <p>Lack of transportation and inadequate enforcement of our attendance policy has led to poor attendance (as well as school performance) and limits our capacity to help an important subset of students.</p> <p>Problem behaviors (and the accompanying consequences) limit the time some of our students are able to spend in class and on-task. Addressing these behaviors limits the time of our administrators to attend to instructional leadership.</p> <p>Despite the rigor or challenge teaching at CFA, we maintain a relatively high attendance rate. Most rate the support they receive from their colleagues as the number one reason they enjoy their job here.</p> <p>There is significant need for greater teaching expertise and, in turn, professional development in our school. Teachers at both “basic” and “proficient” levels need more support and guidance if they are to advance to the next level in teaching effectiveness.</p> <p>Professional Development program has not proven sufficiently supportive in helping teachers grow as much as they could or the job demands.</p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X			1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X	X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X	X	X	1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.			X	X	1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X	X	X	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.			X	X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures. "</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example "</i> We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>Principal is not in classrooms as much as he is managing the school.</p> <p>There is inadequate differentiation in classrooms.</p> <p>There is inadequate use of technology.</p> <p>Curriculum is not adequately differentiated for struggling learners.</p> <p>Professional development, other than Core Knowledge curriculum development, has been short, one-shot sessions without follow-up of classroom instruction.</p>	<p>The principal serves as "district superintendent," not just the principal, which requires he take on a greater variety of responsibilities than the traditional principal.</p> <p>Teachers need more training in best practices and time to effectively differentiate lesson plans.</p> <p>Teachers lack the equipment and time to develop the essential skills in using technology as a teaching tool.</p> <p>Most curriculum targets the average learner. Teachers need training and time to prepare effective lesson plans.</p> <p>Professional Development has focused mainly on Core Knowledge curriculum and becoming an official CK school, leaving limited time for training in effective instructional strategies.</p>

B. Selection of School Improvement Model

- **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
<i>Required Elements</i>	<i>Required Elements</i>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and 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, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected ___ Transformational Model _____

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

Our choice of the transformational model is primarily a case of fit and timing. As a charter school with fairly wide latitude to structure staff, budget and curriculum in ways that maximize student growth, we believe that we have put in place *some* of the important pieces to drastically improve student learning; yet, we need to significantly improve, among other things, the capacity of instructional leadership at our school and, in turn, the quality of instruction if we are to meet our academic goals.

Better than the other options, the transformational model spells out most clearly the essential ingredients that facilitate school improvement. They include pieces of our program that we have initiated and hope to build upon since bringing on a new principal in July '08. This model allows us to take advantage of the relatively high degree of our staff's commitment to the school and their ongoing growth as educators (see Self-Assessment); yet, it also allows us to address our challenges, including student attendance, the relative inexperience of our staff and the obstacles to high quality instructional leadership in our school.

Finally, as a relatively new charter school serving a community with a history of under-performance, we feel strongly in our capacity not only to transform CFA into a high-achieving, urban school but also in proving the efficacy of the IDoE's intervention models in transforming all struggling schools into those our students deserve.

(2) *Describe how the model will create teacher, principal, and student change.*

The “transformation model” rests squarely on the idea that, with improved instruction *as well as* the leadership necessary to support great teaching, students will learn at high levels. We believe strongly in this proposition and are prepared – and, in some cases, have already begun - to put in place the systems, supports and structures characteristic of high-performing schools serving low-income communities.

In keeping with the format of this application, we detail in the appropriate sections of our proposal exactly how we intend to address each of the elements of the transformation model. However, we also felt it may be helpful to our readers to categorize each of the many tasks of our plan into four central areas of focus. They are:

- ***Increase Learning Time*** through, among other things, the implementation of Summer Advantage USA, an exciting summer program with a proven record of student growth; the creation of a staff position responsible for the culture or environment we create for students and the implementation of a Saturday School, serving students removed from classroom during the week. To provide more time for professional learning, we propose to employ Junior Teachers, positioned to provide critical interventions as well as additional time for collegial observations and professional development among classroom teachers.
- ***Strengthen instructional leadership and professional development*** through the adoption of the TAP model of student and teacher advancement – a system that includes the appointment of master teachers to help “field test” innovative instructional strategies and implement job-embedded professional development for teachers.
- ***Improve classroom instruction and lesson differentiation*** through the development and refinement of a robust, engaging curriculum, the implementation of a powerful job-embedded professional development program led by our Master Teachers and centered on the workshop model of instruction and the refinement of a system of data-based interventions to address the needs of exceptional students.
- ***Engage families*** through the on-going funding and development of our monthly Family Nights, the involvement of our Culture Director in ensuring strong attendance and a supportive learning environment (for students and their parents) and the expansion of our Early Literacy Home Visits, designed to encourage home practices that support students’ reading development.

In full, we believe the combination of each of the elements will significantly impact our school’s leadership, the quality of teaching and the achievement of our students. For instance, we believe the strengthening of instructional leadership and, specifically, the implementation of TAP’s rigorous evaluation framework will provide our principals and teachers with clear measures of accountability and professional development rooted in achievement data. We believe with target support from Master Teachers CFA teachers will grow more skilled in differentiating instruction and intervening to address students’ needs. Finally, we believe that our families will grow more invested through our initiatives to more deeply involve them in the education of their child and the support they lend to help our young people achieve.

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		See budget outlined in Section II and the associated cost of each element of our transformation plan.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget outlined in Section II, includes each piece of our transformation model.
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		The financial allotment associated with each budget item is based on past-practice and market research. Items associated with TAP system were gathered from other schools successfully implementing TAP model.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		See Budget, Section II.
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	n/a		Not applicable – sole Tier I school in our “district.”
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		See Budget, Section II

Capacity	Yes	No	District Evidence
<p>7. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>	X		<p>Resumes for Principal, Assistant Principal and selected staff leaders are available upon request.</p>
<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>	X		<p>PTO Agendas at which plans were discussed and sought input on our plan. Available upon request.</p>
<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>Minutes of CFA Board Meetings. Board Chair's recent attendance (with school leaders) at TAP Conference. Both items available upon request.</p>
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	X		<p>As a charter school, principal serves also as superintendent and has been an essential architect and supporter of this process.</p>
<p>11. The teacher's union has expressed commitment 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>	X		<p>We are a charter school without an organized teacher union; however, we have strong support from teacher-leaders, with whom we meet weekly to review the progress and direction of the school, including our transformation plans. Meeting agendas available upon request.</p>

Capacity	Yes	No	District Evidence
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		Charter School recruited nationally and hired new principal in July '08.
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. <i>All models</i>	X		Implementation Timeline is included in Transformation Plan. Timeline outlining each task chronologically is available upon request.
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i>		X	Staff members have strong expertise in some aspects of the model. Other challenges will require outside expertise, such as, the knowledge of effective teacher evaluation practices and a framework for school improvement (i.e. The Davenport Model).
15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities <i>All models</i>	X		Charter school status and associated flexibility over budget has allowed CFA to gain experience and develop expertise in aligning funding sources to essential learning needs.
16. The district demonstrates the ability and commitment to increased instructional time. <i>Turnaround, Transformation Models</i>	X		CFA maintains an extended day and year. We initiated partnership with Summer Advantage prior to notice of this grant – evidence of our commitment to increased instructional time to help students towards proficiency.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>1. <i>Design and implement school intervention model consistent with federal application requirements.</i></p>	<p>No response needed here as this information is required later in the description of the model selected.</p>
<p>2. <i>The LEA has or will recruit, screen, selects and support appropriate external providers.</i></p>	<p>Beginning in Jan. '09, CFA has partnered with the Mayor office, the Forest Manor Multi-Service Center and the United Way to fund a Community-School Coordinator, who serves to coordinate community resources to support CFA families and facilitate volunteer programs, including the United Way's ReadUp initiative.</p> <p>In Jan. '09, CFA initiated a partnership with Project SEED, an innovative, research-based math program that engages upper elementary math students in high-level mathematical thinking and problem solving. (See www.projectseed.org).</p> <p>In both programs above, we regularly use pre and post assessments as well as standardized tests to measure the impact of our partnerships with ReadUp and Project SEED. For example, we review NWEA reading scores to assess growth in literacy among students participating in ReadUp and Project SEED's internal pre/post assessments to gauge growth among our fourth graders in the standards this program addresses. (See Appendix F for sample.) We consistently use these results to adjust aspects and prioritize needs associated with each initiative. For instance, our review of reading data midway through this year raised concerns of the improvement among specific students, which led our team, in turn, to watch more closely specific students' attendance in after-school ReadUp tutoring sessions.</p> <p>CFA signed contract with Summer Advantage USA to provide summer programs to 200</p>

CFA students, June 21-July 23, 2010. With grant assistance, we expect to continue this program through at least the summer of 2013.

Upon longitudinal analysis of our NWEA scores over the past three summers, we found our students' performance mimics a national trend in summer learning loss, particularly among urban students (Alexander et al., 2007). (See Appendix D for average NWEA scores longitudinally organized.) These same studies find that quality summer programs can counteract summer learning loss and make as much as five months' difference in academic growth (National Center for Summer Learning, 2008). At CFA, we expect to track the growth of students enrolled in Summer Advantage and examine growth in math and reading, based upon NWEA scores, to assess impact. Summer Advantage will also employ the Iowa Test of Basic Skills to assess skills pre and post. Based upon regular analysis of learning data, we expect to work with the Summer Advantage staff to gauge impact and make regular programmatic adjustments as necessary.

CFA participated in IDOE-led exploration of TAP teacher development model, attended its annual conference and plans to participate in group convened to explore further adoption in Indiana.

CFA is meeting May 6 with representatives of the Center for Excellence in Leadership and Learning (CELL) and the National Institute for Excellence in Teaching (NIET) to finalize plans to implement the TAP system at CFA. Nationally, schools that employ the TAP model have seen considerable growth in everything from teacher retention to student growth. (See Appendix H for slides describing TAP's impact on participating schools.) We expect to use similar measures of student learning (primarily MCLASS, NWEA and ISTEP results) and teacher development (TAP surveys and teacher evaluations) to assess the impact of our partnership with NIET and implementation of the TAP program in coming years. Like other TAP schools, we do not expect significant results immediately; however, we do expect measures of student learning to grow, as we improve in the implementation of TAP and the overall development of our school.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>	
<p>○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided.</p>	<p>Title I Part A: Regular funds extended learning time (i.e. after-school tutoring program. Title I, Part A: Stimulus funds used to pilot our summer learning program (Summer Advantage) this year. Title II, Part B: funds recruitment and retention of staff with skills and experience to effectively implement the selected intervention model Early Intervention Grant: Funds curriculum development for early literacy and Literacy Home Visits.</p>
<p>○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model.</p>	<p>Partnership with CELL to assist in the implementation and funding of the TAP systems of teacher development.</p> <p>Partnerships with the Mayor’s Office and the United Way help finance a staff position responsible for community engagement as well as the implementation of Project Seed, an innovative math program led by math specialists.</p> <p>Challenge Foundation Network of Charter Schools (www.teamcfa.org) will continue to provide us with non-financial governance, marketing and property management expertise.</p> <p>CFA is also an “emerging member” of <i>Schools-That-Can</i>, a network of high-performing private and charter schools serving urban students, through which our school is able to reach out to schools across the country for best practices in urban education.</p> <p>Partnerships with the Martha Anne Rooney Foundation and the Indiana Partnership of Young Writers will provide data analysis support and professional development, respectively.</p> <p>Currently partnering with the Core Knowledge Foundation, through which we receive guidance in curriculum and instruction. Also in the process of applying to become an Official Core Knowledge School, a distinction which will help us in accessing the expertise of other Core Knowledge schools across the country.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p>During '08-'09, CFA principal worked with team of CFA teachers to develop the Challenge Foundation Academy Teaching Rubric. (See Appendix A). Beginning Aug. '09, rubric employed to evaluate teacher performance and differentiate pay across four rating categories. Upon adoption of the TAP system, CFA expects to adopt the TAP rubric and access TAP expertise and train staff evaluators in its use. Although TAP does not release its rubric publically, we have included both the categories and example of the rubric in Appendix I for your review.</p> <p>Principal and Assistant Principal currently evaluated against twice-yearly performance goals (See Appendix B for an example of goals.) We are currently following the development of the IDoE's Principal Effectiveness Rubric as a tool to assess school leadership. We expect to use this tool at CFA (with some adaptations to address skills unique to charter school leadership) once finalized and reviewed by our Board. See Appendix G for an example of this rubric.</p>
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p>Staff evaluations based on at least four full observations annually and two evaluation meetings. (See Appendix C for a brief outline of our evaluation process).</p> <p>Student performance embedded in Teacher Evaluation; Merit Bonus system rests squarely on demonstrated results in student performance. (See Appendix D for bonus criteria)</p> <p>Again, with SIG funding, we expect to adapt these tools to align with the TAP system. See Appendix I for a pie chart, displaying the sources of data on which teacher evaluations are based.</p>
<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<p>Since 2008, six CFA staff members (of 30 instructional staff) have been dismissed due to ineffective performance in improving student learning. The CFA pathway includes observation meetings, performance improvement plans, follow-up meetings and, when necessary, dismissals. The Board reviews the principal's performance twice yearly in relation to agreed-upon goals and the Principal Effectiveness Rubric, once approved.</p>

d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	CFA’s charter school status affords the school reasonable flexibility in hiring, replacing and retaining staff through various rewards and incentives (i.e. bonus pool).
e) <i>Appropriate</i> amount of instructional time added (if required by the model).	For many students, school year will be extended to 209 days through the adoption of the Summer Advantage program, open to all CFA students (K-5). CFA currently experience 420 minutes of instruction each day – 120 of which are devoted to literacy.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
a) <i>Continuous</i> measurement of effectiveness of model’s implementation provided.	Each element of this plan will be evaluated for its effectiveness in helping CFA reach its goal of 90% proficiency. For instance: <ul style="list-style-type: none"> • Evaluation of the Summer Advantage and its impact will come naturally through comparison of spring and fall NWEA scores of students participating in the program and basic skills testing required of all participants in this summer program. • Effectiveness of the TAP system and its essential characteristics (instructional coaches, job-embedded professional development, merit-pay and multiple career paths for teachers) will be determined through surveying teachers as well as analysis of evaluation results (based on CFA/TAP Teaching Rubric) and growth data in student learning. • Curriculum changes will be evaluated through surveys of teachers as well as standard measures of student performance, including the ISTEP, DIBELS and NWEA tests.
b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.	Based on on-going evaluation of the program, CFA commits to on-going refinement of transformational model, based on student learning data. A continuing partnership with the Martha Ann Rooney Foundation affords CFA critical resources in the effective collection, organization and presentation of student learning data, through which we expect to monitor the implementation and effectiveness of this proposed intervention. We expect to meet quarterly as a leadership team to review our progress towards established benchmark in SIG implementation as well as core measures of student learning. We will use resources like <u><i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i></u> to help define the process through which we will set and refine our goals, collect

	<p>the essential data and assess results. We also expect our participation in the <i>8-Step Process</i> (a.k.a. Davenport Model) to help us further define the process through which we regularly assess our progress and make mid-course adjustments to improve our program and further our transformation.</p>
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>CFA expects to utilize a multifaceted approach to sustaining the improvements to our program beyond the lifetime of the grant. For instance, we expect to leverage our students' academic success through an ambitious fundraising campaign and hired Apr. 15 a Development Director to raise funds for the longevity of the CFA program and its academic priorities. Through effective instructional coaching, we expect to build internal expertise to continue effective teaching practices beyond funding for our coaches. Finally, we expect to seek further grant funding to train new staff (teachers and building leaders) in practices identified as essential characteristics of high performing schools, including, we expect, the Challenge Foundation Academy.</p>

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
- 3) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

- We will implement this model. We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>			
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
6. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>			
8. <i>Provide increased learning time for students and staff.</i>			
9. <i>Provide social-emotional and community-oriented services/supports.</i>			

➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Model

(Guidance Document, Section E, pages 22-27)

- We will implement this model.
 We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>1. <i>Replace the principal who led the school prior to implementing the model.</i></p>	<p>Completed: In July '08, the CFA Board hired a new principal, Charlie Schlegel, to help “turn around” the school. Schlegel was an experienced school leader with a background in urban education and knowledge of charter schools.</p>	<p>CFA Board Chair</p>	<p>July 2008</p>
<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>Principal and Assistant Principal currently evaluated against twice-yearly performance goals (See Appendix A for an example of goals.)</p> <p>CFA is following closely the development of the IDoE’s Principal Effectiveness Rubric (See Appendix G) and, upon the board’s review, expects to adapt this rubric to the essential demands of a charter school principal/assist. principal and use it to regularly evaluate our building leaders.</p> <p>Team of CFA teachers and administrators developed the Challenge Foundation Academy Teaching Rubric. (See Appendix B).</p> <p>Teaching rubric piloted in the evaluation of teacher performance and differentiated pay across four rating categories.</p> <p>CFA initiated study of TAP: The System for Teacher and</p>	<p>CFA Board and Principal</p> <p>CFA Board and Principal</p> <p>Administrators/ Teachers</p> <p>Principal and Teacher/Leader</p> <p>Principal and Teacher/Leader</p>	<p>July 2008</p> <p>June 2010</p> <p>Apr. 2009</p> <p>Aug. 2009</p> <p>Jan. 2010</p>

	<p>Students Advancement (TAP). It embodies many of the principles important to CFA and brings with it a network of expertise in similar model as to what CFA has been trying to devise on its own.</p> <ul style="list-style-type: none"> • Teacher and principal participated in IDOE-sponsored trip to TAP schools in Louisiana. • Administrative team and board member attended the TAP national conference in Washington DC in March. • May 6, CFA will attend a meeting, convened by Center for Excellence in Leadership and Learning (CELL), to finalize adoption plans. • With funding and sufficient staff support, CFA expects to begin the TAP implementation process, beginning with a pilot year in Aug. 2010. <p>The TAP system rests on four essential principles:</p> <ol style="list-style-type: none"> 1. <i>Multiple Career Paths for Teachers</i> 2. <i>On-going, applied professional growth</i> 3. <i>Performance-based compensation</i> 4. <i>Instructionally-focused accountability</i> <p>More information about TAP's model for school improvement is available at www.tapsystem.org.</p> <p>Upon review of faculty and approval of TAP, CFA expects to adopt the TAP teaching rubric and access the network (200+ schools in 10 states) of expertise in using evaluation rubric. (Sample strand of TAP rubric is supplied in Appendix I.)</p>	<p>Principal and Teacher/Leader</p> <p>Principal and Teacher/Leader</p> <p>Admin. Team and Tchrs</p>	<p>May 2010</p> <p>Aug. 2010</p> <p>2010-2011</p>
<p>3. <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</i></p>	<p>CFA first employed a Merit-based bonus plan to reward staff members for exemplary work.</p> <p>Administration worked with subset of CFA teacher/leaders in developing and adopting a second Merit-based bonus plan focusing more squarely on student learning goals. See Appendix C for CFA Merit Pay Bonus Criteria.</p>	<p>Principal</p> <p>Principal</p>	<p>June 2008</p> <p>Sept. 2009</p>

<i>not.</i>	CFA will award Merit-based bonuses provided CFA students meet specific learning goals, based on NWEA and ISTEP growth as well as subset of secondary academic goals.	Principal	June 2010
	Upon TAP implementation, CFA expects to adopt the TAP systems of “performance-based compensation,” including bonuses.	Administration/ Teachers	Aug. 2010
	CFA will adapt the TAP model of job-embedded professional development and, through it, ensure high-quality instruction across our building. Our Master Teachers (a.k.a. Instructional Coaches) work especially closely with teachers, who, based on student growth and classroom observations, need extra support. Master Teachers will guide teachers, deemed ineffective or in need of extra support, in defining time-bound professional goals, crafting plans for improvement, getting assistance and assessing growth. They will assign them a mentor and require they observe regularly in others’ classrooms. As needed, the Master Teachers will enlist the assistance or supervision of the administration, particularly in cases in which a teacher fails to progress. Should ineffective teachers fail to adequately follow their plans and grow in effectiveness, the principal and assistant principal will initiate the process through which ineffective teachers are dismissed or, in rare cases, re-assigned to another position on our staff.	Administration/ Master Teachers	Aug. 2010

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>Currently, the CFA professional development program includes:</p>		
	<p>1. Ten professional development days set aside during the school year for different types of development (behavioral interventions, academic interventions, standards to curriculum alignment).</p>	Principal	Aug. 2007
	<p>2. Creating the Intervention or Junior Teacher position (paid for through Title I and Title II funds), responsible for small-group instruction/intervention for struggling readers.</p>	Teacher/ Leaders	Aug. 2009
	<p>3. Grade-level meetings three times per week (focused on intervention, assessment, and curriculum/team planning) to support and develop instructional teams.</p>	Principal/ Asst. Prin.	Aug. 2009
	<p>4. Hiring a Literacy Specialist to oversee alignment of ELA curriculum and implementation of Writer’s Workshop, research-based strategy for developing student writing.</p>	Principal	Aug. 2009
	<p>5. Initiating a New Teacher Orientation, led by two certified mentors, and mentoring program for new staff members.</p>	Teacher/ Leader	Aug. 2009
	<p>In order to accelerate our school’s improvement, we propose to fully implement the TAP system. In keeping with the TAP model, we propose to:</p>		
	<p>1. Select two Instructional Coaches (regarded as “Master Teachers” in TAP’s system of multiple career pathways). Coaches will model and co-teach effective instructional strategies and meet weekly with grade-level teams, identifying best practices, analyzing student data and refining curricula and instructional strategies.</p>	Admin. Team	July 2010
	<p>2. Expand New Teacher Orientation to include teachers</p>		

	<p>identified as “basic” on CFA Teaching Rubric as well as follow-up throughout the year. Mentor teachers will provide orientation participants with extra guidance in management and instruction and evaluated monthly to assess professional growth.</p>	Master Teachers	July 2010
	<p>3. Initiate system of peer review through which grade-level teams are able to conduct focused collegial observations.</p>	Master Teachers	Aug. 2010
	<p>4. Develop a corps of “Junior Teachers,” responsible for small-group interventions (.6) and classroom instruction (.4). This, in turn, will free up career and mentor teachers for collegial observations and grade-level meeting to review achievement data and interventions.</p>	Master Teachers	Aug. 2010
	<p>5. Based on SIG goals, student learning data and classroom observations, our Master Teachers will prioritize with grade-level team leaders professional goals and structure development time around these goals. Master Teachers will also meet weekly with building leaders, and, together, we’ll review student data and define priorities for instructional improvement. Master Teachers will use these priorities to shape the specific goals of particular teachers as well as the focus of various means (Professional Development Days, “Classroom Walk-Through’s and grade-level meetings) through which we support good teaching and facilitate student achievement.</p>	Principal/ Master Teachers	Aug. 2010
<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>CFA began a partnership with Teach For America (TFA) Indianapolis and has employed two TFA teachers this year and expects to hire 1-2 more for the '09-'10 school year.</p> <p>As mentioned, CFA will implement the TAP system and, through it, expects to more effectively retain high quality staff.</p>	Principal	May 2009
		Principal	Aug. 2010

	<p>The TAP system includes multiple career pathways, designed promote teacher advancement and retention.</p> <p>The multiple career paths embedded in the TAP system may also prove helpful in allowing teachers more flexible work time for the purpose of retaining exemplary staff.</p>	Principal	Aug. 2011
6. <i>Provide increased learning time for students and staff.</i>	<p>Currently, CFA has an extended day (7.5 hrs) and extended year (189 instructional days), which amounts to a full year of schooling if a student stays with us K through fifth grade.</p> <p>Students reading below grade level (based on assessments each semester) also participate in two-hours of targeted tutoring assistance in reading (paid for through Title 1 funds).</p> <p>This fall, we allocated subset of Title 1 stimulus funds to start offering weekly Enrichment Courses (“Monday Clubs”) to engage students in project-based learning opportunities, ranging from <i>LEGO</i> robotics to Spanish classes. With funding, we aim to continue and expand our Monday Clubs, adding 60 minutes of enrichment, serving 200+ students each week.</p> <p>Based on feedback from parents, CFA began this fall a partnership with Summer Advantage USA and through it will provide CFA students with an extended program (25 additional days). The program, run by professional teachers, will be open to all students; based on current enrollment projections, we expect between 200-300 will sign up each summer. Summer Advantage USA has proven track record of providing cost-efficient summer learning programs that address summer learning loss. (See Appendix E: Longitudinal Analysis of NWEA Results). For more information about Summer Advantage USA, go to www.summeradvantage.org.</p> <p>CFA will initiate a Saturday School through which we’ll provide critical academic support (including make-up work)</p>	<p>Principal</p> <p>Principal/ Asst. Prin.</p> <p>Principal/ Asst. Principal</p> <p>Principal/ Asst. Prin.</p> <p>Counselor and/or Culture Director</p>	<p>Aug. 2006</p> <p>Oct. 2007</p> <p>Sept. 2009</p> <p>Sept. 2009</p> <p>Aug. 2010</p>

	and socio-emotional counseling for students (grades 2-5) removed from the classroom for disciplinary reasons (suspensions, time in office etc.). CFA teachers and counselors will partner with local volunteers and mentoring groups to supervise and support students each week.		
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7. <i>Use data to implement an aligned instructional program.</i>	Pilot the Core Knowledge Reading program (K-2) with promising results (see Appendix F: Reading Level Data). CFA has committed to CK Reading for the next three years and expects to apply for funds to purchase consumable reading materials (previously provided as a participating pilot site). CFA will review the CK Reading program's alignment with the IDoE's new Reading Framework once	Principal	Aug. 2007
	CFA has built a strong partnership with the M.A. Rooney Foundation, through which we receive considerable assistance in collecting, organizing and presenting student learning data in a format that teachers can easily understand and act upon. See www.maroonerfoundation.org for more information about the foundation. As stated earlier in this proposal, the school's leadership team (administration, master and mentor teachers and School Culture Director) will meet quarterly to review our progress towards established benchmark in SIG implementation as well as core measures of student learning. We will use resources like <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i> to guide the process through which we will use data to set our goals, track the essential information and assess our progress. We also expect our participation in the 8-Step Process (a.k.a. Davenport Model) to help us further define the process through which we identify interventions and focus resources on areas of greatest need.	Principal/ Teacher- Leaders	Jan. 2009
		Principal	Aug. 2010

	<p>Develop a plan to assess various math curricula, aligned with latest developments in IN Math Standards. Upon review, we expect to adopt new math curriculum through which we can improve curriculum coherence and differentiation math learners.</p>	Principal	Aug. 2010
	<p>We also expect adopting TAP will help us focus more tightly on achievement data. An instructionally-focused accountability system is a central principle of the TAP model and even includes in its budget software and technical assistance to monitor academic growth among students in each TAP school.</p> <p>Under the direction of our Master Teachers (trained in the TAP model of data analysis and disaggregation), we also expect to help teachers utilize student learning data in shaping instructional choices and interventions to address the unique learning needs of different students. Again, we expect that the 8-Step Process will help us structure this process and are exploring further partnerships with schools and other organizations that might help us use performance data effectively.</p>	Master Teachers	Aug. 2010

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Currently, we use student learning data to:</p> <ol style="list-style-type: none"> Track students' reading levels, based on a NWEA, DIBELS and other assessments and allocate intervention resources (i.e. spots in our after-school tutoring program) based on this data. (See Appendix F: CFA Reading Level Data). Track students' reading level at least quarterly, based upon Reading A-Z program. Proficient CFA teachers structure small group reading instruction by students' RAZ levels; 	Administration/ Team Leaders	Oct. 2008
		Administration/ Team Leaders	Sept. 2009

	<p>others require additional training in employing assessment data to inform guided reading instruction.</p> <p>3. Identify and assess “Response to Intervention” among students who require special assistance. This year, CFA implemented an RTI system to coordinate time and intensity (i.e. teacher-student ratio) of intervention and are piloting the use of AIMSWeb to track the progress of a cohort of students.</p> <p><i>To accelerate our progress, we propose to:</i></p> <p>1. Revise the framework through which we teach reading to better align with best practices in reading instruction, including the ongoing development of a Balanced Literacy program, integrating phonics and whole language instruction through a collection of rich, engaging literature, especially in grades 3-5.</p> <p>2. Designate Master Teachers/ Instructional Coaches to work with teachers on differentiating instruction in their daily lessons and more skillfully employ the “workshop model” of instruction in reading and math.</p> <p>3. Employ grade level teams to assess student writing quarterly and structure writing instruction around results. Indiana Partnership for Young Writers will continue to provide CFA with guidance and professional development in implementation of research-based writing instruction.</p> <p>4. Expand the use of AIMSWeb to track learning data for all students working below grade level and, thus, require special supports.</p> <p>5. Pilot the use of interactive, computerized whiteboards (i.e. SmartBoards) and handheld student response systems through which to enhance student engagement and monitor assessment and help differentiate instructional support. These computer-based learning tools (including student-</p>	<p>Intervention Specialists</p> <p>Master Teachers</p> <p>Principal</p> <p>Master Teachers</p> <p>Intervention Specialists</p> <p>Master Teachers/ Principal</p>	<p>Sept. 2009</p> <p>Aug. 2010</p> <p>July 2010</p> <p>Aug. 2010</p> <p>Aug. 2010</p> <p>Sept. 2010</p>
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	<p>response systems; i.e. clickers) coupled with timely professional development will provide participants in a learning exercise with immediate results through which teachers can make mid-course corrections to the class or group's instructional program.</p> <p>6. Seek out the expertise of consultants or other specialists in processes like the <i>8-Step Process</i> to assess our RTI system and recommend improvements that can insure interventions are focused on results and effective in driving instructional resources.</p> <p>7. Leverage Master Teachers (i.e. Instructional Coaches) to improve lesson differentiation in mathematics. Master Teachers will be responsible for making improvements to math curriculum and instruction through peer observations and job-embedded instructional coaching.</p> <p>8. Leverage expertise of the TAP system in developing long-term plan for ongoing, applied professional growth focused on field-tested instructional strategies – a central principle of the TAP system of teacher and student advancement.</p>	<p>Intervention Specialists</p> <p>Master Teachers</p> <p>Master Teachers</p>	<p>2010-2011</p> <p>Aug. 2010</p> <p>2010-2011</p>
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<p>Since Aug. '08, we have initiated:</p> <p>1. Monthly Family Nights, focused on various educational topics (health, reading and math) as well as celebrations of our students' accomplishments in literacy, science and social science. On average, 40% of families (200+ people) attend our family events the third Thursday evening each month.</p> <p>2. A <u>ReadUP</u> program through a collaborative effort with the United Way and the Mayor's Office. Each week, over 60 volunteer reading buddies tutor third and fourth-graders, who are reading below grade level, 90 minutes a week.</p> <p>3. A "Meadows Day of Caring" through which we engaged community partners and our families in the cleanup of the</p>	<p>Community-School Coordinator</p> <p>Community - School Coordinator</p> <p>Community -</p>	<p>Oct. 2008</p> <p>Jan. 2009</p> <p>Apr. 2009</p>

	<p>surrounding neighborhood. “Day” occurs annually and leverages ongoing collaboration with <i>Keep Indianapolis Beautiful</i>.</p> <p>4. An intramural basketball and cheerleading program for students, grades 4-5, and intramural soccer program for students, grades K-2.</p> <p>5. <i>Hallway Dads</i>, a program designed to recruit, train and employ adult-male volunteers to assist in the classroom and mentor students during the school day. Currently, host a team of as many as 8 adult males, volunteering 1-4 hours a week.</p> <p>In an effort to enhance family engagement and support for student achievement, we also propose to:</p> <p>1. Hire or appoint a Culture Director responsible for our school’s general learning environment. Individual will be responsible for: managing our attendance system, leading the implementation of our positive behavior incentive system (PBIS), designing a school-wide anti-bullying program and handling selected students with severe conduct or behavior programs. This person would also oversee the work of our counselor, providing individual and small group counseling addressing specific to more students’ socio-emotional needs.</p> <p>2. Partner with local community resources in hosting <i>Quarterly Parent Workshops</i> on topics such as effective parenting, home literacy support, technology, and college planning.</p> <p>3. Continue and expand <i>Early Literacy Home Visits</i>, in which teams of teachers visit students’ homes (K-2 gr.). In each visit, teams deliver helpful, age-appropriate reading materials (“Literacy Learning Bags”), model powerful interactive home literacy practices and generally enhance our partnerships with families in support of literacy development.</p>	<p>School Coordinator</p> <p>Counselor, Teachers</p> <p>Community-School Coordinator</p> <p>Principal</p> <p>Community Coordinator or Culture Dir.</p> <p>Literacy Specialist</p>	<p>Jan. 2010</p> <p>Aug. 2010</p> <p>July 2010</p> <p>Sept. 2010</p> <p>Apr. 2010</p>
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	4. Leverage our Hallway Dads program to initiate a “ <i>Leaders Are Readers</i> ” program, designed to encourage healthy reading practices among boys across our school. Includes the purchase of wide collection of titles popular among African-American boys.	Culture Director and/or Literacy Specialist	Sept. 2010
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	As a charter school, CFA has full authority and flexibility over its schedule and allocation of funds, provided it meets the requirements of its authorizer, the Mayor’s Office.	Principal	Ongoing
11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	<p>CFA is a charter school and, thus, it is the only school in the LEA. School employs vendors outside the school whenever necessary to provide assistance with matters, such as accounting, technology and legal help.</p> <p>We do expect to require considerable technical and strategic support and expertise in school improvement and transformation. Over the past year, we have visited high-performing schools in several major cities in search of best practices and partnerships through which we will get the technical support we need. For instance, <i>Schools-That-Can</i>, a network of high-performing private and charter schools serving low-income communities, has helped us connect with and seek the assistance of several high-quality schools on which we hope to perfect our model.</p> <p>We also expect to work closely with NIET and CELL in getting the technical assistance we need to effectively implement the TAP system.</p> <p>Additionally, we have also applied to be part of the IDOE’s training in 8-Step Process of School Improvement, which we expect will provide us with a valuable framework for improving our intervention tools and systems (i.e. RTI).</p>	<p>CFA Board and Principal</p> <p>Administrative Team</p> <p>Administrative Team</p> <p>Administrative Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2010-2011</p> <p>2010-2011</p>

	<p>Through this program, we also hope to partner with schools in Warren Township, already using the 8-Step Process effectively.</p> <p>Finally, we are also seeking leadership and mentoring supports for our building leaders and hope to join networks of other Indiana schools implementing the transformational model of school improvement. We believe our administrative team's inexperience in turning around failing schools is actually an opportunity to build strong partnerships with school teams more seasoned in this area. Partnerships with schools that share the same level of urgency to educate students at high levels as we do is a hugely important resource through which we hope to find the technical expertise we need.</p>	Administrative Team	2010-2011
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The recruitment and selection of new CFA principal was completed in July 2008. See Appendix C: Charlie Schlegel, Resume for review of his background and qualifications for this position.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

Restart Model

(Guidance Document, Section C, pages 19-20)

- We will implement this model. We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

School Closure

(Guidance Document, Section D, pages 21-22)

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
47.4% of all students are proficient on the ISTEP+ ELA	68% of all students are proficient on the ISTEP+ ELA	80% of all students are proficient on the ISTEP+ ELA	90% of all students are proficient on the ISTEP+ ELA
45.2% of all students are proficient on the ISTEP+ Math	65% of all students are proficient on the ISTEP+ Math	77% of all students are proficient on the ISTEP+ Math	90% or more of all students are proficient on the ISTEP+ Math

➤ ***Complete “LEA Application: General Information” if have not already done so.***

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.**

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)

The CFA school program is currently focused tightly on our goal of 90% proficiency, as measured by the ISTEP. Our Intervention Plan fits squarely within our overall school improvement plan. Currently, we utilize **Title 1 Part A** funds (regular and stimulus funds) to extend learning time through our after-school “Boost-Tutoring Program” as well as the adoption of a robust summer learning program (Summer Advantage), beginning June ‘10.

We allocate **Title II, Part B funds** for the recruitment and retention of staff with skills and experience to effectively implement the selected intervention model. These funds also help fund staff positions essential to our RTI Intervention model. And a small portion of these funds are also allocated to fund our current Merit Pay system – a program we expect to substantially strengthen through the adoption of the TAP model of teacher development.

Finally, CFA was awarded an **Early Literacy Grant** from the IDoE, which we have employed to enhance early literacy and develop our initial plan and training framework for Early Literacy Home Visits – an initiative we started this spring.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Commitments Scoring Rubric

1. Design and implement interventions consistent with the final requirements.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>None</i> of the elements of the selected intervention model are described. ○ The descriptions of how the elements will be or have been implemented are <i>not included</i>. ○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models. ○ <i>No or little</i> engagement has occurred with the school community. 	<ul style="list-style-type: none"> ○ <i>Some</i> of the elements of the selected intervention model are described. ○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>. ○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year. ○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models. ○ <i>Some</i> of the school community has been engaged in the progress and in providing input. 	<ul style="list-style-type: none"> ○ <i>All</i> the elements of the selected intervention model are included. ○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. ○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. ○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model. ○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.

*A proficient score is needed for approval.

2. The LEA has or will recruit, screen, select and support appropriate external providers.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No plan</i> exists to identify external providers. ○ Available providers have <i>not been investigated</i> as to their track record. 	<ul style="list-style-type: none"> ○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement. 	<ul style="list-style-type: none"> ○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state. ○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.

<ul style="list-style-type: none"> ○ Parents and the community have <i>not been involved</i> in the selection process. ○ The provider <i>does not have</i> a track record of success. ○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract. ○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards. ○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>involved</i> in the selection process. ○ The provider selected <i>generally</i> has a track record of success. ○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract. ○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards. ○ The capacity of the external provider to serve the school is <i>briefly described</i>. 	<ul style="list-style-type: none"> ○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process. ○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>. ○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract. ○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract. ○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards. ○ The capacity of the external provider to serve the school is <i>clearly described</i>.
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*A proficient score is rating is needed for approval.

3. The LEA has or will align other resources with the interventions.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified. ○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model. 	<ul style="list-style-type: none"> ○ <i>Limited</i> financial and non-financial resources have been identified. ○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided. 	<ul style="list-style-type: none"> ○ <i>Multiple</i> financial and non-financial resources have been identified. ○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.

*A proficient score is needed for approval.

4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation <i>does not</i> differentiate performance across categories. ○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance. ○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals. ○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Very limited or no</i> additional instructional time added. 	<ul style="list-style-type: none"> ○ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective). ○ The principal and teacher evaluation processes includes <i>a few</i> observations and is <i>less than 51%</i> based on school and/or student performance. ○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals. ○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model. ○ <i>Some</i> instructional time added (if required by the model). 	<ul style="list-style-type: none"> ➤ Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements ○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective). ○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance. ○ Clear dismissal pathway for ineffective teachers and principals. ○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. ○ <i>Appropriate</i> amount of instructional time added (if required by the model).

(5) The LEA will provide evidence for sustaining the reform after the funding period ends.		
Not Adequately Demonstrated	Basic - Requires Revision 1-10 points	Proficient* 11-20 points
<ul style="list-style-type: none"> ○ <i>No</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>never or rarely</i> adapts implementation ○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Some</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity. ○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends. 	<ul style="list-style-type: none"> ○ <i>Continuous</i> measurement of effectiveness of model's implementation provided. ○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity. ○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.

*A proficient score is needed for approval.

Attachment B: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Challenge Foundation Academy
 Corporation Number: 9645
 School Name: Challenge Foundation Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Culture Director	1.00	X		Director of School Culture (Details in grant)	\$ 81,500.00	
Master Teachers	2.00	X		TAP recommends 2 Master Teachers for every 30 tchrs	\$ 126,000.00	
Mentor Teachers	8.00	X		Stipends for 8 Mentor Tchrs (addt. respons, addt. days)	\$ 14,000.00	
Merit Pay	30.00	X		Performance Pay Incentives (ave. \$1700 per teacher)	\$ 51,000.00	
Sat. School Tchrs	2.00	X		Stipends for 2 staff to staff Sat. School (22 sessions)	\$ 6,000.00	
Junior Tchrs	8.00	X		Cost of junior teacher, covering for mentor teachers	\$ 80,000.00	
	51.00	TOTAL SALARIES				\$ 358,500.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ -
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state		TAP Travel: incl. TAP Training, TAP wkshps and Nat. Conf. (40 days)			\$ 16,000.00	
in-state		Local Travel for RTI and School Improvement Research			\$ 350.00	
		TOTAL TRAVEL				\$ 16,350.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Summer Advantage USA		60% of cost of 5 wk. summer program serving 200 students (k-5)			\$ 120,000.00	
NIET (TAP)		Cost of SAS Value-added Calculations			\$ 700.00	
Innovative Architects		management of on-line site tchr observations (for TAP)			\$ 2,000.00	
Enrichment Courses		Teacher stipends and partner fees (36 courses X \$400)			\$ 14,400.00	
AIMSWeb		Internet-based system to monitor student growth in RTI			\$ 3,200.00	
		Consultation and Training in RTI development and implementation			\$ 2,500.00	
IN Part. For Young Wrtrs.		Training and development of CFA teachers in Writing Instruction			\$ 9,400.00	
		TOTAL CONTRACTED SERVICES				\$ 152,200.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES:				\$ 2,500.00

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY:		\$ 13,232.00
7. OTHER SERVICES: (include a specific description of services.)			
	Stipends, food and other costs of Teacher Orientation	\$ 2,500.00	
	8-10 Family Involvement Events (supplies, publicity, coordination)	\$ 4,000.00	
	Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)	\$ 3,000.00	
	TOTAL OTHER SERVICES		\$9,500.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 552,282.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
500	Scholastic Books Titles for Leaders Are Readers (500 books)	\$ 5.00	\$ 2,500.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 2,500.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
3	Smart Boards	\$ 3,299.00	\$ 9,897.00
3	Senteo Smart Response System	\$ 1,999.00	\$ 5,997.00
3	Data Projector Cabinet	\$ 631.00	\$ 1,893.00
3	NEC Lumen Projector	\$ 687.00	\$ 2,061.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 19,848.00

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2011 - 2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Challenge Foundation Academy
 Corporation Number: 9645
 School Name: Challenge Foundation Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Culture Director	0.80	X		Director of School Culture (Details in grant)	\$ 83,200.00	
Master Teachers	2.00	X		Two Master Teachers (Rec. in TAP Model)	\$ 126,000.00	
Mentor Teachers	8.00	X		Stipends for 8 Mentor Tchrs (addt. respons, addt. days)	\$ 14,000.00	
Merit Pay	30.00	X		Performance Pay Incentives (ave. \$1800 per teacher)	\$ 54,000.00	
Sat. School Tchrs	2.00	X		Stipends for 2 staff to staff Sat. School (22 sessions)	\$ 6,000.00	
Junior Tchrs	8.00	X		Cost of junior teacher, covering for mentor teachers	\$ 82,000.00	
	50.80	TOTAL SALARIES				\$ 365,200.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ -
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state		TAP Travel: TAP Training for new staff, TAP wkshps and Conf. (40 days)			\$ 12,000.00	
in-state		Local Travel for RTI and School Improvement Research			\$ 1,800.00	
		TOTAL TRAVEL				\$ 13,800.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Summer Advantage USA		60% of cost of 5 wk. summer program serving 200 students (k-5)			\$ 120,000.00	
NIET (TAP)		Cost of SAS Value-added Calculations			\$ 700.00	
Innovative Architects		management of on-line site tchr observations (for TAP)			\$ 2,000.00	
Enrichment Courses		Teacher stipends and partner fees (36 courses X \$400)			\$ 14,400.00	
AIMSWeb		Internet-based system to monitor student growth in RTI			\$ 3,200.00	
		Consultation and Training in RTI development and implementation			\$ 1,000.00	
IN Part. For Young Wrtrs.		Training and development of CFA teachers in Writing Instruction			\$ 6,400.00	
		TOTAL CONTRACTED SERVICES				\$ 147,700.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES:				\$ 2,500.00

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY:		\$ 13,232.00
7. OTHER SERVICES: (include a specific description of services.)			
	Stipends, food and other costs of Teacher Orientation	\$ 2,500.00	
	Early Learning Home Visits (Stipends, supplies)- 72 visits/ \$90 each	\$ 6,480	
	8-10 Family Involvement Events (supplies, publicity, coordination)	\$ 4,000.00	
	Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)	\$ 3,000.00	
	TOTAL OTHER SERVICES		\$15,980.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 558,412.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
200	Scholastic Books Titles for Leaders Are Readers (500 books)	\$ 5.00	\$ 1,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 1,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
3	Smart Boards	\$ 3,299.00	\$ 9,897.00
3	Senteo Smart Response System	\$ 1,999.00	\$ 5,997.00
3	Data Projector Cabinet	\$ 631.00	\$ 1,893.00
3	NEC Lumen Projector	\$ 687.00	\$ 2,061.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 19,848.00

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Challenge Foundation Academy
 Corporation Number: 9645
 School Name: Challenge Foundation Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Culture Director	0.80	X		Director of School Culture (Details in grant)	\$ 84,200.00	
Master Teachers	2.00	X		Two Master Teachers (Rec. in TAP Model)	\$ 126,000.00	
Mentor Teachers	8.00	X		Stipends for 8 Mentor Tchrs (addt. respons, addt. days)	\$ 14,000.00	
Merit Pay	30.00	X		Performance Pay Incentives (ave. \$1800 per teacher)	\$ 54,000.00	
Sat. School Tchrs	2.00	X		Stipends for 2 staff to staff Sat. School (22 sessions)	\$ 6,000.00	
Junior Tchrs	8.00	X		Cost of junior teacher, covering for mentor teachers	\$ 84,000.00	
	50.80	TOTAL SALARIES				\$ 368,200.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ -
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				TAP Travel: TAP Training for new staff, TAP wkshps and Conf. (40 days)	\$ 12,000.00	
in-state				Local Travel for School Improvement Research	\$ 1,000.00	
				TOTAL TRAVEL		\$ 13,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Summer Advantage USA				60% of cost of 5 wk. summer program serving 200 students (k-5)	\$ 120,000.00	
NIET (TAP)				Cost of SAS Value-added Calculations	\$ 700.00	
Innovative Architects				management of on-line site tchr observations (for TAP)	\$ 2,000.00	
Enrichment Courses				Teacher stipends and partner fees (36 courses X \$400)	\$ 14,400.00	
AIMSWeb				Internet-based system to monitor student growth in RTI	\$ 3,200.00	
IN Part. For Young Wrtrs.				Training and development of CFA teachers in Writing Instruction	\$ 3,400.00	
				TOTAL CONTRACTED SERVICES		\$ 143,700.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES:		\$ 2,500.00

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
TOTAL EQUIPMENT AND TECHNOLOGY:			\$ 13,232.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Stipends, food and other costs of Teacher Orientation	\$ 2,500.00	
	Early Learning Home Visits (Stipends, supplies)- 72 visits/ \$90 each	\$6,480	
	8-10 Family Involvement Events (supplies, publicity, coordination)	\$ 4,000.00	
	Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)	\$ 3,000.00	
	TOTAL OTHER SERVICES		\$15,980.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 556,612.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
200	Scholastic Books Titles for Leaders Are Readers (500 books)	\$ 5.00	\$ 1,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 1,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
3	Smart Boards	\$ 3,299.00	\$ 9,897.00
3	Senteo Smart Response System	\$ 1,999.00	\$ 5,997.00
3	Data Projector Cabinet	\$ 631.00	\$ 1,893.00
3	NEC Lumen Projector	\$ 687.00	\$ 2,061.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 19,848.00