

**Appendix F: LEA Application of General Information  
2013-2014**

**School Improvement Grant (1003g)  
Application due June 3, 2013  
Email application to [1003g@doe.in.gov](mailto:1003g@doe.in.gov)**

**LEA Application: General Information**

Corporation Name: Fall Creek Academy		Corporation Number: 9730
Contact for the School Improvement Grant: Hanno Becker		
Position and Office: Principal	Contact's Mailing Address: Fall Creek Academy 2540 N. Capitol Ave, Indianapolis, IN 46208	
Telephone: (317) 536-1026	Fax: 317 – 921-9453	
Email Address: habecker@fallcreekacademy.org		
Superintendent (Printed name)  Charlie Schlegel	Telephone: Cell 617-834-9941	
Signature of Superintendent  X  X	Date: June 10, 2013	

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, “Priority Application” for each school applying for a school improvement grant.**

## I. Schools to be Served by LEA

*Instructions:*

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating priority and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	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. Fall Creek Academy	K-12	X		X			
2.							
3.							
4.							
5.							
6.							

## 2. Explanation if LEA is Not Applying to Serve Each Priority School

We will serve all of our Priority schools.

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

*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 occurred. (Individual names are not needed\*).

**School Name:** \_\_\_\_\_ **Fall Creek Academy** \_\_\_\_\_ **School Number:** \_\_\_\_\_ **9730** \_\_\_\_\_

<b>Stakeholder Group</b>	<b>Mode of Communication</b>	<b>Date</b>
Parents/Community Partner	Connect-Ed Focus Group	Monday, May. 27 May 28-31
Teachers	Faculty Meeting Individual Leader Consult.	Wed., Apr. 25 On going
Mapleton Fall Creek (Local CDC)	Email Communication	Friday, May 31
Fall Creek Board (Academic Subcommittee)	Email Communication Committee Meeting	Monday, Apr. 22 Monday, May 20

**School Name:** \_\_\_\_\_ **School Number:** \_\_\_\_\_

<b>Stakeholder Group</b>	<b>Mode of Communication</b>	<b>Date</b>

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 models' 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 letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

## E. Assurances

\_\_\_\_ Fall Creek Academy \_\_\_\_\_ assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) 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.

***Please Note: Fall Creek is implementing the transformation model. Neither descriptor applies to our school.***

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

**Appendix G: LEA Application for Each Priority School**

**School Improvement Grant (1003g)  
2013-2014**

**LEA School Application: Priority**

**The LEA must complete this form for each Priority school  
applying for a school improvement grant.**

School Corporation \_\_\_\_\_ Fall Creek Academy \_\_\_\_\_ Number \_9730\_

School Name \_\_\_\_\_ Fall Creek 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

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\_\_\_ Fall Creek Academy \_\_\_\_\_ assures that it will

Corporation/Charter School Name

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- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

## 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.

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## **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, and the principal and school needs.

## Appendix B:

### Worksheet #1A: Analysis of Student and School Data Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013 Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

#### Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

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

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	45.8%	66	High- students consistently underperform.	High –poor basic literacy skills; poverty and transience.
SPED	60%	15	High	High- Teaching staff did not have an intentional and precise focus on students'

				needs.
F/R	45.6%	62	High- students consistently underperform.	High- poor basic literacy skills; poverty and transience.
White	28.6%	4	Medium	High- poor basic literacy skills; poverty and transience.

### Mathematics

Black	44.4%	64	High- students consistently underperform	High- poor foundational numeracy skills; poverty and transience.
SPED	64%	16	High	High- Teaching staff did not have an intentional and precise focus on students' needs.
F/R	44.9%	61	High	High- poor foundational numeracy skills; poverty and transience.
White	42.9%	6	Medium	High- poor foundational numeracy skills; poverty and transience.



<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “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.”</p>
<p>83.3% of Fall Creek Academy’s population is F/R. Almost half of this population, roughly 45%, is not passing ISTEP.</p> <p>87.9% of Fall Creek Academy’s population is Black. Almost half of this population, roughly 45%, is not passing ISTEP.</p> <p>52.4% of High School Students did not pass End of Course Assessments (ECAs).</p> <p>72% of our Special Education students did not pass ISTEP.</p>	<p>Poverty and the other myriad of external factors require Fall Creek Academy to be a consistent, dependable and a supportive place of learning.</p> <p>Inconsistent leadership and the lack of fidelity in implementing school-wide policies and procedures have contributed to an environment that lacks academic excellence and rigor.</p> <p>Teacher development and support has not been a priority for Fall Creek Academy, and this has lead to ineffective teaching practices, including but not limited to minimal data-driven</p>

	<p>instruction, a lack of rigor and spiraling of critical skill sets. Additionally, the absence of teacher support and development has led to a frequent turnover of staff.</p> <p>Fall Creek Academy lacks needed certified Personnel in areas of Social Work and Community Partners. Fall Creek would benefit from a Therapeutic Counselor, K-8 Counselor and School and Community Partnership Director. These positions could help to address the whole child and whole family needs, such as mobility, counseling services and personal needs of our students and families.</p> <p>Without well-coordinated interventions or acceleration programs and highly-effective staff leading these programs, students have been placed in core subject areas, most specifically English and Math, without appropriate academic support or progress monitoring.</p> <p>Fall Creek Academy lacks a systematic means to assess students upon entry to school and the sufficient allocation of instructional resources to meet the needs of children, especially those below and above grade level.</p> <p>Fall Creek Academy has not provided sufficient individualization and differentiation, based on analyzed assessment data, to attend to the progress of students on IEPs.</p>
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## 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.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	75,600	75, 600
2. Dropout rate*	6.5%	0%
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	K-8: 96.7% HS: 94.5% Overall: 96.2%	Overall: 95.4%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	0	0
5. Number of students completing dual enrollment classes	17	17
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School	K-8: SS HS: SS	K-8:SS, OTH HS: SS, OTH

WES-Weekend School OTH-Other		
7. Discipline incidents*	No data available due to ineffective practices in collection and monitoring of data	K-8: 1779 HS: 691 Overall: 2470
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective: 17.9%  Effective: 57.1%  Improvement Necessary: 7.1%  Ineffective: 10.7%	Highly Effective: 17.9%  Effective: 53.6%  Improvement Necessary: 10.7%  Ineffective: 14.3%
10 Teacher attendance rate	95%	91%

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

<p><b>What are key findings or summaries from the student leading indicator data?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>On average, Fall Creek Academy has 200 discipline incidents a month. This reflects both the frequency of classroom disruption as well as the absence of follow-up or further consequence for those frequently disruptive.</p> <p>Fall Creek Academy has 30% of its students (K-8, 30% and HS, 34%) with 10+ absences (excused or unexcused). Students with poor attendance are 3 times more likely to not be proficient on ISTEP or ECAs.</p> <p>Fall Creek Academy has not maximized instructional time or the school day so that the most learning can occur for each student.</p> <p>On average, a Fall Creek Academy teacher misses 8 school days a year.</p>	<p>Fall Creek Academy maintains minimal administrative procedures, due to frequent turnover in leadership. The student information system has not been used efficiently and consistently to track student discipline.</p> <p>Problem behaviors (and the accompanying consequences) limit the time some of our students are able to spend in class and on-task. The school lacks a common standard of what constitutes disruption worthy of a referral. Administrative turnover has made it difficult to consistently implement systems of demerits and merits.</p> <p>School lacks common procedures for writing, following up and tracking behavior referrals.</p> <p>Fall Creek Academy does not partner effectively with families to support strong school attendance or academic excellence.</p>

<p>Teacher performance on yearly evaluations does not align with the academic performance of Fall Creek Academy.</p> <p>Both in 2011-2012 and 2012-2013, roughly 75% of the teaching staff had 0-5 years of experience.</p>	<p>Excessive absences (10+) limits school's capacity to help students.</p> <p>High teacher absences contribute to the low performance of students.</p> <p>There are minimal incentives to encourage strong attendance or high academic performance among students. This also applies to Fall Creek staff.</p> <p>While Fall Creek has a teacher evaluation system, it is not used to support and develop teachers. The system has been used solely for evaluation, and at best, is provided to each teacher once a year. This has made it difficult to differentiate teacher quality or effectiveness and support those that need development in specific areas of the craft as well as highlight "rockstar" teachers for job embedded development opportunities and collaboration.</p> <p>Teachers are not consistently held accountable for student-learning results in any systematic way.</p> <p>Fall Creek lacks personnel needed to provide quality, job-embedded professional development, mentoring, and coaching to teachers.</p> <p>Curriculum and assessments have not been consistently developed or implemented. Teachers are "re-creating the wheel" due to a lack of an</p>
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	<p>established K-12 curricular pathway.</p> <p>Fall Creek lacks personnel to shift culture to that of using data to drive instruction, in addition to providing training for teachers on how to review student achievement data, reflect, and adjust instruction accordingly.</p> <p>Fall Creek lacks skilled leadership and teachers necessary to lead, teach and support a high-quality dual-credit program.</p>
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## Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school 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.

<ol style="list-style-type: none"> <li>1. Spends most of the time managing the school.</li> <li>2. Is rarely in the classrooms.</li> <li>3. Is not knowledgeable about English/ language arts or mathematics instruction.</li> <li>4. Serves as lone leader of the school</li> <li>5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</li> </ol>			X		<ol style="list-style-type: none"> <li>1. Spends great deal of time in classrooms.</li> <li>2. Conducts frequent walk-throughs.</li> <li>3. Knows E/LA and mathematics instruction well and is able to assist teachers.</li> <li>4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.</li> <li>5. Is not bound by seniority rules in hiring and placement of teachers.</li> </ol>
<b>Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Instruction</b>
<ol style="list-style-type: none"> <li>1. Is primarily lecture-style and teacher-centered.</li> <li>2. Places the same cognitive demands on all learners (no differentiation).</li> </ol>			X		<ol style="list-style-type: none"> <li>1. Includes a variety of methods that are student-centered.</li> <li>2. Provides various levels of cognitive demands (differentiation; Response</li> </ol>

<p>3. Is primarily textbook-oriented.</p> <p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>to Instruction - RTI).</p> <p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>

<p>1. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>2. Is considered to be the textbook or the state standards.</p> <p>3. Is not aligned within or across grade levels.</p> <p>4. Is not rigorous or cognitively demanding.</p> <p>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.</p> <p>6. Is not differentiated for struggling students.</p>			X		<p>1. Is observed by school leadership that it is being taught.</p> <p>2. Is developed by the district/teachers based on unpacking the state standards.</p> <p>3. Is aligned within and across grade levels.</p> <p>4. Is rigorous and cognitively demanding.</p> <p>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>6. Is differentiated for struggling students.</p>
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
<p>1. Are not regularly used by teachers.</p> <p>2. Are not routinely disaggregated by teachers.</p> <p>3. Are not used to determine appropriate instructional strategies.</p>		X	X		<p>1. Are used to implement an aligned instructional program.</p> <p>2. Are used to provide differentiated instruction.</p> <p>3. Are discussed regularly in teacher groups to discuss student work</p>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<p>1. Is individually selected by each teacher; includes conferences and conventions.</p> <p>2. Is not related to curriculum,</p>		X			<p>1. Is of high quality and job-embedded.</p> <p>2. Is aligned to the curriculum and instructional program.</p>

<p>instruction, or assessment.</p> <p>3. Is short, i.e., one-shot sessions.</p> <p>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</p>		X			<p>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p> <p>4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</p>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<p>1. Does not provide extended supports.</p> <p>2. Does not ensure a safe school and community environment for children.</p> <p>3. Does not include specific time for adult-student interactions</p>			X		<p>1. Provides social and emotional supports from school and community organizations.</p> <p>2. Creates a safe learning environment within the school and within the community.</p> <p>3. Includes use of advisory periods to build student-adult relationships.</p>

<b>Cultural Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Cultural Competency</b>
<p>1. Holds the belief that all students learn the same way.</p> <p>2. Uses the textbook to determine the focus of study.</p> <p>3. "Cultural instruction" is limited to</p>			X		<p>1. Holds the belief that students learn differently and provides for by using various instructional practices.</p> <p>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</p> <p>3. Provides culturally proficient instruction, allows learners to</p>

<p>study of flags, festivals, and foods of countries/people.</p> <p>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.</p> <p>5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.</p>			X		<p>explore cultural contexts of selves and others.</p> <p>4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</p> <p>5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.</p>
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<p><b>What are the key findings from the self-assessment of high-performing schools?</b></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. "</p> <p>There is a lack of professional, job-embedded support and development that is aligned with current students' academic needs.</p> <p>Fall Creek does not employ an Advisory time allowing for students to meet with mentoring staff who can support the student's self-assessment and monitoring of growth.</p>	<p><b>What is at the "root" of the findings? What is the underlying cause?</b></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>Leadership has not prioritized communicating and modeling high expectations for curriculum planning and lesson delivery. With such a novice staff, Fall Creek has lacked effective models of best practices for all teacher performance levels.</p> <p>Schedules have not allowed for advisory periods, and limited staff development in this area did not support high quality advisory time for students.</p>
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<p>Fall Creek has faced inconsistency in administrative leadership which has led to a lack of teacher support and appropriate evaluation processes.</p> <p>Current curriculum is not mapped or connected across grade levels or content areas. There needs to be a deeper and more intentional curriculum alignment K-12, along with assessments aligned to that curriculum.</p>	<p>Several changes in leadership during the school's existence and having few positions of the administrative team has led to few teacher evaluations of performance, overall mentoring, supervision and support.</p> <p>Teachers currently have a lack of training and support in the areas of data disaggregation and development of assessments.</p> <p>There is no established curricular pathway to help students meet college and career ready goals.</p>
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<p>Professional development is not being fully utilized or implemented among staff.</p> <p>The school is currently limited in the areas of differentiation and materials related to instruction and are often not fully trained on new programs and interventions that are implemented.</p> <p>Currently the school does not extend itself regularly to help meet the needs of the community it serves.</p>	<p>There is a need for increased team development that is connected to school and individual goals.</p> <p>School lacks trained, dedicated staff responsible for teacher development in areas proven to impact student achievement.</p> <p>The school needs to implement a system of mentoring for teachers/instructional coaches serving students as well as differentiated instructional materials to help facilitate instruction.</p> <p>Staff turnover rates have left the school with limited number of veteran teachers capable of mentoring new teachers and modeling strong, professional behavior.</p> <p>The school has difficulty successfully communicating and collaborating with families and does not have the proper, certified personnel to assist families in the area with the variety of needs they face.</p>
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## 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
<b>Required Elements</b>	<b>Required Elements</b>
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><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>6. Replace the principal who led the school prior to implementing the model.</li> <li>7. 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</li> <li>8. 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.</li> <li>9. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.</li> <li>10. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.</li> </ol>
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><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>3. Establish schedules and implement strategies that provide increased learning time.</li> <li>4. Provide ongoing mechanisms for family and community engagement.</li> </ol>
Promote the use of student data to inform and differentiate instruction.	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> <li>3. 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.</li> <li>4. Promote the continuous use of student data to inform and differentiate instruction.</li> </ol>
Establish schedules and implement strategies that provide increased learning time.	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>1. Give the school sufficient operational flexibility (staffing, ...)</li> </ol>
Provide appropriate social-emotional and community-oriented services and supports for students.	

<b>Turnaround Model</b>
<b><i>Permissible Elements</i></b>
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.

<b>Transformation Model</b>
<b><i>Permissible Elements</i></b>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>5. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>6. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>7. 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.</li> <li>8. 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.</li> </ol>
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> <li>6. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>7. Implement a school wide “response-to-intervention” model.</li> <li>8. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.</li> <li>9. Using technology-based supports.</li> <li>10. In secondary schools – <ol style="list-style-type: none"> <li>d) increase rigor</li> <li>e) summer transition programs; freshman academies</li> <li>f) increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>5. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.</li> <li>6. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.</li> <li>7. Implement approaches to improve school climate and discipline.</li> <li>8. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ol>
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>3. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.</li> <li>4. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>



<b>Restart Model</b>
<b><i>Required Elements</i></b>
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.
<b><i>Permissible Elements</i></b>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

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

## II. Selection of Improvement Model

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

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround                | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **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, to affect principal leadership, teacher instruction, and student learning.

*Intervention model selected* \_\_\_Transformation\_\_\_\_\_

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

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 there currently exists within the current structure the *potential* to drastically improve student achievement; yet, in order to do so, we need to significantly improve the culture, attendance, curriculum and instruction. We believe this starts with a reinvestment in the school's instructional leadership and a reorganization of the school's systems and structure around some clear, measurable and ambitious 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 anticipate building upon through our partnership with the *Challenge Foundation Academy*. This model allows us to take advantage of the expertise that already exists within the school and effectively implement a plan within the relatively short time we have prior to the start of the '13-'14 school year; yet, it also allows us to address our challenges, including student attendance, the relative inexperience of our staff, the absence of essential systems of management and accountability and the overall 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 Fall Creek into a high-achieving, urban school but also become a beacon of quality and educational opportunity for the entire community on the near southeast side of Indianapolis. It is an area desperately in need of great schools. We intend to be one.

(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. 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 organize many tasks of our plan into five central categories. They are:

- **Strengthen instructional leadership and classroom instruction** through the adoption of the TAP model of student and teacher advancement. This system will demand that our principal serve as a true instructional leader. In keeping with the TAP, we expect to create two new positions (master teachers) and identify four mentor teachers; together, this group will meet at least weekly with the Administration (as Instructional Leadership Team) and develop goals and strategies to improve support and accountability for teachers in reaching the high standards defined through the TAP teaching rubric. The team will also analyze student learning data in developing measureable goals in student achievement as well as instructional strategies to produce stronger results in the classroom. Through TAP, FCA also intends to employ a performance rewards for teachers who help generate especially strong student growth. Finally, given its circumstances and lateness in the “hiring season,” Fall Creek will offer signing bonuses to help recruit talented teachers, especially in fields, such as math and science, that are traditionally difficult to staff effectively.
- **Improve curriculum coordination, lesson differentiation and student engagement** through the development and refinement of a robust, engaging, curriculum, and the strategic employment of internet-based learning tools and other technologies. Our Curriculum and Assessment Specialist will lead efforts to further refine our curriculum and differentiation, allowing students to get extra help, tailored to their instructional needs under the guidance of a trained teacher. With the help of local partners, we intend to drastically re-configure of our RTI and data management systems so that our faculty will be able to better utilize assessment data to address students’ learning needs.
- **Increase Learning Time** by lengthening the school day, school year and through better use of intersessions. FCA’s Director of School Culture will lead school-wide efforts to improve school attendance, minimize disruption and coordinate support for student so that they are in position each day to focus on academic growth. Through his/her leadership, we expect to improve our attendance systems and lend pro-active counseling and social work support to meet the needs of students with a history of poor attendance.
- **Deepen Families’ Investment** in our school and their children’s success through a variety of fun, informative, engaging opportunities, like Parent Workshops, that encourage them to be involved in the life of our school. We expect our families will see a difference in their children’s growth and themselves adopt (if they hadn’t already) the high expectations that we hold for each student at *Fall Creek Academy*. We believe that our counseling team will play a critical role in ensuring our students and families have the social and emotional support that they need.

Together, we believe the elements in our plan will make immediate and longstanding difference in how our principal leads, our teachers teach and our students learn. On whole, they will transform the culture of our school into one that celebrates academic achievements of our students, the talent and commitment of our teachers and the special role our school plays in the development of the Fall Creek community.

### C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		School team has analyzed budget with each element of the SIG grant and assures alignment between each element of our model and the budget.
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 allowable. <i>All models</i>	X		Budget meets each of the criteria established through SIG and leans significantly on the best practices established through “What Works Clearinghouse.”
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.

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	<b>X</b>		<p>As a charter school, Fall Creek is the only school in its “district.”</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>	<b>X</b>		<p>See Budget, Section II. Each element of our intervention model has an appropriate and necessary allocation in our budget. With this budget, we believe that we have aligned with the necessary financial capital to recruit, retain and develop the human capital critical to our transformation.</p>

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	<b>X</b>		<p>Fall Creek has enlisted the help of former staff of the Challenge Foundation Academy. CFA was a successful SIG applicant in 2010-2011 and currently is in year three of its transformation plan. Overall student achievement at CFA has increased 36 percentage points during this time. Through this partnership, FCA believes it can access the necessary experience and guidance to effectively implement each element of this grant and produce equal if not better gains in student achievement.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>	<b>X</b>		<p>Transformation Plan was presented to the staff. Each staff member's "Self-Assessment of Practices of High-Performing Schools" are available upon request. 100% of current FCA teachers voted to adopt the TAP program as our system of teacher and student performance.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>	<b>X</b>		<p>FCA Administrative team invited all parents to a Parent Focus Group in May to gather input and help shape our transformation plan. Feedback from attendees was critical in shaping our plan, particularly the family engagement priorities. Notes from our focus group are available upon request.</p>

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	<b>X</b>		<p>Please see the Letter of Support from FCA Board included in Appendix. The minutes of the Board's Academic Committee with whom we reviewed the grant in depth are also available, upon request.</p>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	<b>X</b>		<p>As a charter school, <i>Fall Creek Academy</i> does not have a traditional superintendent; however, it has enlisted former staff members of the <i>Challenge Foundation Academy</i>, to guide its development. Charlie Schlegel, CFA's former Director, led the committee responsible for the selection and design of our improvement model.</p>

Capacity Task	Yes	No	District Evidence
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>		<b>X</b>	<p>The teachers at <i>Fall Creek Academy</i> are not part of a union or collective bargaining agent; however, we outlined the contents of the grant to all teachers. 100% of FCA teachers expressed support for the TAP program as our system of teacher and student performance (as part of our recent application for a TIF grant). We have strong support from a cohort of teacher-leaders, responsible for crafting this application and designing our transformation plan.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>	<b>X</b>		<p>FCA maintains an especially strong relationship with several pipelines of potential principals and school leaders. Our academic partner meets regularly with TFA and TNTP to identify prospective alumni equipped to serve as principal and/or instructional leader. We have identified and hired two high performing leaders. Their resumes are included in the Appendix.</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	X		The principals leading our transformation effort have already been selected. Ninety percent of the staff has been selected and we continue a robust process of teacher selection. The schools hiring protocol is included in our appendix.
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i></li> </ul>	X		Please see SIG Grant Implementation Timeline in the Appendix. It outlines the tasks, dates and responsibilities associated with SIG implementation. Please note: we have left some dates and details undeveloped, as we expect the school's new leaders to further develop and refine this implementation plan.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and	X		<i>Fall Creek Academy</i> has partnered with former leaders from the <i>Challenge</i>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	<p><b>X</b></p>	<p>A letter of support from Mapleton Fall Creek CDC, Ivy Tech and several other partners is included in Appendix.</p>
<p>implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>		<p><i>Foundation Academy (CFA) and leveraged their experience to help them craft our improvement process. CFA has a proven track record of improvement. It was a successful '10-'11 SIG applicant . CFA's former director and FCA's current Superintendent, Charlie Schlegel, has coached other schools and school leaders to take the necessary steps to improve student achievement. He stepped aside as CFA's director in April 2012, in part, to help assist FCA in its transformation.</i></p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> <li>• IDEA</li> <li>• E-Rate</li> <li>• TAP</li> </ul>	X		<p><i>Fall Creek Academy</i> has the latitude to align federal, state and local funding sources and, through its partnership with CFA, has taken steps to ensure effective allocation of funds, including its Title I, Title II, E-Rate, and High Ability Grant from the IDoE. <i>Fall Creek</i> also intends to apply for a TIF grant to help fund the implementation of TAP, should the state apply again for these funds.</p>

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning</i></li> </ul>	X		<p><i>Fall Creek Academy</i> will extend the school year as well as the school day. We will, providing our student extra time for orientation and team building. Intervention teaching assignments will allow us to provide teachers with more flexible schedules and provide students with more intensive, personalized assistance and work time (based on RTI) during and after school. A longer school day and "Intervention Intersession" - in which students get extra help during the first week of two-week breaks three points in the school year - will allow for extra time for remediation and enrichment through community-based partnerships. We'll also use Saturday</p>
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<p>(ex :...)</p> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> <li>● <i>Compensation for extended day is identified by the LEA</i></li> </ul>			<p>Academy to enable students to make up missed learning time, if out due to disruptive behavior or attendance issues. Resources to compensate faculty for additional time have been included in the proposed budget.</p>
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## 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 taken or *plan to take in school year 2013-2014*.
- 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 B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> <li>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</li> <li>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</li> <li>(c) Assessing the alignment of the LEA and school improvement processes for</li> </ol>	<p>Information regarding Fall Creek Academy's intervention model and its alignment with federal requirements is embedded throughout the application. Still, we use the space below to identify documentation addressing each of the items below.</p> <ul style="list-style-type: none"> <li>● A thorough analysis of student achievement data as well as basic measures of safety and engagement, such as the attendance rate and referrals, combined with survey feedback and focus groups present a clear picture of a school ripe for transformation. Survey data specifically points to the absences of effective instructional leadership and insufficient time and differentiation to address the unique needs of students.</li> <li>● Many of the specific interventions outlined in this proposal match those our LEA has used to help transform the <i>Challenge Foundation Academy</i>. Their experience with TAP, extended school days and systems of school management and culture, combined with the knowledge of long-standing FCA staff, will allow us to implement each element of this transformation plan effectively.</li> <li>● As a small charter school, FCA is especially prepared and well positioned to adjust its academic program, based on the interventions outlined in this</li> </ul>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>proposal. Our LEA will monitor and support FCA throughout this process to ensure fidelity of implementation.</p> <ul style="list-style-type: none"> <li>● FCA expects to realign each of its existing resources around our transformation plan, including our Title One funds and High Ability grant. Through TAP, we also expect to leverage the strengths of instructional leadership within the current FCA team to help us implement systems of data management and instructional improvements.</li> <li>● Please see Item #7 of the LEA Capacity to Implement Grant, for it includes steps that FCA has taken throughout this process to engage staff, parents and community in the development of our transformation plan.</li> <li>● As part of the TAP process, FCA will schedule weekly Instructional Leadership Team (ILT) meetings at which we review student learning data, coordinate evaluation and support of teachers and organize professional development through which to address instructional needs in the school.</li> <li>● A special strength of the TAP system is the capacity it will allow FCA to design job-embedded weekly professional development, based on student data. FCA will also convene weekly “Culture Meetings” through which we will monitor attendance, referrals and other measures of staff and student support and engagement.</li> <li>● The TAP system – managed by the Center for Educational Leadership and Learning (CELL) – requires participating schools to regularly document meetings; TAP’s requirements as well as our commitment to organized agendas and other good management practices will provide accurate documentation of our practices.</li> <li>● Please see our SIG Implementation Timeline (Appendix F4), which will be revised regularly throughout the school year; FCA’s partnership with our LEA will require regular building walk-throughs of our network schools.</li> </ul> <p>FCA is committed to timely and accurate reporting in accordance with its timeline.</p>
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	Again, we expect CFA to support us in this endeavor, and we cite their record as evidence to our commitment to full implementation and timely reporting.
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school</p>	<p><i>Fall Creek Academy</i> has engaged a number of external supports and providers to help us address our school improvement needs. In each case, our team has sought out proven performers with a history of improving student performance through research-based interventions. We have shared our plan as well as the implementation timeline with each of these partners, who understand both the importance of improving our school's performance and FCA's expectations of timely communication and flexibility focused on our academic goals. Our partners/providers include:</p> <ul style="list-style-type: none"> <li>● <b>The Challenge Foundation Academy:</b> As stated elsewhere in this application, CFA was a successful SIG applicant in 2010-2011 and currently is entering year three of its transformation plan. Fall Creek Academy chose to partner with CFA, based on its capacity to significantly improve student achievement and the experience of its coaching other school principals.</li> <li>● <b>TAP/CELL:</b> As coordinator of the TAP program in Indiana, FCA has contracted with the Center for Excellence in Leadership and Learning at the University of Indianapolis to support TAP implementation. Based on our LEA's existing relationship with CELL and recent conversations with its leaders discussing its implementation, FCA expects to receive effective support and guidance in the implementation of its TAP program. In implementing TAP, FCA also expects to contact with NIET, the national provider of TAP support, through which we expect to access the TAP portal to support implementation as well as CODE, which provides the platform for recording teacher observations and evaluation. FCA expects to track student learning, teacher survey and evaluation information weekly in order to ensure adequate support and impact on student achievement.</li> <li>● <b>First Robotics Program:</b> Leveraging one of the current strengths of the school, we expect to continue our partnership with the First Robotics Program in providing STEM-centered curricula and robotics programming for students during</li> </ul>

resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

our extended day. Through this programming we hope to strengthen students' skills and interests in STEM careers in preparation for rigorous middle and high school programs, including Dual Credit opportunities.

- **The Leadership Program:** FCA expects to contract with the Leadership Program, Inc. to provide leadership training for students. The organization has built a strong record of performance in New York and is committed to expanding to Indianapolis through the leadership of Erika Petrelli, Vice President of Programming.
- **INISCHOOLS:** INISchools currently supports both the *Metropolitan High School* and *Excel Centers*, and is an arm of Goodwill Education Initiatives. This support center aids charter schools in receiving special support and expertise in data management and curriculum alignment, among other areas. FCA expects to initiate a partnership and continually monitor its value to our school and student achievement.
- **Starfish Initiative:** FCA expects to initiate a partnership with Starfish Initiatives to support our college and career readiness for students in grades 8-12. The *Starfish Initiative* has an especially strong track record of cultivating college-orientation and equipping students with the knowledge and motivation they need to succeed beyond high school.
- **CORE Knowledge:** FCA expects to implement CORE Knowledge at the K-8 grades with the support of the CORE Knowledge National Organization.

In each case, the SIG Leadership Team will define specific measures of performance and then monitor, through weekly meetings with our administration team, each partner's contribution to our school's program and our progress towards clear academic goals. Each of these providers will be held to the school's high standards and their programs must focus on the rapid improvement of our school's academic performance.

Through SIG, Fall Creek Academy also expects to contract with the following technology companies.

- **PLATO** will provide computer-based curricula through which we expect to provide

	<p>students differentiation and multiple pathways towards academic progress;</p> <ul style="list-style-type: none"><li>• <b>Achieve and Empower 3000</b> will provide teachers at FCA with academic curriculum in Math, Language Arts and Reading. These programs additionally offer skill-based, differentiated lessons as well as literacy and writing assessments;</li><li>• FCA will continue to partner with a <b>technology company</b> to ensure our staff and students have access to computerized white boards and automated response systems;</li><li>• <b>MyOn Reader</b> is an online library of fiction and non-fiction texts available for teachers to utilize in place of a physical library;</li><li>• <b>Study Island</b> which provides teachers with access to skill-based, differentiated lessons;</li><li>• <b>Accelerated Math</b> provides teachers with real-time differentiated math assignments at students' grade level.</li></ul> <p>These relationships may be “thinner” and not require weekly communication; however, we certainly expect each will provide us with the quality service on which our school depends and contribute towards our academic program.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).</p>	
<p><b>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making</p>	<p><i>Fall Creek Academy</i> receives funding support from a variety of sources that it commits to align in its model of intervention and transformation. Funds include:</p> <ul style="list-style-type: none"> <li>• <b>Title I Part A:</b> Funds are allocated to further support extended learning time, including our after-school tutoring program and academic intervention and strategic reading support. They also help support family involvement initiatives, such as our parent university.</li> <li>• <b>Title II, Part B:</b> Funds allocated towards performance rewards, based on student achievement gains as well as lesson differentiation and intervention through reduced class size.</li> <li>• <b>High Ability Grant:</b> Funds curriculum development and support for curriculum differentiation and supports targeted to challenge our most prepared, capable students.</li> </ul> <p>As a school chartered through Ball State University, FCA expects to leverage support through the university to ensure the school meets all the necessary requirements included in the charter, particularly those areas in which the school has previously not met the requirements of its charter.</p> <p>As a school employing the TAP system, FCA will also partner with CELL, who will assist in the implementation and funding of the TAP systems of teacher development and, through it, support overall student achievement.</p> <p><i>Fall Creek Academy</i> and its LEA will convene weekly meetings with the Administrative team to review the SIG Implementation Timeline, make appropriate</p>

<p>adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>adjustments and ensure the necessary supports are in place to facilitate full implementation.</p> <p>FCA expects to partner with local experts, like <i>CFA</i> and <i>Goodwill Educational Initiatives</i> (which operates <i>Metropolitan High School</i> and the <i>Excel Centers</i> and has started <i>Inischools</i>) to provide critical expertise in data management, curriculum resources and quality management.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</li> <li>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> <li>(iii) school administrator and staff dismissal procedures;</li> </ul> </li> </ul>	<p>In anticipation of the challenges that might inhibit the full implementation of FCA’s SIG grant, we have sought input and investment from a broad array of stakeholders, committed to high performing schools in Indianapolis. In this proposal, we’ve incorporated input from the Fall Creek Academy Board of Trustees, key members of its leadership team, and the current school faculty. We have convened focus groups with parents and met with various community groups, such as the <i>Kaleidoscope Youth Center</i>, in order to seek their input and support for this proposal.</p> <p>As an independent, public charter school, <i>Fall Creek Academy</i> is afforded considerable latitude in designing policies and systems that support (or don’t inhibit) progress towards its academic goals. The FCA Board of Trustees oversees and approves all relevant policies and fully supports the intent and specific elements included in our SIG grant, as recorded in the Board’s letter of support in the Appendix.</p> <p>With assistance from our LEA, FCA has a strong command of the relevant IDoE policies, especially those related to the requirements of a School Improvement Grant (as CFA is a SIG recipient also). For instance, through our relationship with CFA, FCA has thoroughly reviewed the TAP program and its teaching rubric. Although TAP does not release its rubric publically, we are assured that it meets the state’s requirements for teacher evaluation (frequency of evaluation, performance levels, percentage determined through student growth etc.) and is used in several schools receiving SIG grants across the state. (One may also access this information through its website, <a href="http://www.tapsystem.org">www.tapsystem.org</a>.)</p>

<ul style="list-style-type: none"> <li>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</li> <li>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</li> <li>(vi) school administrator and staff recruitment, placement and retention procedures ; and</li> <li>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</li> </ul>	<p>Based on teacher development and support results, FCA’s instructional leadership team will regularly review each teacher’s classroom performance. In an instance of below-proficiency, the instructional leadership team will construct, with the assistance of the teacher, an improvement plan, dictating the steps towards needed growth. If a teacher is unable to meet the requirements of the improvement plan, FCA will move towards dismissal.</p> <p><i>Fall Creek Academy</i> also expects to employ a Leader Effectiveness Rubric (See Appendix) to develop and support the overall performance of our principal and director of school culture. In keeping with systems that have worked with our LEA, we also expect to require each member of our administrative team to identify performance goals bi-annually to help measure impact and keep leadership focused on academic performance. The FCA Board of Trustees will regularly monitor leader performance in relation to these goals.</p> <p>In order to ensure our school is equipped with the strongest possible instruction, <i>Fall Creek Academy</i> is afforded reasonable flexibility in employing effective systems to hire, train, reward and retain high performing teachers and principals. Our school has equal levels of flexibility in cases in which we must dismiss below-proficiency teachers and administrators, unable to help our students meet our school’s academic goals.</p> <p>Finally, <i>Fall Creek Academy</i> intends to extend the academic day by 450 minutes a week. It will provide 8 additional days of instruction during its Intervention Intersessions and up to 25 additional days of instruction and culture building for students during Summer Advantage so that each child is adequately prepared, organized and motivated to focus on academic achievement. Each element of our program, including increasing instructional time, will be open to all FCA students.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
	<b>5. <i>Sustain the model after the funding period ends.</i></b>

<p><b>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;</li> <li>(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;</li> <li>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</li> <li>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</li> <li>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</li> <li>(g) Developing an evaluation system that</li> </ul>	<p>Each element of FCA's Transformation plan will be evaluated for its effectiveness in helping our school reach its goals for ISTEP Performance, high school graduation and college and career readiness measures (specifically those included in the state's A-F framework for HS accountability). For instance:</p> <ul style="list-style-type: none"> <li>· We will evaluate the impact of our after-school tutoring program and "intervention intercessions" through pre and post assessments as well as an analysis of NWEA scores and other data, comparing the growth in performance among those participating in different aspects of our extended day.</li> <li>· With support from CELL and NIET, Fall Creek Academy will continuously evaluate the fidelity of its implementation of the TAP program as well as its impact on student achievement. TAP also prioritizes performance-based accountability across a school faculty and building upon this principle, we expect to use teacher surveys, evaluation data and student assessment results to inform each step utilizing the TAP program to significantly improve instruction and achievement across Fall Creek Academy.</li> <li>· Fall Creek Academy will expect to apply for the TIF grant, assuming the IDoE seeks this opportunity again. Through the "Teacher Incentive Fund" we would hope to acquire additional funding to support our TAP program. TIF grants commonly last 5 years, which, in turn, will provide additional resources to support TAP implementation beyond the life of the SIG grant.</li> <li>· Through the leadership of our Director of Instruction and Curriculum and Assessment Specialist, we expect to build capacity throughout the school as we develop instructional coherence and curriculum coordination that will extend long after the SIG grant ends.</li> <li>· Fall Creek Academy expects to unite with CFA and other area charter schools to assist in providing both financial support and governance, marketing and management resources.</li> </ul>
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<p>measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school’s mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	<p>Based on continuous evaluation of the program, FCA commits to ongoing refinement of this transformational model, based on student learning data. Fall Creek Academy will develop a data warehouse, which will allow for the effective organization and disaggregation of student learning data, through which we expect to monitor the implementation and effectiveness of this proposed intervention. In addition to our weekly meetings monitoring TAP implementation, Fall Creek Academy will also convene a regular SIG Leadership Meeting, at which we will review the implementation of the central elements of our transformation plan and our progress towards established benchmarks in SIG implementation as well as core measures of student learning.</p> <p>Under the guidance of our LEA, Fall Creek Academy will use resources like <u>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</u> to help define the process through which we will set and refine our goals, collect the essential data and assess results.</p> <p>Additionally, FCA expects to employ a multifaceted approach to sustaining the improvements to our academic program beyond the lifetime of the grant. For instance, we expect to leverage our students’ academic success as a way to launch an ambitious fundraising campaign with the support of the Fall Creek Academy Board of Trustees.</p> <p>Finally, through TAP, effective instructional coaching, and strong principal leadership, we expect to build internal expertise to continue effective teaching practices and to train new staff (teachers and building leaders) in practices identified as essential characteristics of high performing schools, like the new Fall Creek Academy.</p>
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#### 4. 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) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

**Turnaround Model**

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)
I. <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.

**Pre-Implementation**

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. All 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 2013-2014 school year.		



## Transformation Model

√ 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>For the 2011-2012 and 2012-2013 school year, Fall Creek Academy was led under the same principal. In March of 2013, the LEA and the Fall Creek Academy Board made the decision to seek new leadership and a new leadership structure for Fall Creek Academy. Since then, Fall Creek Academy in partnership with the Board and LEA began a rigorous search for two high performing, committed, tenacious principals, one for the K-8 and one for the High School. As of April and May of 2013, both the High School and K-8 have secured principals respectively.</p>	<p>LEA-Superintendent</p>	<p>May 2013</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>Fall Creek Academy will embrace a new set of expectations for principal development and support. The LEA and co-principals of Fall Creek Academy, in addition to the adopted leadership rubric, are committed to each principal developing bi-annual leadership goals that incorporate the unique operational and academic demands of charter school leadership. See Appendix.</p> <p>Fall Creek Academy is prepared and committed to begin to take all of the necessary steps to implement the TAP program in SY 2013-2014.</p>	<p>LEA</p>	<p>Ongoing</p>

	<p><b><u>Planning Year- TAP</u></b></p> <ul style="list-style-type: none"> <li>· Establish a Planning Committee composed of administrators and teachers. Committee is responsible for reviewing the TAP process and proposing it to faculty and other key stakeholders, i.e. parents and Board of Trustees.</li> <li>- Hold an Implementation Workshop to garner support from teachers. TAP regional team member and NIET will support this meeting.</li> <li>- Engage in TAP school visits in order to gain best practices and learn from other’s implementation.</li> <li>- Seek Teacher Support and Approval for TAP.</li> <li>- Planning Committee will prepare, gain input and seek approval for the Planning Worksheet documents with NIET. Once approved a MOU is signed by all parties.</li> <li>- Planning Committee will prepare and post job descriptions for its master and mentor teaching positions and publicize this opportunity with staff and broader public.</li> <li>· The Instructional Leadership Team (ILT), including principal, assistant principal, director of instruction as well as teacher leaders will attend the National TAP conference and TAP Core Training, beginning in April.</li> </ul> <p><b><u>Year I</u></b></p> <ul style="list-style-type: none"> <li>· The ILT will begin TAP implementation, detailing each aspect of the TAP Rubric during its weekly</li> </ul>		<p>September 2013</p> <p>October 2013</p> <p>October- November 2013</p> <p>December 2013 January-March 2014</p> <p>March-April 2014</p> <p>April through early summer</p>
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	<p>TAP meetings, cluster meetings and all staff meetings.</p> <p>-The ILT will analyze student test results to develop a school cluster plan. Each teachers' students' scores will be distributed to master teachers for distribution and setting goals.</p>		<p>late July/early August 2014</p> <p>late July/early August 2014</p>
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<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 not.</i></p>	<p>-Implement performance rewards: establish salary augmentation for master and mentor teachers, a bonus award pool for teacher performance awards, and value-added calculations for bonus awards.</p> <p>-Performance award allocation are based on the following:</p> <ul style="list-style-type: none"> <li>● 50% TAP Teaching Skills, Knowledge and Responsibilities Standards</li> <li>● 30% individual classroom achievement growth</li> <li>● 20% school-wide achievement growth</li> </ul>	Principals	<p>late July/early August 2014</p>
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>-ILT will lead a two-week summer institute for teachers, which will involve the following topics:</p> <ul style="list-style-type: none"> <li>● Shared/common practices and procedures across all classrooms</li> <li>● Instructional practices that increase engagement and teacher effectiveness, including Doug Lemov's Taxonomy of Effective Teaching Techniques</li> <li>● Expectations and strategies for reinforcing an academic school culture in classrooms and</li> </ul>	<p>Principals</p> <p>Director of Instruction K-8</p> <p>Directors of School Culture</p>	<p>June/July 2013</p>

	<p>throughout the school</p> <ul style="list-style-type: none"> <li>● Analyzing student data and using it to hone instruction in order to improve student outcomes.</li> <li>● Culturally responsive teaching</li> <li>● Curriculum development: unit planning (using the Understanding by Design framework)</li> </ul> <p>-Embedded Professional Development: K-8 faculty will attend professional development weekly for 1 ½ hours and 9-12 faculty will attend professional development daily for 45 minutes.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> <li>● Curriculum Development: creating high quality lesson plans and formative assessments</li> <li>● Academic Rigor</li> <li>● Assessments and Analysis of Assessments</li> <li>● Response to Intervention Process</li> <li>● Special Education</li> <li>● Instructional Strategies</li> <li>● School Culture</li> <li>● Writing Norming Sessions</li> </ul>		<p>August 2013 - June 2014</p>
<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Based on our instructional leadership model, teachers have a clear path for taking on additional responsibility, including the responsibility of leading other adults. As our school continues to grow and we begin to give back to our LEA, teacher leaders who are prepared and qualified will be able to step into school level leadership roles. Our school leadership structure is set up according to the following system:</p>	<p><i>K-8 Principal HS Principal</i></p>	<p><i>Summer 2013</i></p>

	<p><b>K-5 Team Leaders</b></p> <ul style="list-style-type: none"> <li>● Each grade level has a lead teacher responsible for curriculum and assessment expertise at that grade level</li> <li>● The grade level leaders are teachers with multiple years of teaching experience at that grade level who can guide younger teachers in developing curricular best practices</li> </ul> <p><b>Cluster Leaders</b></p> <ul style="list-style-type: none"> <li>● At the K-2 level and the 3-5 level, a teacher will take on the cluster leadership role, responsible for helping to develop and implement a vertically aligned curriculum that integrates assessment across grade levels</li> <li>● Cluster leaders are teachers with multiple years of teaching experience across grade levels, and are in a unique position to support curriculum implementation across grade levels.</li> <li>● The middle school cluster, encompassing grades 6-8, will have a cluster leader position as well. This person is responsible for the guidance of developing and implementing cross-curricular unit plans that encompass thematic units based on social studies curriculum.</li> </ul> <p><b>Intervention Teachers</b></p> <ul style="list-style-type: none"> <li>● Intervention teachers are licensed and highly qualified teachers who work with students one-on-one and in small groups to support reading and math instruction.</li> <li>● Intervention teachers have fewer years of teaching experience, and may be directly out of college or transitioning into teaching from another career field.</li> </ul>		
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	<ul style="list-style-type: none"> <li>● In an effort to build a pipeline of teaching talent, these teachers will learn the curriculum and assessments at their grade level, and learn to support students' needs at that grade level.</li> <li>● Intervention teachers will move into classroom teaching positions when positions become available and intervention teachers are qualified.</li> </ul> <p>Curriculum and Assessment Specialist</p> <ul style="list-style-type: none"> <li>● The curriculum and assessment specialist is responsible for creating interim assessments for grades 2-12, leading professional development for faculty on refining and vertically aligning curricula in K-12, and building stronger systems of intervention based on interim assessment data.</li> </ul> <p>Director of Instruction</p> <ul style="list-style-type: none"> <li>● This person is responsible for all curriculum, instruction, academic intervention, and assessment at Fall Creek Academy.</li> <li>● Qualifications include having taught multiple grade levels for multiple years ,and experience leading other adults through a cluster leader role or curriculum and assessment specialist</li> </ul> <p>As teachers develop in their instructional leadership, the progression may look like this:</p> <ul style="list-style-type: none"> <li>● Intervention teachers - 1 year</li> <li>● Classroom teacher - 1 year</li> <li>● Grade level lead teacher - 2 years</li> <li>● Cluster leader - 3 years</li> <li>● Director of Instruction</li> </ul>	<p><i>K-8 Principal</i> <i>HS Principal</i></p>	<p><i>2014-2015</i></p>
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	<p>As a teacher’s level of responsibility increases, so does the salary. We will also build in a teacher performance reward system for the 2014-2015 school year when we implement TAP.</p> <p><i>Retention</i>  A serious concern that we hope to address is the idea of teacher fatigue and burnout. Our classroom teachers will be required to work from 7am until 3:30pm, and will not be required to work with students after normal school hours. Instead, our intervention teachers will take over the instructional responsibility at this point, and provide small group instruction after school. Classroom teachers will be able to spend time lesson planning and grading, and thereby lessening their load in the afternoons and evenings.</p>		
<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>Extended day activity: K-2 students will receive an additional 175 hours (about 29 days) of learning time, 3-8 students will receive an additional 611 hours (about 101 days) of learning time and students 9-12 will receive an additional 636 hours (106 days) of learning time.</p> <ul style="list-style-type: none"> <li>• After School (300 hours): All 3-12 students will have access to participating in an additional 1.5 hours of learning time at the end of the school day. There are three ways students could participate in this additional learning time: 1) Students will be required to attend after school intervention as determined by NWEA scores, Acuity, ECA scores, and in class formative assessments; 2) Any student 6-12 whose</li> </ul>	<p>K-8 Interventionist  Director of High School and College Success</p>	<p>August 2013 - July 2014</p>

	<p>homework is not neat, complete, and accurate will be required to participate; 3) Students will also be welcome to stay proactively to get help with their work</p> <ul style="list-style-type: none"> <li>● Saturday Academy (96 hours): All 3-12 students will be able to participate in Saturday Academy. Saturday Academy will be offered to students based on NWEA scores, Acuity, ECA scores, and in class formative assessments. There will be 24 Saturday sessions (6 per quarter) for four hours each.</li> <li>● Intersession (40 hours): All students 3-12 will be able to participate in two intersessions. Students will be required to participate based on NWEA scores, Acuity, ECA scores, in class formative assessments, and for credit recovery in high school. There will be two intersessions offered (one in the fall and one in the spring) for four days each for five hours each day.</li> <li>● Longer School Day (200 hours): All 9-12 students will attend school for an additional hour as compared to the previous year. Students will have an eight hour day with seven hours of instruction. This is an additional hour a day of learning time.</li> <li>● Summer Advantage (175 hours): Students K-8 will be able to participate in Summer Advantage. Students will be identified based on NWEA scores and in class formative assessments. The program will run for seven hours daily, five weeks in the summer.</li> </ul> <p>Increased learning time for staff:</p>	<p>Hiring</p>	
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	<ul style="list-style-type: none"> <li>• Human capital: the hiring committee will select a Curriculum and Assessment Specialist responsible for creating interim assessments for grades 2-12, lead professional development for faculty on refining and vertically aligning curricula in K-12, and building stronger systems of intervention based on interim assessment data.</li> <li>• Faculty will participate in weekly grade level team meetings to vertically align curricula and examine student work. Faculty will participate in professional development sessions focused solely on data analysis and data-driven planning after interim assessments (administered every six weeks).</li> </ul>	<p>committee: Chief Executive Officer, Chief Academic Officer, and school building leaders</p> <p>Curriculum and Assessment Specialist and Director of Instruction</p>	<p>August 2013</p> <p>August 2013 - June 2014</p>
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<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p><b><u>Career and College Readiness</u></b></p> <ul style="list-style-type: none"> <li>• Develop and implement an early college program by;</li> </ul> <p><b>Hiring a Director of High School and College Success.</b></p> <ul style="list-style-type: none"> <li>• Responsible for managing dual credit program with Ivy Tech, especially the Summer College Academy.</li> <li>• Coordinate academic rewards</li> <li>• Create relationships through continual one-on-one meetings with students to create individual academic success plans. Manage Ivy Tech course availabilities and attendance</li> <li>• Coordinate standardized and additional testing</li> <li>• Maintain school academic records and data</li> <li>• Create internship opportunities <ul style="list-style-type: none"> <li>• Develop relationships with the community and Ivy Tech for students on a vocational track</li> </ul> </li> </ul>	<p>Curriculum and Assessment Specialist</p> <p>Director of Instruction - K-8</p> <p>Director of High School and College Success – HS</p>	<p>June</p>
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	<p>students with directed support that will help them perform better while taking dual credit</p> <ul style="list-style-type: none"> <li>○ <b>Managing Credit Recovery:</b> At the end of the 2013 school year there were an estimated 40 students that need credit recovery.</li> <li>○ A significant number of students need to recover credit in an English class or have not passed the English 10 ECA. We hired an additional English teacher to provide instruction and remediation for these students. <ul style="list-style-type: none"> <li>■ Students that need both semesters of an English class will retake the class with the <b>Reading Recovery Teacher.</b></li> <li>■ Students that need one semester of an English class will retake that one semester but will be required to pass the same final as students taking the full year course. Again this class will be lead by the <b>Reading Recovery Teacher.</b></li> </ul> </li> <li>● Student performance data as indicated on NWEA and ISTEP assessments, as well as teacher recommendations will be used to create heterogeneous classes K-9.</li> <li>● All additional learning time opportunities will be determined based on all available data.</li> <li>● English Language Arts: 9-12 teachers will use Empower 3000 assessment tools and proprietary software engine to distribute assignments to the entire class while tailoring them according to each student's reading level.</li> <li>● Reading K-8: teachers will use Reading A to Z leveled benchmark assessments in order to assess students' reading skills and comprehension</li> </ul>	<p>Dir. of HS &amp; College Success and Dir. of Instruction</p>	<p>August 2013-July 2014</p>
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	<p>with developmentally appropriate texts while recording reading behavior. Students will receive targeted instruction in small groups of 4-6 during guided reading in order to meet and exceed end of year goals. Students will practice reading at their independent reading level using books from the Scholastic leveled reading library.</p> <ul style="list-style-type: none"> <li>● Writing K-12: writing interim assessments will be administered during the fall, winter, and spring. Using the 6 Traits Writing Rubric, the Curriculum and Assessment Specialist and Director of Instruction will facilitate norming sessions for the grading of interim assessments at each grade level and collaborate with teachers in creating lessons that help students further develop their expertise in each of the six traits of writing.</li> <li>● Math K-12: teachers will use Accelerated Math in order to create individualized practice assignments at each student's level. The</li> <li>● Director of Instruction will facilitate leading teachers in interpreting data and guiding instruction.</li> <li>● Interim assessments in Reading and Math grades 2-12: the Director of Curriculum and Assessments will create common formative assessments for reading and math across grade levels and facilitate data meetings with the Director of Instruction and faculty to develop data driven plans every six weeks.</li> <li>● Core Knowledge Language Arts Program: teachers will use the program's Listening and Learning Strand materials to design read alouds,</li> </ul>		
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	facilitate class discussions, vocabulary work, and extension activities in order to systematically build students' knowledge and vocabulary.		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<ul style="list-style-type: none"> <li>● Teachers will receive training on how to analyze data and make in class instructional decisions based on the data.</li> <li>● Data meetings will happen weekly and will allow teachers to adjust unit and long-term plans based on student need.</li> <li>● The K-8 interventionists and high school support specialists will specifically provide differentiated instruction to students through both pull-out and push-in as determined by all available data.</li> <li>● After each interim assessment, faculty will diagnose gaps between student learning and intended curriculum and instruction, develop intervention plans for targeted instruction, and plan lessons that allow students to practice for summative assessments/state exams.</li> <li>● Teachers will be trained on how to analyze samples of student work, focus on an area to receive feedback on, and reflect upon the questions and comments posed in order to further improve teaching practices.</li> </ul>	<p>Director of Curriculum and Assessments</p> <p>Director of Instruction - K-8</p> <p>Director of High School and College Success - HS</p>	<p>weekly August - June</p>
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<ul style="list-style-type: none"> <li>● Conduct 50+ Early Literacy Home Visits during the 2013 - 14 school year, in which FCA teachers visit the homes of struggling readers to help strengthen relationships and advise parents as to home practices that support literacy development.</li> <li>● Develop, under the direction of our Culture</li> </ul>	<p>Director of High School and College Success – HS</p> <p>ES Counselor and Social</p>	<p>Beginning Sept. '13</p> <p>Beginning Sept. '13</p>

	<p>Team, monthly Family Nights/Parent University, celebrating student achievement, healthy life choices and college attainment.</p> <ul style="list-style-type: none"> <li>● Build, under the leadership of our Counseling Team a broad array of community partnerships through which Fall Creek Academy can enhance its enrichment opportunities, strengthen its interventions and improve its access to community resources in service to student achievement. <ul style="list-style-type: none"> <li>○ Initiate regular Parent University nights (4-6 each year) through which the school can support parents in important areas (based on surveys and needs assessment).</li> <li>○ Initiate relationships with local universities to provide Fall Creek Academy students with individualized tutors.</li> </ul> </li> <li>● Utilize the School Social Worker to coordinate support and access community resources in support of students and families and academic achievement.</li> <li>● Conduct Summer Home Visits for all students new to the school community as a way to engage families in the school environment, and further invest them in their student’s education.</li> </ul>	<p>Worker</p> <p>Principal, Director of School Culture and Counseling Team</p> <p>Director of School Culture</p> <p>Principals</p>	<p>Ongoing</p> <p>Aug. 2013</p> <p>Ongoing</p>
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p>	<p>As an independent charter school, Fall Creek Academy has full authority and flexibility over its schedule and allocation of funds, provided it follows relevant IDoE guidelines and meets the standards and requirements of</p>	<p>FCA Superintendent and Board</p>	<p>Ongoing</p>

	its authorizer, Ball State University.		
<p><i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>	<p>Fall Creek Academy is an independent charter school and, thus, it is the only school within the LEA. School employs vendors outside the school whenever necessary to provide assistance with matters, such as accounting, technology and legal help.</p> <p>In an effort to address the school’s academic needs, Fall Creek Academy will receive support from the LEA.</p> <p>Through the process of implementing this transformation plan, Fall Creek Academy will seek considerable technical and strategic support from the CFA. CFA brings to FCA considerable expertise in school transformation, as it is a school in which achievement was nearly doubled in just three years.</p> <p>Under the guidance of our LEA, Fall Creek Academy also expects to:</p> <ul style="list-style-type: none"> <li>1) Visit and build strong relationships with high-performing middle and high schools in the country through our connections with Teach For America, the Schools-That-Can network, Achievement First, and the Uncommon Schools Network. Targeted visits to high performing schools can be critical in identifying best practices that fit our school model and building long-term relationships through which</li> </ul>	<p>Principal and Leadership Team</p>	<p>Ongoing</p>

	<p>to gather expertise to inform the everyday challenges of urban schooling</p> <p>2) As a member of the TAP network, we also expect to work closely with NIET and CELL (TAP's regional authority and source of support) in getting the technical assistance we need to effectively implement the TAP system.</p> <p>3) Additionally, Scott Bess, Schauna Findley at GEI (and the MET High School) serving a similar population and a SIG recipient, have proven especially helpful in identifying instructional resources and lending their expertise in school improvement models; we expect to continue this relationship through their new organization Inschools, given the similarities between our models, our priority upon improvement and commitment to high performance.</p> <p>4) Finally, under the guidance of our LEA, we expect to continue to look for new resources, relationships and models from which we can learn. For instance, we expect that networks like, <i>Rocketship and Carpe Diem</i>, and district schools like <i>Arlington Woods</i> and <i>Harshman Magnet</i>, will provide us greater insight into how to employ best practices, 21<sup>st</sup> century technology and internet-based learning resources in ways that improve student achievement.</p> <p>On whole, partnerships with schools that share the</p>	<p>Principal, Director of Instruction</p> <p>Director of Instruction, Curr. And Assessment Specialist</p> <p>Principal and Leadership Team</p>	<p>Jan. 2014</p> <p>July 2013</p> <p>Ongoing</p>
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	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.		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

*Fall Creek Academy* maintains especially strong relationships with several high-quality pipelines. Our LEA meets regularly with TFA and TNTP to identify prospective alumni equipped to serve as principal and/or instructional leader. A member of our LEA is also involved in Marian University’s Teaching and Learning Leadership program, specifically designed to train “turnaround school leaders.”

*Fall Creek Academy* in March, as shared in our Intervention Timeline, sought new leaders for the school, one for K-8 and one for 9-12. We leveraged our relationships with leadership programs across the area and received broad interest from a variety of potential candidates. At the time of grant submission, we have hired our transformation leaders (see Appendix 8 for resumes).

**Pre-Implementation**

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

**Action:** FCA SIG Implementation Timeline outlines in detail the steps we are taking to improve leadership, organization, instruction and, in turn, student achievement at Fall Creek. They include organizing a retreat for our Administrative Team, visiting high-performing schools in the region, and a Curriculum Institute to organize curricula and aligned assessments.

**Timeline:** Please see “SIG Implementation Timeline” included in the Appendix. The timeline includes steps prior to receiving notice of the SIG grant as well as the steps we expect to take in preparing for the ’13-’14 school year.

**Budget:** includes school visitations (\$1200) and Curriculum Institute and Leadership Retreat (\$10,200).

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
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 2013-2014 school year.	X	

## Restart Model

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>			

### **Pre-Implementation**

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
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 2013-2014 school year.		

## School Closure

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. Close the school.			
2. Must enroll the students in other schools in the LEA that are higher achieving.			

### Pre-Implementation

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
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 2013-2014 school year.		

## 5. Annual Goals for Priority 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.”
- 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 measurable and aggressive, yet attainable.*

<b>SY 2011-2012 Baseline Data</b> (most recent available data that corresponds to the proposed goals)	<b>Annual Goals</b>		
	<b>SY 2013-2014</b>	<b>SY 2014-2015</b>	<b>SY 2015-2016</b>
<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
23.8% of students are proficient on ECA Algebra (SY 2011-2012)  40% of students are proficient on ECA Algebra (SY 2012-2013)	55% of all participating students are proficient on ECA Algebra.	70% of all participating students are proficient on ECA Algebra.	80% of all participating students are proficient on ECA Algebra.

<p>61.9% of students are proficient on ECA English 10 (SY 2011-2012)</p> <p>45% of students are proficient on ECA English 10 (SY 2012-2013)</p>	<p>60% of all participating students are proficient on ECA English 10</p>	<p>70% of all participating students are proficient on ECA English 10</p>	<p>80% of all participating students are proficient on ECA English 10</p>
<p>55.8% of all students are proficient on ISTEP+ Mathematics</p>	<p>70% of all participating students are proficient on ISTEP+ Mathematics</p>	<p>78% of all participating students are proficient on ISTEP+ Mathematics</p>	<p>85% of all participating students are proficient on ISTEP+ Mathematics</p>
<p>55.2% of all students are proficient on ISTEP+ Language Arts</p>	<p>70% of all participating students are proficient on ISTEP+ Language Arts</p>	<p>78% of all participating students are proficient on ISTEP+ Language Arts</p>	<p>85% of all participating students are proficient on ISTEP+ Language Arts</p>
<p>87.9% Graduation Rate in SY 2011-2012</p> <p>86.7% projected Graduation Rate for SY 2012-2013</p>	<p>88% Graduation Rate</p>	<p>92% Graduation Rate</p>	<p>95% Graduation Rate</p>

## 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 2013-2014, 2014-2015, and 2015-2016.
- 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 D for suggestions)

Fall Creek Academy will focus all federal, state and local funding sources on our goals for student achievement goals. Together these funds are focused squarely on the central elements of our program, including increased learn time, improved classroom instruction, stronger curriculum coherence and assessment and deeper family engagement. Together, these elements must produce clear gains in student achievement, high school graduation and post-secondary success

FCA will align the specific federal, state and local funds in the following ways:

- FCA will use its Title I funds, and SIG monies to support its team teachers and after-school and intercession intervention program.
- Title II funds will be allocated to support teacher/leader recruitment as well as performance-based bonuses (in year two – aligned with proposed implementation of TAP).
- Title III funds will help fund school-wide professional development in support LEP instruction for a growing number of FCA students.
- FCA will align its High Ability Grant from the IDoE with its priorities around differentiation.
- FCA will allocate private philanthropic dollars to support enrichment programs in robotics and other STEM-related programs.

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

## Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>			
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>			
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>			
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>			

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<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>			
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<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>			
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<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>			
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> </ul>			

<ul style="list-style-type: none"> <li>• Streamline and scaffold focus aligned to key findings and root causes in SIG application</li> </ul>			
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<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• Professional Development sign in sheets aligned to SIG funded PD</li> <li>• Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</li> </ul>			
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i></p> <ul style="list-style-type: none"> <li>• Town Hall Meetings</li> <li>• Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</li> <li>• Town Hall sign in sheets</li> <li>• Community Partner Assurances</li> <li>• Documentation of mailings</li> </ul>			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> <li>• IDEA</li> <li>• E-Rate</li> <li>• TAP</li> </ul>			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> </ul> </li> </ul>			
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<ul style="list-style-type: none"><li>○ <i>Saturday intervention</i></li><li>○ <i>Before or after school enrichment/remediation</i></li><li>○ <i>School vacation weeks</i></li><li>● <i>Compensation for extended day is identified by the LEA</i></li></ul>			
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## Attachment B: LEA Commitments Scoring Rubric

<b>(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<ul style="list-style-type: none"> <li>• Full completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• All of the required data sources have been provided</li> <li>• All of the analysis (findings) from the data and the root cause analysis are logical</li> <li>• The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Some completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• Some of the required data sources have been provided</li> <li>• Some of the analysis (findings) from the data and the root cause analysis is accurate</li> <li>• A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• No completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal</li> <li>• <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data</li> <li>• The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.</li> </ul>

**(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.**

<p><b>Exceptional 3 points</b></p>	<p><b>Adequate 2 points</b></p>	<p><b>Inadequate 1 point</b></p>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

<b>(3) Align other resources with the interventions.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

**(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

<p><b>Exceptional 3 points</b></p>	<p><b>Adequate 2 points</b></p>	<p><b>Inadequate 1 point</b></p>
<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

<b>(5) Sustain the reforms after the funding period ends.</b>		
<b>Exceptional 3 points</b>	<b>Adequate 2 points</b>	<b>Inadequate 1 point</b>
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>



out-of-state			
in-state			
	<b>TOTAL TRAVEL</b>		
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
	<b>TOTAL CONTRACTED SERVICES</b>		
<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		
<b>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".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>		\$ -

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$ -

**LEA/GOVERNANCE:** *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

*As a charter school, each of the activities included in this grant are conducted as an LEA. The activities detailed throughout this grant are all conducted at the LEA-level, including the pre-implementation activities included earlier in the grant.*

School Improvement Grant (1003g)  
Section II -- BUDGET

*Please see Budget in separate  
Budget Attachment*

School Year 2014 - 2015

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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
				<b>TOTAL SALARIES</b>		
<b>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.</b>						
				<b>Additional 5 school days</b>		
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
				<b>TOTAL TRAVEL</b>		

<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
	<b>TOTAL CONTRACTED SERVICES</b>		
<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$ 13,100.00</b>
<b>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".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$ 114,059.00</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	Staff Retreats	\$ 6,000.00	
	Professional Development Stipends	\$ 12,000.00	
	Attendance Incentive	\$ 5,000.00	
	Teacher Innovation Mini Grants	\$ 10,000.00	
	ECA Test Incentives	\$ 5,000.00	
	<b>TOTAL OTHER SERVICES</b>		
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ 654,159.00</b>

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>		\$ -

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$ -

School Improvement Grant (1003g)  
Section II -- BUDGET

*Please see Budget in separate  
Budget Attachment*

School Year 2015 - 2016

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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
				<b>TOTAL SALARIES</b>		
<b>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.</b>						
				<b>Additional 5 school days</b>		
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					

	<b>TOTAL TRAVEL</b>		
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
	<b>TOTAL CONTRACTED SERVICES</b>		
<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		
<b>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".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			



## Attachment E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	<b>Title I, Part A</b> - regular and stimulus funds (school wide 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	<b>1003(a)</b> School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	<b>Title II, Part A</b>
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	<b>Title III, Part A - LEP</b>

<b>State Resources</b>		
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

## Attachment F: Intervention Scoring Rubrics

### Turnaround

<b>Required Element</b>	<b>Possible Tasks: Score 3 Exceptional</b>	<b>Possible Tasks: Score 2 Adequate</b>	<b>Possible Tasks: Score 1 Inadequate</b>	<b>Score</b>
I. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i> .	

<p>2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff</p>	<ul style="list-style-type: none"> <li>○ LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i></li> </ul>	<ul style="list-style-type: none"> <li>○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA calibrates and tracks the effectiveness of staff using classroom observations <i>or</i> another single source to determine effectiveness</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Screening of current staff is <i>conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model</li> </ul>	<ul style="list-style-type: none"> <li>○ Screening of current staff is conducted by the school or district; interview questions are of <i>insufficient nature</i> to determine staff's willingness to implement the model</li> </ul>	
	<ul style="list-style-type: none"> <li>○ <i>Less than 50 percent of the staff is rehired</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>50 percent of the staff is rehired</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>More than 50 percent of the staff is rehired</i></li> </ul>	
<p>3. Implement strategies to recruit, place, and retain staff</p>	<ul style="list-style-type: none"> <li>○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i></li> </ul>	

	○ <i>Mentors and/or coaches are provided for all staff</i>	○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i>	○ <i>Mentors nor coaches are included</i>	
4. Provide high-quality, job embedded professional development	○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i>	○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i>	○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i>	
	○ <i>Professional development is conducted weekly through job-embedded opportunities at the school</i>	○ <i>Professional development is conducted monthly through job-embedded opportunities at the school</i>	○ <i>Professional development is rarely provided at the school; usually occurs as a whole district</i>	
	○ <i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</i>	○ <i>Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</i>	○ <i>Focus of professional development is not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Adopt a new governance structure	○ <i>Creates a new turnaround office with an appointed turnaround leader who has significant and successful experience in school turnaround</i>	○ <i>Creates a new turnaround office and/or appoints a turnaround leader with successful experience in school turnaround</i>	○ <i>Reshuffles or redesigns its current structure rather than creating a turnaround office and appointing a turnaround leader</i>	

	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school</li> </ul>	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> <li>○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA <i>provides minimal assessments</i> with no data; technology is not used</li> </ul>	
	<ul style="list-style-type: none"> <li>○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction</li> </ul>	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> <li>○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction</li> </ul>	

8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is <i>limited</i>	
	○ Works with community to provide on-going and consistent <i>family and community engagement activities</i>	○ Works with community to provide limited <i>family and community engagement activities</i>	○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i>	

Total Score \_\_\_\_\_/60

## Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> <li>Principal is replaced with one that has evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one without evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one having an ineffective track record</li> </ul>	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth</li> </ul>	
	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' and principal involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' or principals involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation system development does <i>not include involvement</i> of principal or teachers</li> </ul>	

<p>3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional development, have not.</p>	<ul style="list-style-type: none"> <li>○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	
	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i></li> </ul>	
<p>4. Provide high-quality, job embedded professional development</p>	<ul style="list-style-type: none"> <li>○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not</i></li> </ul>	

	<i>is differentiated by teacher need</i>	<i>by teacher need</i>	<i>differentiated by teacher need</i>	
	<ul style="list-style-type: none"> <li>Professional development is conducted <i>weekly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>Professional development is conducted <i>monthly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i></li> </ul>	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> <li>Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i></li> </ul>	
	<ul style="list-style-type: none"> <li><i>Mentors and/or coaches are provided for all staff</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Mentors nor coaches are included</i></li> </ul>	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> <li>Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Provides increased learning time for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide increased learning time for all students and staff</li> </ul>	
	<ul style="list-style-type: none"> <li>Time is of <i>extensive length (at least 300 hours)</i> to potentially</li> </ul>	<ul style="list-style-type: none"> <li>Time is of <i>sufficient length (at least 180 hours)</i> to potentially</li> </ul>	<ul style="list-style-type: none"> <li>Time is <i>not of sufficient length (90</i></li> </ul>	

	increase learning	increase learning	hours or less) to create change	
7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> <li>○ LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides some assessments and data with minimal technology for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides minimal assessments with no data; technology is not used</li> </ul>	
	<ul style="list-style-type: none"> <li>○ LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction</li> </ul>	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> <li>○ Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide regular time (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides job-embedded professional development to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides professional development that occurs outside of the classroom and does not focus on live student data or on improving differentiated instruction</li> </ul>	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> <li>○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an</li> </ul>	

	academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> <li>LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school</li> </ul>	<ul style="list-style-type: none"> <li>LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school</li> </ul>	<ul style="list-style-type: none"> <li>LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>.</li> </ul>	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> <li><i>Multiple</i> supports detailed; occur <i>throughout the year</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Some</i> supports detailed; occur <i>throughout the year</i></li> </ul>	<ul style="list-style-type: none"> <li><i>No</i> supports are described; support appears <i>sporadic</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Multiple support for <i>both</i> teachers and principals are in place</li> </ul>	<ul style="list-style-type: none"> <li><i>Some</i> supports for <i>both</i> teachers and principals are in place</li> </ul>	<ul style="list-style-type: none"> <li>Support for <i>both</i> teachers and principals are not in place or transparent</li> </ul>	
	<ul style="list-style-type: none"> <li>Provided by external, <i>experienced leaders</i> in change and in the school model</li> </ul>	<ul style="list-style-type: none"> <li>Provided by <i>external leaders</i> in change with knowledge of the identified school model</li> </ul>	<ul style="list-style-type: none"> <li>Provided by district staff or others <i>without proven track records</i> in school change or the model</li> </ul>	

Total Score \_\_\_\_/66

## Appendices

- Appendix 1: Fall Creek Academy Organizational Chart
- Appendix 2: Fall Creek Principal Effectiveness Rubric
- Appendix 3: Letters of Support:
  - App. 3A: Fall Creek Academy Teachers
  - App. 3B: FCA Board Chair
  - App. 3C: Girls Inc.
  - App. 3D: Ivy Tech
  - App. 3E: Kaleidoscope Youth Center
  - App. 3F: Mapleton Fall Creek Community Development Corporation
  - App. 3G: CELL Letter of Support
  - App. 3H: FCA PTO Letter of Support
- Appendix 4: School Calendar, including three "Intervention Intersessions,"
- Appendix 5: SIG Grant Implementation Timeline
- Appendix 6: New Student Orientation
- Appendix 7: SIG Grant Parent Focus Group Agenda
- Appendix 8: FCA Leadership Resumes
- Appendix 9: Fall Creek Academy Hiring Protocol

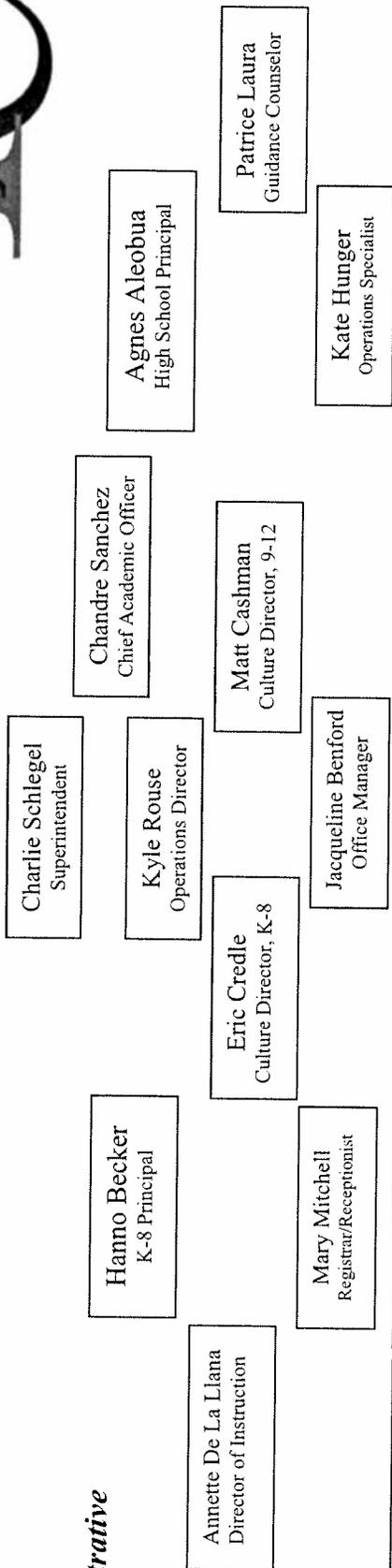


# Appendix 1: Fall Creek Academy Organizational Chart ----- 2013-2014

## Governance

Fall Creek Academy  
Board of Directors

## Administrative Team



## Instructional Teams

**Early Elementary**  
Eric Rouse\*  
First Grade

Kristin Cummings Kindergarten	OPEN Kindergarten
Cheryl Yates Kinder Guide	OPEN Kinder. Guide
Shannon New Second Grade	Amy Brown Second Grade
OPEN First Grade	Allison Moore Reading Specialist

**Upper Elementary**  
Jessica Pumphrey\*  
Fifth Grade

Amberly Stevens Third Grade	OPEN Third Grade
Arielle Johnson Fourth Grade	OPEN Fourth Grade
OPEN Fifth Grade	Alyssa Edwards Interventions

**Middle School Team**  
Lauren Hall  
LA

OPEN Math	OPEN Science
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**Interventions**  
Demetrious Lancaster  
(Reading Specialist)

Blake Gould  
Math Specialist

**High School Team**  
Cashman/Aleobua  
(SS)

Jeff Truelock (Math)	Walt Johnson (Humanities)
Francisco Oliva Spanish/History Teacher	Darius Sawyer (Science)
OPEN Teaching Assistant	OPEN Special Education
OPEN Teaching Assistant	OPEN Teaching Assistant

**Intervention Specialists/SPED**  
Verna Gilman\*  
1<sup>st</sup> - 4<sup>th</sup> Grade

Colleen Tenney  
5<sup>th</sup>-8<sup>th</sup> grade

OPEN  
9-12<sup>th</sup> Grade

**Special Areas**  
Heather Lloyd  
Health/PE

Laura Carlson  
Music

OPEN  
Technology

Erika Fox  
Art

## ***Fall Creek Academy Leader Development and Support Rubric***

\*This rubric is based on the work of Kim Marshall, Indiana's RISE rubric and New Leaders Urban Excellence Framework.

The rubric uses a four-level rating scale with the following designations:

- 4 – Highly Effective
- 3 – Effective
- 2 – Approaching Standards
- 1 – Does Not Meet Standards

The rubric includes four domains:

- A. Leadership Actions
- B. Teacher Effectiveness
- C. Culture
- D. Management and External Relations

This rubric has been developed to give both Principals and Directors of School Culture a guide for the performance of their job responsibilities. It will provide the basis for mid-year and end-of-the-year assessments of the leadership team and where each leader stands in all performance areas (with detailed guidance for improvement). The development and support process is not based on a “snapshot” school visit, feedback session or conversation, but rather on a culmination of frequent school visits, feedback and follow-up conversations.

The *Effective* level describes solid, expected professional performance; any leader should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Approaching Standards* indicates that performance has areas for growth and must improve within a specified timeframe. Performance at the *Does Not Meet Standards* level is unacceptable and will lead to structured and time-bound support and development, and may without improvement, lead to dismissal.

Standards are *italicized* when the Director of School Culture is exempt.

## A. Leadership Actions

	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Approaching Standards	<b>1</b> Does Not Meet
<b>Initiative &amp; Persistence</b>	Exceeding typical expectations to accomplish ambitious goals.	Consistently achieving expected goals. Some of which are ambitious, all of which are purposeful.	Achieving most, but not all expected goals. Lacks ambition or purpose in goal-setting.	Rarely achieving expected goals.
<b>College &amp; Career Readiness</b>	Challenges colleagues and staff by presenting the gap between current student data and a vision for college and career success.	Motivates colleagues and staff by comparing students' current achievement with college and career readiness.	Presents data without a college and career focus.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
<b>Strategy</b>	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals and fosters a sense of urgency and responsibility among stakeholders.	Seeks input from stakeholders and writes a comprehensive, measurable strategic plan for the current year and builds stakeholder support for achieving goals.	Writes a cumbersome, non-accountable strategic plan and presents annual plan to stakeholders.	Recycles or makes justifications for use of the previous year's strategic plan and gets signatures.
<b>Planning</b>	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track or motivation to complete.
<b>Communication</b>	Successfully communicates goals to all constituencies by skillfully using a variety of channels and whenever possible, messaging key concepts in real time.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others and messages key concepts; such as schools goals, needs, plans, success and failures.	Has a limited communication repertoire and some key stakeholders are not aware of school goals and most key concepts.	Is not an effective communicator, and others are often left guessing about policies and direction and rarely, if ever messages key goals or concepts.
<b>Outreach</b>	Frequently solicits and uses feedback from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback.

	4 Highly Effective	3 Effective	2 Approaching Standards	1 Does Not Meet Standards
<b>Organization</b>	Has a foolproof system for capturing key information, remembering, prioritizing, and following up on actionable items.	Writes down important information for actionable items. Remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
<b>Expectations</b>	The majority of staff understands and acts on expectations for management procedures and discipline.	The majority of staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
<b>Meetings</b>	Successfully gets all key teams meeting regularly and reports out on action items and deliverables.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings impromptu because they are not pre-planned.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
<b>Efficiency</b>	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
<b>Culture of Urgency</b>	Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement.	Aligning the efforts of students, parents, teachers and other stakeholders to a shared understanding of academic and behavioral expectations and leading a relentless pursuit of these expectations.	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations and leading the pursuit of those expectations.	Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations.
<b>Professionalism</b>	Articulates appropriate behavior to all stakeholders and creates systems and/or incentives to motivate students and colleagues to display professional, ethical and respectful behaviors at all times. (In addition to level 3.)	Modeling professional, ethical and respectful behavior at all times and expecting students and staff to display professional, ethical and respectful behavior at all times.	Failing to consistently model professional, ethical and respectful behavior and occasionally holding students and colleagues to professional, ethical and respectful behaviors.	Failing to consistently model professional, ethical and respectful behavior and occasionally modeling behaviors counter to professional expectations. Rarely holding students and staff accountable to professional expectations.

**COMMENTS:**

**OVERALL DOMAIN AVERAGE:**

## B. Teacher Effectiveness

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Standards</b>	<b>1 Does Not Meet Standards</b>
<b><i>Expectations</i></b>	Gets all teachers to use clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Inform teachers on exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
<b><i>Baselines</i></b>	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide or expect teachers to use historical test data to plan.
<b><i>Targets</i></b>	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
<b><i>Analysis</i></b>	Ensures that teachers follow assessment analysis with effective reteaching, tutoring, and other interventions.	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the assessments they give.
<b><i>Monitoring</i></b>	Uses data in academics, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors data, albeit infrequently or superficially to inform decisions.	Is inattentive to important school data.
<b><i>Celebration</i></b>	Boosts morale and a sense of efficacy by getting staff to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Standards</b>	<b>1 Does Not Meet Standards</b>
<b>Meetings</b>	In staff meetings, gets staff highly invested in discussing results, learning best strategies, and building trust and respect.	Uses staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies or procedures.
<b>Development</b>	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
<b>Empowerment</b>	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
<b>Support</b>	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
<b>Evaluation</b>	Visits 4-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Visits 2-3 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
<b>Criticism/ Feedback</b>	Courageously engages in difficult conversations with below-proficient teachers, helping them to improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are below-proficient.
<b>Human Capital Management</b>	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
<b>Hiring</b>	Recruits, hires, and supports highly effective teachers who share the school's vision and competencies.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute decisions on teaching vacancies based on candidates who are available.

**COMMENTS:**

**OVERALL DOMAIN AVERAGE:**

## C. Culture

	4 Highly Effective	3 Effective	2 Approaching Standards	1 Does Not Meet Standards
<b>Expectations</b>	Gets staff buy-in for clear, school-wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school-wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
<b>Effectiveness</b>	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
<b>Celebration</b>	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
<b>Training</b>	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes teacher support and development around classroom management (and other areas to improve instruction for students).	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management and culture.
<b>Student Support</b>	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
<b>Openness</b>	Makes families feel welcome and respected, responds to concerns, and works to increase family involvement.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand their concerns.	Makes little effort to reach out to families and is defensive when parents express concerns.
<b>Conferences</b>	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
<b>Communication</b>	Sends home a weekly school newsletter and provides feedback to teachers on their parent communication.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.

**COMMENTS:**

**OVERALL DOMAIN AVERAGE:**

## D. Management and Stakeholder Relations

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Approaching Standards</b>	<b>1 Does Not Meet Standards</b>
<b>Procedures</b>	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
<b>Cleanliness</b>	Leads all staff in ensuring effective, creative use of space and a clean, safe, and inviting campus.	Supervises all staff to keep the campus clean, attractive, and safe.	Works with some staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff only and there are frequent lapses.
<b>Budget</b>	Skillfully manages the budget and finances to maximize student achievement and staff development and support.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
<b>Compliance</b>	Fulfills compliance and reporting responsibilities to the network.	Meets compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance with network	Frequently misses reporting deadlines and other external requirements.
<b>Relationships</b>	Builds strong relationships with key network and external stakeholders and gets them excited about the school's mission.	Builds relationships with network and external stakeholders so they will be helpful with furthering the school's mission.	Is professional with network and external stakeholders but does not enlist their active support.	Neglects relationship-building with network and external stakeholders and doesn't have their support in getting things done.

**COMMENTS:**

**OVERALL DOMAIN AVERAGE:**

## Support and Development Summary Page

School Leader: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

**RATINGS ON INDIVIDUAL RUBRICS:**

A. Leadership Actions:

Highly Effective    Effective    Approaching Standards    Does Not Meet Standards

B. Teacher Effectiveness:

Highly Effective    Effective    Approaching Standards    Does Not Meet Standards

C. Culture:

Highly Effective    Effective    Approaching Standards    Does Not Meet Standards

D. Management and Stakeholders Relations:

Highly Effective    Effective    Approaching Standards    Does Not Meet Standards

**OVERALL RATING:**

**Highly Effective    Effective    Approaching Standards    Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY SCHOOL LEADER:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(The school leader's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)*



*Where all roads lead to college*

Date: June 9, 2012

RE: Support of Fall Creek Academy's Commitment to Participate in Indiana's SIG 1003g Application

SIG 1003g Review Committee  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Dear Review Committee:

Please accept this letter to indicate my support of my school's interest in and commitment to participate in the grant application to be submitted to the Indiana Department of Education under the federal School Improvement Grant program. As a teacher at Fall Creek Academy in Indianapolis, Indiana, I have a firm conviction that our students deserve only the highest quality education, and Fall Creek Academy's interest in the SIG program indicates our school's unyielding commitment to serving students and families.

As a fellow in Indianapolis section of The New Teacher Project, this grant would provide the means to build the foundation for the two main projects (forensics and international studies) I plan to implement as well as developing teachers and support structures to deliver high-quality instruction at FCA. Most students attending FCA or considered high need students, which means the school must fill the learning gap with which many of our students are faced and this grant would provide us with access to the highest quality resources. This grant would provide the resources for the FCA community to not only lift up our scholars but the community that surrounds our school as well. Investing in our scholars is at the core of FCA's purpose and this grant would provide us the financial resources to implement our vision for "to and through" college at full force, ensuring the success of our scholars.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Saunnie E. Knotts

**FALL CREEK ACADEMY**  
2540 N. Capitol Avenue  
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Phone: 317-536-1026 Fax: 317-921-9453  
[www.fallcreekacademy.org](http://www.fallcreekacademy.org)



*Where all roads lead to college*

Date: June 6, 2012

RE: Support of Fall Creek Academy's Commitment to Participate in Indiana's SIG 1003g Application

SIG 1003g Review Committee  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Dear Review Committee:

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The faculty and staff at Fall Creek Academy make steadfast contributions to the academic success and personal growth all our students deserve to experience. This is achieved with true collaboration and special focus on school culture, strategic strides to improve literacy and standardized test scores, and by creating a sense of community with the teachers and families who rally to support our students. The impact of the SIG program would yield a critical financial allocation to benefit our school not only for this upcoming year but strengthen our resources and our resolve for imparting future impact.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. Again, this grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

*Tiffany Witte Rooks*

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I feel that the SIG- 1003g would benefit the Fall Creek Academy community- students, parents, and the community at large. SIG supports academic opportunities for all which I believe is very important. Research has proven that teacher development is crucial to student success. When a teacher feels supported, it makes a world of difference in everyday performance. SIG provides an intentional focus on improving literacy and numeracy across all grades. The SIG 1003g would help support Fall Creek Academy's vision for "to and through" college by providing us with the financial resources to help each teacher with resources and support structures so that we could deliver the highest quality instruction possible.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

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Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

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Due to the profound situation we are in I feel that the SIG program could assist our students in reaching their goals in literacy and numeracy as well as other academic areas. This grant would also give the students the tools they need to make a positive impact on the community, as well as securing a college track mind set. The SIG program would also allow more professional development trainings for the staff and teachers while making the most of technological advances and resources. Furthermore, this program would not only strengthen Fall Creek Academy students but it would strengthen the surrounding community as whole.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,  
Katie M. Taylor

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The benefits of receiving the School Improvement Grant to the Fall Creek Community would be vast, and help us towards ending the injustice of education inequality. With this grant we would be able to give our students more academic opportunities and resources. As a teacher I know the importance of having a main focus of improving literacy and numeracy which the School Improvement Grant would help us grow in these areas. Improving literacy and numeracy places an important role in Fall Creek Academy's vision which is having all students go "to and through" College. With the support of the School Improvement Grant we will be able to deliver high-quality instruction and give teachers and students even more great days at school.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Kristen Cummings

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Date: June 6, 2012

RE: Support of Fall Creek Academy's Commitment to Participate in Indiana's SIG 1003g Application

SIG 1003g Review Committee  
Indiana Department of Education  
151 W. Ohio St.  
Indianapolis, IN 46204

Dear Review Committee:

I am a reading interventionist at Fall Creek Academy in Indianapolis, Indiana. My school is currently applying to the Indiana Department of Education to be part of the federal School Improvement Grant program. As part of Fall Creek's instructional team, especially one working with our struggling readers, I feel strongly about our participation in the SIG program. We are committed to ensuring all students receive a quality education, and the SIG program will help us achieve that goal.

At Fall Creek, we firmly believe in SIG's focus on improving numeracy and literacy across all grades. As a K-12 institution, we are committed to seeing our students improve each year, and proud that we give them the opportunity to earn college credit while they are with us. We know that this increases the likelihood that they will pursue higher education, but we must also be certain that they are prepared to thrive in their future college courses or professional opportunities. The School Improvement Grant would afford us the resources and support to deliver high-quality instruction. I want you to know that the staff at Fall Creek is completely supportive and eager to avail ourselves of these resources and will use them to improve the lives of our students and families.

I ask that you select Fall Creek Academy as a 2013-2014 SIG 1003g recipient. Thank you for your consideration.

Sincerely,

Gabrielle Winslow

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I always strive to provide the very best, high quality education to my students every year, and I know that if my school were to receive the SIG grant, I would be able to purchase and daily utilize the most efficient curricula and classroom materials to provide the best education to my students. This opportunity would especially allow me to reach all my students in their specific areas of academic need so that they can be fully equipped to graduate high school *and* attend and graduate college, thus adhering to Fall Creek Academy's "to and through" vision. Also, as a fairly new teacher who's very interested in becoming a better, more refined teacher, I personally would benefit from the teacher development and support opportunities, which of course the effects of which would trickle down to my students' success.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Katie Davis

**FALL CREEK ACADEMY**  
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As a special education teacher I understand the importance of having a strong school that is fully equipped to meet the needs of students. Receiving the School Improvement Grant will help to develop me and my fellow teachers into effective educators, able to serve students with diverse needs. The SIG grant will empower us as teacher to continue our school's mission of delivering rigorous and meaningful instruction geared towards our mission of "To and Through" college.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,  
Jihan Pouncy

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Fall Creek Academy has a high rate of low income families. This grant can help teachers as well as students in the classroom to obtain the necessary supplies and materials to make their educational experiences less stressful. Often times our families cannot afford the basic supplies students need for classes and teachers then in turn, with their limited resources, try to provide these students with the needed supplies. Teachers here could benefit from professional development opportunities and classroom aid assistance. These programs will not only help the teachers provide better planned lesson but a learning atmosphere that the students find less threatening and user friendly. It is our duty as education professionals to give our children the best opportunities to prepare them for the next phase in their future endeavors. Our children are in need of programs that center around leadership development. As we all know these programs are not free. We need to be able to provide our students with more than just the skills for academic success but self-growth as well.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,  
*Gina Thompson*

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The SIG 1003g will allow our school to obtain the necessary resources and instructional support to help our students be successful. With this funding, teachers at Fall Creek Academy will be able to seek professional development opportunities to strengthen their ability to reach every learner in the most effective way possible. The highest quality of instruction is needed to prepare our students to successfully enter and complete college and we hope that the SIG 1003g will aid in that rewarding process.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Erika Fox

FALL CREEK ACADEMY  
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Being a part of the SIG program would empower the administration, teachers and support staff to provide programs and learning tools that will give our students the ability to grow and learn in all areas of wellness. Fall Creek Academy students have made great strides in the last four-years in literacy, computation and personal responsibility. This program would provide support for students and teachers to continue to develop academically, mentally and socially in order to enhance students opportunities to participate in college level courses giving them a chance to graduate high school with college credits.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,  
*Heather Lloyd*

FALL CREEK ACADEMY  
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*Where all roads lead to college*

Date: June 6, 2012

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As a teacher dedicated to improving literacy and numeracy for all, I wholeheartedly believe this grant can only elevate the academic trajectory of our students at Fall Creek Academy. Moreover, as the value of the college degree continues to climb in the United States, I know our work will be defined by the ability of Fall Creek Academy students to not only reach college, but also to succeed in this challenging post-secondary environment. I am steadfast in my conviction that receiving the SIG 1003g will help provide more ample opportunities for students at Fall Creek Academy to attain this high quality education that is so necessary for college success. Whether these opportunities present themselves in the form of higher quality academic resources or more stable support systems for instructors, receiving the SIG 1003g would dramatically transform the lives of our students and families at Fall Creek Academy.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Brian M. Dickey

**FALL CREEK ACADEMY**  
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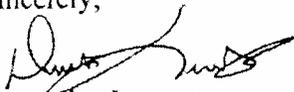
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I am whole-heartedly invested in the vision of our school, which is to see that our students go "to and through" college. As one of the only members in my family to attend and graduate from college, I realize the value in having supportive teachers who prepare their students to achieve that level of success. As I work with my own students at Fall Creek Academy, I aim to be the most effective teacher in order to aid my students in achieving great life outcomes. Receiving the SIG 1003g would improve our capacity to provide academic opportunities for all of our students, support teacher development, and enhance our focus on improving literacy and numeracy across all grades.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,



Demetrius Lancaster

**FALL CREEK ACADEMY**  
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As an incoming elementary teacher at Fall Creek Academy, I am energized by the school's vision for "to and through" college and am confident that students and staff will relentlessly work towards achieving this goal. I am equally confident that by receiving the SIG grant, the FCA community, including teachers, students and parents, will immensely benefit from opportunities for teacher development, added teacher support and additional resources intentionally focused on improving literacy and numeracy across all grades. My mission as an educator is to deliver high-quality instruction. I know that participation in the SIG program will provide Fall Creek Academy the ability to equip *all* teachers with resources and support structures to deliver high-quality instruction so that *all* students receive an excellent education.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,  
Allison L. Moore

**FALL CREEK ACADEMY**  
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Fall Creek Academy is uniquely positioned to put students on a path towards lifelong success. Our campus is adjacent to Ivy Tech Community College. Every Day, Fall Creek Academy students get to see where their hard work can take them. Partnering with Ivy Tech allows our students the opportunity to complete an Associate's degree as part of an early college program. Fall Creek Academy students have the opportunity K-12 to directly access and engage with a college setting. The SIG grant would help provide the necessary resources to ensure that all of our students are given the support they need to make early college a reality.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Blake Gould

**FALL CREEK ACADEMY**  
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Fall Creek Academy has a commitment to exposing its students to higher education and with this grant our school would be able to further that expectation. By providing our school with the financial resources to prepare teachers, our students will be able to receive the skills that they need to not only be ready to receive a higher education but strive for attending college. It is so important for every child to believe that they are smart and capable of doing anything that they set their mind to. With this grant our students will be given more educational opportunities that they deserve.

I look forward to Fall Creek Academy being selected as a 2013-2014 SIG 1003g recipient. This grant would afford Fall Creek Academy the opportunity to greatly strengthen our impact on the lives of our students and families. Thank you for your consideration.

Sincerely,

Alison Moore

**FALL CREEK ACADEMY**  
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# Appendix 3B

ROLLIN M. DICK  
6270 CORPORATE DRIVE, SUITE 200  
INDIANAPOLIS IN 46278

June 7, 2013

To Whom it May Concern

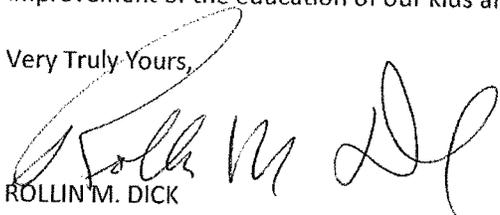
I write as chair of the Board of Directors of Fall Creek Academy to confirm that the Board enthusiastically endorses the Academy's application for a School Improvement Grant. This Board is relatively new and all of us assumed our directorship with full knowledge that the Academy is in need of improvement.

The Board is fully aware of the achievement goals set forth in our Grant application and the commitments we have made to hire the high quality staff that will enable our Academy to reach those goals. These are steps our Board embraces and are consistent with the commitments made in our charter application to Ball State University. The achievement goals in our School Improvement Grant application are consistent with the goals all of us expected when we joined the Fall Creek Academy Board of Directors.

Another reason our Board has such passion for improving the quality of this school is our commitment to a successful partnership with Ivy Tech. Our relationship with Ivy Tech and our proximity to its campus provide a unique opportunity for our students to be career and college ready and get a head start on their post secondary education.. It is essential that Fall Creek Academy provides excellent fundamental learning for our students in order that they benefit fully from this exciting opportunity.

Fall Creek Academy is located in a neighborhood where families have demonstrated a commitment to provide the best possible education for their children. Receiving the School Improvement Grant will allow the Academy to accelerate the improvement of the education of our kids and the revitalization of the neighborhood we share.

Very Truly Yours,



ROLLIN M. DICK

Chair, Fall Creek Academy Board of Directors

Girls Inc.®  
of Greater Indianapolis

3935 N. Meridian Street  
Indianapolis, IN 46208  
Tel: 317.283.0086  
Fax: 317.921.4179

**Board of Directors**

Jenny Banner  
*Chair*

Peter Lacy  
*Chair Emeritus*

Erin Huntington  
*1<sup>st</sup> Vice Chair*

Linda Hicks  
*2<sup>nd</sup> Vice Chair*

Lori Torres  
*Governance*

Linh Preston  
*Secretary*

Kaus Christopher  
*Treasurer*

Mandy Parris  
*Asst. Treasurer*

Christine Blizzell  
Jeffrey Carter  
Nancy Clifton-Cripe  
Ellen Humphrey  
Alex Intermill  
Helen Kurlander Goldstein  
Chad Pittman  
Doug Rowe

Patricia A. Wachtel  
*President & CEO*

**girls  
inc.**

Inspiring all girls  
to be strong,  
smart, and bold<sup>SM</sup>

June 7, 2013

TO WHOM IT MAY CONCERN:

It is my pleasure to write in support of Fall Creek Academy's application for a School Improvement Grant. Girls Inc. of Greater Indianapolis is dedicated to inspiring all girls to be strong, smart, and bold by providing hands-on programs that address the challenges girls face today, like self-esteem and resistance to being bullied. We want all girls to be healthy, educated, and independent. We have had a program partnership with Fall Creek Academy since 2010—including hosting our Summer Day Camp there for three years—because this school shares our goals.

Fall Creek Academy has recently come under the administrative leadership of Dr. Charles Schlegel who has been a longtime partner of our organization through other schools that are also under his management. In our experience, Dr. Schlegel is a creative force in driving much needed change in our education system, and his leadership style is one that gets results. We believe that the new leadership team put in place by Dr. Schlegel is one that will foster the improvements necessary for the future of all students.

We also believe that the Fall Creek Academy partnership with Girls Inc. is a demonstration of their relentless creativity in seeking the best outcomes for their students. Our programs develop important social and emotional learning skills that students often lack. The delivery method that we use is Socratic, and it makes our life-skill development, personal empowerment, and goal setting messages "sticky". We are proud to work with the fine educators at Fall Creek Academy in helping to develop students who are better prepared to function as students—and more aware of the value of their education.

I encourage you to give strong consideration to the School Improvement Grant application of Fall Creek Academy, and I would be happy to answer any questions that you have about our work with this school.

Sincerely,



Patricia A. Wachtel  
President & CEO  
317-522-2601



Community Partner

June 7, 2013



Honorable Glenda Ritz  
Superintendent  
Indiana Department of Education  
State House  
Indianapolis, IN 46204

Dear Superintendent Ritz,

I am writing today to express my support for *Fall Creek Academy's* application for a School Improvement Grant and Ivy Tech's trust in the positive direction that the school is positioned to make the immediate school year and beyond. Over the years, Ivy Tech Community College has worked with Fall Creek Academy in providing its students opportunities for dual credit courses and other career and college-readiness opportunities. Unfortunately, FCA students have not been consistently well-prepared to take advantage of these opportunities, and some have struggled in college ready classes.

In recent months, Ivy Tech has developed great confidence in Ms. Aleobua's leadership and the positive direction of Fall Creek Academy. We are confident with the support of the Indiana Department of Education; Fall Creek can strengthen its relationship with Ivy Tech and truly build a program that combines the academic opportunities of dual credit with the supports that help high school students succeed in these classes. In fact, this month we have met with each member of Fall Creek's academic team, reviewed their plans and believe this school is poised to offer an exemplary Early College Program to all eligible students.

Finally, as a member of Ivy Tech's Senior Leadership Team, I believe Ivy Tech is in a unique position to improve the quality of our state's workforce. In order to serve this important need, we depend greatly on the quality of preparation of our students. Rigorous schools, like Fall Creek, present an excellent opportunity for our institutions to work together in providing a brighter future for Hoosier families. A robust Early College Program, as Fall Creek aims to build, only facilitates students' post-secondary progress and helps transform the life trajectories of these young men and women as they pursue viable career opportunities.

On whole, I endorse full funding for Fall Creek Academy and firmly believe this funding will allow the school to achieve its great ambitions. We are a strong supporter of Fall Creek's mission and look forward to the impact they have on students and our partnership.

If I can answer any questions or provide additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey A. Toip".

Jeffrey A. Toip  
Sr. Vice President for  
Engagement and Institutional Efficiency

50 WEST FALL CREEK PARKWAY NORTH DRIVE  
INDIANAPOLIS, IN 46208-5752  
P. 317-921-4860

Appendix 3E



June 7, 2013

To Whom It May Concern,

On behalf of Kaleidoscope Youth Center, Inc., I am writing to express our organization's support and commitment to Fall Creek Academy's request for funding through the Indiana School Improvement Grant.

Since 2010, Kaleidoscope Youth Center has provided after school and summer programming for Fall Creek Academy youth ages 4 to 16. Kaleidoscope Youth Center's school year programming is deliberately geared toward increasing students' academic attainment, while summer month programming focuses on decreasing the summer learning loss experienced by many low to moderate income children. We provide Fall Creek Academy students with academic enrichment programming, college/career exploration, prevention, fitness and nutrition sessions, conflict resolution training, life skills development, and a variety of fun recreational activities.

Fall Creek Academy has been a wonderful community partner. They have shown a high level of commitment to ensuring students receive opportunities to become active, educated, and contributing members of society. We look forward to continuing our partnership with Fall Creek Academy.

Kaleidoscope Youth Center is in full support of this grant request. If you have any questions please feel free to contact me via email, [jdarby@kycindy.org](mailto:jdarby@kycindy.org), or by phone, at 317.921.1040 Ext. 100.

Respectfully,

A handwritten signature in black ink, appearing to read "Jennifer Darby".

Jennifer Darby, MPA, MA  
Executive Director



Mapleton-Fall Creek  
Development Corporation

*130 East 30th Street, Indianapolis, IN 46205*

June 10, 2013

To Whom it May Concern,

On behalf of Mapleton-Fall Creek Development Corporation (MFCDC), I am pleased to offer this letter to support Fall Creek Academy's request for funding through the State Incentive Grant. MFCDC is committed to connecting neighborhood partners to help, serve, revitalize, stimulate and invest resources to rebuild an affordable, safe and vital community.

Fall Creek Academy has been a wonderful community partner. They have shown a dedication to ensuring students receive opportunities to become active, educated, and contributing members of society. We look forward to continuing our partnership with Fall Creek Academy to improve the quality of life of residents and students in the Mid-North area of Indianapolis.

Please feel free to contact me or Kelli Mirgeaux, [kelli@mfcde](mailto:kelli@mfcde), should you have any questions about our partnership with Fall Creek Academy.

Sincerely,

A handwritten signature in cursive script that reads "Leigh R. Evans". The signature is written in a dark ink and is positioned above the typed name.

Leigh Riley Evans  
Executive Director



1400 East Hanna Avenue | (317) 788-3777  
Indianapolis, Indiana 46227 | (317) 791-5925 fax  
<http://cell.uiindy.edu>

June 6, 2014

Dr. Charlie Schlegel  
Superintendent  
Fall Creek Academy  
2540 North Capital Avenue  
Indianapolis, Indiana 46208

Dear Ms. Ritz,

I am writing to express my support for the Fall Creek Academy's request for funding of School Improvement Grant from the U. S. Department of Education. The Fall Creek Academy and the Center of Excellence in Leadership of Learning have been partners since the school's founding. The school's vision of creating a robust system of teacher support and development and overall school transformation is consistent with our goals and will undoubtedly have a positive influence on both present and planned educational improvement efforts for Fall Creek Academy. As the state intermediary for the TAP System, CELL looks forward to the opportunity of working to promote effective teacher support, professional development, career advancement and performance incentives to dramatically impact student achievement.

As an extension of our current collaborations with the Indiana Department of Education, CELL will provide support to the proposed TAP System implementation. Through the collaborative efforts of the Indiana Department of Education and CELL, the proposed School Improvement Grant will achieve the goal of improved teacher support and school transformation, ultimately resulting in increased student achievement and improved educational attainment for future generations of Fall Creek Academy students.

Sincerely,

A handwritten signature in black ink that reads "David Dresslar".

David Dresslar  
Executive Director

## Appendix 3H

June 7, 2013

To Whom It May Concern:

As incoming President of Fall Creek Academy Parent Teacher Organization for the 2013-2104 school year, I am proud to lend the support to the school and all of its efforts. I have been part of the PTO for the past 2 years and I have a 4<sup>th</sup> grader entering his 3<sup>rd</sup> year with the school. I have been pleased with my son's teachers and the efforts they put forth in the classroom. While the class sizes are larger than his previous school, my son receives the attention needed for him to continue to grow and learn.

Fall Creek Academy is an important part of the community is serves and I am thankful for the opportunity to serve alongside the teachers and parents. As with any school, resources are restricted and any additional assistance a grant could give would go to achieving success with our students.

Please do not hesitate to contact me with any questions about my experiences or support at Fall Creek Academy.

Sincerely,

# Dawn R Jones

Dawn Jones  
President  
Fall Creek Academy PTO  
Fallcreekacademypto@gmail.com

# Fall Creek Academy

## 2013-2014 School Calendar

July 2013						
M	T	W	T	F	St.	Tea.
1	2	3	4	5	4	5
8	9	10	11	12	14	14
15	16	17	18	19		
22	23	24	25	26		
29	30	31				
August 2013						
M	T	W	T	F	St.	Tea.
5	6	7	8	9	18	19
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		
September 2013						
M	T	W	T	F	St.	Tea.
2	3	4	5	6	15	16
9	10	11	12	13	0	1
16	17	18	19	20		
23	24	25	26	27		
30						
October 2013						
M	T	W	T	F	St.	Tea.
7	8	9	10	11	18	18
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			
November 2013						
M	T	W	T	F	St.	Tea.
4	5	6	7	8	21	21
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		
December 2013						
M	T	W	T	F	St.	Tea.
2	3	4	5	6	9	10
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

St. Tea.

Jul-13

22-31 Teacher PD Days

Jan-14

1-3 Winter Break - No School  
 9 End of 2nd Quarter  
 10 Teacher PD Day - No School (Snow Makeup Day)  
 13 Beginning of 3rd Quarter  
 20 MLK - No School

Aug-13

1-2 Teacher PD Days  
 5 1st Day of School for Students

Feb-14

14 Teacher PD Day - No School  
 17 President's Day - No School (Snow Makeup Day)

Sep-13

2 Labor Day- No School

Mar-14

21 End of Third Quarter  
 24 Teacher PD Day  
 25-28 Intersession 2  
 31 Spring Break - No School

Oct-13

4 End of First Quarter  
 7 Teacher PD Day - No School  
 8-11 Intersession 1  
 14-18 Fall Break - No School  
 21 Beginning of Second Quarter

Apr-14

1-4 Spring Break - No School  
 7 Beginning of Fourth Quarter

Nov-13

27-29 Thanksgiving Break - No School

May-14

26 Memorial Day - No School

Dec-13

23-31 Winter Break

Jun-14

6 Last Day of School  
 9 Teacher PD Day - No School  
 Summer School  
 June 16 - July 3

St. Tea.

1st Quarter 44 54 3rd Quarter 47 49  
 2nd Quarter 50 52 4th Quarter 48 50  
**Sem 1 94 106 Sem 2 95 99**

St. Tea.

Year Total 189 205  
 W/ Int. 197 209

St. Tea.

Jan-14

M	T	W	T	F	St.	Tea.
6	7	8	9	10	4	5
13	14	15	16	17	14	14
20	21	22	23	24		
27	28	29	30	31		

Feb-14

M	T	W	T	F	St.	Tea.
3	4	5	6	7	18	19
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

Mar-14

M	T	W	T	F	St.	Tea.
3	4	5	6	7	0	1
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

Apr-14

M	T	W	T	F	St.	Tea.
7	8	9	10	11	18	18
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

May-14

M	T	W	T	F	St.	Tea.
5	6	7	8	9	21	21
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

June-14

M	T	W	T	F	St.	Tea.
2	3	4	5	6	9	10
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

## APPENDIX 5: TRANSFORMATION IMPLEMENTATION TIMELINE

Fall Creek Academy  
June 2013

Below is a timeline of summer tasks and responsibilities. It includes specific tasks associated with a smooth transition in leadership at Fall Creek Academy as well as tasks and duties dependent upon receiving SIG grant, if we get it. The timeline focuses almost entirely on the transition between school years and, thus, lacks further development past the start of the '13-'14. This is just a draft, and we expect to revise this timeline multiple times, based on feedback from multiple stakeholders in the school's long term success.

<b>Month</b>	<b>Task</b>	<b>Responsibility</b>
<i>Ongoing</i>	Student Recruitment/Enrollment	FCA/LEA
<b>March</b>	Recruitment and Selection of New Principals	FCA/LEA
<b>April</b>	Assessment and Selection of New Faculty	FCA/LEA
<b>May</b> 24-28	Meet the New Principals Parent Open House	FCA/LEA
<b>June</b>		
<i>Ongoing</i>	Student Home Visits	FCA
6-12	CFA Curriculum Institute Observation	FCA
10	Submit SIG application	FCA/LEA
17-21	Curriculum Institute – High School	FCA/ILT
	Establish: Curriculum Plan & Maps	All HS Staff
	Finalize all HS Culture Plan	Dir. School Culture
17	Administration Meeting	FCA/LEA
<b>July</b>		
8-10	TAP Institute (Observation)	FCA
15	SIG Grant Notification	IDoE
	-will determine hiring timelines for counselor, social worker and intervention	
22-26	Curriculum Institute – K-8	Dir. of Instruction
	Establish: Curriculum Plan and Assessment Schedule	
	Formulate '13-'14 Classes and Daily Schedule	
	Complete Revisions to the Culture Rubric	Dir. Of School Culture
	Schedule ILT, Culture and Admin. Meetings	Principal
July 30	ECA Algebra and English 10 Summer Deadline	FCA
<b>August</b>		
<i>Ongoing</i>	Daily Morning Professional Development – HS	FCA/ILT/Curriculum
5	First Day for FCA – Student Orientation	FCA/LEA
12	Begin Office Hours (after school tutoring) – HS	Dir. HS College Success
17	Begin Saturday Academy	Dir. of School Culture
19	Begin Ivy Tech Fall Semester	Dir. HS College Success
23	First Parent Workshop	Dir. of School
27	Challenge Foundation Academy Building Walkthrough	LEA

**Appendix 6: Fall Creek Academy New Student Orientation**

Activity	Location	Objectives	Materials	People Responsible
Arrival/Breakfast	Gym/Cafeteria	SWBAT speak in appropriate voice tones, eat and clean up in an orderly fashion, and work on bright work.	Name tags, class lists, bus lists, bright work	Principal, arrival, DOI, DSC, and teachers; monitoring breakfast tables
Welcome to FCA	Gym/Cafeteria	SWBAT practice active listening, clap/attention getting signal, and tracking the speaker (SIANT or STAR)	none	Principal, DOI, DSC, and teachers
1. Teach chant/cheer				
2. Class names: college pride				
Transition	Classrooms	SWBAT transition quietly and safely from the gym/cafeteria to the classrooms (HALLS)		
Classroom Systems and Routines	Classrooms	SWBAT practice moving within classroom space and using materials (pencils, crayons, etc.)	pencils, crayons, paper	Teachers
1. Morning Meeting		SWBAT understand color chart/point behavior system.		
2. Transition from carpet to desk				
3. Transition from desk to carpet				
4. Teach chant/cheer				
5. Behavior chart				
Bathroom transition (staggered times)	Bathroom	SWBAT transition quietly and safely from the classroom to bathrooms (HALLS).		All
Transition to lunch				
Classroom Systems and Routines	Gym/Cafeteria	SWBAT speak in appropriate voice tones, eat, and clean up in an orderly fashion.		
1. Teacher read aloud	Classrooms	SWBAT practice active listening, clap/attention getting signal, and tracking the speaker (SIANT or STAR)		
2. Ask and answer questions		SWBAT ask and answer questions appropriately.		
3. Math manipulatives		SWBAT use math materials appropriately.		
Bathroom transition	Bathroom	SWBAT transition quietly and safely from the classroom to bathrooms (HALLS).		All
Classroom Systems and Routines	Classrooms	SWBAT to practice writing independently.	Writing paper	Teachers
1. Writing activity: hopes and dreams		SWBAT understand HW expectations (signed behavior log, reading log, math fact practice)	HW folder	
2. HW folder expectations				
3. Pack Up				
Dismissal	Classrooms to gym	SWBAT transition from classroom to gym for dismissal.	flash cards, sight word cards, clock	All
1. Teachers practice drills, students wait (e.g. colors, math facts, telling time)				

Appendix 7

Meeting Agenda  
PTO Focus Group Meeting  
June 3, Noon  
at Fall Creek Academy

I. Welcoming/Light Snack

II. Introductions

III. Explanation/Purpose of School Improvement Grant

IV. Discussion/Ideas/Suggestions/Questions

# AGNES ALEOBUA

aleobua@gmail.com

7531 Bayview Club Dr Apt 2D, Indianapolis, IN 46250

(317) 903-5366

## **LEADERSHIP EXPERIENCE:**

### **INDIANAPOLIS PRINCIPAL FELLOWSHIP**

*Principal Fellow*, INDIANAPOLIS, IN

April, 2012 – Present

- Developing a strategic plan and leading a team for student recruitment and enrollment for the upcoming school year
- Recruiting and hiring instructional and administrative staff
- Supporting staff with the management of day to day school operations, instruction, and building culture

### **UNIVERSITY YES ACADEMY**

*Founding Principal*, DETROIT, MI

July, 2009 – April, 2012

- Establishing founding principles and systems for a new high performing school serving low-income Detroit youth
- Creating and using data systems to organize and analyze data that informs school based decision making, program modification, and targeted professional development
- Identifying instructional and operational needs school-wide and establishing tailored systems to address those needs
- Overseeing the recruitment and hiring of instructional staff

### **CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL**

*Director of Instruction*, CLEVELAND, OH

May, 2008 – June, 2009

- Providing instructional, operational and strategic leadership such that a culture of high achievement, efficiency, and respect is created throughout our school
- Creating ongoing summative assessments in alignment with state standards to establish accurate, ongoing knowledge of students progress
- Planning and leading staff learning experiences through professional development, grade level meetings, and ongoing coaching

### **TEACH FOR AMERICA**

*Program Director*, MIAMI, FL

July, 2007 – May, 2008

- Creating and managing data driven professional development opportunities for 29 secondary Language Arts and Social Studies teachers to increase student achievement
- *Project Manager*, Diversity Initiative: designing and delivering regional based diversity curriculum
- *Project Manager*, Professional Learning Communities leader (PLC) Training: creating and facilitating training sessions for all Miami-Dade regional PLC leaders; managing four leaders in creating content focused group learning experiences

*Curriculum Specialist*, ATLANTA, GA

Summer, 2007

- Delivering core training sessions to 106 corps members to ensure they secure knowledge, skills and mindsets necessary to be a successful first year teacher
- Facilitating diversity sessions and discussions to prepare beginning teachers to lead students in high-needs schools

*Corps Member Advisor*, LOS ANGELES, CA

Summer, 2006

- Providing training and professional development for 12 incoming teachers through group sessions and observations
- Ensuring that first year corps members have tools necessary to achieve academic excellence from their students

*Alumni*, MIAMI, FL

June, 2005 – June, 2007

- Energetically participating in the movement to end educational inequity and provide every child with a quality education

## **TEACHING EXPERIENCE:**

### **MIAMI CENTRAL SENIOR HIGH SCHOOL**

*Teacher*, MIAMI, FL

August, 2005 – June, 2007

- Teaching eleventh grade, advanced placement US history and African and African-American history
- Executing dynamic lessons geared toward preparing urban students for the rigor of college work
- Developing student confidence and increasing their bank of knowledge and power through technology driven instruction
- Implementing differentiated lesson plans, learning activities and assessment evaluations based on student needs

## **EDUCATION:**

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Expected July, 2014

- Master of Arts in Education Leadership

UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION, Ann Arbor, MI

April, 2005

- Bachelor of Arts in Education
- Certification: Secondary History and Social Studies, Michigan and Florida

**Hanno F. Becker**

920 North College Avenue  
Indianapolis, IN 46202  
Hfbecker87@gmail.com  
630-346-9761

**EDUCATION**

- 2012-2013     **MARIAN UNIVERSITY**     **INDIANAPOLIS, IN**  
Academy for Teaching and Learning Leadership  
Building Level Administrator License, Expected June 2013
- 2010-2012     **MARIAN UNIVERSITY**     **INDIANAPOLIS, IN**  
Masters of the Arts in Teaching, Secondary Science  
Cumulative GPA: 4.0
- 2006-2010     **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**     **CHAMPAIGN, IL**  
Bachelor of Science in Psychology, Minor in Chemistry  
James Scholar Graduation Honors, May 2010  
Cumulative GPA: 3.79 - Dean's List for 8 semesters

**EXPERIENCE**

- 2012 - Present     **EMMA DONNAN MIDDLE SCHOOL / DIRECTOR OF INSTRUCTION**     **INDIANAPOLIS, IN**
- Devised a new master schedule for 30 teachers that includes cross-curricular team-based instruction, dedicated co-planning time, and student cohort groupings for 382 seventh and eighth graders
  - Designed and implemented a structured classroom consequence system for 21 first year teachers and 9 veteran teachers that reduced student removal from the learning environment from 538 during 1<sup>st</sup> quarter to 74 during 4<sup>th</sup> quarter.
  - Restructured the 12-member school leadership team to create foci around instruction, discipline, and remediation to serve the needs of 320 below-basic learners and 180 high-risk students
  - Created school-wide tardy consequence and tracking system that reduced tardies from 2,117 during 1<sup>st</sup> quarter to 25 tardies during 4<sup>th</sup> quarter
- 2010-2012     **TEACH FOR AMERICA**     **INDIANAPOLIS, IN**  
*Among 9% selected (4,500 of 46,000) to serve as a member of a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools and become lifelong leaders in a wide range of careers*
- 2011-2012     **Emma Donnan Middle School - 8<sup>th</sup> Grade Science Teacher**     **INDIANAPOLIS, IN**
- Developed and implemented a science apprenticeship program for 175 eighth grade students that focused on reading, writing, speaking, and researching like a scientist in order to increase student investment

## Appendix 8B

- Led a team of 180 eighth grade students to achieve an average of 85% content mastery on rigorous standards-based chemistry and environmental science standards
- Organized a science fair competition in which 160 students presented research projects to peers and teachers

2010-2011

### **Arlington Community High School - Chemistry and Physics Teacher**

**INDIANAPOLIS, IN**

- Led 180 ninth through twelfth grade chemistry students to achieve the highest standardized test scores in the 17-school Indianapolis Public Schools district
- Developed and integrated advanced technology instruction that improved student content mastery from 70% to 82% as measured by rigorous, standards-based assessments
- Planned rigorous curriculum resulting in an average of 82% content mastery across two semester of teaching
- Coached 18-member Girls' Volleyball Team and helped them reach the sectional tournament for the first time
- Evaluated and tracked 2 forms of daily formative assessment data to effectively modify instructional objectives

## **LEADERSHIP**

2012

### **CHARTER SCHOOLS USA - QUEST TEAM MEMBER**

**CHICAGO, IL**

- Selected to join a team of master teachers and administrators to support failing schools in the city of Chicago
- Collaborated with 12 science teachers to create turnaround models of classroom instruction and mastery
- Evaluated teacher effectiveness and growth based on Marzano's "12 factors for what works in schools"

## **SKILLS AND INTERESTS**

Enjoy cooking and listening to NPR. Native German speaker. Exercise passion for research and technology by staying up to date on the latest studies in education technology

Appendix 9

# Fall Creek Academy Hiring Protocol

## **Network Schools Competencies**

### 1. Achievement

*Where educators are tenacious and creative about ways to set and implement higher standards, despite conflict or setbacks.*

- a. Problem Solving Skills
- b. Written and Oral Communication Skills

### 2. Results Driven

*Where educators take full responsibility for their actions and do not leave outcomes to chance.*

- a. High Standards
- b. Commitment to Academic Excellence
- c. Grit
- d. Personal Responsibility

### 3. Knowledge of Teaching and Learning

*Where educators have clear goals and desires to be the best, especially when it comes to their students' learning.*

- a. Command of Sound Instructional Practices
- b. Belief in Learning Potential

### 4. Professionalism

*Where educators are adaptable and flexible within the environment.*

- a. Emotional Intelligence
- b. Cultural Competence
- c. Response-to-Environment

### 5. Constant Learning

*Where educators enjoy and seek opportunities to learn, lead and direct the work of others.*

- a. Curiosity

## Hiring Timeline

When	Who	What
<b>February</b> (suggested by the 15 <sup>th</sup> )	School Leadership Team with support of Network Leadership Team	<ul style="list-style-type: none"> <li>• Determine projected student enrollment</li> <li>• Determine if any veteran staff will be returning (use Letter of Intent Form)</li> <li>• Determine school calendar</li> <li>• Review budget to ensure staffing is within parameters</li> </ul>
<b>February</b> (suggested by the end of the month)	School Leadership Team with support of Network Leadership Team	Select Interview Team
<b>March</b> (early)	School Leadership Team with support of Network Leadership Team	Norm Interview Team on Hiring Protocol so that members are consistent in using the process
<b>Mid- March</b> (earlier if possible)	School Leadership Team with support of Network Leadership Team	Post Open Positions
<b>Mid- March through June 1</b>	School Leadership Team with support of Network Leadership Team	Teacher Interviewing
<b>June/July</b>	School Leadership Team with support of Network Leadership Team	New Teacher Orientation

### **Network Schools Interview Timeline**

1. Applicant submits *Resume and Cover Letter* to principal for review. TAT, 3 days from receipt.
2. Secretary contacts applicant- rejection or next stage.
3. *Phone Screen* is conducted (principal/asst/DOI).
4. Phone Screener invites candidate to interview or rejects. TAT, 3 days from phone screen.
5. Secretary contacts candidate- rejection or next stage.
6. *Interview* is scheduled. May include *Demo Lesson*.
7. Interview Team interviews candidate. TAT, 4 days from date of interview.
8. Principal contacts candidate- rejection or offer. TAT for candidate to accept offer is 5 days.

## Network Schools Resume & Cover Letter Tool

Candidate Name: \_\_\_\_\_ Highest Degree Earned: \_\_\_\_\_

**Total Points:** \_\_\_\_\_ *Phone Screen Immediately* *Possible Phone Screen* *Hold Resume on File*

### **Assign 1 point for meeting the following criteria:**

- \_\_\_\_\_ Valid Teaching/Admin License (any state)
- \_\_\_\_\_ Student Achievement Data included, shows at a minimum 1+ years of growth
- \_\_\_\_\_ Excellent Written Communication Skills (<1 error)

### **Assign 2 points for meeting the following criteria:**

- \_\_\_\_\_ Experience in a high-quality, high-performing school
- \_\_\_\_\_ Education/Training from a high-quality, high-performing organization/university
- \_\_\_\_\_ Evidence of Leadership
- \_\_\_\_\_ Evidence of Critical/Analytical Thinking skills

### **Assign 1 point for:**

- \_\_\_\_\_ Recommendation by trusted peer, coworker or stakeholder
- \_\_\_\_\_ Dual License (Content or Developmental Area)
- \_\_\_\_\_ Recognition or Awards in Teaching

### **Network Competencies**

Achievement and Results Driven

### **Scoring Guide**

- 9-14 points Schedule Phone Screen
- 5-8 points Phone Screen depending on need/urgency
- <5 points Hold Resume on File

## Network Schools Interview Questions

### Scoring

**5: Exemplary**      **4: Great**      **3: Acceptable, yet short on details or missing info**  
**2: Some Concerns/Reservations**      **1: Not Acceptable**

### Phone Screen (optional)

1. Share with me what drives you to work in education/schools.

Network Competencies	Rating
Results Driven	
Knowledge of Teaching and Learning	

2. Walk me through how you have overcome your most challenging teaching situation. What was it and how did you approach it?

Network Competencies	Rating
Achievement	
Professionalism	
Results Driven	

3. What do you think are the benefits or advantages of working with a population of students with experiences different than your own? Are there disadvantages or obstacles?

Network Competencies	Rating
Knowledge of Teaching and Learning	
Professionalism	

4. How will you measure your own success as a teacher/leader? What kind of impact do you want to have in a year? Have you had this kind of impact in your (student) teaching/leadership experiences?

Network Competencies	Rating
Achievement	
Results Driven	

### Phone Screen Summary

Achievement	Results Driven	Knowledge of Teaching and Learning	Professionalism	Constant Learning
____/2 =	____/3 =	____/2 =	____/2 =	N/A

Recommendation:      Interview      Reject

### One on One Interview

Below are the questions we expect to ask each candidate in his or her one-on-one interview with the Interview Team. Each one of us is charged with asking questions, and encouraged to follow up as time permits. As you listen to a candidate's response, use the rating scale to rate his or her response. Make any additional notes that support the candidate's rating.

#### Scoring

**5: Exemplary      4: Great      3: Acceptable, yet short on details or missing info**  
**2: Some Concerns/Reservations      1: Not Acceptable**

1. Our network of schools is urban environments where a majority of students and families are under-resourced. Why do you want to teach at "X" School?

Network Competencies	Rating
Professionalism	
Knowledge of Teaching and Learning	

2. Tell us about a time in which you set a difficult goal for yourself, one you may or may not have achieved. Why were/weren't you able to achieve this goal? FU: What are the goals that you will set for yourself as a teacher at "X" School? How do you expect to measure your progress?

Network Competencies	Rating
Results Driven	
Achievement	

3. How would you describe your expectations for your students? What are your goals for their achievement? How would you structure instruction to reach those goals? How would you measure their progress?

Network Competencies	Rating
Results Driven	
Achievement	

4. Scenario: What if, based on assessments in January, you find your class looks much like it did in September. While some students are growing a lot, the majority are not making adequate growth to reach the goals you set out for this class. What do you do? FU: What do you do if you find at the next benchmark your strategies are not working and your students are still not making adequate growth?

<b>Network Competencies</b>	<b>Rating</b>
Results Driven	
Knowledge of Teaching and Learning	
Constant Learning	

5. Tell us about a lesson/PD workshop you taught/lead that was very successful. Why do you think it was successful? How did you measure success? What do you think that you might have done differently to improve student learning even more?

<b>Network Competencies</b>	<b>Rating</b>
Results Driven	
Knowledge of Teaching and Learning	
Professionalism	

6. Do you believe all students should be held to a high standard? How do you ensure this happens in your classroom? What does scaffolding and differentiation look and sound like in your classroom?

<b>Network Competencies</b>	<b>Rating</b>
Results Driven	
Knowledge of Teaching and Learning	

7. Tell us about a time in which you received critical feedback on your teaching. How did you respond? What about feedback do you find to be the most helpful? Least helpful?

Network Competencies	Rating
Professionalism	
Constant Learning	

8. Tell us about a time in which you have had to work closely with others to achieve a common goal. What are some challenges that you encountered? How did you deal with them? FU: Offer a scenario of a team losing investment or participation. Ask the candidate how he or she would handle this situation.

Network Competencies	Rating
Achievement	
Professionalism	

9. Let us offer the following scenario regarding parent communication. In most cases, we partner effectively with our parents to support student growth. However, there are times of tension. How would you respond to a confrontational parent that is concerned their child is not getting what they need to be successful.

Network Competencies	Rating
Achievement	
Professionalism	

10. Nationally as well as at our school, there is a significant gap in achievement between Black/Latino students and other racial groups. Equally, there is a significant gap between students from high-resourced families and those from low-resourced families. To what factors do you attribute this gap in achievement? What do you believe are the most important things to narrowing this gap?

Network Competencies	Rating
Results Driven	

**Interview Summary**

Achievement	Results Driven	Knowledge of Teaching and Learning	Professionalism	Constant Learning
____/4 =	____/7 =	____/4 =	____/5 =	____/2

**Recommendation:**      **Hire**    **No Hire**

## **Demo Lesson Overview (Teachers)**

### Purpose

The goal of the demo lesson is to help us gain a sense of your instructional talents.

### Time

You will be given 15 to 20 minutes to deliver your demo lesson. Note: The portion you deliver in your demo lesson may be a mini-lesson or a part of a larger lesson.

### Audience

Your audience is the students in the subject area/grade level for which you are interviewing. If you are interviewing for a position that may cross multiple subject areas or grade levels, please choose one from which to develop your demo lesson.

### Logistics

Please bring 6 copies of your lesson plan. You will be provided either whiteboard space or chart paper. Please let us know if you need technology, such as an LCD projector.

### Instructional Context

It is February, and below is the most recent data from NWEA for your class (a class set if you are Middle School or High School). For the purpose of this demo lesson, please assume this is either Reading NWEA data or Math NWEA data, whichever makes the most sense for your content. Note: There are certainly additional data that we expect a teacher to use in making instructional decisions; nevertheless, this data set is being provided as context for your lesson.

Student Name	Start of Course RIT Score	Start of Course Grade Level Equivalent	RIT Increase Needed to Reach Target Growth	Target Ending RIT Score	Mid-Year RIT Score	Mid-Year Grade Level Equivalent	Mid-Year Growth Achieved (yrs)	Progress to Date
8A	207	5.1		215	220	8.5	3.5	On Target
8B	195	3.4		208	182	2.2	-1.2	Below Target
8C	190	2.9		205	189	2.8	-0.1	Below Target
8D	185	2.4		203	217	7.4	5.0	On Target
8E	182	2.2		201	215	6.9	4.7	On Target
8F	199	3.9		210	213	6.4	2.5	On Target
8G	199	3.9		210	203	4.4	0.6	Below Target
8H	216	7.2		221	212	6.1	-1.1	Below Target
8I	179	2.0		199	186	2.5	0.6	Below Target
8J	207	5.1		215	215	6.9	1.8	On Target
8K	218	7.7		223	217	7.4	-0.3	Below Target
8L	209	5.5		217	218	7.7	2.3	On Target
8M	219	8.0		223	219	8.0	0.0	Below Target
8N	168	1.4		194	165	1.2	-0.2	Below Target
8O	215	6.9		220	206	4.9	-2.0	Below Target
8P	197	3.6		209	213	6.4	2.7	On Target
8Q	189	2.8		205	207	5.1	2.3	On Target
8R	202	4.3		212	197	3.6	-0.7	On Target

**Demo Lesson Follow Up Questions**

1. How did it go?

Network Competencies	Rating
Professionalism	
Knowledge of Teaching and Learning	

2. Teachers make many decisions during the planning and delivery of a lesson. Talk to us about the decisions you found yourself making during the planning and the delivery of the lesson. Share with us your decision-making process.

Network Competencies	Rating
Results Driven	
Achievement	
Knowledge of Teaching and Learning	

3. If you were to have been an observer of this lesson, what feedback would you give to yourself about the lesson?

Network Competencies	Rating
Constant Learning	
Results Driven	

**Demo Lesson Summary**

Achievement	Results Driven	Knowledge of Teaching and Learning	Professionalism	Constant Learning
____/1 =	____/2 =	____/2 =	____/1 =	____/1 =

**Attachment H: Budget**

**School Improvement Grant (1003g)  
Section II -- BUDGET**

School Year 2013 - 2014

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: Fall Creek Academy  
 Corporation Number: 9370  
 School Name: Fall Creek Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Culture Director	1.00	X		HS Director of School Culture (Details in grant)	\$ 72,000	
Curr/Assess Spec.	1.00	X		Resp. Curriculum and Assessment Alignment	\$60,000	
Sat. School Tchrs		X		Stipends for 8 teachers during Sat. School (26 sessions)	\$ 41,600	
Inter. Teachers	4.00	X		Intervention Teachers	\$ 180,000	
HS Reading Tchr	1.00	X		HS Reading Tchr for Remediation & Credit Recovery	\$ 45,000	
Cert. Staff		X		10% salary incr. for extended day/year	\$120,750	
Intersession Instruct.		X		Inter. Intersession: 2 Sessions -8 Days (\$150 per Tchr)	\$ 31,200	
Counselor	1.00	X		K-8 Counselor	\$ 60,000	
Social Worker	1.00	X		Social Worker and Community Resource Coordinator	\$ 40,000	
Tutors			X	10 work-study students; 10,000 total hours	\$ 8,400	
Stipends		X		Curriculum Institute Stipends (\$800 for 15 staff)	\$ 12,000	
Signing Bonus		X		\$500-\$5000 Signing Bonus for "Small-Pool" Positions	\$ 15,000	
	9.00	<b>TOTAL SALARIES</b>				<b>\$ 685,950.00</b>
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				<b>\$ 130,400.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
		out-of-state		TAP Travel: incl. TAP wkshps and Nat. Conf. (10 days)	\$ 4,000	
		in-state		Local Travel for RTI and School Improvement Research	\$ 2,400	
		out-of-state		School visitations (5 visits; teams of 6-8 faculty)	\$ 5,600	
		in-state		Administrative Retreat	\$ 2,400	
		<b>TOTAL TRAVEL</b>				<b>\$ 14,400.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
Starfish Initiative				Mentoring Support Facilitating Post-Secondary Transition (15 students)	\$ 11,475	
Core Knowledge Foundation				Core Knowledge Training and Professional Development	\$ 8,600	
Summer Advantage USA				60% of cost of 5 wk. summer program serving 200 students (K-8)	\$ 120,000	
Uncommon School				Selected <i>Teach Like a Champion</i> Workshops (18 total participants)	\$ 22,000	
Accelerated Math				Intervention Math Program for Students, K-12	\$ 11,186	
Enrichment Courses				Teacher stipends and partner fees (36 courses X \$400)	\$ 14,400	
Inschools.org				Internet-based system to monitor student growth and achievement	\$ 15,000	
AV Acoustics				Consultation to Improve Acoustics of Intervention Spaces	\$ 750	
The Leadership Program				Student Leadership Training; Facilitation of Administrative Retreat	\$ 10,800	
Student Transit				After-School, Intervention and Summer Transportation	\$ 46,000	
First Robotics Program				Training and Professional Development in First Robotics	\$ 24,000	
		<b>TOTAL CONTRACTED SERVICES</b>				<b>\$ 284,211.00</b>
<b>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.)</b>						
		<b>TOTAL SUPPLIES:</b>				<b>\$ 113,664.00</b>
<b>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".</b>						
		<b>TOTAL EQUIPMENT AND TECHNOLOGY:</b>				<b>\$ 327,182.00</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>						
Curriculum Institute				Food, materials and supplies for Curriculum Institute	\$ 2,400.00	
Monthly Family Events				10 Family Involvement Events (supplies, publicity, coordination)	\$ 5,500.00	
Parent University				Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)	\$ 3,000.00	
		<b>TOTAL OTHER SERVICES</b>				<b>\$10,900.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						<b>\$ 1,566,707.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
800	Books Titles for Classroom Libraries (800 books)	\$ 5.99	\$ 4,792.00
18	Scholastic Core Knowledge Libraries	\$499	\$ 8,982.00
6	Core Knowledge Language Arts Program (Skills & Listening/Learning Strands)	\$11,600	\$ 69,600.00
1	Scholastic Leveled Library	\$26,500	\$ 26,500.00
10	Bookshelves for Leveled Library (10 at \$379 a piece)	\$379	\$ 3,790.00
	<b>TOTAL SUPPLIES COSTS</b>		\$ 113,664.00

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
16	Smart Boards	\$3,299	\$ 52,784.00
10	Senteo Smart Response System	\$1,999	\$ 19,990.00
8	Mobile Laptop Carts, equipped with 30 lap tops	\$24,980	\$ 199,840.00
16	Dell Inspiron Lap Top Computers (Team and Intervention Teachers)	\$1,120	\$ 17,920.00
64	Acoustic Panels for intervention spaces	\$232	\$ 14,848.00
4	Apple IPAD's for Teacher Evaluation/Observation	\$700	\$ 2,800.00
20	Site Licenses for PLATO Learning Systems	\$950	\$ 19,000.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$ 327,182.00

**Attachment H: Budget**

**School Improvement Grant (1003g)  
Section II -- BUDGET**

School Year 2014 - 2015

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: Fall Creek Academy  
 Corporation Number: 9370  
 School Name: Fall Creek Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Culture Director	1.00	X		HS Director of School Culture (Details in grant)	\$73,750	
Master Teachers	2.00	X		Instructional Experts, Curr.-Assessment Supervisors	\$144,000	
Curr/Assess Spec.	1.00	X		Resp. Curriculum and Assessment Alignment	\$60,000	
HS Reading Tchr	1.00	X		HS Reading Tchr for Remediation & Credit Recovery	\$46,150	
Mentor Teachers		X		Stipends for 4 Mentor Tchrs (addt. respons, addt. days)	\$20,000	
Performance Rewards		X		Performance Pay Incentives (ave. \$3500 per teacher)	\$141,600	
Sat. School Tchrs		X		Inter. Intersession: 2 Sessions -8 Days (\$150 per Tchr)	\$22,000	
Cert. Staff		X		10% salary incr. for extended day/year	\$120,750	
Inter. Teachers	4.00	X		Intervention Teachers	\$185,400	
Counselor	1.00	X		K-8 Counselor	\$60,000	
School Social Worker	1.00	X		Social Worker and Community Resource Coordinator	\$42,500	
Tutors			X	10 work-study students; 10,000 total hours	\$8,400	
Stipends		X		Curriculum Institute Stipends (\$800 for 16 staff)	\$12,800	
Signing Bonus		X		\$500-\$5000 Signing Bonus for "Small-Pool" Positions	\$15,000	
	11.00	<b>TOTAL SALARIES</b>				<b>\$ 952,350.00</b>
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				<b>\$ 92,000.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state	TAP Travel: incl. TAP Training, TAP wkshps and Nat. Conf. (40 days)			\$16,000	
	in-state	Local Travel for RTI and School Improvement Research			\$350	
	out-of-state	School visitations (5 visits; teams of 6-8 faculty)			\$5,600	
	in-state	Administrative Retreat			\$1,200	
		<b>TOTAL TRAVEL</b>				<b>\$ 23,150.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
Starfish Initiative		Mentoring Support Facilitating Post-Secondary Transition (24 students)			\$18,360	
Summer Advantage USA		60% of cost of 5 wk. summer program serving 200 students (K-8)			\$120,000	
CELL		CELL Support for TAP Implementation (per CELL)			\$8,565	
NIET (TAP)		Full Access to the TAP Portal (online resource)			\$1,000	
Innovative Architects		management of on-line site tchr observations (for TAP)			\$2,000	
Enrichment Courses		Teacher stipends and partner fees (36 courses X \$400)			\$14,400	
Uncommon School		Selected <i>Teach Like a Champion</i> Workshops (16 total participants)			\$20,000	
Accelerated Math		Intervention Math Program for Students, K-12			\$2,146	
Inischools.org		Internet-based system to monitor student growth and achievement			\$15,000	
Core Knowledge Foundation		Core Knowledge Training and Professional Development			\$10,600	
AIMSWeb		Screening and Progress Monitoring System for RTI (\$6 per student)			\$2,550	
The Leadership Program		Student Leadership Training			\$8,800	
Student Transit		After-School, Intervention and Summer Transportation			\$51,000	
First Robotics Program		Training and Professional Development in First Robotics			\$24,000	
		<b>TOTAL CONTRACTED SERVICES</b>				<b>\$ 298,420.67</b>
<b>5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
		<b>TOTAL SUPPLIES:</b>				<b>\$ 36,504.00</b>
<b>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".</b>						
		<b>TOTAL EQUIPMENT AND TECHNOLOGY:</b>				<b>\$ 87,077.00</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>						
		Food, materials and supplies for Curriculum Institute			\$ 3,500	
Monthly Family Events		8-10 Family Involvement Events (supplies, publicity, coordination)			\$ 4,000	
Parent University		Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)			\$ 3,000	
		<b>TOTAL OTHER SERVICES</b>				<b>\$10,500.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						<b>\$ 1,500,001.67</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
500	Scholastic Books Titles for Leaders Are Readers (500 books)	\$ 5.99	\$ 2,995.00
5	Bookshelves for Levelled Library (10 at \$379 a piece)	\$ 379	\$ 1,895.00
6	Core Knowledge Language Arts Program (Consumables)	\$5,269	\$ 31,614.00
	<b>TOTAL SUPPLIES COSTS</b>		\$ 36,504.00

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
2	Mobile Laptop Carts, equipped with 30 lap tops	\$24,980	\$ 49,960.00
6	Dell Inspiron Lap Top Computers (Master and Mentor Teachers)	\$1,120	\$ 6,720.00
4	Apple IPAD's for Teacher Evaluation/Observation	\$700	\$ 2,800.00
20	Site Licenses for PLATO Learning Systems	\$950	\$ 19,000.00
2	Smart Boards	\$3,299	\$ 6,598.00
1	Senteo Smart Response System	\$1,999	\$ 1,999.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$ 87,077.00

**Attachment H: Budget**

**School Improvement Grant (1003g)  
Section II -- BUDGET**

School Year 2015 - 2016

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: Fall Creek Academy  
 Corporation Number: 9370  
 School Name: Fall Creek Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Culture Director	1.00	X		HS Director of School Culture (Details in grant)	\$74,750	
Master Teachers	2.00	X		Instructional Experts, Curr.-Assessment Supervisors	\$148,000	
Curr/Assess Spec.	1.00	X		Resp. Curriculum and Assessment Alignment	\$60,000	
HS Reading Tchr	1.00	X		HS Reading Tchr for Remediation & Credit Recovery	\$47,500	
Mentor Teachers		X		Stipends for 4 Mentor Tchrs (addt. respons, addt. days)	\$20,000	
Perf. Rewards		X		Performance Pay Incentives (ave. \$3500 per teacher)	\$141,600	
Sat. School Tchrs		X		Inter. Intersession: 2 Sessions -8 Days (\$150 per Tchr)	\$22,000	
Cert. Staff		X		10% salary incr. for extended day/year	\$124,750	
Inter. Teachers	4.00	X		Intervention Teachers	\$189,540	
Counselor	1.00	X		K-8 Counselor	\$60,000	
Social Worker	1.00	X		Social Worker and Community Resource Coordinator	\$45,000	
Tutors			X	10 work-study students; 10,000 total hours	\$8,400	
Stipends		X		Curriculum Institute Stipends (\$800 for 16 staff)	\$12,800	
Signing Bonus		X		\$500-\$5000 Signing Bonus for "Small-Pool" Positions	\$15,000	
	11.00	<b>TOTAL SALARIES</b>				<b>\$ 969,340.00</b>
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				<b>\$ 92,000.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
out-of-state				TAP Travel: incl. TAP Training, TAP wkshps and Nat. Conf. (40 days)	\$16,000	
out-of-state				School visitations (2 visits; teams of 6-8 faculty)	\$2,600	
in-state				Administrative Retreat	\$1,200	
		<b>TOTAL TRAVEL</b>				<b>\$ 19,800.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
Starfish Initiative				Mentoring Support Facilitating Post-Secondary Transition (24 students)	\$24,480	
Summer Advantage USA				60% of cost of 5 wk. summer program serving 200 students (K-8)	\$120,000	
CELL				CELL Support for TAP Program (per CELL)	\$8,565	
NIET (TAP)				Full Access to the TAP Portal (online resource)	\$1,000	
Innovative Architects				management of on-line site tchr observations (for TAP)	\$2,000	
Enrichment Courses				Teacher stipends and partner fees (36 courses X \$400)	\$14,400	
Uncommon School				Selected <i>Teach Like a Champion</i> Workshops (12 total participants)	\$ 16,000	
Accelerated Math				Intervention Math Program for Students, K-12	\$2,146	
Inschools.org				Internet-based system to monitor student growth and achievement	\$15,000	
Core Knowledge Foundation				Core Knowledge Training and Professional Development	\$5,600	
AIMSWeb				Screening and Progress Monitoring System for RTI (\$6 per student)	\$ 2,700.00	
The Leadership Program				Student Leadership Training	\$ 5,400.00	
Student Transit				After-School, Intervention and Summer Transportation	\$ 56,000	
First Robotics Program				Training and Professional Devevelopment in First Robotics	\$ 24,000	
		<b>TOTAL CONTRACTED SERVICES</b>				<b>\$ 297,290.67</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplis. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>						
		<b>TOTAL SUPPLIES:</b>				<b>\$ 35,746.00</b>
<b>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".</b>						
		<b>TOTAL EQUIPMENT AND TECHNOLOGY:</b>				<b>\$ 77,577.00</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>						
				Stipends, food and other costs of Curriculum Institute	\$12,000	
				8-10 Family Involvement Events (supplies, publicity, coordination)	\$4,000	
				Stipends, food and other costs of Parent Workshops (4 at \$750 a piece)	\$3,000	
		<b>TOTAL OTHER SERVICES</b>				<b>\$19,000.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						<b>\$ 1,510,753.67</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
500	Scholastic Books Titles for Leaders Are Readers (500 books)	\$ 5.99	\$ 2,995.00
3	Bookshelves for Levelled Library (10 at \$379 a piece)	\$ 379	\$ 1,137.00
6	Core Knowledge Language Arts Program (Consumables)	\$5,269	\$ 31,614.00
		\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>		\$ 35,746.00

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
2	Mobile Laptop Carts, equipped with 30 lap tops	\$24,980	\$ 49,960.00
20	Site Licenses for PLATO Learning Systems	\$950	\$ 19,000.00
2	Smart Boards	\$3,299	\$ 6,598.00
1	Senteo Smart Response System	\$1,999	\$ 1,999.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$ 77,557.00