

Charleston RFI Supplemental Information

Submitted by Phalen Leadership Academies

Earl Martin Phalen, Founder & CEO

Direct: (617) 818-1959

emphalen@phalenacademies.org

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Introduction

In response to Charleston County School District (CCSD)'s request for additional information, Phalen Leadership Academies (PLA) is pleased to provide the supplemental sections below.

We are honored to be considered as a potential partner to your work in raising student achievement. The information we provide in the enclosed builds on the initial proposal we submitted in response to CCSD's Solicitation for Interest.

Section A: Track Record of Success

The Charleston County School District represents a diverse community of learners, of whom 52% are children of color and 56% are children living in low-income families. We recognize CCSD's need to ensure that partners demonstrate a track record of improving academic achievement, particularly for children from historically underserved communities. The demographics of PLA scholars are similar to the demographics of CCSD. Specifically, 93% of PLA scholars are students of color, and 88% of our students are living in poverty. We are proud to be one of the very few Black-led nonprofit school management organizations in the country whose educators come from the communities we serve. Cultural competency and knowledge of community are core strengths of PLA's educational program.

PLA's research-based and scholar-focused approach has produced strong academic growth. The PLA approach is focused on collaboration, minimizing disruptions while building long-term capacity in our partner schools to sustain academic excellence. Highlights from our track record illustrate the power of our model, and the effectiveness of our implementation, as we have:

- Transformed six F-rated schools to A-rated schools.
- Increased scholar passing rates on the state ELA and Math tests by 11% in just one year – the highest standardized test growth for all schools in Central Indiana.
- Earned school rankings of #4 and #5 in the district for strongest growth (with 8.2% and 8.1% increases in state test score proficiency growth, respectively).
- Accelerated progress towards grade-level proficiency with 72% of scholars showing standard to high annual growth on the state test.
- Achieved an average of 92% proficiency on the state third-grade reading exam at our founding school.
- Empowered PLA scholars in grades K – 6 to gain an average of 1.3 years of annual growth toward grade-level proficiency on the STAR, nationally-normed assessment.

In the 2018-19 school year, PLA has helped to create the following academic growth for our scholars:

- Helped our sixth school move from “F” to “A” on the state accountability report card, surpassing the state average growth in proficiency for students living in poverty.
- In one of the most underserved communities in the State of Indiana (Far Eastside of Indianapolis), where most public schools are D- or F-rated, PLA stands apart as the only public school to maintain its A-rating from the state for two years in a row.
- Helped middle school in Fort Wayne, IN (63% economically disadvantaged, 25% Black, 19% Latino) achieve A-rating in one year, surpassing district growth towards ELA proficiency by 13% for students living in low-income households.
- Moved another chronically underperforming school (rated D or F for the past four years) off the failing list, increasing math proficiency scores by 18% and doubled growth in ELA proficiency compared to the district.
- Helped partner district schools in Tampa increase proficiency on average by 8 percentage points based on the i-Ready assessment.

Furthermore, as a certified minority nonprofit organization (M/NPO), PLA has a proven track record of helping underserved students achieve significant academic gains. As we shared earlier, the vast majority of our students are students of color and children living in poverty. A strong example of our work is reflected in the academic growth of our schools in Indianapolis, where we have partnered with Indianapolis Public Schools for the past five years. In 2018-19, the State of Indiana shifted from the paper-based ISTEP exam to the computer-based ILEARN assessment. During this transition, districts and schools across the state saw significant declines in both ELA and Math assessment scores. As a result, state accountability grades were “held harmless” by the Indiana Department of Education for the 2018-19 school year. Despite the massive decline in achievement scores across the state, PLA was able to help students from traditionally underserved populations achieve academic progress, as evidenced by the following notable results:

- Black scholars attending PLA-Indianapolis schools surpassed district performance by 15% on the math state assessment.
- Black scholars attending PLA-Indianapolis schools surpassed district performance by 7% on the ELA state assessment.
- Scholars attending PLA-Indianapolis schools qualified for free or reduced-price lunch surpassed district performance by 9% on the math state assessment.
- Scholars attending PLA-Indianapolis schools qualified for free or reduced-price lunch surpassed district performance by 2% on the ELA state assessment.

In sum, we have a proven track record of partnering with districts to improve academic achievement for students from traditionally underserved communities.

Section B: PLA Educational Model

This section outlines the core elements of the PLA educational model, including our proprietary systems and processes.

1. Core Elements

The PLA educational model utilizes best practices in data-driven instruction and differentiated learning to deliver instruction in core subject curricula – and to create a uniquely rigorous and personalized learning experience for every child. Core components of our educational model include:

- **Strong school leadership:** We believe that the success of any school hinges on a strong school leader. A PLA school leader is expected to uphold the standard of excellence our scholars deserve through communication, coaching and commitment.
- **Positive climate and culture:** The culture of a school can make or break a scholar’s educational experience. Building a culture of excellence, acceptance, positive behavior and growth is just as important as rigorous curriculum. We have a structured process for ensuring a positive, strong and loving culture exists for our scholars.
- **Highly effective, data-driven educators:** Our model focuses on developing educators who are able to use assessment data to continuously improve the quality of instruction. Our goal is to retain over 80% of the educators in the schools in which we serve. We believe that through the implementation of our education model, high quality professional development, and the PLA Coaching Cycle, scholars will receive the high-quality instruction that they deserve, and staff will receive the professional support and development they need to be effective.
- **Evidence-based, standards-aligned curricula:** Our schools utilize evidence-based curricula to push students to perform beyond the required expectations of their grade level in the main subject areas of literacy and math.

- Rigorous, frequent assessments: Based on our scope and sequence documents, teachers implement regular formative and benchmark assessments to evaluate student mastery of content in reading, writing and math. Assessments are designed to be both highly rigorous and to align to state standards. Our teachers also gain a holistic look at children’s progress through state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data (such as scholar, parent and teacher surveys). Consistent and rigorous evaluation of student performance helps ensure both higher quality instruction and higher academic achievement.
- Extensive differentiated, small-group, and standards-aligned instruction: One of the unique core components of our model is that it implements regular assessments while maximizing the time that scholars can spend in small-group and one-to-one instruction with effective teachers, TAs, or coaches. Consistently providing differentiated instruction that targets specific standards, based on the results of assessment data, has been one of the core reasons for scholars’ strong growth.
- Enrichment experiences: Each day, scholars will take courses in art, music, STEM and physical fitness. In addition, scholars may also hear from inspirational guest speakers; participate in educational field trips to college campuses, professional workplaces, museums, and cultural landmarks; and lead service projects to build connections to their communities and their futures. We believe children learn best when they are engaged and they make connections between school, their communities and their futures.
- Strong parental engagement: We recognize the importance of family engagement on student achievement and we use a scientifically proven process for engaging families. Some of the elements of this process include training teachers to effectively communicate with parents; creating a welcoming environment for families; holding regular meetings with parents where families and teachers dive in depth into a scholar’s academic and behavioral progress; and hosting events throughout the year that celebrates their student’s progress.

With a strong track record of partnering with districts to elevate student achievement, PLA is prepared to help Charleston scholars succeed.

2. Proprietary Systems and Processes

We are strongly positioned to support holistic, schoolwide improvement at CCSD schools through our robust proprietary systems and processes that are built into the PLA educational model. We support:

- Needs Analysis and Strategic Planning through the following proprietary systems and processes:
 - ***PLA New Community Launch Checklist***: a proprietary 289-step process through which PLA inventories and builds the school’s current capacity in key functional domains such as Academics, Finance, HR, Recruitment, Legal, Operations, Development, Compliance, Marketing and SPED.
 - ***PLA Initial School Research Rubric***: A proprietary rubric that allows us to establish a strategic understanding of local context by researching the state DOE website, school accountability data, district accountability data, School Improvement Plans, data trends in historical and current school performance relative to district, and more.
 - ***PLA Onsite Instructional Audit***: A proprietary audit process in which we conduct an observation in every classroom using our 15 Power Instructional Indicators. These indicators consist of key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.
 - ***PLA Climate and Culture Staff Surveys***: A PLA-owned, customized survey design that gathers school leader and staff perspectives on key climate and culture indicators. These include whether

- there is a positive school-wide system for routines, procedures and expectations; whether early intervention is fair, evident and equitable, whether scholar and teacher incentive programs are being used, and more.
- ***PLA Interview Rubric:*** A proprietary, comprehensive interviewing rubric that asks scholars, teachers, and leaders key questions such as whether the current curriculum is effective; whether assessments are frequent; when instruction feels sufficiently personalized; whether scholars feel a strong bond with their teachers; whether teachers feel satisfied, and more.
 - ***PLA Comparative Analysis Matrix:*** This proprietary process evaluates the school's current performance against the six domains of the PLA Academic Priorities of Success. These domains include: Effective Leadership; Climate & Culture; Effective Instruction; Collaborative Staff; Curriculum, Assessment, and Interventions; and Support Systems.
 - ***PLA 30-60-90 Day Action Plan and Next Steps:*** Based on the data-driven findings of the abovementioned proprietary processes, PLA provides partner schools with a customized 30-60-90 day action plan with actionable insights and concrete next steps.
- **Professional Development** through the following proprietary systems and processes:
 - ***The PLA Coaching Cycle:*** which includes:
 - i. *The PLA Coaching Cycle for Teachers:* a PLA-owned system that includes biweekly observational walkthroughs for teachers to provide data-driven, actionable insights for improvement in key focus areas such as classroom and behavior management.
 - ii. *The PLA Coaching Cycle for Leaders:* a proprietary system implemented BOY, MOY and EOY iterative improvement and coaching process in which we observe leader performance on the 14 key indicators from the PLA Coaching Cycle and coach them using the PLA Academic Priorities for Success.
 - iii. *The PLA Coaching Cycle Implementation Dashboard:* a PLA-owned system that monitors implementation fidelity for the PLA Coaching Cycle across partner schools through metrics such as how many times the Coaching Cycle process has been implemented in a month. If schools are falling behind on the Coaching Cycle implementation, the PLA academic team receives an immediate notification and can activate real-time support and course correction.
 - iv. *The PLA Coaching Cycle Performance Management Reports:* Proprietary reports with data-driven insights on each school leader and teacher's performance on the Coaching Cycle domains. Reports are specific to grades, subjects and classrooms.
 - ***PLA University:*** which includes:
 - v. *PLA University Online Platform:* *a comprehensive self-paced online resource and training platform with 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional resources.*
 - vi. *PLA University Implementation Framework:* *in which each self-paced learning module of the PLA University is tied to each teacher's professional development plan and supports their performance on the Coaching Cycle domains.*
 - vii. *PLA University Reporting:* *through which school leaders can see the courses each teacher at the school has completed, and thus inform their performance evaluation and management process.*
 - ***PLA Pathways to Leadership:*** a one-year program that develops leaders from within schools, offering two distinct growth pathways: a) Educator to Instructional Coach/Assistant Principal; and b) Instructional Coach/Assistant Principal to Principal.
 - ***PLA Leadership Institute:*** a two-day institute that includes Roles and Goals; PLA Academic Model; PLA University; Curriculum & Assessment; Special Education; Human Resources; and more.
 - ***PLA Professional Learning Communities:*** weekly, dedicated spaces for teacher learning that involve educators in communities of practice; build collaboration among colleagues; encourage peer mentoring; support educator-to-educator learning; recognize high-performing educators;

- support a growth mindset in educators; and offer learning by practice opportunities through demo lessons.
 - **PLA Teacher Institutes:** summer institutes that provide training on key domains including: PLA Model Introduction and Overview; Brain-Based Teaching and Learning; PLA University; PBIS Platform and Tools; Pedagogy and Instructional Execution; PLA Coaching Cycle; PLA Teacher Evaluations; Scholar Engagement; and Developing Curriculum Maps.
- Real-time Performance Management through the following:
 - **PLA Student Information Database:** that supports school-level management and day-to-day decisions by providing data such as enrollment, retention, attendance, demographics, and more.
 - **PLA Academic Dashboard:** a by-school and by-grade real-time dashboard that records student performance on interim, formative, benchmark and state-aligned assessments for ELA and Math.
 - **PLA HR Dashboard:** a real-time dashboard that provides an overview of key staff metrics by school such as retention, 90-Day Quit Rate, offer letter acceptance rate, demographics, length of service and salaries.
- Effective Instruction supported by the guided implementation of the PLA educational model through:
 - **PLA Small-Group Instruction Framework:** PLA provides small-group instruction with ability clusters formed using data from BOY NWEA results and ongoing weekly common formative assessments implemented through Edulastic.
 - **PLA Blended Personalized Learning Model:** PLA has a proprietary framework for making use of adaptive learning technology to complement high quality instruction. Our program was developed with input from leaders in personalized learning, including the Gates Foundation, Charter School Growth Fund and other high-performing school networks. Our program incorporates software and technology (such as Edulastic, Edgenuity, Writable and more, delivered through laptops) to support personalized learning for our scholars.
 - **PLA RTI Process:** Throughout the year, our team will utilize a Response-to-Intervention (RTI) process to identify students who will qualify for special education services, including students with learning disabilities. Our RTI process is closely tied to our professional development and performance management system for teachers. We not only coach our teachers on how to effectively manage the RTI process, but we also evaluate their performance in implementing our RTI process with fidelity.
 - **PLA Data-driven, Real-time Support Framework:** Through the data-driven real-time insights provided by our professional development suite, PLA schools are unique in the real-time coaching and targeted support that teachers receive. Through this unique real-time, year-round support framework, PLA supports effective classroom instruction in partner schools.
- Climate and Culture Management with the following proprietary systems and processes:
 - **PLA Engagement Framework:** which includes:
 - i. **PLA Parent Engagement Process:** PLA utilizes a scientifically validated family engagement process that our Founder developed over the last two decades (Capizzano, 2007). Some of the evidence-based elements of PLA’s parent engagement process include training teachers to effectively partner with parents; creating a welcoming environment for our families; holding an orientation that outlines our expectations of parents and what they can expect from us; regularly communicating with parents about their child’s performance; and hosting fun events throughout the year that celebrate their children. Our parents are invited to sit in classes, participate in field trips, support scholar-led community service projects, or participate in any way that they feel comfortable.

- ii. PLA Community Engagement Process: PLA has in place a proprietary process for strengthening student enrollment and outreach, using a data-driven model that is aligned with our community engagement framework. Key touchpoints activated through this plan include targeted mailers, radio campaigns, and billboards; PLA newsletters; PLA website and social media; community outreach with local churches, community organizations and after-school programs; phone blasts; letters; and events.
- o **PLA Culture-focused Professional Development**: through:
 - i. PLA Coaching Cycle: The PLA Coaching Cycle includes two domains specific to climate and culture management: Classroom Management and Environment; and Culture and Behavior Management.
 - ii. PLA University: PLA University also offers a specialized, self-paced learning module focused on student behavior and culture management.
 - iii. PLA Leadership Coaching Reviews: During BOY, MOY and EOY Leadership Coaching Reviews, school leaders are assessed on the PLA Academic Priorities of Success, which includes evaluating their success with maintaining a positive, nurturing school climate and culture.
 - iv. PLA Professional Learning Communities: Classroom and behavior management as well as overall school climate and culture are frequently brought into focus in teacher discussions during weekly PLCs. Teachers use peer mentoring to address real-time climate and culture issues to support year-round management of the school environment.
 - v. PLA Teacher Institute: During the PLA Teacher Institute, our teachers are provided specialized training specific to maintaining a positive school climate and culture.

PLA's robust proprietary systems and processes will therefore empower CCSD teachers and school leaders to use concrete, real-time data to drive targeted improvement across your schools.

3. Summer Advantage USA

PLA was founded by Landmark research studies have shown that high quality summer learning is one of the most important strategies for increasing student achievement in elementary-grade students (Downey, von Hippel, & Broh, 2004). In addition to the systems and processes outlined above, PLA provides a proprietary, free, evidence-based summer learning program to children from underserved communities who attend underperforming schools.

Summer Advantage USA is one of the very few scientifically-proven summer learning programs in the country, validated through a quasi-experimental, five-year independent study (APA, 2013). Our program serves children in grades K-8 who live in some of the most socially and economically disadvantaged communities in the nation. Due to an evidence-based approach and high partner and participant retention year to year, children who participate in Summer Advantage consistently gain on average 3 months of math and reading skills each summer, as opposed to losing 3 months of academic skills.

Each day, scholars start with a nutritious breakfast and gather with teachers and their classmates for community time. During community time, scholars discuss the agenda for the day and practice opportunities for leadership, such as speaking in front of the class. Scholars then participate in two hours of research- and standards-based reading and writing instruction followed by a one hour math class. We implement Houghton Mifflin's Summer Success: Reading and Math, which are evidence-based curricula that have demonstrated records of raising student achievement. After morning academics, scholars have a healthy lunch and time for recreation. Afternoons on Monday through Thursday provide scholars with enrichment courses that include art, robotics, debate, science, and physical fitness. Our middle school scholars' enrichment activities set them up for success in high school and college by providing life skills instruction, financial literacy, college preparation, and talent/career exploration. On Fridays, scholars hear from an inspirational guest speaker and then go on a fun and educational field trip; visit a local college campus or have a college fair on-site where

scholars learn about colleges and programs; or give back to the community through a scholar-designed service project.

During the program, scholars receive caring instruction and mentorship from our teachers and teacher's assistants, learning in a setting in which the student-to-staff ratio is no greater than 1 adult for every 12 scholars. In all, scholars learn and grow in a program that can be characterized as highly evidence-based and which has been shown to lead to measurable improvements in our scholars' development in academic, social, and other areas. Please see below for an in-depth look at the Summer Advantage experience.

Activity	Frequency	Description/Curriculum
Reading/Language Arts course	Two-hour block, four times per week for five weeks	<p>Curriculum: Houghton Mifflin's Summer Success Reading, an evidence-based curriculum that has a demonstrated record of raising student achievement in reading. Summer Success is aligned to Common Core Standards and targets the essential components of reading.</p> <ul style="list-style-type: none"> • Reading aloud: Scholars begin each literacy session with group reading activities. • Reading and responding: Provides children with planned, focused, and shared reading opportunities. • Reading and writing: Helps scholars respond to texts through writing. • Reading independently: Scholars can choose from a multi-cultural library for independent reading.
Mathematics course	One-hour block, four times per week for five weeks	<p>Curriculum: Houghton Mifflin's Summer Success Math, an evidence-based curriculum that has a demonstrated record of raising student achievement in math. Summer Success is aligned to Common Core Standards and develops key mathematics and problem-solving skills.</p> <ul style="list-style-type: none"> • Scholars work through math skills development lessons and exercises. • Scholars master problem solving small group and whole group exercises. • Scholars apply key math concepts in games and manipulatives.
Enrichment courses	Two-hour block, four times per week for five weeks	<p>Enrichment courses include:</p> <ul style="list-style-type: none"> • Science & Innovation: Scholars build STEM awareness, knowledge, and skills through courses centered on hands-on science topics. Example: Robotics. Scholars work with engineering professionals and educators to design and build functional robots. • Life Skills: Scholars build essential academic and leadership skills. • Career Exploration: Scholars learn about a wide variety of careers in STEM and other fields. • Financial Literacy: Scholars complete financial literacy modules designed to provide them with foundational personal finance skills. • Health & Physical Fitness: Scholars stay active and learn about key health topics, provided by enrichment teachers and local sports/fitness partners. • Citizenship, Environment, & Society: Scholars increase their awareness of social issues and build self-awareness and reflection skills. • Art, Music, or Drama: Scholars develop their creative and social skills through artistic activities taught by enrichment teachers and local partners.

Activity	Frequency	Description/Curriculum
Fun Fridays	6.5 hours, one time per week for five weeks	<p>Guest Speakers: Professionals expose scholars to career opportunities, demonstrate the path, and inspire scholars to make the right choices.</p> <ul style="list-style-type: none"> • K-5 example: Fire safety chief presents on firefighting/ fire and personal safety. • 6-8 example: Civil engineer presents to students on the career path and on professional skills. <p>Field Trips: College campus visits, museums and science centers, amusement park days, and company “shadow days.”</p> <ul style="list-style-type: none"> • K-5 example: Scholars learn about science topics at Queens Hall of Science. • 6-8 example: Scholars visit a local college to learn about admission criteria, academic programs, and ways to build skills needed to succeed in college. <p>Service Learning Project: Scholars select and implement a community service project.</p> <ul style="list-style-type: none"> • K-5 example: Scholars visit senior citizens at a senior home, play board games, engage in arts and crafts, and dance with the seniors. • 6-8 example: Scholars lead a trip to alleviate hunger in their community at Feed My Starving Children.

Summer Advantage is one of the few scientifically validated summer learning models in the country. The efficacy of our model was substantiated in a five-year quasi-experimental study of our Colorado program. The study, conducted by APA Consulting, was ambitious in scope and centered around quality of program implementation and the impact of our program on scholar achievement. Key findings included:

- The Summer Advantage program has a statistically significant and positive impact on student reading performance, as measured by a nationally normalized reading assessment, DIBELS.
- The academic gains made by Summer Advantage scholars are, on average, equivalent to starting school in the fall 1.8 months ahead of their peers.
- Instead of losing six percentage points on the DIBELS assessment, Summer Advantage scholars gained, on average, seven percentage points. This results in a 13-percentage point difference.
- Compared to their peers, kindergarten students who attended the program gained 15 percentile points nationally on the DIBELS assessment.
- First grade students who attended the program gained six percentile points nationally on the DIBELS assessment in comparison with their peers who did not attend the program.

The study concluded that the Summer Advantage program fills a significant gap in the summer months where children need continued engagement and growth. The program not only increases academic gains during the summer – it has a positive impact on student achievement during the school year.

4. Instructional Framework

Our instructional program is evidence-based, designed by highly successful educators, and focuses on instruction that is personalized and data-driven. Small-group instruction is a central vehicle for providing mastery-based academic scaffolding, creating a uniquely rigorous and personalized learning experience for every child. This approach, as demonstrated by our track record, has proven very effective for turning around the academic performance of students who have attended chronically underperforming schools. Our instructional model was designed by educators who have decades of experience working with students of color living in low-income communities. This design is built into the instructional framework at each PLA school, wherein educators understand scholar needs and have high expectations for all students.

Our schools utilize rigorous, evidence-based curricula and instructional design to scaffold students toward academic excellence. Our approach addresses the needs of each school's student population and accelerates progress towards grade-level proficiency. The goal of literacy instruction at our schools is to create lifelong readers; our instructional model places a unique emphasis on core skills to help children master literacy by grade three and gain skills in all domains of language development, including reading, writing, and speaking. Scholars acquire the foundational math knowledge needed to succeed in higher-order math courses, as well as an understanding of the myriad ways that math is important in everyday life. Our curricula engage children in math by creating multiple points of entry into the subject so that scholars are actively constructing their knowledge of mathematical concepts while becoming proficient at performing math. We consistently implement best practices by regularly administering assessments; using data to drive teaching strategies; providing extensive differentiated, small-group, and standards-aligned instruction; and integrating personalized learning to ensure that all students are supported and challenged to achieve academic success. Specifically, the PLA instructional model employs the following best practices:

Daily differentiated, data-driven instruction and intervention: Both our instructional strategies and school-day schedule are designed to maximize the amount of differentiation possible for all students. Whenever possible, we offer small-group intervention to students through our rotational instructional model. This consists of a 30-minute targeted intervention block where small groups (6-8 scholars) who perform similarly in a subject area work with a teacher or specialist on modules that accelerate their growth. Groups are identified through rigorous data analysis based on weekly and interim assessments, and interventions are aligned with curricula. During individualized intervention, progress feedback sessions for scholars with IEPs include check-ins about IEP goals, as well as teacher-student reviews of assessment data to determine appropriate interventions. Differentiated instruction also allows each ELL student the individualized instruction needed for growth, customized to their current level of language acquisition.

A unique core component of our model is that our small group instruction will be differentiated based on weekly test results. Data points from curriculum-based quizzes, adaptive learning software (where resources allow), weekly assessments, formal interim assessments (such as NWEA reading and math assessments, which provide each child with a national percentile rank score) and standardized state tests provide opportunities for teachers to track scholars' progress and rapidly adjust instruction to meet the needs of each scholar. Based on this data analysis, teachers will develop lessons that truly meet children where they are and support them to achieve at their highest capacity.

Frequent assessments to identify student needs and build cumulative rigor: Frequent assessment, along with results-analysis, improves student outcomes; however, most schools test students quarterly, semi-annually, or even only annually, impeding teachers' ability to intervene at critical points in scholar development. In contrast, our approach provides consistent and accurate student data via weekly curriculum-based assessments in subjects including vocabulary, grammar, reading, and math. Because PLA reframes tests as a core classroom learning activity, scholars look forward to this opportunity to improve on past performance. Weekly test results also provide ongoing motivation for students. Frequent assessment benefits students with disabilities and ELL students, providing new data each week on scholar progress so that teachers can measure progress toward IEP goals or English language proficiency and rapidly adjust instruction appropriately. The intentional focus on data-driven ownership of academic progress offers a unique take on using data to improve student outcomes.

Based on our scope and sequence documents, teachers implement weekly benchmark assessments to align with curriculum to support retention, stamina, and rigor in student mastery of content in reading, writing and math. Assessments are cumulative and will align in substance and grading scheme with Florida's state tests to familiarize students with the format of this standardized state assessment. Assessment scores will be posted school-wide the following day, providing scholars and teachers with an instant look at children's proficiency, and classrooms will compete to earn the highest scores each week, consistent with our focus on creating a

high-performing school culture. PLA schools also administer interim/benchmark assessments and standardized-state assessments.

Progress feedback to help students achieve at higher levels: Our model embeds a focus on student mindsets within our instructional approach. Students who attend chronically low-performing schools often have a fixed academic mindset. After facing many educational barriers, students can develop a pessimistic perception of their own abilities. Our model addresses this by offering regular progress feedback check-ins in which educators guide students to reflect on their own continuous improvement and their willingness to take on greater challenges, empowering students to learn from their growth process. Educators help students visualize their progress and provide praise for effort (rather than praising grades earned). This process is particularly helpful to ELL students and students with disabilities, who may otherwise conflate a language barrier, or learning challenges stemming from a disability, with a limited ability to learn.

Encouraging students to set goals—and determine steps to achieve those goals—gives students a sense of control and ownership over their own success, a factor conducive to learning and intrinsic student motivation. During biweekly check-ins, PLA teachers implement research-based practices proven to raise student achievement, helping students: 1) know what high-quality work looks like; 2) develop skills to objectively evaluate their own work compared to the standard; and 3) use strategies to guide improvement of their work. PLA’s intentional focus on shared, data-driven ownership of academic progress supports continuous improvement in student performance.

Maximized instructional time through consistent, efficient, and visible structures: Our model maximizes the amount of time scholars spend in core instruction and the impact of that time. We restructure core instruction using a rotational instructional approach, which provides up to two hours of instruction in each subject through a strategic mix of whole-group, small-group, and self-paced learning. Our model enables schools to implement a highly individualized learning model in which students have the opportunity to receive individualized instruction in small groups of no more than eight scholars. We leverage support staff available at each school to lead small-group time in the classroom on a regular basis during core reading and math instruction (90-120 minutes each) for students who need extra intervention. Our instructional coaches provide daily support to teachers and TAs in collecting, understanding, and utilizing data in differentiated instruction, improving teachers’ ability to create personalized learning experiences for each child. Greater differentiation of instruction helps all students, and particularly those from low-achieving sub-groups, rapidly raise their achievement. Additionally, we ensure that each school’s daily and yearly schedule is structured so as to help teachers support kids; for example, staff is very intentional about minimizing transition time in order to get to instruction time as soon as possible. In all our schools, we have expanded core content instructional time; by working collaboratively with the leadership and the staff at each school, we will customize this approach at each school to ensure the greatest possible benefits.

Evidence-based curricula to support academic excellence: PLA has made a strategic decision not to prescribe a curriculum for schools, but instead requires that the curriculum that a school uses be aligned with state standards, evidence-based and rigorous. This strategic choice is based on the recognition that changing a curriculum can be very disruptive to a school and its staff members; and that forced changes can take up valuable time away from educators, in addition to draining valuable resources that the school may not be able to afford. PLA tries to minimize these disruptive factors if a school already uses an evidence-based curriculum.

PLA evaluates the curriculum that a school uses as a part of its initial instructional audit, which is conducted by PLA’s Academic Team once PLA enters into partnership with a school. In addition to reviewing the curriculum’s evidence base and standards alignment, the most critical element is to ensure that the curriculum is used with high effectiveness. Some of the curriculum implementation factors that the PLA audit will look for include:

- Is the curriculum used with fidelity and/or supplemented with purposeful standards-based resources?

- Have curriculum maps been created to align with state standards and ensure all standards are being met?
- Do educators understand how to unpack the standards and create scholar-friendly objectives, criteria for success clear for both teachers and scholars?
- Are standards taught in isolation, or continue to spiral throughout the year?
- Are priority standards taught prior to state accountability assessment?
- Is testing academic vocabulary addressed and included in instruction ALL year?
- Does the curriculum address every standard?

If desired, PLA is ready to recommend a curriculum from a vetted suite of options that are evidence-based; two examples of curriculum that PLA schools have adopted in the past are Harcourt Journeys (literacy curriculum) and Saxon Math (mathematics curriculum).

Literacy Curriculum — Harcourt Journeys: Harcourt Journeys curriculum is a leader in the field. A 2009 study by the Educational Research Institute of America analyzed low-income students in grades 1-5 across four states; this study found that students using Harcourt Journeys had statistically significant growth in reading skills when compared to a control group, and that growth from pre-test to post-test for English language learner (ELL) students was equal to non-ELL students. Online materials included in the curriculum provide extended learning opportunities for scholars, as well as real-time data for teachers to analyze. In addition, materials for ELL scholars are already built in. This field-tested curriculum was developed with help from the nation’s leading reading researchers, including Irene Fountas, the country’s foremost expert on guided reading instruction.

Math Curriculum — Saxon Math: Saxon Math has a 30-year track record of delivering proven results for students in grades K–6. Its design allows students to develop the mathematical foundations needed for success in algebra and beyond; scholars will truly integrate and retain critical math skills using real-life examples. The curriculum’s approach moves from concrete to pictorial representation to abstract understanding. Lesson flexibility allows classroom activities to meet both standards and student needs. Lessons include a significant number of practice math problems, giving students many opportunities to apply their knowledge. Rubrics help teachers evaluate the quality and rigor of their lessons. Saxon Math encourages analytical thinking, communication of mathematical ideas, and the development of problem-solving skills.

In sum, our instructional model is designed to support our teachers and students in achieving academic success.

5. 30-60-90 Day Action Plan

Central to the PLA program is our capacity to support district schools in customizing the educational experience based on individual school needs. That is why we will work collaboratively with CCSD to deeply analyze educational data at your schools across a range of key domains; and develop and implement school improvement plans that are anchored in that needs analysis and continuous evaluation of data.

PLA has the capacity to provide CCSD with data-driven, actionable insights throughout the school year to support the guided implementation of our educational model. Immediately after contract signing, PLA conducts initial site visits through the PLA Comprehensive analysis process. The PLA Comprehensive Analysis is a robust proprietary process that consists of the following key stages customized for each partner school: 1) Initial School Research; 2) On-Site Instructional Audit; 3) Climate & Culture Staff Surveys; 4) Interviews with school leaders, teachers, and scholars; 5) a Comparative Analysis with the key pillars of our PLA educational model; and 6) A customized Action Plan and next steps.

An example of our Comprehensive Analysis including the 30-60-90 Day Action Plan can be viewed here (you may need to copy link into your browser to view the document):

<https://sway.office.com/exkGZRpKuXIEfjAR?ref=Link>

Throughout the year, we support our current partners through BOY and EOY benchmark visits as part of our Instructional Review process. This allows us to progress monitor and evaluate real-time needs and opportunities for improvement. An example of an Instructional Review may be viewed here (you may need to copy link into your browser to view the document):

<https://sway.office.com/XC959woG5AlwPJtj?ref=Link>

6. School Climate and Culture

A core element of transforming the learning environment of any school is to ensure that educators are able to embrace a school culture built around rigor, structure, and high expectations. Our approach puts in place strategies to help educators embrace a high-performing and entrepreneurial school culture that satisfies their intrinsic desire to transform the lives of the children they serve. These include providing educators with high quality pre-service professional development that highlights our school culture; providing mentoring, feedback, modeling, and recognition, as well as highly targeted monthly training sessions, to encourage teachers to embrace and meet high expectations; and providing extensive opportunities for teachers to lead within the classroom and within the school. We also provide schools with an aligned incentives system. This system rewards positive behaviors and student progress; implements more intensive behavioral interventions when necessary; and creates a positive culture and learning environment. Time and again, we have seen our partner schools restore calm to previously chaotic situations through this system, and these schools now enjoy positive, caring, and supportive learning environments.

Furthermore, PLA supports our scholars' social-emotional and leadership development by helping them cultivate skills such as the ability to collaborate, problem solve, think critically, and be culturally aware. Moreover, the entire PLA school model seeks to holistically address deficits in social-emotional learning by targeting the following three core competencies:

- Scholars are creative, critical thinkers and have strong character as demonstrated by improvement in the areas of responsibility, teamwork, problem solving and managing conflict.
- Scholars demonstrate strong understanding of social justice, foreign languages/cultures, and racial identity/heritage.
- Scholars demonstrate improved knowledge and familiarity with postsecondary education options and career paths.

PLA supports partner schools in climate and culture using the following core strategies:

Real-time behavioral tracking system: PLA's use of data for continuous improvement extends to school culture, as well. When we track behavioral data, we can ensure that we are praising children for improvement and adjusting interventions when necessary. One effective system that PLA schools have used is the online Kickboard system. Kickboard tracks student behavior, discipline incidents, referrals, and interventions, and the system is aligned with leading behavior interventions such as PBIS, MTSS, and RTI. The system offers apps for teachers, who can award points and make notes, as well as for students and parents to see feedback in real time. Kickboard also offers a database system for school- and district level data; school staff can pull reports, track school culture trends, and use data to adapt practices to achieve desired behavioral outcomes. Kickboard's points system can easily be integrated with existing incentive programs. The online system also provides support and resources for teachers and other school staff, including live support, video libraries, and best practices resources. This tool helps schools to decrease the number of discipline incidents, promote better communication with parents, and create student success; it is also a primary mechanism for monitoring school climate.

School-wide incentives: At PLA we believe in recognizing scholars for outstanding work and effort. While the structure of incentive programs varies from school to school, here are a few examples of strategies we

have used at PLA schools: (1) Our Falcon of the Month program recognizes a scholar from each grade who has exemplified excellence in academics, behavior, and effort. (2) A grocery cart is pushed from class to class with fun treats for scholars who have demonstrated the greatest improvement in behavior and effort; scholars may access this incentive program bi-weekly. (3) School leaders host field trips for scholars who meet and exceed expectations. Trips have been to places like the Children’s Museum of Indianapolis, the Interactive History Museum, and different colleges/universities. Our positive reward system encourages our scholars to live up to the highest expectations and to work hard at all times.

Regular assessment as a core learning activity: PLA views regular quizzes and assessments as both a core learning activity and a tool for tracking growth. We use assessments that align with curriculum to support retention, stamina, and rigor. Encouraging students to set goals—and determine steps to achieve those goals—gives students a sense of control and ownership over their own success, a factor conducive to learning and intrinsic student motivation. During biweekly check-ins, PLA teachers implement research-based practices proven to raise student achievement, helping students: (1) know what high-quality work looks like; (2) develop skills to objectively evaluate their own work compared to the standard; and (3) use strategies to guide improvement of their work. Since PLA reframes tests as a core classroom learning activity, scholars look forward to this opportunity to improve on past performance, and weekly results provide ongoing motivation. The intentional focus of PLA on shared, data-driven ownership of academic progress supports continuous improvement in student performance.

Climate and culture-focused professional development: PLA teachers and school staff participate in training on behavior and classroom management through the Coaching Cycle, PLA University, and pre-/in-service trainings. During weekly grade-level meetings, teachers can discuss concerns and get support from their colleagues and school leaders. During professional learning communities (PLCs), teachers can develop interventions and learn new approaches to implementing best practices. Above all, as a collaborative partner, we will make sure that all forms, practices, and processes align with district standards. We will work with our partner schools to refine behavioral management practices currently in place and ensure that the needs of each school are met.

Enrichment courses: At PLA, we know that it is important to cultivate well-rounded, highly engaged scholars so that they will be successful in the 21st-century work force and in the world. Our enrichment classes are aimed at increasing scholars’ awareness of possible career paths and leadership opportunities in their school and community. These courses are also aimed at increasing scholars’ awareness of themselves, their culture, and cultures around the world. We provide a high-quality enrichment program that includes extensive opportunities for scholars to see the relevance of their learning to other areas of their lives and to their futures. Scholars select from among a series of five-week enrichment courses where they completed project-based activities under the direction of an educator. While course topics will vary by school, some of the experiences we have offered include engineering, Zumba, photography, character development, health and wellness, culture & citizenship, Black History, entrepreneurship, public speaking, debate, ballet, West African dance, and drumming. These experiences are designed to put our scholars at the driver’s seat and help them take ownership of their learning.

Forming strong partnerships with parents: When entering a new community, we often find that part of the reason children and schools may be struggling is that there is a disconnect between families and schools. At PLA schools, families are always involved in planning for the optimal growth and development of their child. We have a clear system for engaging families that leverages existing school structures. Some of the elements of this process include training teachers to effectively partner and communicate with parents; sharing with families, on a regular basis, how their child has grown; creating a welcoming environment for families; holding regular meetings with parents, such as our “Parents-In-Touch” days, where families and teachers can dive in depth into a scholar’s academic and behavioral progress; and hosting fun events throughout the year that celebrate scholars.

7. Supporting Cultural Competency

We also support positive school culture and climate by building cultural competency. PLA is unique both in its track record and in that it is a Black-led organization. Our Senior Leadership Team and teaching staff are representative of the community of children and families that we serve. PLA has also been successful in recruiting high percentages of teachers of color, both male and female. We intentionally leverage our existing strong partnerships with Historically Black Colleges and Universities to recruit talented, diverse teachers. As a result, 53% of our staff are people of color, and we have historically retained 84% of high-performing educators year to year..

Our diverse staff and strong focus on student results have enhanced our ability to partner with families. PLA's robust, proprietary professional development systems directly support cultural competency training for educators and school-based staff in both the planning phase and throughout the school year. Prior to the school year, educators attend the PLA Summer Institute, during which topics such as behavior management and parental engagement are reviewed in the context of the life situations faced by our scholars. During the school year, the biweekly observations of the PLA Coaching Cycle strengthen educator ability to develop nurturing relationships of trust with their scholars. Teachers are trained to nourish the socio-emotional development of our scholars and to support them in the unique challenges and stressors they may face at home. This is complemented by courses within PLA University and frequent discussions at weekly PLCs, where cultural competence training is regularly implemented.

Cultural competence is also integrated into instructional aspects at our partner schools. Children who have experienced chronic academic failure, trauma and transience tend to develop set beliefs about their intelligence – that effort cannot improve achievement – feeding the self-fulfilling cycle of failure (Fredricks, 2002). The PLA model builds a growth mindset in each of our scholars i.e. a positive attitude toward learning, and a strong belief that their performance can improve with effort. While evidence suggests that student recognition improves outcomes, many schools do not make use of this practice (citation). Because underperforming schools are under so much pressure to perform on state-standardized, end-of-year assessments, they may not have as much capacity to focus on growth, or to incentivize and reward growth. To support our partner districts, PLA help partner schools cultivate growth mindset through regular progress feedback cycles, structured recognition of student progress and explicit reflection opportunities. Scholars set goals collaboratively with teachers which nourishes their growth mindset. Moreover, by making our families true partners in the learning and achievement of our scholars, we build cultural competence into the framework of our partner schools.

Section C: Management Team

This section provides additional information on PLA's organizational structure and staffing capacity to support the success of our partner schools.

1. Organizational Structure

PLA is a non-profit organization that was founded by educators. Our organizational structure starts with educators—those who have the greatest direct impact on the outcomes of our scholars. Educators are supported by school leaders, who provide the necessary resources, tools, and feedback to ensure goals are achieved for all scholars. We envision the school principal's primary responsibility to reside with instructional leadership and managing school culture. Together, through strong systems and processes, we strive to cultivate a welcoming, performance-based culture centered on student outcomes.

The governance and management structure will be aligned to state policy and the scope of partnership. Partner responsibilities will be delineated in the management agreement. From an operational perspective, school leadership reports to the PLA Academic team, led by the Chief Academic Officer. Furthermore, depending on the terms of the management agreement, our board plays a strategic role in supporting schoolwide improvement. In general, some of the board's responsibilities include academic management; budgeting and financial oversight; strategic planning; authorizer accountability; facility management; and

community engagement. During quarterly meetings, the board conducts a comprehensive review of activities through financial reports and a balanced scorecard which illustrates our performance on measures such as educational performance, employee satisfaction, systems, and finance. The board reviews and votes to adopt the annual operating budget. Through this governance structure, our educators are empowered to deliver excellence in instruction with clear accountability around data-driven outcomes.

PLA is also blessed to have a strong leadership team whose role is to support the success of our school leaders, schools and scholars. Our headquarters team includes 46 leaders. We bring decades of classroom experience, school and instructional leadership track record, project management expertise, and substantial knowledge in key operational aspects, including compliance, reporting, and program management. Our team supports partner schools with instructional leadership and curriculum development; extended learning opportunities; talent selection; training and professional development; program and organizational development; evaluation and assessment; and budget and grants management. Through this support system, we are able to manage the operational elements of running a school so that educators are empowered and supported in delivering high quality instruction to scholars.

2. Management Team Bios

Please find below bios for key members of the PLA Management Team:

Earl Martin Phalen, Founder and Chief Executive Officer

Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL) in Boston, Massachusetts, which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Through his work in the out-of-school time sector, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 20 schools serving 8,000 students, while helping our most vulnerable communities achieve exceptional educational outcomes. In addition to transforming multiple F-rated schools into A-rated schools, nine out of PLA's 10 partners are outperforming their host district. PLA's oldest school is five years old, and scholars at that school outperformed the state average on both the ELA and math portions of the state test. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Scholars most recently produced *Rosa2018*: writing, producing, acting, and filming a modern-day version of the Rosa Parks story. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

The impact of PLA, its leadership team and staff on the lives of children has earned recognition from numerous regional and national organizations and publications, including: Mr. Phalen's acceptance into the Pahara-Aspen Institutes' Education Fellows Program, a diverse group of leaders who are transforming America's public schools; and the Mitch Daniels Leadership Foundation's Daniels Leadership Prize, in which the former Indiana governor's foundation recognized Mr. Phalen as a leader who is making an exceptional impact across the state. PLA has also been recognized as the organization that was most outstanding in its contribution to education nationwide in 2014 through the Make It Better Philanthropy Award.

Andrea Robinson, Chief Academic Officer

Andrea received her BA from Indiana University in elementary education and her master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building, where she was recognized for her passion in teaching when she was honored with the district-wide Indiana Teacher of the Year award in 2009. She eventually became the instructional coach for her K-5

building where she used her knowledge of best practices to lead other educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. Andrea has also provided professional development for the University of Indianapolis' elementary education program and for educational webinars with Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County, working closely with schools and districts to develop best practices for turnaround principles. After conducting classroom walk-throughs and leadership/staff interviews, she worked with the school leadership team to develop the next steps that met the needs of each individual school. She often provided differentiated professional development for each school for this process. Andrea also served as the IDOE case manager for a district in the State Development Network (SDN) to ensure the development of district system alignment and improve student achievement. Andrea's key strengths include professional development, classroom management, and differentiated instruction. She has worked as the lead trainer for the Indiana Department of Education and several school districts throughout Indiana. She works to ensure that our education model is implemented with fidelity by leading PLA's Coaching Cycles process, a key component to PLA's professional development system for educators and oversight process to ensure the key elements of the model are implemented with fidelity.

Courtney Lumbley, Director of School Improvement

Courtney's educational pathway began with a B.A. in Elementary Education from DePauw University, an M.Ed. from Indiana Wesleyan University in Curriculum and Instruction, and an endorsement for administration through WGU's Educational Leadership program. Her twelve years of classroom experience span grades three through twelve including Title I language arts, high ability, and German language instruction. Courtney taught in MSD Perry Township and Bartholomew Consolidated County Schools before serving in Franklin Township Community School Corporation as a teacher, instructional coach, and building administrator where quality instruction and collaboration for student growth was her focus. Courtney worked with teams of teachers implementing a data-driven Tier 2 and 3 intervention plan to impact student achievement. Before her role as a building administrator in Franklin Township, Courtney received the honor of Teacher of the Year for the district and finalist for the Indiana State Teacher of the Year. She was granted the Lilly Endowment Teacher Creativity Fellowship allowing her to travel overseas studying young heroes throughout history. Sharing her experiences with students and educators, she works to empower them to find their voice and realize their potential for change. Courtney believes all scholars are capable of academic success and is relentless in working for student achievement by supporting educators in quality instruction and programing to provide optimal learning opportunities for all scholars.

Nicole Watts, Director of Training

Nicole brings over 12 years of education experience to PLA. She started as an Elementary teacher with Franklin Township (IN) Community Schools and took on roles with increasing leadership responsibilities during her tenure. As an Instructional Coach, Nicole created common formative assessments and utilized data from these assessments to create and lead curriculum and instruction training for teachers and Instructional Assistants. Nicole was Chairperson of the Literacy and Leadership committees and also led a student support team in the creation of behavioral and academic intervention plans. Nicole has a Masters of Education from Indiana Wesleyan University and received her Principal certification from Lamar University.

Amber Deckard, Director of Recruitment

Amber is an accomplished executive in the nonprofit industry. She has over 20 years' experience in nonprofit leadership, including human resources and talent management. Amber first joined the team in 2010 as a Regional Director for Summer Advantage, where she was instrumental in helping the program reach thousands of scholars across the country. In 2014 Amber was called to serve as a Regional Vice President for a national nonprofit charged with improving birth outcomes and health equity for moms and babies in the U.S. During her tenure, Amber was successful in building teams across 26 markets in the Midwest, as well as supporting a reduction in both premature birth and health equity disparities—both critical focuses for the foundation. In October of 2018 Amber rejoined the PLA Team as Director of Recruitment to help positively

impact children across the country by partnering with our schools to source, attract, and hire exceptional educators who share our unwavering passion for empowering scholars from underserved communities.

Leticia Sampson, Director of Special Education

Leticia came to PLA with 19 years of experience in special education. Her previous position was with Total Education Solutions where her services were contracted to assist schools in maintaining compliance in their special education departments. She had also been an integral team member of PLA's Michigan schools as a contracted employee. Leticia grew up in Detroit and has worked in many counties across Michigan. She also spent time in Washington, D.C., and was employed as the Program Director of a special education day school. Leticia obtained her Ed.S. from Wayne State University and is current working on her Ed.D. in Education Leadership and Policy Studies. In her free time, Leticia enjoys reading, traveling, and spending time with family.

Helen Dixon, Director of Human Resources

Helen is responsible for leading the recruitment, selection and placement of all employees. Helen has over 10 years of recruitment experience. Prior to joining PLA, Helen served as National Director of Recruitment for New Leaders for New Schools, a non-profit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Helen was the architect of an enterprise-wide recruitment program for 38,000 employees and 43 operating departments. Prior to the City of Chicago, Helen served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance for 600 schools and implemented new strategies to meet annual workforce requirements. Helen's key strengths include talent recruitment, selection and development.

Tahirah Thompson, Operations Manager

Tahirah graduated with honors from Howard University with a bachelor's degree in Business with an emphasis on Marketing. Prior to joining the PLA team, her major work experience included artist retail marketing with SonyBMG in New York, and analyst and project management work with Pacific Gas & Electric Company (PG&E) in San Francisco. During her time at PG&E, Tahirah realized that she was passionate about children and education. Taking a leap of faith towards her passion, she transitioned from the corporate world to the education sector. Since changing her career path to education, she has served as a 6th, 7th, and 8th grade math interventionist, an 8th grade special education math teacher, and a 6th grade social studies teacher. In her most recent position, prior to joining Phalen, she has served as the Director of Operations at a turnaround charter school in Chicago. As an experienced Director of Operations, she has successfully implemented numerous school-wide systems and procedures, managed faculty and data, and worked side by side with the principal to improve the overall functionality of the school.

Melissa Ross, Director of Compliance & Reporting

Melissa has 13 years of experience completing state reporting and providing compliance oversight for schools. Along with compliance and state reporting, Melissa has managed Title I programs and budgets. In her 12 years of compliance, Melissa has also been instrumental in helping her schools to receive grants. Before working in school compliance, Melissa was a Reading specialist for two years and taught in the classroom for 10 years within an Urban setting. Melissa completed her administrator's certification program at Oakland University in 2012 with a 4.0 average. Melissa received her Master's in Reading with a Reading Specialist Certificate and her Bachelor's Degree in English Language Arts with a Minor in Elementary Education from Grand Valley State University. Melissa has been a member of the Michigan Pupil Accounting & Attendance Association (MPAAA) for 13 years and a member of Volunteering for the Disabled (VAD) for 15 years.

Eva Spilker, Chief Financial Officer

Eva's key strengths include financial management and leadership for both public and private-sector organizations. Eva has served as Controller and Finance Director at Diamondback Direct, an international division of Quadriga Direct Mail Holdings—a leading global provider of direct marketing services. Her responsibilities included all finance and accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, executive team and board presentations, margin and audit management, and annual budgeting. Eva's career in finance began in the Corporate Financial Consulting Division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all capital expenditure justifications and analyses. After CSX, Eva transitioned to a partner role in a regional advertising agency where she managed all finance and operations functions. Eva holds an economics degree from the University of North Carolina at Chapel Hill. Eva will develop the school budget; review and approve financial expenditures; oversee payroll for staff; manage fiscal reporting activities and audit requirements.

Johnny Jin, Chief Strategy & Development Officer

Johnny brings over a decade of proven leadership in institutional advancement to achieve large-scale social impact. As a core member of the founding team, Johnny was instrumental in growing the regional summer program into the national school management organization it is today, having developed the charter application and business model that helped launch the network. Johnny has consulted with companies and initiatives on projects concerning early childhood literacy, city-wide arts education, social studies innovation, and adult professional development. Johnny is a first-generation college graduate. He earned his bachelor's degree in Economics from UC Berkeley (where he graduated early in two years), and a master's degree in Education Policy and Management from Harvard. For our partner schools, Johnny provides leadership on strategic planning, grants management, and resource allocation. Specifically, Johnny works closely with Academics and Finance to ensure that resources are tightly aligned with educational priorities.

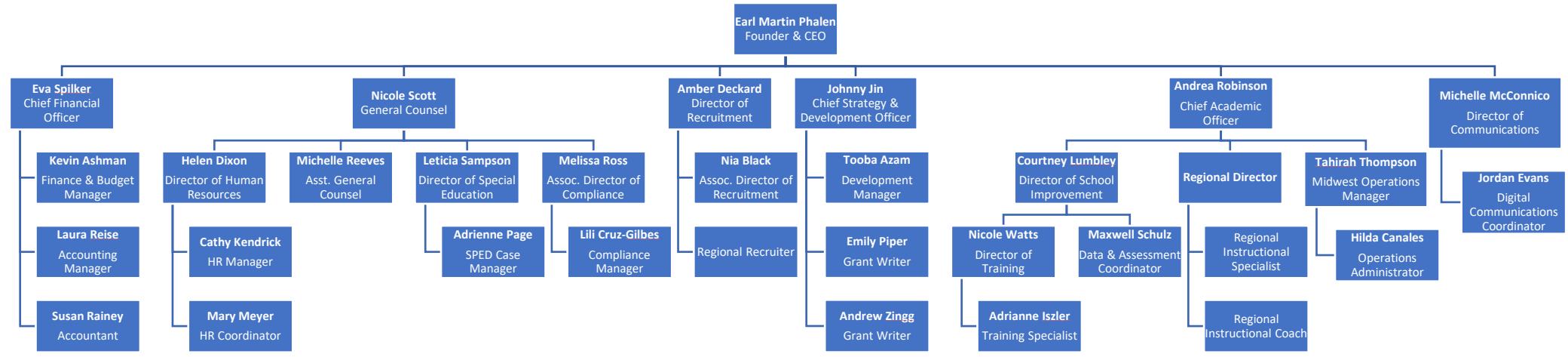
3. Educational Support Team

In addition to all the ways in which our central leadership positions will directly support the success of your schools, we will also have a regional educational support team in place to support quality assurance and effective implementation of the PLA educational program. While positions will be finalized given the specific scope of partnership, the range of our standard regional positions include:

- **Regional Director:** The Regional Director works closely with school leadership and staff throughout the school year in the following ways:
 - Ensure implementation fidelity of the PLA education model
 - Work closely with school leadership and educators towards constructive problem solving to address current needs
 - Support the PLA Coaching Cycle process by performing weekly walkthroughs
 - Facilitate weekly meetings to support school leadership
 - Support implementation of effective instructional strategies including:
 - Maximize learning time and time on task
 - Differentiate and scaffold learning through small-group instruction
 - Utilize data strategically to tailor instruction based on individual student learning needs
 - Design targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenges beyond on-grade level (Move Up)
 - Support the implementation of curriculum that is research based and standards aligned
 - Help design and incorporate instructional tasks that reinforce higher-order, complex thinking
 - Where desired, support the selection process of educators
 - Bolster parent engagement efforts
- **Instructional Specialist:** A minimum of four days per week, every week, our Instructional Specialist will provide on-site support to partner schools in the following ways:

- Supporting effective instruction and small-group learning
- Supporting weekly Professional Learning Communities
- Supporting the PLA Coaching Cycle process through weekly observational walkthroughs
- Supporting teachers in developing skills in the preparation of effective learning (lesson) plans, presentation of content, leveraging supplemental resources, classroom management, behavior management, and where desired, support the selection process of educators
- **Instructional Coach:** Instructional Coaches will directly partner with educators at partner schools to ensure high-quality instruction. They will play a crucial role in the professional development of our educators by:
 - Supporting the PLA Coaching Cycle process through weekly observational walkthroughs.
 - Training staff in conducting deep data dives to support scholar progress through weekly Professional Learning Communities (PLCs)
 - Bolstering the effective implementation of evidence-based interventions and standards-aligned curricula
 - Maximizing learning time for scholars
 - Reviewing educator plans to ensure interventions and classroom activities are directly aligned with student achievement
- **Recruiter:** The Recruiter will support the following activities:
 - Review of current capacity at each school
 - Align staffing needs and current hiring & retention policies
 - Support partner school staff in identifying current gaps in school staffing
 - Identifying optimum channels to source talented applicants
 - Identifying candidates that staff that underscore partner school mission, vision and our collective high-performance rigor and expectations
 - Facilitate a multi-stage screening, hiring and onboarding process for educators and leaders at each school
 - Support partner school staff in evolving staffing needs throughout the school year

The PLA Organization Chart



Section D: Contract Structure

This section provides additional information about PLA's contract structure; services and fees; and our experience working with districts..

1. Overview

PLA has a proven track record of building successful, collaborative partnerships that meet the needs of schools, districts, and students. Following the state's framework for school accountability and intervention, it is our understanding that any Charleston County school we would partner with would remain under the jurisdiction of the district and retain its current name.

2. Contract Structure

PLA has extensive experience working with districts to develop successful management contracts across a wide range of communities and policy contexts. We generally start the process by achieving a shared understanding with our partner district regarding scope of services, decision-making responsibilities, and policy requirements. Many of our district partners are relatively new to the process of working with management partners. We help them navigate the process by researching relevant policy guidance, supporting financial analysis, conducting needs assessment, and collaborating with independent organizations who can provide impartial guidance on developing a successful contract that is fully compliant with state and local policies. All management contracts are developed in close collaboration with district partners. Some of the core elements of our management contracts include partner responsibilities, accountability metrics, terms of payment, operational conditions, and other relevant provisions. Our management contracts are renewable in 5-7 year terms.

3. Services and Fees

As a non-profit educational services provider, PLA offers highly competitive rates for the spectrum and quality of services that we provide.

One-time Comprehensive Educational Analysis: When we enter into a new partnership, we initiate the PLA Comprehensive Educational Analysis, which generally takes place from signing of contract to August, prior to the start of the school year. The one-time cost for the PLA Comprehensive Educational Analysis is \$69,000 per school, due at contract signing. Again, this is a one-time fee. This fee will *not* be charged from the second year of partnership onward.

The Comprehensive Educational Analysis provides essential services to bolster student achievement outcomes which includes the following:

- a) **Initial Inquiry (Immediately after signing contract):** PLA will conduct baseline school research to prepare for on-site Initial Partnership Audit. Core elements of the process include:
 - Research the state's DOE website to analyze the state accountability system, assessments, and standards/resources.
 - Research the specific school's accountability grade (growth, proficiency, content areas tested), historical data, target groups, and demographics.
 - Compare school's accountability data to the host district and state's data.
 - Read the School Improvement Plan and identify their goals and action plans.
 - Create a data-dashboard outlining all historical and current data as a starting point for adding new data.
 - Develop and share initial communication with the community and school.
 - Provide FAQ sheet for staff to help answer questions.
- b) **On-Site Comprehensive Educational Analysis (April-May):** PLA will visit the school site to conduct an Initial Partnership Audit, which includes the following elements:
 - Observe instruction in each classroom.
 - Conduct interviews with the school leadership team, teachers, and scholars.
 - Gather data from parent surveys.
 - Develop an understanding for past and current school initiatives and practices.

- Review and align master schedule, curriculum, assessments, tiered instruction, data points, walk-throughs, and professional development.
 - Develop a deeper understanding of the school's climate and culture.
 - Rate the school against our Academic Priorities for Success to determine next steps.
 - Conduct a buildings and grounds review.
 - Facilitate an initial, in-person HR meeting with the school's faculty and staff to help answer questions and build relationships.
- c) **Action Plan (May-July):** PLA will debrief and share findings from the Initial Partnership Audit, taking the following key steps:
- Share findings from the report.
 - Prepare school leadership team for next steps and our Tier 3 Intense Level of Support.
 - Provide leadership training at the PLA Leadership Institute to build capacity around the PLA Model.
 - Provide teacher orientation for new teachers and teacher training at the Teachers' Institute.
 - Provide the opportunity for educators to participate in the professional Summer Book Club around best practices.
- d) **Summer Planning and Training (July-August)**
- PLA Leadership Institute, a specialized week-long training for current school leaders.
 - Participation in PLA Pathways to Leadership, a year-long fellowship for aspiring school leaders.
 - New Teacher Institute, a week-long, in-person training program for new teachers; and
 - Teacher Institute, a training program that prepares school leaders, new teachers, and returning teachers for success. (New teachers will have a total of two weeks of intensive professional development prior to the start of the school year.)
 - The PLA Mentoring Program, which pairs new teachers with experienced and successful teachers.
 - PLA Summer Book Club
 - Virtual book club through Blogger each summer utilizing a professional book covering best practices.
 - Open to all staff working with scholars to collaborate with one another across the country.
 - Receive a certificate denoting 20 hours of PD work.

Annual Full Management Services: Based on the scope of services outlined in CCSD's Solicitation for Interest, our annual management fee is 12% of annual, recurring non-competitive school revenues in each year of an agreement, paid on a monthly basis. This cost structure will provide our partner schools with a full breadth of crucial educational and operational management services that will be provided in each year of the management contract. Our services are anchored in core pillars of our educational model, encapsulated in the PLA Educational Program, and include the following:

- Weekly visits to support the successful implementation of our Academic Priorities for Success.
 - PLA Coaching Cycle inter-rater reliability walks with leaders to calibrate with rubrics and critical attributes.
 - Side by side coaching and modeling with teachers and building leaders.
 - Direct support with coaching conversations and leading for change.
 - Supporting instructional rounds with coaches and teachers.
 - Guiding building leaders on how to use the Coaching Cycle data to drive differentiated PD for teachers.
 - Help support and facilitate PLC time that is focused on data-driven needs.
 - Support schools on implementing the elements of the Academic Priorities for Success with their staff, scholars, parents, and community.
 - Support schools with the implementation of Kickboard; character education, PBS, and behavior management pieces.
 - Develop with school leaders the process for providing our scholars with weekly CFA's to drive small group instruction time.
- Bi-weekly Instructional Reviews to provide data analysis and reporting to measure growth.
- Bi-weekly reviews with leadership to report Turnaround Principles for Success status.
- BOY Leadership Coaching Reviews

- Benchmark rating of evidence against the *Academic Priorities for Success*
 - Effective Leadership, Climate and Culture, Effective Instruction, Support Systems, Curriculum, Assessments, and Interventions, and Collaborative Staff.
- Leadership team will complete a self-assessment with the *Academic Priorities for Success*
- Leadership pre-visit interview and updates
- Instructional observations of each classroom
- Staff Climate and Culture Survey
- Leadership debrief and identification of next steps against goals and findings
- ELA and math curriculum implementation professional development.
- Curriculum and resource implementation PD with new materials.
- Collaboratively develop targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up).
- Training and coaching on curriculum mapping to ensure all standards are being met with the appropriate level of cognitive complexity and scholar autonomy when using the curriculum.
- Full staff training and immersion of The Coaching Cycle:
 - Rubric provided that shares the performance level descriptors for each domain and critical attributes for each indicator based on Charlotte Danielson's Framework
 - Culture and Behavior Management
 - SEL Teacher Practices
 - Classroom Management and Environment
 - Scholar Engagement
 - Effective Lesson Components
 - Level 1 Instructional Execution
 - Level 2 Instructional Execution
 - Access to the PLA Coaching Cycle platform that allows for quick bite-size feedback, conversation journaling between the teacher and leader, ability to upload videos and resources to share with teachers, and SMART goal setting and check-in points.
 - Access to the Teacher Evaluation side of the platform for mid-year and final evaluations.
- Full training and immersion of PLA University for every leader and teacher:
 - Access to our online platform that houses several educator courses: Assessments, Curriculum, Instruction & Pedagogy, Exceptional Learners and much more.
 - Assess to the PLA Coaching Cycle toolbox that provides several resources for every domain and indicator.
- Utilize PLA-designed Common Formative Assessments to monitor student attainment of essential learning targets throughout the instructional process.
- Support educators in using assessments as learning activities to help scholars develop logic, reasoning and complex thinking through practice.
- Facilitate the timely introduction of evidence-based interventions to support academic excellence for scholars.
- Work collaboratively with each school to systematically recognize student progress on a regular basis to deepen student engagement and ownership of learning.
- On-going support with the implementation of the PLA parental engagement framework.
- Oversight of operational services provided by the district in areas such as transportation, food services, human resources, compliance and reporting, and facilities.

4. Flow of Funds & Financial Stability

Generally, with our current partnerships, operating funds flow from the state to the district. Then districts would pay PLA for management services on a monthly basis. This structure has many benefits, allowing the district to leverage its existing financial and operational infrastructure; and ensuring continuity with district-wide employee benefits. PLA also has the experience and capacity of administering funds directly from the state. In all cases, we work collaboratively with our district partners to define the optimal flow of funds.

PLA understands the importance of financial stability as a non-profit management operator to the success of our partner schools. We consistently implement financial processes and procedures that improve the efficiency of school financial operations, ensuring strong segregation of responsibilities, a clean audit trail, and clear processes for all financial transactions. Our robust financial practices include the following:

- We support our schools in using non-competitive public funding and conservative estimates as the only primary source of revenue. Using this approach, each school will develop a financial model that is low-risk and well-positioned to address downward pressures on revenue.
- The enrollment set in the Pro-forma employs conservative ADA figures.
- We are conservative in funding estimates and hold them at current levels without any projected increases for future years.
- Academies maintain a healthy reserve of at least 60 days of cash at the end of each year.
- Academies have the ability to achieve budget efficiencies while maintaining academic rigor and financial stability.

PLA's plan and priorities to ensure fiscal sustainability are to:

- Maintain a full year monthly cash flow projection to identify any variances against budget and allow time to adjust.
- Staff based on actual enrollment only.
- Evaluate all budgeted expenses again as they arise during the operational year to ensure that they are still necessary and the best use of funds.
- Adjust for any unexpected increases in expenses or decreases in funding by reducing non-essential operating expenses that do not impact the scholar experience and reducing non-essential staff expenses that do not impact the scholar learning environment.

At our schools, financial responsibilities have been consistently managed with success, including overseeing financial operations, grant reporting, forecasting, budgeting, and long-term strategic financial planning. PLA schools have successfully managed federal, state, and local funding and have been able to meet all audit requirements in each year of our existence.

We look forward to the opportunity to work with you. Thank you for your consideration.

APPENDIX A: SAMPLE PROJECT TIMELINE

Appendix A: Sample Project Timeline

PLA maintains a cooperative and collaborative approach to working with our partner schools and districts. Our primary goal is to support you in the customized implementation of our robust educational model to holistically improve your schools and raise student achievement. We strive to retain over 80% of effective and highly effective teachers at our partner schools. We believe that through the implementation the PLA model, high quality professional development, and the PLA Coaching Cycle, staff will receive the support they need to be effective; and scholars will receive the high-quality instruction that they deserve.

Our partnerships are built upon frequent, ongoing communication with our partners throughout the school year. Under the guidance of our academic team, PLA provides on-the-ground instructional support to partner schools at least four times a week, every week. Our guiding principle is collaborative improvement, not disruption. To complement instructional support and schoolwide improvement, we are also able to provide strong functional expertise in the areas of Recruitment, Human Resources, Operations, and more. Collectively, we build systems for improvement into the school's existing framework. This helps us work closely with our partners to create sustainable impact for all our partner schools.

If selected for a partnership, immediately after contract signing, PLA will work with CCSD to implement a strategic process to identify current needs and route causes. The PLA Comprehensive Analysis is a robust proprietary process that will be implemented from contract signing to the start of the CCSD school year. The process consists of the following key stages, which will be customized for each CCSD school: 1) Initial School Research; 2) On-Site Instructional Audit; 3) Climate & Culture Staff Surveys; 4) Interviews with school leaders, teachers, and scholars; 5) a Comparative Analysis with the key pillars of our PLA educational model; and 6) A customized Action Plan and next steps. We will use the data-driven, actionable insights provided by the PLA Comprehensive Analysis process to create a customized Action Plan for each CCSD school. The Action Plan will identify a) key schoolwide elements that need to be improved; b) the process through which these elements will be improved; and c) specific, measurable and actionable EOY goals for schoolwide improvement tied to student achievement and educator performance outcomes.

Scope of Services

The success of PLA scholars and partner schools can be attributed to the comprehensive, high quality services that PLA provides. We support our school partners with:

- Collaborative, on-site support to improve instructional quality.
- Data-driven professional development during the school year.
- Dedicated support for teacher and school leader retention and development.
- PLA Coaching Cycle for educators and school leaders.
- Positive behavior management systems for improved school culture.
- Supplemental educational resources aligned with curriculum map.
- Parental engagement framework and strategic support.

Phalen is committed to empowering the academic excellence of your scholars through the following comprehensive scope of services:

Partner towards Successful Implementation and Completion of Academic Program and Goals

Phalen CAO and Academic Team, directly supporting CCSD school leaders and educators.

PLA will support the success of the schools by implementing the education program and goals as set forth in the contract. These responsibilities include a Comprehensive Analysis at the beginning of each partnership, an Instructional Review at key points in the school year, aligning curricula, assessments & interventions and frequent, onsite quality assurance and support.

The PLA Comprehensive Analysis	
<p>To develop a deep understanding of CCSD schools' current needs, systems and opportunities for growth, Phalen will begin our partnership by implementing a Comprehensive Analysis of each school, comprised of the following key elements:</p>	
Initial School Research	<p>We begin the partnership by truly researching historical data, enrollment details, and trends over the last couple of years. We compare the school's data with the host district and the state data to get a clear sense of where our scholars currently stand. Key steps in this research phase include:</p> <ul style="list-style-type: none"> • Research the state's DOE website to analyze the state accountability system, assessments, and standards/resources. • Research the specific school's accountability grade (growth, proficiency, content areas tested), historical data, target groups, and demographics. • Compare school's accountability data to the host district and state's data. • Read the School Improvement Plan and identify their goals and action plans. • Create a data-dashboard that outlines all historical and current data as a starting point for adding new data. • Develop and share initial communication with the community and school. • Provide FAQ sheet for staff to help answer questions.
On-Site Instructional Audit	<p>This phase of the analysis consists of conducting an observation in every classroom using our 15 Power Instructional Indicators. These indicators consist of key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.</p>
Climate & Culture Staff Survey	<p>In order to get a pulse on the current climate and culture of the building, we ask school leadership & staff to complete an anonymous survey. Some of the indicators we look at include:</p> <ul style="list-style-type: none"> • School community maintains a culture that is safe, loving, and nurturing. • Classroom instruction is urgent and well-paced. • School-wide transitions are smooth. • A positive school-wide system is used for routines, procedures, and expectations. • Scholars play an active role in leadership opportunities. • Early intervention is evident, fair, and equitable. • Variety of scholar and teacher incentive programs.
Interviews	<p>We conduct one-on-one interviews with school leadership, educators and scholars to capture the full scope of current needs. Focus areas for these interviews include:</p> <ul style="list-style-type: none"> • Leaders: challenges and strengths in current leadership strategies; effectiveness of current curriculum, assessments and interventions in supporting student achievement; current school policies on educator hiring, selection, recruitment, onboarding, retention and professional development; school support systems; school climate & culture; current needs and concerns.

	<ul style="list-style-type: none"> • Educators: school leadership effectiveness and support; challenges and strengths in current instructional strategies; effectiveness of current curriculum, assessments and interventions; growth & professional development opportunities; school support systems; school climate & culture; current needs and concerns. • Scholars: relationship with teachers and school leadership; experience with current instruction; school climate & culture; school support systems; current needs and concerns.
Comparative Analysis	<p>We analyze each school's performance against PLA Academic Priorities of Success model to determine key areas of support. PLA Academic Priorities of Success include the following six domains:</p> <ul style="list-style-type: none"> • Effective Leadership. • Climate & Culture. • Effective Instruction. • Collaborative Staff. • Curriculum, Assessment, and Interventions. • Support Systems.
Action Plan & Next Steps	<p>Based on the findings from the above elements of the comprehensive analysis, our team provides each school with a 30-Day, 60-Day and 90-Day plan and next steps which are implemented in close collaboration with school leadership and staff.</p>
Instructional Review	
<p>At the beginning, middle and end of the school year, Phalen will periodically review its understanding of CCSD schools' current needs, systems and opportunities for growth by implementing the following elements of the Comprehensive Analysis:</p>	
On-Site Instructional Audit	<p>In order to establish a real-time understanding of instructional needs, our team partners with school leadership and staff to conduct beginning-of-year, middle-of-year and end-of-year classroom observations to inform selection of effective, evidence-based intervention strategies.</p>
Climate & Culture Staff Survey	<p>The anonymous survey is administered beginning, middle and end of year to establish whether the current school climate and culture is conducive to student achievement.</p>
Comparative Analysis	<p>Key areas of support are also determined real-time at the beginning, middle and end of school year, with collaboration from school leadership and educators.</p>
Action Plan & Next Steps	<p>Our team ensures action plans and next steps are always reflective of the most crucial school needs at the beginning, middle and end of school year.</p>
Aligning Curricula, Assessments & Interventions	
<p>Towards effective instruction, Phalen will partner with CCSD schools to implement the following elements to align curricula, assessments and interventions at each school:</p>	
Instructional Planning	<p>In partnership with leadership and staff at each CCSD school, Phalen will support instructional planning through:</p> <ul style="list-style-type: none"> • Assessment of the current curriculum being utilized and determination of whether it is research based and fully aligned to state standards. • Efficient Resource management in order to ensure current curriculum-related resources are strategically aligned well with state standards. • Supporting each school in the development of effective pacing guides aligned with bolstering student achievement.

	<ul style="list-style-type: none"> Supporting each school in securing supplemental materials should there be gaps in current instructional planning.
Effective Instructional Strategies	<p>Our team will partner with each CCSD school to ensure the implementation of a mix of effective instructional strategies, which include the following:</p> <ul style="list-style-type: none"> Maximizing learning time to ensure scholars spend more time on-task and on core subjects. Maximize learning opportunities for all scholars by differentiating and scaffolding instruction and providing small-group instruction. Data-driven instruction that utilizes data strategically to make informed decisions and adjust instruction to support all scholars. Targeted, evidence-based interventions to meet the learning needs of scholars with deficits (<i>Catch Up</i>) and those that need challenged beyond on-grade level (<i>Move Up</i>). Supporting implementation of curriculum that is research-based and standards aligned. Design and implement instructional tasks that require higher-order, complex thinking.
Unpacking Standards Professional Development	<p>We work with staff and leaders through high-quality professional development on truly unpacking and understanding the state standards and identifying the level of rigor at which each standard is expected to be taught. This is essential because:</p> <ul style="list-style-type: none"> Collective, collaborative conversations through professional development to unpack standards ensures all teachers understand standards in a high-quality, uniform manner, so that all scholars receive the excellence in instruction they deserve. As a direct, positive result of a deeper understanding of standards, teachers are empowered to engage in more thoughtful, intentional instruction design. When standards are understood at the highest level by all teachers, identifying students that may require additional support on certain standards becomes easier for educators.
Common Formative Assessments - Edulastic	<p>Phalen also supports student learning by providing each school with customized, supplemental resources for learning, including Edulastic. To ensure the success of each school, our team performs significant front-end design to strategically address the unique needs of scholars. This includes aligning assessments and collaboratively developing frameworks with our partner schools. Below are some of the ways in which our support will add value to your schools:</p> <ul style="list-style-type: none"> Utilize PLA-designed Common Formative Assessments to monitor student attainment of essential learning targets throughout the instructional process. Support educators in using assessments as learning activities to help scholars develop logic, reasoning and complex thinking through practice. Facilitate the timely introduction of evidence-based interventions to support academic excellence for scholars.
Interim Literacy Assessments - Writable	<p>To the extent desired, Phalen can support your schools in utilizing Writable as a supplemental learning resource. Writable is an online platform that uses guided activities, short responses, essays and state-aligned assessments to improve scholar proficiency in the English Language Arts. With 600+ assignments and prompts organized by genre, skill, or standard, Writable helps teachers focus</p>

	<p>writing instruction and save time on prep and feedback. Below are some the ways in which guided implementation of Writable can add value to your schools:</p> <ul style="list-style-type: none"> ● Allow educators to align assignments to current English Language Arts standards. ● Help connect assessment results to daily practice and feedback in the classroom. ● Unify assessment and instruction around state-driven rubrics.
<p>Onsite Quality Assurance & Support</p>	
<p>Our partnership with CCSD towards the effective implementation and completion of the education program will be anchored in onsite support with the following key staff positions:</p>	
<p>Regional Director</p>	<p>PLA's Regional Director currently part of the Phalen team brings local, real-time educational expertise to our school partners and acts as a frequent, on the ground source of support. The Regional Director visits the schools 2-3 times a week, ensuring quality of implementation of the education model. The Regional Director works closely with school leadership and staff throughout the school year in the following ways:</p> <ul style="list-style-type: none"> ● Ensure implementation fidelity of Phalen education model. ● Work closely with school leadership and educators towards constructive problem solving to address current needs. ● Support the PLA Coaching Cycle process by performing weekly walkthroughs. ● Facilitate weekly meetings to support school leadership. ● Support implementation of effective instructional strategies including: <ul style="list-style-type: none"> ○ Maximize learning time and time on task. ○ Differentiate and scaffold learning through small-group instruction. ○ Utilize data strategically to tailor instruction based on individual student learning needs. ○ Design targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenges beyond on-grade level (Move Up). ○ Support the implementation of curriculum that is research based and standards aligned. ○ Help design and incorporate instructional tasks that reinforce higher-order, complex thinking. ● Where desired, support the selection process of educators. ● Bolster parent engagement efforts.
<p>Instructional Coaches</p>	<p>Our team will hire Instructional Coaches, who will directly partner with educators at partner schools to ensure high-quality instruction. They will play a crucial role in the professional development of our educators by:</p> <ul style="list-style-type: none"> ● Supporting the PLA Coaching Cycle process through weekly observational walkthroughs. ● Training staff in conducting deep data dives to support scholar progress through weekly Professional Learning Communities (PLCs). ● Bolstering the effective implementation of evidence-based interventions and standards-aligned curricula. ● Maximizing learning time for scholars.

	<ul style="list-style-type: none"> • Reviewing educator plans to ensure interventions and classroom activities are directly aligned with student achievement.
Instructional Specialists	<p>Our team will hire Instructional Specialists who will support CCSD school leadership and educators a minimum of four days per week, every week in the following ways:</p> <ul style="list-style-type: none"> • Supporting weekly Professional Learning Communities. • Supporting the PLA Coaching Cycle process through weekly observational walkthroughs. • Supporting teachers in developing skills in the following domains: <ul style="list-style-type: none"> ○ preparation of effective learning (lesson) plans. ○ presentation of content. ○ leveraging supplemental resources. ○ classroom management. ○ behavior management. • Where desired, support the selection process of educators.
Supporting the Development and Retention of Leadership & Educators	
To support CCSD with the development and retention of leadership & educators, the Phalen team will provide the following services:	
Support the retention of school leadership & a talented educator cohort	<p>The Phalen educational model is inherently built to support the development and growth of school leaders and teachers towards school-wide excellence. The collaborative people, process and system strategies we present in this statement of work are intentionally aligned with this objective.</p> <p>We will work collaboratively with CCSD to determine your current needs towards retention. In partnership with you, we hope to develop customized retention strategies that meet the needs of each school. A few potential retention strategies that our education model presents include:</p> <ul style="list-style-type: none"> • Empowering educators to succeed through extensive professional development opportunities including the PLA Coaching Cycle, PLA University and peer mentoring through Professional Learning Communities. • Establishing a school climate and culture that promotes continuous growth. • Supporting educators in taking ownership of classrooms and guiding the selection and implementation of appropriate, evidence-based intervention strategies. • Helping teachers foster positive relationships with scholars and families. • Using the instructional reviews at the beginning, middle and end of the school year as milestone checkpoints to further bolster the real-time feedback and support that educators receive through the PLA Coaching Cycle. • Cultivating teacher strengths and peer collaboration through Professional Learning Communities.
Support the evaluation of school leaders & educators	<p>PLA will work with you to identify areas of support for staff evaluation. To the extent desired, we can provide a robust evaluation system using the following evidence-based strategies:</p> <ul style="list-style-type: none"> • Observational walkthroughs as part of the PLA Coaching Cycle process. • Leadership Coaching Reviews. • Progress monitoring against Academic Priorities of Success.

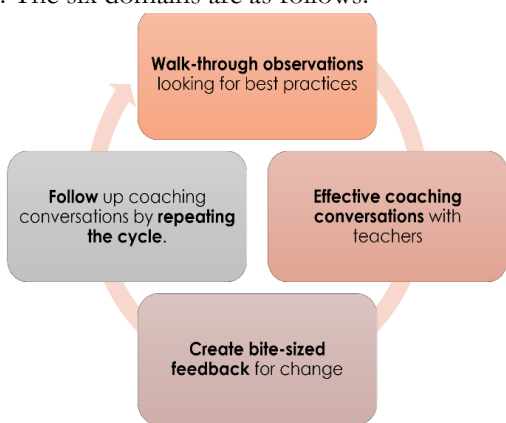
	<ul style="list-style-type: none"> • Mid-year and end-of-year teacher evaluations against four (4) domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: ‘Requires Action’ ‘Improvement Necessary’, ‘Effective’, or ‘Highly Effective’ category. • Scaffolding the frequency of classroom observations in accordance with performance level, as follows: <ul style="list-style-type: none"> ○ ‘Requires Action’ teachers fall in Tier 3 with the most intensive support and receive bi-weekly observations. ○ ‘Improvement Necessary’ teachers fall in Tier 2 and receive monthly observations. ○ ‘Effective’ and ‘Highly Effective’ teachers fall under Tier 1 and receive monthly observations as needed. • Designated Leadership Evaluation Platform.
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Provide School Leader and Educator Professional Development & Training

Our team has extensive experience with providing frequent, ongoing professional development and training opportunities to leaders and educators in our partner schools. Phalen will provide ongoing professional development, and onsite trainers to support the process to school staff in areas such as curriculum, assessment, using data to drive instruction, effectively partnering with parents, effective classroom and behavior management, and more. Our services in this domain include:

<p>Onsite, ongoing training and support</p>	<p>As outlined previously, Phalen provides partner schools with a Regional Director, Instructional Coaches and Instructional Specialists that play a pivotal role in the day to day onsite professional development, coaching and training of teachers. Our staff support our partner schools in the following ways:</p> <p>Regional Director:</p> <ul style="list-style-type: none"> • Support the PLA Coaching Cycle by performing weekly walkthroughs. • Facilitate weekly meetings to support school leadership. • Support the implementation of effective instructional strategies including: <ul style="list-style-type: none"> ○ Maximize learning time and time on task. ○ Differentiate and scaffold learning through small-group instruction. ○ Utilize data strategically to tailor instruction based on individual student learning needs. ○ Design targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenges beyond on-grade level (Move Up). ○ Support the implementation of curriculum that is research based and standards aligned. ○ Help design and incorporate instructional tasks that reinforce higher-order, complex thinking. • Bolster parent engagement efforts. <p>Instructional Coaches: Our team will hire Instructional Coaches. Our Instructional Coaches will directly partner with teachers at each school to ensure high-quality instruction. They will play a crucial role in the professional development of our educators by:</p> <ul style="list-style-type: none"> • Supporting our PLA Coaching Cycle process through weekly observational walkthroughs. • Training staff in conducting deep data dives to support scholar progress through weekly Professional Learning Communities (PLCs).
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	<ul style="list-style-type: none"> • Bolstering the effective implementation of evidence-based interventions and standards-aligned curricula. • Maximizing learning time for scholars. • Reviewing educator plans to ensure interventions and classroom activities are directly aligned with student achievement. <p>Instructional Specialists: Our team will hire Instructional Specialists who will support CCSD school leadership and educators by visiting each campus weekly, to support the following tasks:</p> <ul style="list-style-type: none"> • Support Professional Learning Communities. • Facilitate supporting our PLA Coaching Cycle process through weekly observational walkthroughs. • Supporting teachers in developing skills in the following domains: <ul style="list-style-type: none"> ○ preparation of effective learning (lesson) plans. ○ presentation of content. ○ leveraging supplemental resources. ○ classroom management, and ○ behavior management.
<p>Leadership Institute</p>	<p>School leadership at our partner schools have the opportunity to participate in the PLA Leadership Institute every year. Key elements of this summer institute include:</p> <p>Day 1:</p> <ul style="list-style-type: none"> • PLA Model Introduction and Overview. • PLA University process and tools. • PBIS platform and process. <p>Day 2:</p> <ul style="list-style-type: none"> • Benchmark Leadership Coaching Reviews: Coaching leaders around the PLA Academic Priorities for Success competencies and tools. • Leadership Evaluation process and tools. • Development of the CNA, root cause analysis, and determination of SMART goals. <p>Day 3:</p> <ul style="list-style-type: none"> • The PLA Coaching Cycle platform and process. • Teacher Evaluation process and tools. • Inter-rater Reliability utilizing the Performance Level Descriptor rubric.
<p>Summer Virtual Book Club</p>	<p>Phalen supports educators at our partner schools by providing summer opportunities such as a virtual book club where educators may collaborate and share educational resources to inform improved instruction.</p>
<p>New Teacher Training Institute</p>	<p>Phalen partners with new schools to provide targeted, summer training sessions to support new teachers and additional training for all teachers. New teachers receive training on the following components at this institute:</p> <p>Day 1:</p> <ul style="list-style-type: none"> • PLA Model Introduction and Overview. • Brain-Based Teaching and Learning. • PLA University.

	<ul style="list-style-type: none"> • PBIS Platform and Tools. <p>Day 2:</p> <ul style="list-style-type: none"> • Pedagogy and Instructional Execution. • PLA Coaching Cycle. • PLA Teacher Evaluations. <p>Day 3:</p> <ul style="list-style-type: none"> • Scholar Engagement. • Developing Curriculum Maps (1st quarter).
<p>PLA Leadership Coaching Reviews</p>	<p>Phalen’s partner schools also receive Leadership Coaching reviews.</p> <ul style="list-style-type: none"> • Each Benchmark Leadership Coaching Review includes classroom observations against 14 key indicators from the PLA Coaching Cycle continuum. • An opportunity to coach our leaders using the PLA Academic Priorities for Success Rubric that includes: <ul style="list-style-type: none"> ○ Effective Leadership. ○ Climate & Culture. ○ Effective Instruction. ○ Collaborative Staff. ○ Curriculum, Assessment, and Interventions. ○ Support Systems. • Reviews take place at beginning, middle and end of year. • Schools complete a self-assessment at beginning and end of year. • Each Review also features Leadership pre-visit updates and a debrief following the observations. The debrief focuses on powerful practices, opportunities for improvement, and progress towards goals established at the beginning of the year. • Leadership Coaching Reviews center upon Progress monitoring throughout the year.
<p>PLA Coaching Cycle for Educators</p>	<p>The PLA Coaching Cycle is a process that supports growing teachers in an intentional manner. The PLA Coaching Cycle platform includes six domains or focused areas of observations based on Charlotte Danielson’s framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:</p> <ul style="list-style-type: none"> • Culture and Behavior Management. • Classroom Management and Environment. • Scholar Engagement. • Effective Lesson Components. • Level 1 Instructional Execution. • Level 2 Instructional Execution. 

	<p>The first step of the PLA Coaching Cycle is to conduct intentional walk-throughs, looking for evidence of best practices. Each walk-through takes no more than 10-12 minutes. The second step of the cycle is to lead effective coaching conversations with each teacher. Relationship-building is crucial during this step of the process. During this step it is imperative that the coach offers coaching side by side, gives positive feedback, and asks leading questions that guide the teacher to identifying their own next steps. Timely feedback has a significant impact on implementation. Research says there is a 70% chance of implementation if feedback is delivered within 24 hours of observation; after the first 24 hours, the likelihood of implementation drops 10% each day feedback is not delivered. The next step of the PLA Coaching Cycle is collaboratively creating a bite-sized goal for change; both the teacher and coach are accountable for the change. The final step before the cycle repeats is a follow-up observation from the same domain, looking for evidence of change according to the bite-sized goal.</p> <p>The PLA Coaching Cycle has an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive their observation feedback through email following the walk-through. The sophisticated analytics provide leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers to ensure we provide our scholars with the education they all deserve. A toolbox of strategies and resources for each coaching area is also available within the PLA Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share with the teacher. It is recommended that the coach go through the resource with the teacher to increase the likelihood of implementation, then follow through by sharing the resource with them to revisit on their own time. The toolbox provides short video clips, activities, articles, book recommendations, and PLA University modules to assist with teacher growth.</p>
<p>Professional Learning Communities (PLCs)</p>	<p>Our team also offers partner schools weekly Professional Learning Communities that:</p> <ul style="list-style-type: none"> • Involve educators in communities of practice. • Build collaboration among colleagues. • Encourage peer mentoring. • Support educator-to-educator learning. • Recognize high-performing educators. • Support a growth mindset in educators. • Offer learning by practice opportunities through demo lessons.
<p>PLA University</p>	<p>PLA University is a comprehensive online resource and training platform. The platform’s 72 specialized modules are equipped with narrated presentations, videos, activities, best practices, and additional resources. PLA University modules are differentiated in order to serve professionals on a spectrum of their career trajectories, offering customized growth pathways for teachers, leaders, and staff members. PLA University supports our partner school educators’ professional growth in the following ways:</p>

	<ul style="list-style-type: none"> • Provide opportunities for staff members to engage in comprehensive modules of learning focused on curriculum development. • Promote educator learning on parent engagement. • Expand educator knowledge of behavior management • Provide resources for lesson planning. • Support educators in classroom management. • Include information and training on school culture, and school policies/procedures.
<p>Peer Mentoring</p>	<p>Our approach to educator professional development makes strategic use of peer mentoring opportunities (in Professional Learning Communities, for example) to support professional development in the following ways:</p> <ul style="list-style-type: none"> • Allow educators the opportunity to learn from each other’s experience. • Support educators in gaining mastery over instruction by mentoring peers. • Facilitate educators in experiencing peer mentoring feedback that is tied directly to weekly assessments in Professional Learning Communities and observational walkthroughs in PLA Coaching Cycle. • Empower educators to receive a progress feedback cycle that is guided by a wealth of data gathered through our PLA Coaching Cycle platform. • Allow lesson planning opportunities in a peer mentoring setting. • Allow school to recognize educators that are performing well by placing them in mentoring positions for peer educators.
<p>Bolstering Culture & Climate</p>	
<p>Phalen will partner with CCSD schools to ensure school culture and climate is safe, supportive, and aligned towards academic achievement for scholars.</p>	
<p>Support for Positive School Culture and Climate</p>	<p>Phalen is committed to supporting the current behavioral framework CCSD has in place, and our team will abide by district policy. If CCSD deems appropriate, we have customized systems, training and processes in place that support establishing a positive school culture. Our team can work with each CCSD school to determine current needs towards Positive Behavioral Intervention and Supports (PBIS) to shape school culture and discipline practices, promoting positive behaviors. We will then support school leadership and educators at each school in developing a tailored approach to PBIS that closely meets the unique needs of your students. Phalen offers customized, evidence-based systems and resources that scaffold and amplify the district’s current behavioral framework and policy. These resources include the facilitated utilization of Kickboard, scholar recognition, customized training and guidance to support each partner school in a seamless implementation of their behavioral framework. Towards behavioral supports, Phalen will support CCSD in the following ways:</p> <ul style="list-style-type: none"> • Training to support the effective implementation and use of customized, evidence-based systems and resources. • Resource Guidebooks to facilitate seamless implementation and use. • Local staff who can support behavior management in the classroom and model best practices.

	<ul style="list-style-type: none"> • The PLA Coaching Cycle for teachers to support their ability to implement behavioral frameworks. • PLA-built, data-driven systems & processes that foster a growth mindset among both students and teachers.
Kickboard	<p>PLA will support the effective implementation and use of Kickboard, an online positive behavior management system, to track and analyze school culture improvement efforts. Phalen will provide educator and school leader training so Kickboard may be used effectively towards the district’s current behavioral framework to bolster school climate and culture. Below please find some of the ways in which effective implementation of Kickboard will add value to your schools:</p> <ul style="list-style-type: none"> • Provide a robust platform for collecting, analyzing and sharing real-time behavior data. • Guided implementation utilizing a complete scholar profile that includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths. • Support teachers with providing immediate and consistent feedback to students, enforcing consistent reward and consequence systems. • Support principals with providing targeted professional development to improve teacher effectiveness. • Encourage parents to become more deeply engaged in their child’s education through meaningful progress reports.
Scholar Recognition Program	<p>As a pillar of our positive behavior support systems, Phalen provides our partner schools with non-monetary scholar recognition program that:</p> <ul style="list-style-type: none"> • Rewards kids for progress and not absolute grades. • Encourages a growth mindset in children. <p>We will work collaboratively with each school to develop a robust, systematic Scholar Recognition Program that rewards progress and excellence on a daily, weekly, biweekly, monthly, quarterly and annual basis. While the structure of incentive programs varies from school to school, here are a few examples of strategies we have used at PLA schools:</p> <ul style="list-style-type: none"> • Daily verbal recognition, behavior and effort boards • Weekly classroom recognition, progress reports, positive parenting updates, and more. • Biweekly, we offer the grocery cart incentive where a cart is pushed from class to class with fun treats for scholars who have demonstrated the greatest improvement in behavior and effort; scholars may access this incentive program bi-weekly. • Monthly, Our Falcon of the Month program recognizes a scholar from each grade who has exemplified excellence in academics, behavior, and effort. • Quarterly, PLA schools hold parent conferences, award ceremonies, honor roll and field trips. Quarterly, school leaders may choose to host field trips for scholars who meet and exceed expectations. Trips have been to places like the Children’s Museum of Indianapolis, the Interactive History Museum, and different colleges/universities.

	<ul style="list-style-type: none"> • Annual incentives may include holiday celebrations as a recognition of scholars who have performed with excellence. <p>Our positive reward system encourages our scholars to live up to the highest expectations and to work hard at all times.</p>
PLA Coaching Cycle	<p>The PLA Coaching Cycle uses custom-built, evidence-based strategies for both educators and leaders fosters a growth mindset in school staff, encouraging them to pursue excellence and provide scholars with a school climate and culture that encourages their success. In particular, the PLA Coaching Cycle consists of the following domains to support a positive school climate and culture:</p> <ul style="list-style-type: none"> • Culture and Behavior Management. • Classroom Management and Environment. • Scholar Engagement. • Effective Lesson Components. • Level 1 Instructional Execution • Level 2 Instructional Execution
PLA University	<p>Custom-built, evidence-based modules of PLA University bolster school climate and culture in the following ways:</p> <ul style="list-style-type: none"> • Empower educators to establish relationships of trust with their scholars. • Encourage educators to pursue excellence in instruction and act as role models for scholars in making strong effort and doing your best. • Allow educators to contribute towards a positive, nurturing and supportive school culture and climate.
Parental Engagement	<p>Our team will support parental engagement to foster a positive school climate and culture in the following ways:</p> <ul style="list-style-type: none"> • Involve parents in the academic progress of their children through multiple educator-parent touchpoints throughout the year such as parent/teacher conferences. • Keep parents informed on the latest updates, events, achievements and challenges for each school, to ensure close involvement of parents in their child’s school. • Data gathering such as parental surveys to progress monitor success of intervention strategies. • Using a combination of scholar & family-focused events such as Muffins with Moms, All Pro Dads and Community Truck or Treat to safeguard and sustain each school’s valuable relationships with families and local communities. We are committed to supporting each school’s efforts to strengthen its community relationships through open, honest and ongoing communications.

Timeline

Immediately after contract signing, PLA will implement a one-time Comprehensive Analysis. Thereafter, in each school year of partnership, PLA will support CCSD schools in the strategic, guided implementation of the PLA educational model.

One-time PLA Comprehensive Analysis

To fully understand the current needs of CCSD schools, PLA will conduct a Comprehensive Analysis, including onsite elements. The PLA Comprehensive Analysis will be implemented immediately after contract signing to July, in preparation for the CCSD school year which typically begins in August. We will collaborate with the district to refine the specifics, but provided below is a tentative framework:

Task	Responsible Staff	Tentative Timeline
One-time PLA Comprehensive Analysis		
Initial School Research		
Review and assess in detail each school’s academic data, state metrics and resources.	PLA Academics Team	By June 30, 2020
Review current school improvement plan for each school.	PLA Academics Team	By June 30, 2020
Review state DOE’s Accountability resources including state assessments, standards and resources.	PLA Academics Team	By June 30, 2020
Review each school’s academic performance on state DOE’s Accountability standards, particularly School Performance Frameworks.	PLA Academics Team	By June 30, 2020
Establish initial understanding of each school’s academic framework.	PLA Academics Team	By June 30, 2020
Review each school’s performance relative to local school districts.	PLA Academics Team	By June 30, 2020
Review each school’s performance relative to state.	PLA Academics Team	By June 30, 2020
Review performance of key student demographic groups in each school.	PLA Academics Team	By June 30, 2020
Review best practices in the industry with particular focus on high-performing schools.	PLA Academics Team	By June 30, 2020
Create a data-dashboard that outlines all historical and current data as a starting point for adding new data.	PLA Academics Team	By June 30, 2020
Develop and share initial communication with the community and school.	PLA Academics Team	By June 30, 2020
Provide FAQ sheet for staff to help answer questions.	PLA Academics Team	By June 30, 2020
Onsite Instructional Audit		
Conduct an observation in every classroom using 15 Power Instructional Indicators.	PLA Academics Team	By June 30, 2020
Score performance on key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.	PLA Academics Team	By June 30, 2020

Task	Responsible Staff	Tentative Timeline
Climate & Culture Staff Surveys		
Implement climate & culture staff surveys with educators.	PLA Academics Team	By June 30, 2020
Implement climate & culture staff surveys with school leaders.	PLA Academics Team	By June 30, 2020
Interviews		
Conduct interviews with each school's leadership teams with a focus on challenges and strengths in current leadership strategies; effectiveness of current curriculum, assessments and interventions in supporting student achievement; current school policies on educator hiring, selection, recruitment, onboarding, retention and professional development; school support systems; school climate & culture; current needs and concerns.	PLA Academics Team	By June 30, 2020
Conduct interviews with each school's educators with a focus on school leadership effectiveness and support; challenges and strengths in current instructional strategies; effectiveness of current curriculum, assessments and interventions; growth & professional development opportunities; school support systems; school climate & culture; current needs and concerns.	PLA Academics Team	By June 30, 2020
Conduct interviews with each school's scholars with a focus on relationship with teachers and school leadership; experience with current instruction; school climate & culture; school support systems; current needs and concerns.	PLA Academics Team	By June 30, 2020
Comparative Analysis		
Review school's performance against our PLA Academic Priorities of Success model to determine key areas of support.	PLA Academics Team	June – July, 2020
Review performance on Effective Leadership.	PLA Academics Team	June – July, 2020
Review performance on Climate & Culture.	PLA Academics Team	June – July, 2020
Review performance on Effective Instruction.	PLA Academics Team	June – July, 2020
Review performance on Collaborative Staff.	PLA Academics Team	June – July, 2020
Review performance on Curriculum, Assessment, and Interventions.	PLA Academics Team	June – July, 2020
Review performance on Support Systems.	PLA Academics Team	June – July, 2020
Action Plan & Next Steps		
Formulate Comprehensive Needs Assessment for each school across all functional areas and stakeholder groups based on key findings from initial inquiry and on-site analysis.	PLA Academics Team with input and support from all functional teams	June – July, 2020
Debrief CCSD leadership sharing findings of the Comprehensive Needs Assessment for each school.	PLA Academics Team (with input and support from all functional teams) and CCSD staff	June – July, 2020

Task	Responsible Staff	Tentative Timeline
Collaboratively identify and set goals for all functional areas for each school with CCSD for implementation phase (2020-21 school year).	PLA Academics Team (with input and support from all functional teams) and CCSD staff	June – July, 2020
Provide each school with 30-day Action Plan.	PLA Academics Team	June – July, 2020
Provide each school with 60-day Action Plan.	PLA Academics Team	June – July, 2020
Provide each school with 90-day Action Plan.	PLA Academics Team	June – July, 2020
Engage in condition setting for academic framework to be implemented with fidelity at each school.	PLA Academics Team	June – July, 2020
Align all functional domains of action plan for each school (e.g., staffing plan, operational plan etc.) in preparation for implementation phase.	PLA Academics Team and CCSD staff	June – July, 2020

School-year Implementation

If selected for partnership, PLA will support CCSD in the guided implementation of our educational model aligned with the start of the 2020-2021 CCSD school year in August. In the table below, PLA proposes a high-level master plan schedule for school-year implementation.

Task	Responsible Staff	20-21 Timeline
Educational Program		
Instructional Review		
Onsite Instructional Audit		
Conduct onsite visits with leadership and educators at each school to provide support with onsite instructional audit.	Regional Director	August, 2020 – June, 2021
Conduct onsite visits with leadership and educators at each school to provide support with onsite instructional audit.	Instructional Specialists	August, 2020 – June, 2021
Engage onsite each week to provide support with onsite instructional audit.	Instructional Coaches	August, 2020 – June, 2021
Conduct an observation in every classroom using 15 Power Instructional Indicators.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
Score performance on key instructional strategies that range from classroom management, scholar engagement, differentiation, checks for understanding, to rigorous questioning and performance tasks.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
Climate & Culture Staff Surveys		
Implement climate & culture staff surveys with educators.	PLA Academics Team, Regional Director and Instructional	BOY, MOY, EOY

Task	Responsible Staff	20-21 Timeline
	Coaches, in collaboration with school leadership and educators	
Implement climate & culture staff surveys with school leaders.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	BOY, MOY, EOY
Comparative Analysis		
Review school's performance against our PLA Academic Priorities of Success model to determine key areas of support.	PLA Academics Team	BOY, MOY, EOY
Review performance on Effective Leadership.	PLA Academics Team	BOY, MOY, EOY
Review performance on Climate & Culture.	PLA Academics Team	BOY, MOY, EOY
Review performance on Effective Instruction.	PLA Academics Team	BOY, MOY, EOY
Review performance on Collaborative Staff.	PLA Academics Team	BOY, MOY, EOY
Review performance on Curriculum, Assessment, and Interventions.	PLA Academics Team	BOY, MOY, EOY
Review performance on Support Systems.	PLA Academics Team	BOY, MOY, EOY
Action Plan & Next Steps		
Formulate Comprehensive Needs Assessment for each school across all functional areas and stakeholder groups based on key findings from initial inquiry and on-site analysis.	PLA Academics Team with input and support from all functional teams	BOY, MOY, EOY
Debrief CCSD leadership sharing findings of the Comprehensive Needs Assessment for each school.	PLA Academics Team (with input and support from all functional teams) and CCSD staff	BOY, MOY, EOY
Collaboratively identify and set goals for all functional areas for each school with CCSD for implementation phase (2020-21 school year).	PLA Academics Team (with input and support from all functional teams) and CCSD staff	BOY, MOY, EOY
Provide each school with 30-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Provide each school with 60-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Provide each school with 90-day Action Plan.	PLA Academics Team	BOY, MOY, EOY
Engage in condition setting for academic framework to be implemented with fidelity at each school.	PLA Academics Team	BOY, MOY, EOY
Align all functional domains of action plan for each school (e.g. staffing plan, operational plan etc) in preparation for implementation phase.	PLA Academics Team and CCSD staff	BOY, MOY, EOY

Task	Responsible Staff	20-21 Timeline
Aligning curricula, assessments & interventions		
Instructional Planning		
Assess current curriculum being utilized and determine whether it is research based and fully aligned to state standards.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Support each school in the development of effective pacing guides aligned with bolstering student achievement.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Support each school in securing supplemental materials aligned with instructional planning.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Effective Instructional Strategies		
Maximize learning time to ensure scholars spend more time on-task and on core subjects.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Maximize learning opportunities for all scholars by differentiating and scaffolding instruction and providing small-group instruction.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Implement data-driven instruction that utilizes data strategically to make informed decisions and adjust instruction to support all scholars.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Introduce targeted, evidence-based interventions to meet the learning needs of scholars with deficits (<i>Catch Up</i>) and those that need challenged beyond on-grade level (<i>Move Up</i>).	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Support implementation of curriculum that is research-based and standards aligned.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Design and implement instructional tasks that require higher-order, complex thinking.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Unpacking Standards Professional Development		
Work with educators to provide unpacking standards professional development.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020

Task	Responsible Staff	20-21 Timeline
Weave unpacking standards into PLA Coaching Cycle progress feedback systems.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Weave unpacking standards into weekly PLCs.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Embed Unpacking Standards into current academic framework.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Review if Unpacking Standards is being used well to align instruction towards academic outcomes.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Use Unpacking Standards to design instruction and the selection of evidence-based strategies.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Edulastic		
Train school leadership on the effective use of Edulastic.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020
Train educators on the effective use of Edulastic.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020
Embed Edulastic into current academic framework.	PLA Academics Team, Regional Director and Instructional	August – September, 2020

Task	Responsible Staff	20-21 Timeline
	Coaches, in collaboration with school leadership and educators	
Review if Edulastic platform is being used well to align instruction towards academic outcomes.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Analyze Edulastic’s student performance data.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Use Edulastic to design instruction and the selection of evidence-based strategies.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Writable		
Train school leadership on the effective use of Writable.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020
Train educators on the effective use of Writable.	PLA Academics Team, PLA Director of Professional Development, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020
Embed Writable into current academic framework.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August – September, 2020
Review if Writable platform is being used well to align instruction towards academic outcomes.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Analyze Writable’s student performance data.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Use Writable to design instruction and the selection of evidence-based strategies.	PLA Academics Team, Regional Director and Instructional Coaches, in collaboration with school leadership and educators	August, 2020 – June, 2021
Onsite Quality Assurance & Support		

Task	Responsible Staff	20-21 Timeline
Arrange initial meeting for Regional Director with each school's leadership.	PLA Academics Team, Regional Director in collaboration with school leadership and educators	August – September, 2020
Hire Instructional Coaches.	Regional Director, in collaboration with school leadership and educators	August – September, 2020
Hire Instructional Specialists.	Regional Director, in collaboration with school leadership and educators	August – September, 2020
Conduct weekly visits with leadership and educators at each school to provide quality assurance review, guidance and feedback for implementation of evidence-based instructional strategies for each school.	PLA Academics Team, Regional Director, Instructional Specialists, in collaboration with school leadership and educators	August, 2020 – June, 2021
Supporting the Development and Retention of Leadership & Educators		
Supporting Retention		
Empower educators to succeed through our extensive professional development opportunities including PLA Coaching Cycle, self-paced growth through PLA University and peer mentoring through Professional Learning Communities.	Regional Director, Director of Professional Development in collaboration with school leadership and staff	August, 2020 – June, 2021
Use our instructional audit and beginning, middle and end of year review processes to allow educators the opportunity to share feedback and contribute to school-wide improvements.	Regional Director, Director of Professional Development in collaboration with school leadership and staff	August, 2020 – June, 2021
Supporting Evaluation		
Conduct Observational walkthroughs as part of the PLA Coaching Cycle process.	Regional Director, Instructional Coaches	August, 2020 – June, 2021
Conduct Leadership Coaching Reviews.	Regional Director, Director of Professional Development	August, 2020 – June, 2021
Evaluate each school against the PLA Academic Priorities of Success.	Regional Director in collaboration with school leadership and staff	BOY, MOY, EOY
Conduct mid-year teacher evaluations against 4 domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: 'Requires Action' 'Improvement Necessary', 'Effective', or 'Highly Effective' category.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	MOY
Conduct bi-weekly observations for 'Requires Action' teachers falling in Tier 3.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Biweekly, August, 2020 – June, 2021
Conduct monthly observations for 'Improvement Necessary' teachers falling in Tier 2.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Monthly, August, 2020 – June, 2021

Task	Responsible Staff	20-21 Timeline
Conduct monthly observations as needed for 'Effective' and 'Highly Effective' teachers who fall under Tier 1.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	Monthly, August, 2020 – June, 2021
Make strategic use of designated Leadership Evaluation Platform.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	August, 2020 – June, 2021
Conduct end-of-year teacher evaluations against 4 domains (Planning 10%, Instruction 70%, Leadership 10%, and Professionalism 10%) to determine whether teachers fall under: 'Requires Action' 'Improvement Necessary', 'Effective', or 'Highly Effective' category.	Regional Director, Instructional Coaches, in collaboration with school leadership and staff	EOY
Provide School Leader and Educator Professional Development & Training		
Onsite, ongoing training and support		
Conduct weekly visits with leadership and educators at each school to provide support with school leader and educator professional development and training.	Regional Director and Instructional Specialists	August, 2020 – June, 2021
Engage onsite each week to provide support with school leader and educator professional development and training.	Instructional Coaches	August, 2020 – June, 2021
Support school leader and educator professional development and training in implementing effective instructional strategies to ensure scholars spend more time on-task and on core subjects. Please see scope of services chart for full list of recommended instructional strategies.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Leadership Institute		
Introduce school leaders and educators to the leadership institute.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	June – July, 2020
Support logistics, setup and day-to-day implementation of the three-day program during summer.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	June – July, 2020
Gather analytical data during the Leadership Institute on both educator and leader experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Align professional development resources towards successful implementation of leadership institute.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020

Task	Responsible Staff	20-21 Timeline
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	EOY
New Teacher Training Institute		
Introduce school leaders and educators to the new teacher training institute.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	June – July, 2020
Support logistics, setup and day-to-day implementation of the three-day program during summer.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	June – July, 2020
Gather analytical data during the new teacher training institute on both educator and leader experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Align professional development resources towards successful implementation of the new teacher training institute.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	EOY
PLA Leadership Coaching Reviews		
Conduct classroom observations against 14 key indicators from the PLA Coaching Cycle continuum.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Coach leaders using the PLA Academic Priorities for Success Rubric.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Conduct reviews at beginning, middle and end of year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	BOY, MOY, EOY
Support all schools in completing a self-assessment at beginning and end of year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	BOY, MOY, EOY

Task	Responsible Staff	20-21 Timeline
Conduct pre-visit updates and a debrief following the observations.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Implement Progress monitoring to ensure Leadership Coaching Reviews are being used effectively to align and improve instruction throughout the year.	PLA Academics Team, Regional Director, PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
PLA Coaching Cycle for Educators		
Conduct weekly intentional observational walk-throughs, looking for evidence of best practices.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Lead effective coaching conversations with each teacher.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Establish relationship-building with educators to increase success of PLA Coaching Cycle progress feedback process.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Offer coaching side by side to educators at each school as part of the PLA Coaching Cycle.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Give positive feedback to educators at each school as part of the PLA Coaching Cycle.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Ask leading questions that guide the teacher to identifying their own next steps.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Provide timely feedback to improve success of implementation.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Collaboratively create a bite-sized goal for change for educators at each school.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Conduct follow-up observation from the same domain, looking for evidence of change according the bite-sized goal.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Ensure PLA Coaching Cycle data is being used effectively to align and improve instruction.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Professional Learning Communities (PLCs)		

Task	Responsible Staff	20-21 Timeline
Introduce school leaders and educators to professional learning communities (PLCs).	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Align professional development resources towards successful implementation of PLCs.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Support logistics, setup and weekly implementation of PLCs.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	Weekly, August, 2020 – June, 2021
Gather analytical data weekly during PLCs on educator experience of program and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Analyze data and build upon program to refine for next school year.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Ensure PLC data is being used effectively to align and improve instruction.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
PLA University		
Introduce school leaders and educators to PLA University.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Align professional development resources including online systems towards successful implementation of PLA University.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August – September, 2020
Support continued use and implementation of PLA University.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	Weekly, August, 2020 – June, 2021
Gather analytical data on educator experience of PLA University and its effectiveness towards professional development.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Analyze data and build upon implementation for next school year.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021

Task	Responsible Staff	20-21 Timeline
Ensure PLA University data is being used effectively to align and improve instruction.	PLA Director of Professional Development, Regional Director in partnership with CCSD leadership & staff	August, 2020 – June, 2021
Bolstering Culture & Climate		
Positive Behavioral Interventions & Supports		
Use BOY, MOY and EOY instructional audits and weekly site visits with leadership and staff to determine each school's current PBIS needs.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	Weekly, August, 2020 – June, 2021, as well BOY, MOY, EOY
Work collaboratively with each school's leadership and staff to determine which PBIS elements align best with the unique needs of each school.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August – September, 2020
Collaboratively support educators in weaving customized, evidence-based systems and resources such as Kickboard and Leadership Institute into each school's customized PBIS plan.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August – September, 2020
In collaboration with school staff and leadership, progress monitor the effectiveness of behavioral supports.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August, 2020 – June, 2021
Provide tailored guidance to teachers and other school staff towards consistently modeling, practicing, and encouraging positive behaviors and social skills in students.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August, 2020 – June, 2021
Kickboard		
Guide school leadership on the effective use of Kickboard.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Guide educators on the effective use of Kickboard.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Embed Kickboard into current academic framework.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Review if Kickboard platform is being used well to align instruction towards academic outcomes.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Analyze Kickboard's student performance data.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Use Kickboard to bolster each school's culture and climate.	PLA Academics Team in collaboration with School staff	August, 2020 – June, 2021
Scholar Recognition Program		
Use BOY, MOY and EOY Instructional Audit and weekly meetings with each school's leaders and educators to understand current incentive program.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	Weekly, August, 2020 – June, 2021, as well BOY, MOY, EOY
Work collaboratively with each school's leadership and staff to determine which scholar recognition program structures align best with the unique needs of each school.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August – September, 2020

Task	Responsible Staff	20-21 Timeline
Partner with school leaders and staff to develop a unique, customized, scholar recognition program for each school.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August – September, 2020
Collaboratively support educators in weaving daily, weekly, biweekly, monthly, quarterly and annual incentives into each school’s customized, scholar recognition program.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August – September, 2020
Support each school’s staff and leaders in strategically implementing their scholar recognition program.	Regional Director, Instructional Coaches in collaboration with CCSD educators and leaders	August, 2020 – June, 2021
PLA Coaching Cycle		
Conduct weekly intentional observational walk-throughs looking for improvement areas to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Lead effective coaching conversations with each teacher to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Offer coaching side by side to educators at each school as part of the PLA Coaching Cycle, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Give positive feedback to educators at each school as part of the PLA Coaching Cycle, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Ask leading questions that guide the teacher to identifying their own next steps, with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Collaboratively create a bite-sized goal for change for educators at each school aligned to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Conduct follow-up observation looking for evidence of change according the bite-sized goal with respect to bolstering culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Ensure PLA Coaching Cycle process with respect to bolstering culture and climate is implemented with fidelity throughout school year at each school.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Ensure PLA Coaching Cycle data is being used effectively to bolster culture and climate.	Regional Director, Instructional Coaches & Instructional Specialists with CCSD educators	Weekly, August, 2020 – June, 2021
Parental Engagement		
Support educators and school leaders at each school in involving parents in the academic progress of their children through multiple educator-parent	PLA Regional Director, Academics Team in collaboration with CCSD educators	August, 2020 – June, 2021

Task	Responsible Staff	20-21 Timeline
touchpoints throughout the year such as parent/teacher conferences.		
Support educators and school leaders at each school in keeping parents informed on the latest updates, events, achievements and challenges for each school, to ensure close involvement of parents in their child's school.	PLA Regional Director, Academics Team in collaboration with CCSD educators	August, 2020 – June, 2021
Support educators and school leaders at each school in data gathering such as parental surveys to progress monitor success of intervention strategies.	PLA Regional Director, Academics Team in collaboration with CCSD educators	August, 2020 – June, 2021
Support educators and school leaders at each school in using a combination of scholar & family-focused events to safeguard and sustain each school's valuable relationships with families and local communities.	PLA Regional Director, Academics Team in collaboration with CCSD educators	August, 2020 – June, 2021
Analyze data and build upon parental engagement to refine for next school year.	PLA Regional Director, Academics Team in collaboration with CCSD educators	August, 2020 – June, 2021

APPENDIX B: REFERENCES

Appendix B: References

Reference Contact Information						
School/Entity	State	Contact Name	Title/role	Phone #	Email	Address
Hillsborough County Public Schools	FL	Harrison Peters	Chief of Schools	(813) 272-4071	harrison.peters@sdhc.k12.fl.us	2014 E Diana St Tampa, FL 33610
Timothy L. Johnson Academy	IN	Larry Rowland	Board President	(260) 414-0974	Larryrowland2@me.com	4625 Werling Dr Fort Wayne, IN 46806
Higher Institute of Arts & Tech	IN	Stephanie Davis	Board Member & Parent	(219) 487-8559	sdavis@the-hiat.org	5681 Harrison Street Merrillville, IN 46410