

## PRE-IMPLEMENTATION Strategies – Application Year

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

<b>Principal changes and flexibility</b>	<p>At the end of this school year, current GLCS principals will be removed and replaced by newly hired principals with a proven track record of success. The two newly hired principals are the only two Northwest Indiana principals in 2013 that had C letter grades or better for their schools. They were targeted and recruited specifically because of their history of success at their respective schools and the similar demographic they served.</p> <p>One of the principals has been hired as a consultant to begin preparing for the implementation of the transformation model now. The principal will receive New Leader Training from Lighthouse Academies on the LHA Model as well as Responsive Classroom and DDMS training in late spring of 2014, prior to the launch of the transformation plan at the beginning of fall 2014 (See Appendix 22 LHA Leader PD). Principals will be given flexibility in hiring and firing decisions and will work closely with the Regional Vice President (RVP) to evaluate and re-interview current faculty and staff. Principals are given flexibility in schedule creation and calendar revision in collaboration with the RVP.</p>
<b>Effectiveness of staff and recruitment/retaining of staff</b>	<p>The effectiveness of staff across Gary Lighthouse Charter School is inconsistent from classroom to classroom. Acuity data and College Readiness Interim Assessment data will be used to identify and retain successful teachers. Last year, the school adopted the Charlotte Danielson Framework for Teaching and Learning. The school will continue to use this evaluative tool to identify areas of strength and opportunity for growth amongst individual teachers as well as grade bands.</p> <p>Because the two new principals have been very successful in their former schools, both have expressed a desire to bring several members of their team with them. They will have the ability to do so, provided they too have a proven track record of success.</p> <p>In terms of retaining quality staff members, stay conversations will happen with each teacher that is performing or has data that supports their capacity to perform.</p>
<b>Building Culture</b>	<p>GLCS will use end-of-year retreats to build culture with new staff and returning staff. A streamlined vision for student achievement will be presented to teachers at the end of April to inform them of the leadership changes, discuss expectations for next year, and provide them with an opportunity to ask questions, give input, and invest in the transformation plan.</p> <p>Parent and family surveys will be conducted at the final report card conference. This additional data will be used to inform services provided.</p> <p>For students, we are replacing zero tolerance discipline policies with restorative justice practices to ensure that students who are in greatest need of support are not being chronically suspended. We will also analyze our annual student surveys to be administered at the end of the year to determine student engagement needs from their points of view.</p>

<p><b>Professional Development</b></p>	<p>The restructuring of our calendar to provide increased professional development is already underway (See Appendix 23 – LHANWI School Calendar). GLCS will offer 10 days of professional development prior to the beginning of the academic school year. Additionally, regular professional development will take place in the form of weekly early dismissal days on Wednesday. Through the transformation plan, this time will be used more effectively, with 100% alignment to our SIG.</p>
<p><b>Instructional Programs</b></p>	<p>Lighthouse Academies (LHA) has a research-based model for instructional programming that focuses on the academic and social development of all students. There are curriculum guides, culture guides, and a character development program (SHINE) available for schools to use. Responsive Classroom and Developmental Designs for Middle School are proven approaches backed by research-based evidence and included in the instructional program model. The school day allows for implementation of Responsive Classroom components such as Morning Meeting and Closing Circle, Logical Consequences, Rules and Procedures, and Problem-Solving Class Meetings. Through LHA's network-wide intranet, all schools have access to an abundance of resources such as sample schedules, culture plans, curriculum guides, and assessment support. GLCS' issues lie mainly in the effective implementation of the LHA Model and the adequate preparation and training of teachers in pedagogical best practices and the classroom management approach. Additionally, GLCS has set aside money in the current budget for Acuity Training and Danielson Training so that teachers and leaders can effectively use these data tools and systems.</p>
<p><b>Parent and Community Involvement</b></p>	<p>Parent surveys are administered twice a year by GLCS during report card conferences. Student surveys are administered once a year to gain student perspective on arts infusion and engagement. Monthly parent meetings are held to update families on upcoming activities and events and to provide opportunities for feedback and conversations around student learning. Several parent and community engagement structures exist at GLCS, the implementation of which needs to be improved.</p>

**Part 6: Transformation Model**

### 3-Year Culture SMART Goal

In year 1, GLCS parent surveys will reflect an 8% increase (from 72% to 80%) in those who “Agree” or “Completely Agree” with the statement, “The staff members at this school resolve any student behavior issues fairly and effectively.”  
 In year 2, GLCS parent surveys will reflect 90% of parents “Agree” or “Completely Agree” with the statement, “The staff members at this school resolve any student behavior issues fairly and effectively.”

In year 3, GLCS parent surveys will reflect that 97% of parents “Agree” or “Completely Agree” with the statement, “The staff members at this school resolve any student behavior issues fairly and effectively.”

In year 1, GLCS student average daily attendance (ADA) will increase from 92% to 95%.

In year 2, GLCS student ADA will increase to 97%.

In year 3, GLCS student ADA will increase to 99%.

In year 1, GLCS student suspensions will decrease by 50% from approximately 6000 to approximately 3000.

In year 2, GLCS student suspensions will decrease by 50% from ~3000 to ~1500.

In year 3, GLCS student suspensions will decrease by 33% from ~1500 to ~1000.

In year 1, 80% of GLCS teachers, at the end of the year, will be rated “effective” or “highly effective” according to the Danielson Framework.

In year 2, 85% of GLCS teachers, at the end of the year, will be rated “effective” or “highly effective” according to the Danielson Framework.

In year 3, 90% of GLCS teachers, at the end of the year, will be rated “effective” or “highly effective” according to the Danielson Framework.

### Year 1 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Current principals will be replaced with new principals who have a track record of student achievement.	Jeremy Williams	5/2014 – 8/2014	N/A	<i>Replace the principal who led the school prior to implementing the model</i>
Danielson Framework for Teaching is being fully implemented in Gary Lighthouse Charter School.	Transformation Principals (TPALs)	6/2014-6/2015	Danielson Training for Leaders (in school’s existing budget)	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Additionally, benchmark assessments will be administered through using Acuity Diagnostic tools.	TPALs	SY 2014-2015	Acuity training for Leaders and Teachers (in school’s existing budget)	

<p>Introduce bonus structure to teachers and staff. They will receive bonuses based on school-wide letter grades at end of year.</p>	TPALs	6/2014-6/2015	Merit-based bonuses (SIG budget)	<p>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</p>
<p>Principals and Assistant Principals analyze benchmark data to determine if students are mastering the standards</p>	TPALs	6/2014-6/2015	Acuity Trainings (existing budget)	
<p>Evaluate performance of all teachers based on student achievement data and Danielson Framework ratings at mid-year. Determine which teachers should be retained and which ones put on improvement plans.</p>	TPALs and APIs	1/2016	Acuity data Danielson Framework	
<p>Evaluate performance of all teachers and determine which teachers should not be asked back.</p>	TPALs and APIs	5/2016	Acuity data Danielson Framework ISTEP Data	
<p>Launch teaching math through problem-solving via Lesson Study Alliance Summer Institute with math teachers.</p>	TPALs, Assistant Principals of Instruction (API)	6/24/14 – 6/27/14	<p>Teacher salaries and stipends (covered by existing budget). Lesson Study Alliance covered by SIG budget.</p>	<p>Provide high quality, job-embedded professional development</p>
<p>10-day Professional Development Institute to be held at Gary Lighthouse Charter School prior to the start of the school year to roll out transformation plan and launch school-wide literacy initiative with entire staff.</p>	TPALs and API	7/2014 – 8/2014		
<p>Lesson Study Alliance</p>	TPALs and API	9/2014 – 5/2015		

<p>(LSA) provides on-site support to facilitate two cycles of lesson study, which provides job-embedded lesson planning and peer observations.</p> <p>Weekly early dismissal professional development held at each school site.</p> <p>Weekly learning walks take place which offers teachers opportunities for peer observations with a specific math or literacy focus.</p> <p>Teachers plan together with grade level or content area teams to align curriculum, analyze student data and student work products, and make adjustments to lesson plans.</p> <p>Teachers register for SESAME program at the University of Chicago to take one course to gain additional skill in teaching math through inquiry in Winter, Spring, or Summer.</p>	<p>API</p> <p>TPAL and API</p> <p>API</p> <p>API</p>	<p>8/2014 – 6/2015</p> <p>6/2014-6/2015</p> <p>8/2014 – Ongoing</p> <p>1/2015 – 8/2015</p>		
<p>Provide signing bonuses, moving bonuses, student achievement bonuses, and targeted career advancement opportunities for teachers who are helping students be successful.</p> <p>Math and Science teachers register for one course in the</p>	<p>Jeremy Williams</p> <p>API</p>	<p>8/2014-ongoing</p> <p>1/2015 – 8/2015</p>	<p>Bonuses (SIG budget)</p> <p>SESAME Program (SIG budget)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>University of Chicago's SESAME program to gain endorsements in math and science.</p> <p>Teachers receive common planning time on a weekly basis and participate in weekly professional development and collaborative planning during Wednesday early dismissals.</p> <p>Provide leadership opportunities for classroom teachers to lead professional development, serve as grade level or content area chairs, and participate in peer coaching</p>	<p>API</p> <p>API</p>	<p>8/2014 – ongoing</p> <p>9/2014 - Ongoing</p>		
<p>An extended school day (8 hours of instruction) and extended school year (190 instructional days) will be implemented for 2014-2015.</p> <p>Reading Specialists will provide training and support to all teachers to ensure students are taught reading strategies across content areas.</p> <p>STEM teachers will provide inquiry-based K-5 programming to think like scientists.</p> <p>Research-based data-driven math intervention will provide additional instructional time to students in need.</p>	<p>Jeremy Williams</p> <p>Reading Specialists</p> <p>STEM Teachers</p> <p>Math Specialists</p>	<p>8/2014-ongoing</p> <p>7/2014 – ongoing</p> <p>7/2014-ongoing</p> <p>7/2014-ongoing</p>	<p>n/a</p> <p>Reading Specialists, Strategies that Work, One School, One Book (SIG budget)</p> <p>STEM Teachers, Project Lead the Way (SIG budget)</p> <p>Math Specialists (SIG budget)</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>High School instructional support specialists will provide additional remedial and test prep assistance to all eligible ECA students.</p> <p>Faculty will receive common planning time. And early dismissals on Wednesdays provide weekly professional development.</p>	<p>English 10 Support Specialist, Algebra I Support Specialist</p> <p>TPAL and API</p>	<p>7/2014-ongoing</p> <p>8/2014 - ongoing</p>	<p>English 10 Support Specialist, Algebra I Support Specialist (SIG Budget)</p>	
<p>Launch Parent University to serve parents through a variety of needs-based workshops to increase parent investment in the school.</p> <p>Utilize Social Workers on each campus to meet the social, emotional, and academic needs of all students and families</p>	<p>Jeremy Williams</p> <p>Jeremy Williams</p>	<p>8/2014-ongoing</p> <p>8/2014-ongoing</p>	<p>Parent University Coordinators (SIG Budget)</p> <p>Social Workers, Transformational Program Manager (SIG budget)</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Give principals flexibility in recruitment, hiring, scheduling, PD calendars, and discretionary spending in collaboration with RVP.</p> <p>Employ Ivy Tech Community College professors on loan to teach dual enrollment offerings to High School Students.</p>	<p>Jeremy Williams</p> <p>TPAL, Director of College Transitions</p>	<p>7/2014 - Ongoing</p> <p>8/2014</p>	<p>Ivy Tech Community College Contract (SIG Budget)</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

<p>Technology specialists will ensure that all teachers and students have access to technology. Additionally, they will ensure that teachers are using technology to support student learning.</p> <p>SIG Grant/Transformational Program Manager will monitor the effectiveness of our implementation model, provide progress updates to the board, and analyze growth projections for student achievement.</p> <p>Create the Assistant Principal of Student Services (APSS) position to direct and oversee all tertiary services including student interventions, special education program, ELL services, and attendance protocols to ensure that the needs of all students are being met.</p>	<p>Two tech support specialists</p> <p>SIG Grant/Transformational Program Manager</p> <p>Jeremy Williams</p>	<p>8/2014-ongoing</p> <p>7/2014-ongoing</p> <p>8/2014</p>	<p>Technology Support Specialists (SIG Budget)</p> <p>SIG Grant/Transformational Program Manager (SIG Budget)</p> <p>Assistant Principals of Student Services (APSS) (SIG Budget)</p>	<p><i>LEA and SEA supports school with ongoing, intensive technical assistance and support</i></p>
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**Year 2 Culture Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>Danielson Framework for Teaching is fully implemented in Gary Lighthouse Charter School.</p> <p>Benchmark assessments are administered through using Acuity Diagnostic tools.</p>	<p>TPALs</p> <p>TPALs</p>	<p>6/2015-6/2016</p> <p>SY 2015-2016</p>	<p>Danielson Training for Leaders (Existing Budget)</p> <p>Acuity training for Leaders and Teachers (existing budget)</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>Principals and Assistant Principals analyze benchmark assessments to determine if students are mastering the standards.</p> <p>Teachers set personal goals for their professional development using student achievement data and Danielson Framework ratings and check-in at beginning, middle and end of year to monitor and examine personal growth.</p>	<p>TPALs</p> <p>TPALs and APIs</p>	<p>6/2015-6/2016</p> <p>SY 2015 - 2016</p>	<p>Acuity Trainings (existing budget)</p> <p>Acuity and Danielson Framework Data</p>	
<p>Teachers, leaders, and staff receive bonuses based on school-wide letter grades.</p> <p>Principals and DTLs use classroom level achievement data in combination with Danielson Framework ratings to determine which teachers need additional professional development and support.</p> <p>PALs determine which teachers to retain or remove based on achievement data and Danielson Framework ratings.</p> <p>RVP will use school-wide achievement data and principal evaluation ratings to determine whether or not to retain or remove school leaders.</p>	<p>Jeremy Williams</p> <p>TPALs and API</p> <p>TPALs and APIs</p> <p>Jeremy Williams</p>	<p>6/2015-6/2016</p> <p>6/2015 - 10/2015</p> <p>4/2016 – 6/2016</p> <p>6/2016 – 7/2016</p>	<p>Bonuses (SIG Budget)</p> <p>Danielson Framework (Existing Budget)</p> <p>N/A</p>	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>

<p>Math teachers attend second year of Lesson Study Alliance Summer Institute.</p>	<p>TPALs</p>	<p>6/2015</p>	<p>Lesson Study Alliance, Responsive Classroom, Developmental Designs for Middle School, SESAME Program, Restorative Justice, substitute teachers (SIG Budget)</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>10-day Professional Development Institute to be held at Gary Lighthouse Charter School prior to the start of the school year, during which teachers will receive RC I or DDMS I training.</p>	<p>TPALs, APIs</p>	<p>6/2015-6/2016</p>		
<p>Weekly early dismissal professional development held at each school site to provide customized lesson study and collaborative planning opportunities.</p>	<p>API</p>	<p>6/2015-6/2016</p>		
<p>Math and Science teachers take two courses through University of Chicago's SESAME program to gain a deeper knowledge of math and science content and acquire pedagogical methods that teach through inquiry and problem-solving.</p>	<p>API</p>	<p>Summer 2015, Fall 2015, Winter 2016, Spring 2016</p>		
<p>Reading specialists support all teachers to apply reading strategy instruction across all content areas.</p>	<p>API</p>	<p>8/2015 – Ongoing</p>		
<p>Teachers participate in weekly common planning times with their grade level teams and engage in peer observations on standards that they are</p>	<p>API</p>	<p>8/2015 – Ongoing</p>		

<p>currently teaching.</p> <p>Lesson Study Alliance will facilitate two rounds of lesson study with math teachers in K-12.</p> <p>Responsive Classroom I and DDMS I are delivered to all K-4 and 5-12 teachers respectively.</p> <p>Responsive Classroom consultant will visit K-4 teachers with two 2-day visits at the primary building (K-2) and two 2-day visits at the Upper Academy building to observe and support 3<sup>rd</sup> and 4<sup>th</sup> grade teachers. DDMS consultant will visit 5<sup>th</sup> – 12<sup>th</sup> grade teachers.</p>	<p>API</p> <p>TPAL</p>	<p>7/2015 – 6/2016</p> <p>7/2015 – 6/2016</p>		
<p>An extended school day (8 hours of instruction) and extended school year (190 instructional days) will be implemented for 2014-2015.</p> <p>Reading Specialists will provide training and support to all teachers to ensure the students are taught reading strategies across content areas.</p> <p>STEM teachers will provide inquiry-based K-5 programming to think like scientists.</p> <p>Research-based data-driven math intervention will be provided to students in</p>	<p>Jeremy Williams</p> <p>Reading Specialists</p> <p>STEM Teachers</p> <p>Math Specialists</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>n/a</p> <p>Reading Specialists, Strategies that Work, One School, One Book</p> <p>STEM Teachers, Project Lead the Way</p> <p>Math Specialists</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>need.</p> <p>High School instructional support specialists will provide remedial and test prep assistance to all eligible ECA students.</p> <p>Weekly common planning and Wednesday early dismissal provides additional planning and professional development to staff. Teachers have the opportunity to take two SESAME courses this year, free of charge.</p>	<p>English 10 Support Specialist, Algebra I Support Specialist</p> <p>TPALs, API</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>English 10 Support Specialist, Algebra I Support Specialist</p>	
<p>Parent University will serve parents through a variety of needs-based workshops to increase parental investment in the school.</p> <p>Utilize Social Workers in each campus to meet the social, emotional, and academic needs of all students and families</p>	<p>Jeremy Williams</p> <p>Jeremy Williams</p>	<p>3/2014-ongoing</p> <p>8/2014-ongoing</p>	<p>Parent University Coordinators</p> <p>Social Workers, Transformational Program Manager</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Principals will evaluate the previous year's calendars, schedule, budgets, and staff and continue to exercise their operational flexibility in collaboration with the RVP</p> <p>Employ Ivy Tech Community College professors on loan to teach dual enrollment offerings to High School Students.</p>	<p>Jeremy Williams</p> <p>TPALs, Director of College Transitions</p>	<p>Summer 2015</p> <p>7/2014-ongoing</p>	<p>Ivy Tech Community College Contract</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

Technology specialists will ensure that all teachers and students have access to technology. Additionally, they will ensure that teachers are using technology to support student learning.	Two tech support specialists	3/2014-ongoing	Technology Support Specialists	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
SIG Grant/Transformational Program Manager will monitor the effectiveness of our implementation model, report progress updates to the board, and track growth projections for student achievement.	SIG Grant/Transformational Program Manager	7/2014-ongoing	SIG Grant/Transformational Program Manager	
APSS will regularly check in with the principal to ensure that student services are robust and effective to ensure that the needs of all students are being met.	Jeremy Williams	7/2014-ongoing	Assistant Principals of Student Services	

**Year 3 Culture Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Danielson Framework for Teaching is being fully implemented in Gary Lighthouse Charter School.	TPALs	6/2016-6/2017	Danielson Training for Leaders	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Principals and Assistant principals will administer benchmark assessments using Acuity Diagnostic tools and analyze data collected to determine if students are mastering the standards.	API and TPALs	SY 2016 - 2017	Acuity data and Danielson Framework data	

<p>Teachers will revisit previous year's goals for their professional development using student achievement data and Danielson Framework ratings and revise as needed. Novice teachers will check-in with their API at beginning, middle and end of year to monitor and examine personal growth. Veteran teachers with ratings of Effective will check in twice a year at beginning and end, Highly Effective teachers will check-in once a year for their end of year evaluation.</p>	<p>TPALs and APIs</p>	<p>SY 2016-2017</p>	<p>Acuity training for Leaders and Teachers</p>	
<p>Teachers, leaders, and staff receive bonuses based on school-wide letter grades.</p> <p>Teachers rated Ineffective or Needs Improvement two years in a row without improvement will be removed.</p>	<p>Jeremy Williams</p> <p>TPALs</p>	<p>6/2016-6/2017</p>	<p>Bonuses</p>	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>
<p>Math teachers attend third year of Lesson Study Alliance Summer Institute to solidify their math instructional skills as well as their commitment to the lesson study cycle of plan, work, and reflect.</p> <p>10-day Professional Development Institute to be held at Gary Lighthouse Charter School prior to the start of the school year during which RC II and</p>	<p>TPALs, API</p> <p>API</p>	<p>7/2016</p> <p>7/2016 – 8/2016</p>	<p>Lesson Study Alliance, Responsive Classroom, Developmental Designs for Middle School, SESAME program, Restorative Justice</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>DDMS II will be delivered to relevant teachers and staff.</p> <p>Restorative Justice training is provided to teach administrators and teacher leaders how to conduct peace circles and to further support the RC/DDMS approach.</p> <p>Weekly early dismissal professional development held at each school site.</p> <p>Math and Science teachers will take up to 3 courses at the University of Chicago's SESAME program.</p> <p>Math teachers in K-12 will complete two cycles of lesson study.</p>	<p>API, APSS</p> <p>API</p> <p>API</p> <p>TPALs and APIs</p>	<p>8/2016</p> <p>Ongoing</p> <p>Summer 2016, Fall 2016, Winter 2017, Spring 2017</p> <p>SY 2016-2017</p>		
<p>An extended school day (8 hours of instruction) and extended school year (190 instructional days) will be implemented for 2014-2015.</p> <p>Reading Specialists will provide training and support to all teachers to ensure the students are taught reading strategies across content areas.</p> <p>STEM teachers will provide inquiry-based K-5 programming to think like scientists.</p> <p>Research-based data-driven math</p>	<p>Jeremy Williams</p> <p>Reading Specialists</p> <p>STEM Teachers</p> <p>Math Specialists</p>	<p>3/2014-ongoing</p> <p>7/2014 – ongoing</p> <p>7/2014-ongoing</p> <p>7/2014-ongoing</p>	<p>n/a</p> <p>Reading Specialists, Strategies that Work, One School, One Book</p> <p>STEM Teachers, Project Lead the Way</p> <p>Math Specialists</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>intervention will be provided to students in need.</p> <p>High School instructional support specialists will provide remedial and test prep assistance to all eligible ECA students.</p>	<p>English 10 Support Specialist, Algebra I Support Specialist</p>	<p>7/2014-ongoing</p>	<p>English 10 Support Specialist, Algebra I Support Specialist</p>	
<p>Parent University will serve parents through a variety of needs-based workshops to help better help invest parents in the school.</p> <p>Utilize Social Workers in each campus to meet the social, emotional, and academic needs of all students and families</p>	<p>Jeremy Williams</p> <p>Jeremy Williams</p>	<p>8/2014-ongoing</p> <p>8/2014-ongoing</p>	<p>Parent University Coordinators</p> <p>Social Workers, Transformational Program Manager</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>The APSS role will continue to refine and direct ELL Services, create attendance intervention plans, academic interventions, and special ed.</p> <p>Employ Ivy Tech Community College professors on loan to teach dual enrollment offerings to High School Students.</p>	<p>Jeremy Williams</p> <p>TPAL, Director of College Transitions</p>	<p>8/2016</p> <p>8/2016</p>	<p>Assistant Principals of Student Services</p> <p>Ivy Tech Community College Contract</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Technology specialists will ensure that all teachers and students have access to technology. Additionally, they will ensure that teachers are using technology to support student learning.</p> <p>SIG</p>	<p>Two tech support specialists</p> <p>SIG</p>	<p>8/2014-ongoing</p> <p>7/2014-ongoing</p>	<p>Technology Support Specialists</p> <p>SIG</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

Grant/Transformational Program Manager will monitor the effectiveness of our implementation model, progress updates to the board, and growth projections for student achievement.	Grant/Transformational Program Manager		Grant/Transformational Program Manager	
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**Year 4 SUSTAINABILITY Culture Goal and Action Steps**

Goal: GLCS will have built internal capacity of teachers and leaders over the course of the three year transformation plan such that teachers are capable and committed to sustaining the cycle of lesson study as a way of planning, working, and reflecting.

Leaders will be able to support teachers in RC and DDMS approaches to build a positive school culture of achievement and respect.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
NA				<i>Replace the principal who led the school prior to implementing the model</i>
<p>Leaders and teachers have internalized the Danielson Framework and frequently use it to set goals for personal and professional growth.</p> <p>Student achievement data is regularly monitored. A system of data analysis has been established such that all teachers have the skills, knowledge, and planning time to apply the data.</p> <p>Principal continues to evaluate teachers based on data and the Danielson Framework.</p>				<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>

<p>Principals continue to retain teachers with a proven track record of student achievement and remove teachers who have not made adequate progress with their students, even after professional development and support.</p>				<p>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</p>
<p>Lesson study cycle is established and embedded into the weekly early dismissal days. All math teachers conduct research lessons and peer observations at least twice a year.</p> <p>Identify literacy champions at each grade level and within content areas to coach and lead peers to continue their commitment to teaching reading across all content areas.</p>				<p>Provide high quality, job-embedded professional development</p>
<p>GLCS attracts teachers with its positive work environment, professional learning community, and excellent professional development model.</p>				<p>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</p>
<p>Extended school day and year are maximized by every teacher's effective use of time and skillful pedagogy in teaching reading in all content areas and math through inquiry, discovery, and problem solving.</p>				<p>Provide increased learning time for students and staff</p>

<p>All teachers and staff are trained on positive, restorative classroom management strategies so that misbehavior is minimized, referrals are decreased, students are invested in their personal, academic, and social growth, and majority of class time is spent on learning.</p>				
<p>Parent University adjusts to the shifting needs of the parent population as students graduate and new families enter the school. Parent University Coordinator evaluates the program through a continuous cycle of improvement by gathering and implementing parental feedback.</p>				<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Not only does the school enjoy sufficient operational flexibility, the LHA CMO will decrease its fee from 7% to 5%, which leaves the school with approximately \$600,000 additional monies in the budget, which is sufficient to cover Social Workers, Assistant Principal of Student Services, and Parent University Coordinator.</p>			<p>LHA CMO</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>LHA supports the school with recruitment, data and strategy, leadership development, and school finance and operations.</p>				<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>



### 3-Year Academic SMART Goal

<p><b>ELA Academic Goal</b></p> <p>GLCS will increase the percentage of students passing the ELA ISTEP by at least five percent each year, moving from 59% to 65% in year 1, 70% in year 2, and 75% in year 3.</p>	<p><b>Math Academic Goal</b></p> <p>GLCS will increase the percentage of students passing the Math ISTEP by at least five percent each year, moving from 51% to 60% in year 1, 65% in year 2, and 70% passing by year 3.</p>	<p><b>Other Academic Goal (optional)</b></p> <p>GLCS will increase the number of high school students enrolled and successfully completing advanced coursework and receiving dual credit by 5% a year in years 1, 2, and 3.</p>
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### Year 1 Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Acuity Diagnostic assessments will be used as interim assessments.</p> <p>Data days are built in to the school calendar allowing school leaders and teachers the ability to collaborate in a sustained uninterrupted fashion. Teachers will use the data to adjust their units on an ongoing basis.</p> <p>APIs and DTLs will create individualized data action plans each quarter based off of interim assessments.</p>	<p>TPals, APALs, and DTLs</p> <p>Jeremy Williams</p>	<p>Throughout years 1 – 3 and ongoing</p> <p>Throughout years 1 – 3 and ongoing</p>	<p>Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p>The Assistant Principal of Student Services will promote and direct targeted interventions based on summative and formative assessments in English/Language Arts and Mathematics</p> <p>Lesson Study will teach</p>	<p>APSS</p> <p>API</p>	<p>Ongoing throughout years 1 - 3</p>	<p>Acuity</p> <p>Lesson Study Alliance</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

teachers how to gather and analyze data in the classroom by observing students and their work through the eyes of a researcher.				
Lighthouse Academies will support leaders and teachers with technical support through the Research, Design, and Strategy team.	Jeremy Williams	Ongoing	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

**Year 2 Academic Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Same as above				<i>Use data to implement an aligned instructional program</i>
Same as above				<i>Promote the use of data to inform and differentiated instruction</i>
Same as above				<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

**Year 3 Academic Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
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Same as above				<i>Use data to implement an aligned instructional program</i>
Same as above				<i>Promote the use of data to inform and differentiated instruction</i>
Same as above				<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

**Year 4 SUSTAINABILITY Academic Goal and Action Steps**

GLCS will be able to sustain transformation principles even after much of the scaffolding that supports data and interventions are removed due.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
RVP and TPALs analyze Acuity and continually use the data with teachers to align the instructional program.	TPALs and API	Ongoing	LHA CMO	<i>Use data to implement an aligned instructional program</i>
RVP and TPALs continue to collaborate in data collection and analysis, creating plans to support teachers in the use of data to inform instruction and differentiation.  Lesson Study Alliance makes available to	Jeremy Williams	Ongoing	LHA CMO Lesson Study Alliance	<i>Promote the use of data to inform and differentiated instruction</i>

<p>teachers any free opportunities to observe research lessons or gain additional professional development.</p>				
<p>LHA provides support in data analysis, report creation, finances and budgeting, personnel management, recruitment and hiring, grant acquisition, and training in the use of technology and data management tools.</p> <p>LHA grant writer works closely with the RVP to acquire additional grants for professional development and new instructional initiatives such as STEM and blended learning</p>	<p>Jeremy Williams</p>	<p>Ongoing</p>	<p>LHA CMO</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

