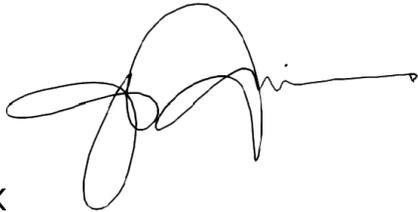


**Appendix F: LEA Application of General Information  
2013-2014**

**School Improvement Grant (1003g)  
Application due June 10, 2013  
Email application to [1003g@doe.in.gov](mailto:1003g@doe.in.gov)**

**LEA Application: General Information**

Corporation Name: Gary Lighthouse Charter School		Corporation Number: 9535
Contact for the School Improvement Grant: Jamila Newman		
Position and Office: Regional Vice President - NWI (Superintendent for NWI)	Contact's Mailing Address: 1775 West 41st Avenue Gary, Indiana 46408	
Telephone: 219-680-8356	Fax: 219-980-1035	
Email Address: Jnewman@lighthouse-academies.org		
Superintendent (Printed name) Jamila Newman	Telephone: 219-680-8356	
Signature of Superintendent    X <hr/>	Date: 6/10/13	

➔ **Complete and submit this form one time only.**

→ Complete a second form, “**Priority Application**” for *each* school applying for a school improvement grant.

## I. Schools to be Served by LEA

*Instructions:*

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

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Gary Lighthouse Charter School	K-12	X		X			
2.							
3.							
4.							
5.							
6.							

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

We will serve all of our Priority schools.

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

We are applying to serve all of our priority schools under one application for Gary Lighthouse Charter School because our network in Northwest Indiana has made a decision to restructure the schools by merging West Gary Lighthouse Charter School with Gary Lighthouse Charter School, creating one consolidated school that serves K-12 on three campuses, led by three principals: K-2, 3 – 7, and 8 – 12.

### 3. Consultation with Stakeholders

*Instructions:*

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

**School Name:**  Gary Lighthouse Charter School  **School Number:**  4130

<b>Stakeholder Group</b>	<b>Mode of Communication</b>	<b>Date</b>
Board of Directors	Presentation of SIG proposal at board meeting	June 6, 2013
Parents	Bi-weekly parent/principal meetings to provide feedback on SIG plan	March 1, 2013 – June 6, 2013
Teachers and Teacher Leader Fellows	Grade Level Planning Meetings to discuss school improvement	Ongoing weekly meetings from January to June 2013
Teachers and Staff	All Staff Meetings to identify and analyze school issues	Weekly meetings from January to May
Teachers and Staff	All Staff Meetings to set vision and develop strategic plan	Ongoing weekly meetings from May to June 2013
Network Leaders: CEO, CFO, Regional Vice Presidents of Indianapolis and Northwest Indiana, Controller, Grant Writer, Director of Data Management and Analysis	Conference Call	May 17, 2013

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

## D. Collaboration with Teachers' Unions

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

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

**NA – Gary Lighthouse Charter School teachers are not unionized.**

## E. Assurances

\_\_\_\_ Gary Lighthouse Charter School \_\_\_\_\_ assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

## **F. Waivers**

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

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

## Appendix G: LEA Application for Each Priority School

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

#### LEA School Application: Priority

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

School Corporation \_\_Charter School\_\_\_\_\_ Number \_9535 (LEA NCES ID)\_\_\_\_\_

School Name \_\_Gary Lighthouse Charter School\_\_\_\_\_

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

Turnaround

Restart

Transformation

Closure

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## **A. LEA Analysis of School Needs**

### **➤ Instructions:**

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

## Appendix B:

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

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

➤ **Instructions:**

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

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

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	37.7%	115		
Free/Reduced Lunch	39.7%	102		
Special Education	NA (suppressed)			
ELL				

## Mathematics

Black	44%	135		
Free/Reduced Lunch	45.6%	118		
Special Ed	Suppressed			
ELL	NA			

## English/Language Arts

### Kindergarten through 2nd Grade MCLASS Reading and DIBELS Results (2011-2012)

Student Group	% of students NOT at Benchmark by EOY	# of students NOT at Benchmark by EOY	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
Kindergarten Reading	11%	9	The least severe group.	Our goal is that 100% of our scholars are at benchmark by the end of year. While this is lower than the other groups again 45% of students not at benchmark are current far or well below the benchmark.	<b>Medium</b>
1 <sup>st</sup> Reading	23.5%	21	This is the second most severe data of our K-2 group.	We see this as a high level of severity given that over 50% of this group is far below benchmark requiring	<b>High</b>

				intensive support.	
2 <sup>nd</sup> Reading	26%	20	This is the most severe group.	We see this as the most severe group because 69% of the students below proficiency are slated as intensive.	High

**3<sup>rd</sup> Grade IREAD Results (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of students NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
Black	34.2%	30	Our goal is that our schools have a 90% pass rate for IREAD-3. Given this goal we place the results of this group at Medium. West Gary and Gary have no true subgroups, therefore, these results align with those of the entire school.		
Free/Reduced Lunch	34.5%	30			
Special Education	Suppressed				
ELL	N/A				

**3<sup>rd</sup> Grade IREAD Results (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of students NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
3 <sup>rd</sup> Grade	35.4%	34	Although we do not have comparison groups here, it is important to point out the variance between our Gary and West Gary pass rates. In March 2012, 80.4% of our Gary students passed the IREAD exam while only 48.9 of West Gary's students passed in March 2012.	We believe that this represents medium-level severity for two reasons: 1) the variance between the two schools and 2) both schools were below the state average of 84%. Finally, schools with IREAD results of less than 90% for two years in a row must adopt a state approved curriculum, which is currently the issue for both Gary and West Gary campuses.	Medium

**3rd through 7th Grade ISTEP ELA (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of students NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
Black	41.2%	238	Our eventual goal is that 90% of our students pass the ISTEP. Given this goal, we see our current school-wide results as HIGH. The population of West Gary and Gary do not have true subgroups, therefore, the data listed here reflects and aligns with the data of the entire campus.		
Free/Reduced Lunch	38.7%	231			
Special Education	Suppressed				
ELL	N/A				

**3rd through 7th Grade ISTEP ELA (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of students NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
3 <sup>rd</sup> Grade	<b>30.5%</b>	<b>29</b>	In comparison to other groups, this group has the second highest achievement rate.	We this has medium because we eventually want to be a 90/90/90 school. Additionally, we do see a correlation between our ISTEP results and the trend of approximately 70% of 3 <sup>rd</sup> graders passing the IREAD.	<b>Medium</b>
4 <sup>th</sup> Grade	<b>25.6%</b>	<b>29</b>	This group has the highest current achievement rate.		<b>Low</b>
5 <sup>th</sup> Grade	<b>43.9%</b>	<b>43</b>	We are most concerned about middle school group. On average, this group has a 50-60% pass rate and often makes incremental growth from year to year.	This group is nearly double that of the other grades in this group.	<b>High</b>
6 <sup>th</sup> Grade	<b>44.3%</b>	<b>51</b>			
7 <sup>th</sup> Grade	<b>51.0%</b>	<b>47</b>			
8 <sup>th</sup> Grade	<b>45.4%</b>	<b>40</b>			

**English 10 End of Course Assessment <Combined Average of Both Gary and West Gary student achievement results>**

<b>Student Group</b>	<b>% of student NOT PASSING</b>	<b># of students NOT PASSING</b>	<b>Severity of this groups data in comparison to other groups in the school</b>	<b>How severe is this group's failure in comparison to the group rate?</b>	<b>How unique are the learning needs of this group? (High, Medium, and Low)</b>
10 <sup>th</sup> Graders Taking English 10 ECA for the 1 <sup>st</sup> Time	56.3%	41	Our three-year goal is that by 2016 90% of our 10 <sup>th</sup> graders pass the ECA exam on the first attempt. While our 11 <sup>th</sup> grade English 10 ECA data trends stronger, not passing the ECA in 10 <sup>th</sup> grade limits the curriculum and subject choice options of our scholars. Additionally, we have found that students who do not pass the ECA on the first attempt will most likely need remedial courses in college.		<b>High</b>

**Math**

**Kindergarten through 2<sup>nd</sup> Grade MCLASS Math Results (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

<b>Student Group</b>	<b>% of students NOT at Benchmark at EOY</b>	<b>% of students NOT at Benchmark at EOY</b>	<b>Severity of this groups data in comparison to other groups in the school</b>	<b>How severe is this group's failure in comparison to the group rate?</b>	<b>How unique are the learning needs of this group? (High, Medium, and Low)</b>
Kindergarten Math	37%	30	While our Kinder results are the best of our K-2 group, the below proficiency ratings are still troubling because we have found that students who are rated as below proficient in Kindergarten are not able to make up that gap in 1 <sup>st</sup> .	In comparison to our other K-2 groups this failure is the lowest of the groups.	<b>High</b>
1 <sup>st</sup> Math	39%	35	The second most severe group is our 1 <sup>st</sup> grade data. Of 39% not at benchmark 8% of those students are at the Intensive level.	In comparison, this is the second lowest of the K-2 groups.	<b>High</b>

2 <sup>nd</sup> Math	<b>63%</b>	<b>49</b>	The data of this group is the most severe of our K-2 population. Not only are 63% not at benchmark, but of that 63%, 25% are at the Intensive level.	This grade has the highest failure rate of our K-2 subgroup.	<b>High</b>
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**3rd through 8th Grade ISTEP Math (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of students NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
Black	58.6%	337	Our eventual goal is that 90% of our students pass the ISTEP. Given this goal, we see our current school-wide results as HIGH. The population of West Gary and Gary do not have true subgroups, therefore, the data listed here reflects and aligns with the data of the entire campus.		
Free/Reduced Lunch	60.2%	324			
Special Education	Suppressed				
ELL	N/A				

**3rd through 8th Grade ISTEP Math (2011-2012) <Combined Average of Both Gary and West Gary student achievement results>**

Student Group	% of student NOT PASSING	# of students NOT PASSING	Severity of this groups data in comparison to other groups in the school	How severe is this group's failure in comparison to the group rate?	How unique are the learning needs of this group? (High, Medium, and Low)
3 <sup>rd</sup> Grade	<b>54.8%</b>	<b>52</b>	Our math data is our highest concern. Beginning in 2 <sup>nd</sup> grade our schools begin average about 50% failure rates across the board.	In comparison to our ELA data, our math data not only shows an average failure rate of approximately 50-55%, but teachers/students often make incremental growth from one year to next in comparison to our ELA growth.	<b>High</b>
4 <sup>th</sup> Grade	<b>46.7%</b>	<b>53</b>			
5 <sup>th</sup> Grade	<b>55.4%</b>	<b>55</b>			
6 <sup>th</sup> Grade	<b>57.5%</b>	<b>68</b>			
7 <sup>th</sup> Grade	<b>52%</b>	<b>47</b>			
8 <sup>th</sup> Grade	<b>52.4%</b>	<b>46</b>			

**Algebra I End of Course Assessment <Combined Average of Both Gary and West Gary student achievement results>**

<b>Student Group</b>	<b>% of student NOT PASSING</b>	<b># of students NOT PASSING</b>	<b>Severity of this groups data in comparison to other groups in the school</b>	<b>How severe is this group's failure in comparison to the group rate?</b>	<b>How unique are the learning needs of this group? (High, Medium, and Low)</b>
8 <sup>th</sup> Graders Taking Algebra I ECA for the first time	<b>85%</b>	<b>44</b>	The majority of LHA scholars will continue to take the Algebra I ECA in the 8 <sup>th</sup> grade. Given that we are currently at a 15% passing rate, we see these 8 <sup>th</sup> grade results as severe.	<b>N/A</b>	<b>High</b>

<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>Math student achievement results trend well behind ELA results.</p> <p>On ISTEP:  In 3<sup>rd</sup> grade, 30.5% are not passing ELA and 54.5% are not passing Math.  In 4<sup>th</sup> grade, 25.6% are not passing ELA and 46.7% are not passing Math.  In 5<sup>th</sup> grade, 43.9% are not passing ELA and 55.4% are not passing Math.  In 6<sup>th</sup> grade, 44.3% are not passing ELA and 57.5% are not passing Math.  In 7<sup>th</sup> grade, 51% are not passing ELA and 52% are not passing Math.  In 8<sup>th</sup> grade, 45.4% are not passing ELA and 52.4% are not passing Math.</p> <p>On End of Course Assessments:  56.3% of 10<sup>th</sup> graders are not passing English 10.  85% of 8<sup>th</sup> graders are not passing Algebra.</p>	<p>Our original math curriculum did not adequately provide differentiated opportunities or examples for students who lack fundamental understanding of mathematics skills.</p> <p>Our schools had limited to no real intervention tools/resources that focused on mathematics. When conducting interventions much of intervention time, energy, and resources focused on improving reading skills, but our schools lacked intervention and progress monitoring tools specific to mathematics.</p> <p>Building general number sense and problem solving is critical to becoming proficient in math. Oftentimes, students lacked these fundamental skills and our resources did not provide teachers with enough training or skill development so that they felt comfortable taking this on in their classrooms.</p> <p>As we worked to improve our results, much of our professional development and teacher training focused on improving ELA instruction. Over the past two years, the bulk of teacher professional development has focused on shifting our ELA instruction to readers' and writers' workshop.</p>
<p>Data in Grades 5<sup>th</sup>-8<sup>th</sup> often trends behind that of our K-4 classrooms.</p> <p>Based on mClass and DIBELS data, K-2 students are averaging 20% not passing in ELA.</p> <p>Based on ISTEP data, 3<sup>rd</sup> and 4<sup>th</sup> grades are averaging 28% not passing in ELA.</p>	<p>While we have a clear vision for K-3 and high school instruction, principals and leaders have often lacked a clear distinct vision for “middle school” instruction.</p> <p>Teachers in grades K-3 often vertically planned with teachers in grades 5-8, but teachers in grade 5-8 rarely vertically planned with high school teachers. The lack of vertical planning between middle school and high school teachers often led middle school teachers to align their level of rigor with</p>

<p>Based on ISTEP data, 5<sup>th</sup> – 8 are averaging 46% not passing in ELA.</p> <p>Based on mClass data, K-2 students are averaging 46% not passing in Math. Based on ISTEP data, 3<sup>rd</sup> and 4<sup>th</sup> graders are averaging 50.6% not passing in Math.</p> <p>Based on ISTEP data, 5<sup>th</sup> – 8<sup>th</sup> graders are averaging 54.3% not passing in math.</p> <p>And based on the EOC Algebra assessment, 85% of 8<sup>th</sup> graders are not passing.</p>	<p>our Early Childhood classrooms as opposed to aligning their vision of rigor with high school instructional expectations.</p>
<p>There was significant variance between the overall growth passing rates between our Gary and West Gary campuses. While the overall passing rates between both campuses are nearly the same in 2011-2012 [Gary Lighthouse ELA is 63.2% and Math 56.3% and West Gary ELA is 54.4% and Math 49.9%] the growth from 2010-2011 to 2011-2012 was dramatic. Gary Lighthouse was able to increase their overall pass rate by 20% in ELA and 13% in Math, while West Gary only increased their overall pass rate by 2% in ELA and 7% in Math.</p>	<p>We believe that the lack of growth at West Gary was attributed to: 1) leadership lacking the ability to effectively analyze data and make strategic decisions; 2) poor teacher development; and 3) low levels of teacher effectiveness and proficiency.</p>

## Student Leading Indicators

➤ **Instructions:**

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

	<b>2011-2012</b>	<b>2012-2013</b>
1. Number of minutes within the school year that students are required to attend school	<b>91200</b> minutes per year, which breaks down to 480 minutes per day for 190 days.	<b>91200</b> minutes per year, which breaks down to 480 minutes per day for 190 days.
2. Dropout rate*	<b>N/A</b>	<b>N/A</b>
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	<b>95%</b>	<b>95%</b>
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	<b>N/A</b>	<b>17/8.1%</b>
5. Number of students completing dual enrollment classes	<b>N/A</b>	<b>N/A</b>
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School	LSY, LSD	LSY, LSD

SS- Summer School WES-Weekend School OTH-Other		
7. Discipline incidents*	394 total out-of-school suspensions lasting one or more days.	386 total out-of-school suspensions lasting one or more days.
8. Truants (# of unduplicated students, enter as a whole number)	<b>17</b>	<b>18</b>
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Reflects the evaluative information of the teachers that were retained from 2011-2012 to 2012-2013  <i>Highly Effective-1 out of 52 (2%) Effective-23 out of 52 (44%) Developing-28 out of 52 (54%) Ineffective-0 (0%)</i>	This data is not available yet as of June 10, 2013.
10 Teacher attendance rate	<b>97%</b>	<b>97%</b>

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

<p><b>What are key findings or summaries from the student leading indicator data?</b>  <i>Inappropriate example:</i> “Teachers are absent a lot.”  <i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b>  <i>Inappropriate example:</i>” Teachers don’t feel like coming to school“  <i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>Schools have a high number of disciplinary incidents in which students are receiving out-of-school suspensions or expulsions.</p> <p>333 students have 3 or more referrals at GLCS. The average student loses 2.8 instructional days per year due to behavior. At GLCS, the most frequently referred behavioral infraction was “defiance” (21%), and the second highest was “horseplay” (17%), received four warnings, received six warnings, and tardys.</p> <p>415 students have 3 or more referrals at West Gary Lighthouse Charter School (WGLCS). The average student loses 6.1 instructional days due to behavior per year. At WGLCS – the most frequently referred behavioral infraction was “tardys” (20%), disrupting the learning environment (17%), defiance and disrespect (15%), disruption after the fourth warning (12%), inappropriate language (6%).</p> <p>Campuses are using different language to describe referrals.</p>	<p>Principals and teachers are not normed on what warrants a referral and what would subsequently warrant a suspension or expulsion.</p> <p>Students are often suspended due to multiple referrals for minor infractions rather than for the severity of an infraction.</p> <p>Teachers often lack the skill to manage minor misbehaviors within the classroom.</p>
<p>Schools have high-numbers of frequent flyers or students receiving multiple in or out of school suspensions throughout the year.</p>	<p>Schools do not have or do not implement consistent re-entry plans for students who return from out-of-school suspensions.</p> <p>Schools struggle to support students with severe behavioral need and/or develop behavioral plans for students requiring Tier 2 or Tier 3 [RTI levels] support.</p> <p>Schools do not have established partnerships with external vendors to support students with significant behavioral issues.</p> <p>Schools do not often meet with parents in person to discuss behavior and develop plans and expectations unless behavior has escalated to the point of expulsion.</p>

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

➤ **Instructions:**

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

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

<p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			X		<p>and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X X X X	X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. <b>6. Is differentiated for struggling students.</b>
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.	X X X				1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X X X X			1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.

<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
1. Does not provide extended supports. (1) 2. Does not ensure a safe school and community environment for children. (2)--		X		X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

	<p><b>What are the key findings from the self-assessment of high-performing schools?</b></p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Appropriate example:</i>” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
<b>Principal Leadership</b>	Principals and leadership team spend limited time in classrooms.	Current school staffing model does not appropriately distribute management/evaluation responsibilities, which causes principals to have too many direct reports.
	Teachers are often held to different standards by different members of the leadership team and/or teachers receive different ratings regarding their proficiency from different leaders.	Principals and leaders do not have a comprehensive framework for managing and evaluating teaching and learning, which has led to a lack of cohesion and consistency with defining the parameter for <b>highly effective teachers</b> (HET) and for coaching toward this level of effectiveness.
	Principals and leaders do not collaborate.	Schools generate school-specific goals, but the region and network does not develop clear tangible goals that promote a professional learning community. Not having a shared sense of goals and actions between all principals limits their desire to collaborate.
	Principals and leaders are often held to different standards by different members of the regional and national leadership teams.	Principals and leaders do not have a comprehensive framework for evaluating their own performance. Additionally, leadership positions do not have specific metrics or targets for their work.
<b>Instruction</b>	Teachers do not utilize a variety of instructional strategies to	Teachers have not received consistent training and coaching on appropriate pedagogical strategies.

	promote student learning.	Teachers do not receive consistent definitions for and examples of pedagogical strategies.
<b>Curriculum</b>	Curriculum and instruction often lacks rigor and clarity and focus.	Teacher’s (and some leaders) lack a clear understanding of Common Core and Indiana Academic Standards.
		There is a lack of time spent on vertical and horizontal planning.
		Curriculum planning often failed to include exemplars for differentiation and/or higher order thinking strategies.
		Teachers/schools either did not have strong curriculum or they had an abundance of resources with little to no training on how to appropriately use the materials.
<b>Data</b>	Data not effectively or consistently used on campuses and in individual classrooms.	Schools administered several formative and summative assessments to students throughout the year: NWEA, mCLASS, IREAD, Acuity, ISTEP, ECA, Explore, Plan, and ACT, but teachers and administrators did not necessarily know what to do with all the data and/or they did not know what data matter most.
		Schools and teachers did not know how to disaggregate the data or struggled to design appropriate strategies to address gaps in the data.
		Progress monitoring data and checks were often insufficient in determining the needs of struggling students.
		Schools, leaders, and teachers do not have a clear tool for archiving, synthesizing, and analyzing data.
<b>Professional Development</b>	Professional development did not consistently lead to growth or improved teacher/student outcomes or performance.	Due to a lack of funds 100% of professional development sessions were facilitated by internal leadership. However, there were instances where having an external training partner could have led to greater clarity and stronger professional development.
		Professional development sessions often lack consistency. Sessions do not follow a clear continuum and often change from one week to the next.
		Limits on the number of school leaders and veteran staff members—often limited our schools ability to offer differentiated professional development opportunities.
<b>Parent/Family</b>	Parental	Schools lacked a clear, normed definition for parent engagement.

	involvement/engagement was often relegated to quarterly report card conferences.	<p>Schools often focused primarily on engaging students, but did not develop strategic action plans for engaging parents.</p> <p>Leaders, teachers, and staff often lacked the cultural sensitivity and competencies necessary to appropriately engage parents and families.</p> <p>Schools often lacked funds necessary to provide more in-house resources for families.</p>
<b>Cultural Competency</b>	Leaders, teachers, and staff often lacked the cultural sensitivity and the competencies necessary to appropriately engage parents and families.	<p>Low numbers of people of color on staff. Schools had limited recruitment/cultivation resources which constrained their ability to cast a wide-net when it came to recruitment and hiring.</p> <p>Leaders, teachers, and staff do not receive ongoing training to build cultural competencies and/or on developing a culturally inclusive environment.</p>

## B. Selection of School Improvement Model

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

Turnaround Model	Transformation Model
<b>Required Elements</b>	<b>Required Elements</b>
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>6. Replace the principal who led the school prior to implementing the model.</li> <li>7. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal</li> <li>8. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not.</li> <li>9. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.</li> <li>10. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.</li> </ol>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>3. Establish schedules and implement strategies that provide increased learning time.</li> <li>4. Provide ongoing mechanisms for family and community engagement.</li> </ol>
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> <li>3. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</li> <li>4. Promote the continuous use of student data to inform and differentiate instruction.</li> </ol>
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).</li> <li>2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.</li> </ol>
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

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

<b>Transformation Model</b>
<b><i>Permissible Elements</i></b>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>5. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>6. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>7. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.</li> <li>8. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.</li> </ol>
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> <li>6. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>7. Implement a school wide “response-to-intervention” model.</li> <li>8. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.</li> <li>9. Using technology-based supports.</li> <li>10. In secondary schools – <ol style="list-style-type: none"> <li>d) increase rigor</li> <li>e) summer transition programs; freshman academies</li> <li>f) increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>5. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.</li> <li>6. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.</li> <li>7. Implement approaches to improve school climate and discipline.</li> <li>8. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ol>
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>3. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.</li> <li>4. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>

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

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

## II. Selection of Improvement Model

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

- Turnaround                       Restart  
✓ **Transformation**                       Closure

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

*Intervention model selected* Transformation Model

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

The Gary Lighthouse Charter School (GLCS) LEA Improvement Team and regional and network leaders of Lighthouse Academies agree that the Transformation Model is the intervention model that most closely aligns to the needs of GLCS. Through the analysis of the Self-Assessment, various measures of student data, and student leading indicators, it was apparent that there needed to be significant reorganization of both leadership and instructional staff as well as restructuring of the school and network organizational structure and staffing model as a whole. Leaders and teachers needed to be re-positioned into roles that matched their strengths, while others who demonstrated a consistent lack of results needed to be permanently removed. Organizationally, principals felt overwhelmed with the high number of direct reports and the amount of operational responsibilities that forced the urgent to overtake the important. The job responsibilities of the principal needed to be redefined to allow for a greater global perspective, fewer direct reports, and more time to focus on teaching and learning. Leaders and teachers needed clear, measurable goals by which their performance was being measured that were consistent across classrooms and schools.

Instructionally, we found that teachers did not have a clear grasp of the Common Core State Standards (CCSS) and the school lacked consistency from teacher to teacher and classroom to classroom in terms of the methods used to plan and design curriculum as well as the pedagogical methods used to deliver instruction. Too often, professional development was delivered strictly by school leadership and did not follow a clear continuum that built upon the previous session from week to week. It became clear that significant work needed to be done to provide ongoing, coherent professional development to teachers to strengthen and expand their pedagogical methods and help them delve deeply into the CCSS using rigorous and consistent curriculum planning and design tools.

School leaders and teachers also reported that the school gathered a plethora of data but lacked focus and purpose in the way the data was analyzed and used to inform instructional decisions. There needed to be additional tools to help improve data management as well as a more consistent structure for facilitating strategic data-driven decision making.

Finally, parent and community engagement was defined solely by report card conference attendance. There were no other metrics or commonly normed definitions of strong parent engagement. Teachers and staff focused more on student engagement and were ill-equipped to engage parents and community, in part due to lack of a clear, school-wide vision for parent engagement and also due to lack of training around cultural competency. The school also lacked resources to provide in-school services, mental health services, and multi-agency wraparound services.

The transformation model seems the most aligned intervention model because it focuses on all of the areas of greatest need of GLCS: teacher and leader effectiveness, comprehensive instructional reform, community-oriented schools, and operational flexibility and sustained support.

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

Through the implementation of the transformation model, GLCS will restructure its staffing model to offer greater principal flexibility through the creation of more streamlined roles geared towards three major categories: operations, instruction, and support services. On the school level, the Director of Teacher Leadership will take on teacher evaluation and support, the Director of Student Services will manage special education and Title I services, and the Director of Operations will manage school operations. The principal will primarily manage these mid-level directors and focus the majority of his/her time on teaching and learning. On the network level, Lighthouse Academies (LHA) will also create several new positions to specifically support these school-based roles (Regional Director of Operations, Regional Director of Special Education, Regional Instructional Strategist, Regional Vice President, and Senior Vice President). GLCS will revamp its evaluation systems for teachers and leaders. For teachers, GLCS will adopt the Danielson Framework for teacher evaluation and combine that with specific, measurable student assessment goals. For leaders, the network will create an evaluation system that is clearly linked to network goals tied to student achievement. These evaluation systems will offer clarity and consistency to teachers and school leaders and help everyone in the school to focus on student achievement.

GLCS will create a clear, coherent, purpose-driven, yearlong professional development plan that invites external consultants and experts to lead workshops that train teachers on planning using CCSS and a variety of pedagogical strategies for delivering instruction. The school will also replace the current curricular programs, which aren't CCSS-aligned, and transition into Readers' and Writer's Workshop formats for ELA instruction for 3<sup>rd</sup> – 8<sup>th</sup> grades. GLCS will also revamp its RTI process to improve its intervention services for students with academic and behavioral needs. Finally, GLCS will draft clear goals for family and community engagement and work with the Family Coordinator to create a strategic plan for equipping teachers with the skills and competencies to effectively engage families. GLCS will also actively work to provide additional services to families by building community partnerships with external providers.

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

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	<b>X</b>		Includes additional technology (eReaders), Achive3000, and nonfiction, CCSS-aligned curricula and texts to improve differentiation and facilitate transition to Readers’ and Writers’ workshop, Sylvan learning for additional tutoring supports, Accelerated Math to differentiate for math student achievement priorities, Technology Specialist to support the integration of technology, RTI Behavioral Specialist to improve discipline system through the behavioral RTI process, Danielson Framework to improve evaluation process, external professional development for leaders through the Harvard Graduate School of Education Leadership Program
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	<b>X</b>		The budget makes a series of one-time purchases of equipment and technology in the first year of grant implementation that will not have to be repeated in future years as these items are non-consumable and can be used for many

			years to come.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		The amounts requested for projected budgets are permissible according to Indiana DOE allowable expenditures. Salaries are aligned to current average salary costs in the surrounding area.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		See attached budget
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i>	X		With the planned consolidation of West Gary and Gary Lighthouse and the re-staffing and re-interviewing of school leaders, teachers, and staff for the newly merged GLCS campus, we believe that the district will start the school year with the most qualified school leaders and teachers with demonstrated track records of student achievement.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none"> <li>Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> </ul>	X		Funds cover tutoring services, technology equipment and programs for increasing differentiation and improving interventions, curricular programs for CCSS-alignment, merit pay for increasing incentives for all instructional and non-instructional staff as well as school leaders, external monitor of grant implementation, personnel to support the

<ul style="list-style-type: none"> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>			<p>revamping of behavioral RTI and the rigorous implementation of technology-based interventions.</p>
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	X		<p>All staff and school leaders have had to re-interview for their jobs. Many will be repositioned to suit their demonstrated track records of student achievement, based on school data as explained in the principal restructuring and re-staffing.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>	X		<p>The incoming leadership has participated in the school improvement process and have been deeply involved in writing this grant, re-evaluating staff, and hiring new staff. The staff has been heavily involved in the school consolidation process and has contributed to the intervention plan strategies.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> <li>• <i>Parent Focus Groups</i></li> </ul>	X		<p>Throughout our consolidation process principals have met with parents and families to discuss the consolidation as well as the areas that we would need to focus on and improve. These “coffee talks” were generally held on a bi-weekly basis.</p>

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	X		<p>District leaders met with the local board on June 6 to discuss the grant, the needed improvements, and each staff member’s responsibilities regarding the grant. Board members reviewed the grant application and the school-wide data trends and agreed to support the implementation of the intervention plan if the school is awarded the SIG funding.</p>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	X		<p>A new superintendent was appointed in February 2012. The superintendent was involved in the hiring of all three school leaders; she met with the school board regarding the SIG and presented the proposal to them, and initiated the relationship with both the Danielson Group and Learning Station. Additionally, the superintendent was involved with other vice presidents in the school staff “remodel” and approved each final hiring decision made by principals.</p>

Capacity Task	Yes	No	District Evidence
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>			<p><b>NA</b></p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>	X		<p>In January, our Northwest Indiana schools decided to restructure our six area schools. During this process, the office of the previous vice president began a process for hiring new principals for each site. The office of the vice president and the school board agreed to hire Tina Shultz, principal of K-2, Duane Krambeck, principal of 3-7, and keep Chrissy Hart as principal of the College Preparatory Academy.</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	X		<p>Our schools post our positions in several locations: 1) on the Lighthouse website; 2) on Teach For America corps and alumni sites; 3) on the INDEED resume finder, etc. The leader and staff hiring process is conducted by a selection committee comprised of current leaders and staff members. The interview process includes two phone screens, an in-person interview, model lesson, data project, case study, several role-plays, and a writing sample and reference check. The candidate is then rated on a rubric using the LHA Vision of Excellence, a detailed descriptor of a principal's responsibilities and qualifications or the Teacher Performance Standards (our current evaluation system that is in the process of being revamped and improved).</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i></li> </ul>	X		<p>Attached school calendar, PD Days, tutoring, data meetings and grade level meetings, monthly monitoring of implementation by leadership team.</p>

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>	X		<p>School leaders and teachers will participate in the Danielson Group training. Leaders and teachers will also be trained on Learning Station an online assessment and data tracking system. Finally, staff members will go through a series of training throughout the summer and school year from ASCD as well as other groups to strengthen their understanding of differentiation, Understanding by Design, and improving mathematics instruction.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	X		<p>Much of our current work has been centered on seeking our parent's and family's feedback regarding the consolidation and redesign. We also have a full-time staff member called the Coordinator of Family and Community Partnerships who will continue to work throughout the year to inform parents of our progress and of the opportunities and partnerships within each school.</p>
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> <li>• <i>E-Rate</i></li> <li>• <i>TAP</i></li> </ul>	X		<p>Title I pays for Director of Student Services for all campuses, Academic Support Coordinators and Paraprofessionals.</p> <p>Title II pays for Director of Teacher Leadership on all campuses.</p> <p>E-Rate supports the computer lab and software services at the K-2 level, a 2 to 1 laptop program at the 3<sup>rd</sup>-4<sup>th</sup> grade levels and a 1 to 1 laptop program in grades 5<sup>th</sup> through 12<sup>th</sup>.</p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is</i></li> </ul>	X		<p>Our daily schedule and yearly calendar reflects an 8-hour school day (one hour longer than the average Indiana school day) and a 190-day school year (10 days more than what is required in Indiana), totaling 260 extra hours of instructional time than the typical Indiana public school.</p>

<p><i>tiered and supported by licensed and/or highly qualified educators</i></p> <ul style="list-style-type: none"> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			<p>We will also provide two additional hours of tutoring, twice a week, to students identified through the Academic RTI process as Tier 2 and Tier 3 students, totaling at least an additional 120 hours of instructional time for students with the highest academic need. The SIG grant budget reflects the cost of the additional tutoring program time.</p>
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## D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<p>When consolidating our West Gary campus into our Gary campus, we reviewed the data at both campuses, developed a 3-year strategic vision, and set goals for each campus.</p> <p>In taking an inventory of each school we identified several key priority areas:</p> <ol style="list-style-type: none"> <li>1. Our leadership and staff development vision and structures.</li> <li>2. The school site staffing model and management structure.</li> <li>3. The quality, alignment, and rigor of the instructional curriculum and resources.</li> <li>4. The effectiveness of our intervention team and services.</li> <li>5. The efficacy of our leaders and staff.</li> <li>6. Our relationships with key stakeholders.</li> <li>7. Our approach to data analysis and strategic planning.</li> </ol>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>8. The effectiveness of our student discipline expectations and systems.</p> <p>9. Our staff evaluation process and staff effectiveness metrics.</p> <p>At this point our district and schools have:</p> <ul style="list-style-type: none"> <li>• Revised our regional goals and narrowed our schools’ focus exclusively to student achievement goals.</li> <li>• Outlined key metrics for each position (instructional, operations, and support) such that managers have clearly established goals with which to manage their staff.</li> <li>• Restructured our school staffing models. The most significant change was to move teacher evaluation and management from our principals to our Director of Teacher Leadership. This changes increases our principals’ bandwidth by decreasing their direct reports and allowing them to focus on managing their leadership team (see attached illustration).</li> <li>• The school has also created a Director of Student Services position, which will oversee both Title I services and Special Education services, which will allow the two teams to work in close collaboration to provide targeted interventions in a strategic manner that maximizes the human resources in the building. It will also allow for a more faithful and rigorous implementation of the RTI process.</li> <li>• Began revising curriculum maps to align with Common Core State Standards, Indiana Academic Standards, and Core Readiness Standards (8<sup>th</sup>-12<sup>th</sup> only). Our K-7 campus adopted new, state-approved ELA and math curriculum.</li> <li>• Partnered with the Danielson group to revamp our teacher evaluation and coaching structure. Leaders and teachers will receive training on this model before the start of the FY14 school year.</li> <li>• Through the consolidation, 100% of staff members had to re-interview for their role. While roughly 80% of our K-2 teachers are returning and approximately</li> </ul>
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	<p>50% of our 3<sup>rd</sup>-12<sup>th</sup> grade teachers are returning, which aligns with the higher failure rates in those specific grade bands that we saw in previous years.</p> <ul style="list-style-type: none"><li>• Expanded our partnership with Learning Station such that all campus teachers are using this tool for data tracking and when building formative and summative assessments.</li><li>• School leaders have completed the Self-Assessment of Highly Effective Schools as well as Student Needs Survey and Student Leading Indicators Worksheets and aligned these areas of weakness to previously identified key priorities.</li><li>• School board met on June 6<sup>th</sup> and the RVP presented the SIG proposal. Board accepted and encouraged pursuit of the grant.</li><li>• School leaders have met with Sylvan and discussed after school tutoring program. The contract and calendar are still being drafted.</li></ul> <p>Throughout the summer and the course of the year, we will continue the implementation of the intervention plan by completing the following tasks:</p> <ul style="list-style-type: none"><li>• Establish bi-weekly data meetings by the leadership team to analyze student, school, and teacher data and make adjustments and provide necessary supports in areas of weakness.</li><li>• Create a system for maintaining documentation of meetings and communications.</li><li>• Assess progress and quality of professional development based on needs on a bi-weekly basis and coordinate professional development with external providers to align with the PD calendar and identified areas of need.</li><li>• School leaders will revise intervention schedules, PD Calendars, goals, and timelines on an ongoing basis to align to areas of need.</li></ul>
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	<ul style="list-style-type: none"> <li>• Leaders will submit all data and forms to the IDOE and/or USDE in a timely and punctual manner.</li> <li>• Purchase authentic texts to support the transition from Open Court Reading (our old curricular program) to Readers’ and Writers’ Workshop for 3rd – 8<sup>th</sup> grades.</li> <li>• Transition the school to a 1-to-1 eReader program to increase access to an entire electronic library of differentiated texts that provide nonfiction leveled texts to all students in K-12.</li> </ul>
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<b>Indicators of LEA Commitment</b>	<b>Description of how this commitment was or will be completed</b>
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <i>The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school’s SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on</p>	<p>Schools plans to partner with the following external providers during the upcoming school year:</p> <ul style="list-style-type: none"> <li>• <b>Danielson Group:</b> Our Northwest Indiana campuses will utilize the Danielson framework for evaluating teacher performance. Leaders will be trained by a Danielson consultant in June and staff members will be trained by regional and school leaders in July. The Danielson Framework has not only been adopted by our Northwest Indiana schools, but it is now the evaluation framework for our entire network and used throughout the country by top-performing districts and schools.</li> <li>• <b>Learning Station:</b> Our network reviewed several online assessment and data tools and generated a short list of options for each school (Learn Zillion, Achievement Network, The Learning Institute, and Learning Station). Our Northwest Indiana campuses have opted to go with learning station as its assessment bank supports K-12 classrooms and has assessment items that align to Common Core, Indiana Academic Standards, and NWEA.</li> </ul>

<p>each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement</p>	<ul style="list-style-type: none"> <li>• <b>Achieve 3000:</b> We would like to increase our partnership with Achieve 3000 by purchasing one license for each student. In the past we have had limited licenses (roughly 100-200 per school), which meant that principals/teachers often had to limit this program to students with the highest need. We believe that making this program available to all students will provide students with innumerable opportunities to read and engage with text on their level.</li> <li>• <b>Accelerated Math:</b> We would like to use Accelerated Math in conjunction with our math intervention program.</li> <li>• <b>Reading Street and Envisions Math:</b> At the K-7 levels, schools have adopted new curriculum, has a contract for training with Envisions Math and is working to finalize a leader and staff training with Reading Street. Given the size of our order with Envisions Math, the company is willing to provide our schools with free training.</li> </ul> <p>Schools are looking to develop partnerships with local Boys and Girls Club (acting as a host site at our K-2<sup>nd</sup> or 3<sup>rd</sup>-7<sup>th</sup> grade locations), Sylvan Learning Center, Harvard Principal Leadership program. The Harvard Principal Leadership program will provide sustained, ongoing professional development training and support to our three principals.</p> <p>Schools will also follow a similar assessment calendar such that assessments are administered and completed along the same timeline. This timeline will allow schools to analyze cross-regional data.</p> <p>Schools will create a Professional Development calendar that aligns with their school data and the goals outlined in this grant.</p> <p>Schools will report data nationally and regionally. The data will include results on both formative and summative assessments as well as key indicators like student/teacher attendance rates and disciplinary data. Principals are committed to submitting these reports to the IDOE in a timely manner according to IDOE deadlines.</p>
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activity providers will be held to the same criteria as external providers.

GLCS is partnered with Teach for America Chicago to recruit highly qualified teachers to work in Northwest Indiana.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).</p>	
<p><b><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></b></p> <ul style="list-style-type: none"> <li>(a) Identifying resources currently being utilized in an academic support capacity;</li> <li>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</li> <li>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</li> <li>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</li> <li>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making</li> </ul>	<p>The school's Title I and Title II grants aligned with this grant. Our Erate services align with our goal to increase technology and on-line instruction for our students.</p> <p>The school will partner with the Danielson Group to monitor our teacher performance evaluations and data.</p> <p>Principals will review the implementation of the SIG programs daily and weekly and provide regular updates to the superintendent and the school board. Additionally, all external providers will be asked to provide ongoing reports and data that highlight their efforts and the improvements that these efforts and manifested in our students.</p> <p>Principals, Directors of Teacher Leadership, and teachers will participate in weekly Grade Level Meetings and individual performance meetings and discuss their progress as well as the progress of their students. These meetings will also provide teachers with an opportunity to discuss their student intervention data and analyze the growth of students receiving Tier I, Tier II, and Tier III services.</p> <p>GLCS will contract with Mary Jo Ratterman, PhD, owner and director of Research and Evaluation Resources, which provides evaluation, research, and data analysis support for educational and nonprofit organizations. Dr. Ratterman will provide monitoring and evaluation of the intervention model.</p>

adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</li> <li>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> <li>(iii) school administrator and staff dismissal procedures;</li> </ul> </li> </ul>	<p>The school and network have both undergone significant organizational restructuring that will aid in the implementation of the intervention model fully and effectively. Please see the attached school and network organization charts. New roles, such as the Regional Operations Manager, Senior Vice President, and Senior Operations Manager have been created to better divide up the major responsibilities of school administration and to remove some of these tasks from the principal’s plate. This will result in each area of responsibility receiving adequate support from the network and it also reduces the number of direct reports the principal has to manage and frees up the principal’s time to focus on the most important element of the school: teaching and learning.</p> <p>This year’s hiring process shows that the region and schools are willing to get rid of ineffective staff members. The principals at West Gary, our lowest performing campus, no longer work for Lighthouse, and approximately 50% of our staff members at the 3<sup>rd</sup> through 12<sup>th</sup> grade level will be new to Lighthouse.</p> <p>A new data dashboard has been created by our national team, which will allow principals to see their results against the data of other schools across the nation. Additionally, schools will utilize Learning Station software which will allow schools and teachers the ability to quickly analyze student achievement results.</p> <p>The network and region have developed a new set of goals that are more refined and focused specifically on student achievement and principals and school leaders will participate in monthly data meetings to discuss their progress towards these goals.</p> <p>A bonus structure is currently being revised to provide merit pay compensation to</p>

<ul style="list-style-type: none"><li>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</li><li>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</li><li>(vi) school administrator and staff recruitment, placement and retention procedures ; and</li><li>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</li></ul>	<p>leaders, teachers, and staff based on student achievement.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
<p><b>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;</li> <li>(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;</li> <li>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</li> <li>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational</li> </ul>	<p>The bulk of the services that we included in this grant are meant to increase the skill of our leaders and teachers by providing them with in-depth training on key components of our instructional program: staff management, coaching and development, teacher evaluation, curriculum planning and instruction, and data driven instruction.</p> <p>We believe that training will provide our staff leaders with a new bar for teacher performance and student achievement. Additionally, we believe that our staff restructuring now enables us to have enough leaders to carry this training and development forward once the funding period has ended.</p> <p>In 2013-2014, the school will make significant investments in laptop technology and curricular programs to transition to CCSS. After the 2013-2014 school year, the costs will significantly decrease by approximately \$400,000 due to the curricula and technology being non-consumable. This funding is coming from our existing budgets through per pupil expenditures. These extra funds can then be used in future years for continuing the implementation of the SIG intervention plan by year 4 of the implementation of the intervention plan.</p> <p>Dr. Ratterman will help our school develop an evaluation system that measures short-term and long-term effectiveness of interventions.</p>

improvement;

- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;
- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;
- (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;
- (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;
- (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;
- (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of

<p>interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	
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#### 4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

**Turnaround Model**

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

If implementing the turnaround model, complete the table below.

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

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>			

3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>			
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<b>Elements</b>	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
4. <i>Provide high quality, job-embedded professional development.</i>			

5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
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6. <i>Use data to implement an aligned instructional program</i>			
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<b>Elements</b>	<b>Tasks/Steps</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
7. <i>Promote the use of data to inform and differentiated instruction.</i>			

8. <i>Provide increased learning time for students and staff.</i>			
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9. <i>Provide social-emotional and community-oriented services/supports.</i>			
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- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

**Pre-Implementation**

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

Action:

Timeline:

Budget:

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

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. All the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p><i>1. Replace the principal who led the school prior to implementing the model.</i></p>	<p>GLCS is undergoing significant leadership restructuring at various levels of school leadership and administration:</p>		
	<p>Previous superintendent/Regional Vice President (RVP) was removed. The new superintendent/RVP was hired.</p>	<p>Chief Executive Officer (CEO)</p>	<p>February 2013</p>
	<p>Duane Krambeck was the Director of Instruction (DOI) for middle grades when Gary met AYP in 2009-2010 and he was a math 4/5/6 teacher before that with significant student gains. His track record of success was in the middle grades, therefore he has been moved from the high school principal position to the middle grades 3-7 principal position at Gary Lighthouse.</p>	<p>Regional Vice President (RVP)</p>	<p>July 2013</p>
	<p>Chrissy Hart will remain the principal of Gary CPA (8-12) due to her track record of success. 100% of her graduating class has been accepted into college. 100% of her seniors will be graduating on time. And her 9<sup>th</sup> graders are averaging a 17 on EXPLORE.</p>	<p>RVP</p>	<p>July 2013</p>
	<p>Tina Schultz: She was the K-8 Principal for Gary and she will become the K-2 principal. Her school had some of</p>	<p>RVP</p>	<p>July 2013</p>

	<p>the highest scores in our region on NWEA and MClass. She increased the number of students meeting proficiency targets by 20% in ELA and 10% in Math in her first year as principal. Her K-2 students scored highest among all other campuses in Northwest Indiana.</p> <p>The LHA network revisited its school model and principals provided feedback on what they needed to increase their effectiveness. Gary Lighthouse along with other LHA schools reshaped its staffing model to allow the principal to manage fewer people and have more bandwidth to go into classrooms and manage instructional staff.</p> <p>New positions are established:  School Operations Manager will manage operational staff. And receiving operational support from a regional operational manager.</p> <p>Director of Teacher Leadership will coach, develop, manage, and evaluate teachers.</p> <p>Director of Student Services will manage both Title I and Special Education services and teams.</p> <p>These new positions will create a new organizational structure where the principal will have fewer direct reports and have more time to manage the school from a global perspective while focusing in on teaching and learning as the highest priority.</p>		
<p>2. <i>Use evaluation systems for teachers and principals that</i></p>	<p>Lighthouse revised its network goals – There are now 10 goals that are new to LHA, which will inform how</p>	<p>CEO and RVP</p>	<p>May 2013</p>



Elements	Tasks	Lead Person/ Position	Time Period (month)		
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>In the past, professional development at each school relied heavily on the leaders of that school. Most of the professional development was geared towards instructional staff. This year, Gary Lighthouse Charter School (GLCS) will provide more differentiated professional development through a coherent yearlong plan that is customized for all staff, instructional staff, operational staff, and support staff. GLCS will also bring in external partners, consultants, and experts to lead professional development in specific areas of expertise.</p>				
	<p>Principals will use network-wide goals, regional goals, and school site goals to create a year-long professional development scope and sequence for each category of staff (all staff, instructional, and operational). (Summer PDI, Wednesdays PD, and Regional PD)</p>			<p>Regional Instructional Strategist (RIS) and RVP</p>	<p>July 2013</p>
	<p>Principals will identify external partners for specific training priorities that are aligned and embedded into scope and sequence.</p>			<p>RIS and RVP</p>	<p>July 2013</p>
	<p>Confirm external partner training dates Danielson Learning Station, etc</p>			<p>PALs and RVP</p>	<p>July 2013</p>
	<p>Principals submit weekly professional development session plans, agendas, and materials to Office of VP and approved by VP and Regional Instructional Strategist</p>			<p>PALs and RVP</p>	<p>Weekly starting in July 2013</p>
<p>Teachers complete sessions evaluations at the end of</p>	<p>PALs, RVP</p>	<p>Weekly starting</p>			

	each professional development day and these scores will be used to evaluate the quality of professional development and inform decisions to modify and adjust PD.	and RIS	in July 2013
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	<p>Bonuses will be offered but are being aligned with the new LHA goals.</p> <p>The Teacher Leader Fellow (TLF) provides a pipeline for teachers to move into school leadership roles. A TLF can choose to be operationally, instructionally, or culturally based. Once promoted to the TLF position, the principal and director of teacher leadership will develop a two-year timeline for the TLF to gain leadership experiences and training to prepare them to move into leadership roles.</p> <p>The new staffing structure will provide additional opportunities for teachers to become leaders within the school: Director of Teacher Leadership, Director of Student Services, Director of School Culture, Academic Support Coordinators.</p> <p>There are also increased roles on the regional level: Instructional Strategy Director, Regional Director of Special Education, and Regional Director of Operations.</p> <p>These positions will offer teachers and leaders greater opportunities for career growth.</p>	RVP	August 2013
6. <i>Provide increased learning time for students and staff.</i>	Students in grades K-12 have an extended school day of 8 hours and an extended school year 190 days.	RVP – Jamila Newman	August 2013-June 2014

	Each Wednesday teachers participate in either region or school specific professional development days.	PALs	July 2013 – June 2014
	Partner with Sylvan to provide tutoring two hours a day, twice a week to tier 2 and tier 3 students.	PALs/DSS	September 2013 – June 2014
7. <i>Use data to implement an aligned instructional program.</i>	Acquire data system (Learning Station, Learn Zillion, or ANET)	SVP	June 2013
	Train leaders and staff on data system	RVP	July 2013
	Finalize region and position-specific goals	RVP/PALs	July 2013
	Align school assessment calendar and data protocols.	RVP/PALs	July 2013
	Conduct periodic “data days” that allow leaders and staff members with an opportunity to collectively review school-wide data in an effort to develop strategies to close key gaps	VP/RIS/PALs	August 2013-June 2014

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Revise our Rtl structure, identify the key data that will be used to conduct universal screenings and progress monitoring checks, and have schools use the same baseline tools in order to compare Tier 1, Tier 2, and Tier 3 student achievement results.</p> <p>Retrain staff members on the Rtl process, expectations, and key data sets.</p>	<p>Director of Student Services (DSS)/PALs</p> <p>RIS/DSS/Principals</p>	<p>July – August 2013</p> <p>August – September 2013 and Ongoing throughout 2013-2014</p>
9. <i>Provide mechanisms for family and community engagement.</i>	<p>Family Coordinators will develop plans for engaging families and community partners.</p> <p>Each family will participate in an orientation at the beginning of the year where they will be led through a discussion of our school –wide and community supports.</p> <p>Counseling teams will be in place at each school site and schools will have the option of hiring external supports for students with severe social-emotional needs.</p>	<p>Principal/FC</p> <p>Principal</p> <p>DSC/Counselor</p>	<p>July 2013</p> <p>August 2013</p> <p>August 2013</p>

<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p>	<p>Establish a new Northwest Indiana (NWI) specific board –Previously, Indianapolis board members and NWI board members were spread all over the state, but now the NWI board will be NWI-specific and have more localized stakeholders governing the schools in Northwest Indiana.</p> <p>GLCS is a charter school, which means it already enjoys a sufficient amount of operational flexibility and autonomy by nature of its charter as well as the relationship developed between its authorizer at Ball State, as evidenced by its school calendar, staff restructuring and re-interviewing/replacement.</p>	<p>RVP</p>	<p>August 2013</p>
<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p><b>Regional Vice President</b> will directly manage principals.</p> <p><b>Regional Instructional Strategist</b> will provide functional support to DTLs on coaching and evaluation of teachers and DCT Director of College Transitions on college readiness. This person will also provide research support and professional development program design to school leaders. RIS will also support test administration and data collection and analysis for all school leaders and instructional staff.</p> <p><b>Regional Operations Manager</b> will provide functional support to School Operations Managers such that principals can focus more of their time on instruction.</p> <p><b>Regional Director of Special Education Services</b> who will support the DSS with all RTI, Title I, and SpEd services.</p>	<p>Jamila Newman (RVP)</p> <p>Jeremy Williams (RIS)</p> <p>TBD</p> <p>Lynn Alford (DSES)</p>	<p>Ongoing 2013-2014</p> <p>Ongoing 2013-2014</p> <p>Ongoing 2013-2014</p> <p>Ongoing 2013-2014</p>

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

Beginning in February 2013, LHA of Northwest Indiana developed a plan to restructure our six schools. Based on the current data coming from the region, it was decided that in the fall of 2013 our West Gary and Gary campuses would be combined and students would be divided among three campuses: a Kindergarten-2<sup>nd</sup> campus, a 3<sup>rd</sup>-7<sup>th</sup>, and a College preparatory Academy (CPA) with grades 8<sup>th</sup> through 12<sup>th</sup> grade. The K-2 and 3-7 campuses would be primarily comprised of our former West Gary and Gary student body, while the CPA would support students from our three former CPAs [2 in Gary and 1 in Hammond]. Once the consolidation was decided, we went through the following process to place new principals.

Interim CEO (Aylon Samouha) and former Vice President (Charles Salter) re-interviewed each current principal. Reviewing their data and discussing their vision for the upcoming school year. After a 2-3 week process, the following hiring decisions were made:

- Tina Shultz the former Gary K-8 principal was moved to the K-2 building. This was a data-driven decision based on Ms. Schultz's proven track record of student achievement. Ms. Schultz, in her first year, was able to increase the number of students at proficient or above in ELA by 20% and increase the number of students at proficient or above by 10% in math. Additionally, of the two campuses she had the highest K-2 results.
- Duane Krambeck the former East Chicago CPA principal was moved to the 3-7 building. Mr. Krambeck was able to turn the culture of the East Chicago campus around. Additionally, when he was a classroom teacher and DOI at West Gary, the school made AYP.
- Chrissy Hart the former Gary CPA principal was kept at the consolidated LHA CPA. She will now have a student body of approximately 700 students. Chrissy was selected for this position because out of our current high school principals she had the most experience and was the only one to have a 12<sup>th</sup> grade class. Additionally, all 50 of her current 12<sup>th</sup> graders were able to graduate within four years and 100% of her 12<sup>th</sup> graders have been accepted to a four-year college or university. The 50 students under Ms. Hart's leadership have acquired over \$2 million in grants and financial aid. Finally, Ms. Hart's was the only campus with an Advanced Placement program.

## **Pre-Implementation**

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

Action: The school has already completed a significant amount of work to move towards full and rigorous implementation of the intervention plan. At this point our district and schools have revised our regional goals and narrowed our schools' focus exclusively to student achievement goals, outlined key metrics for each position (instructional, operations, and support) such that managers have clearly established goals with which to manage their staff, restructured our school staffing models, began revising curriculum maps to align with Common Core State Standards, Indiana Academic Standards, and Core Readiness Standards (8th-12th only). Our K-7 campus adopted new, state-approved ELA and math curriculum, partnered with the Danielson group to revamp our teacher evaluation and coaching structure. Leaders and teachers will receive training on this model before the start of the FY14 school year. Through the consolidation, 100% of staff members had to re-interview for their role. While roughly 80% of our K-2 teachers are returning and approximately 50% of our 3rd-12th grade teachers are returning, which aligns with the higher failure rates in those specific grade bands that we saw in previous years. We have expanded our partnership with Learning Station such that all campus teachers are using this tool for data tracking and when building formative and summative assessments. School leaders have completed the Self-Assessment of Highly Effective Schools as well as Student Needs Survey and Student Leading Indicators Worksheets and aligned these areas of weakness to previously identified key priorities. The school board met on June 6th and the RVP presented the SIG proposal. The board accepted and encouraged pursuit of the grant. School leaders have met with Sylvan and discussed after school tutoring program. The contract and calendar are still being drafted.

Timeline: March 2013 – June 2013

Budget: Absorbed in the proposal process. No additional budget needed.

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

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	

## Restart Model

We will implement this model.

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

If implementing the restart model, complete the table below.

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

### **Pre-Implementation**

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

Action:

Timeline:

Budget:

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

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## School Closure

- We will implement this model.  
 We will not implement this model – do not complete.

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

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

### Pre-Implementation

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

Action:

Timeline:

Budget:

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

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## 5. Annual Goals for Priority Schools for Accountability

*Instructions:*

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

*Note: Goals must be measurable and aggressive, yet attainable.*

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
<b>89% of Kindergarten students are at benchmark for ELA mClass by the end of the year</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>
<b>76.5% of First graders are at benchmark for ELA mClass by end of year</b>	<b>85%</b>	<b>90%</b>	<b>95%</b>

<b>74% of Second graders are at benchmark for ELA mClass by end of year</b>	<b>85%</b>	<b>90%</b>	<b>95%</b>
<b>64.6% of third graders passed iRead</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
<b>59.1% of all students are proficient on ISTEP ELA</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
<b>63% of kindergarten students are at benchmark for Math mClass by the end of the year</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
<b>62% of first graders are at benchmark for Math mClass</b>	<b>70%</b>	<b>80%</b>	<b>90%</b>
<b>37% of second graders are at benchmark for Math mClass</b>	<b>50%</b>	<b>65%</b>	<b>75%</b>
<b>47% of all students are proficient on ISTEP math</b>	<b>60%</b>	<b>70%</b>	<b>80%</b>
<b>42% of students passed the English 10 EOC assessment at first administration</b>	<b>50%</b>	<b>60%</b>	<b>70%</b>
<b>15% of students passed the Algebra EOC assessment at first administration</b>	<b>35%</b>	<b>55%</b>	<b>75%</b>

## II: Budget

### *Instructions:*

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

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

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

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

Title I pays for Director of Student Services for all campuses, Academic Support Coordinators and Paraprofessionals.

Title II pays for Director of Teacher Leadership on all campuses.

E-Rate supports the computer lab and software services at the K-2 level, a 2 to 1 laptop program at the 3<sup>rd</sup>-4<sup>th</sup> grade levels and a 1 to 1 laptop program in grades 5<sup>th</sup> through 12<sup>th</sup>.

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

## Attachment A: LEA Budget Capacity Scoring Rubric

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

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

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

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

application			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>			
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with</p>			

<p>grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title II</li> <li>• Title III</li> <li>• IDEA</li> <li>• E-Rate</li> <li>• TAP</li> </ul>			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> </ul> </li> </ul>			
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<ul style="list-style-type: none"><li>○ <i>Before or after school enrichment/remediation</i></li><li>○ <i>School vacation weeks</i></li><li>● <i>Compensation for extended day is identified by the LEA</i></li></ul>			
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**Attachment B: LEA Commitments Scoring Rubric**

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

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

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

**(3) Align other resources with the interventions.**

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

**(4) Modify LEA practices or policies, if necessary, to enable it to implement the**

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

**(5) Sustain the reforms after the funding period ends.**

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

# Attachment C: Budget

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

School Year 2013 - 2014

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

Corporation Name: Gary Lighthouse Charter School  
 Corporation Number: 9535  
 School Name: Gary Lighthouse Charter School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
22300	1	1		Technology Teacher	\$30,000.00	
22370	1	1		Technology Specialist	\$30,000.00	
21490	1	1		Behavioral RTI Specialist	\$55,000.00	
				<b>TOTAL SALARIES</b>		<b>\$115,000.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
As Above				<b>Benefits – Health insurance, 401K, disability, dental, etc</b>		<b>\$28,750.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					

	<b>TOTAL TRAVEL</b>		<b>\$0</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
1 4-Day Training at \$4000.00/day	Danielson Group	16,000.00	
2 Follow-up visits/campus at \$4500 per visit	Danielson Group-Tuning Protocol (Follow-up Norming)	27,000.00	
\$10 x 1500 students	Learning Station	15,000.00	
\$500 x 30 (leaders)	Teachscape Danielson Software	15,000.00	
\$50/student X 760 students	Achieve 3000	38,000.00	
\$4 X 1500 students	Accelerated Math	12,0000.00	
\$7000 per campus	Educator Effectiveness System by School Improvement Network	21,000.00	
\$3000 per participant	HGSE New and Aspiring School Leaders Spring Conference	45,000.00	
\$1500	Learning Station (In Person Training)	1,500.00	
\$500 per campus	Learning Station (Virtual Training)	1,500.00	
560	Wordly Wise Vocabulary – online student subscription	6,160.00	
	Resource and Evaluation Services – external monitor and evaluator	40,076.29	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$238,236.29</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$291,865.72</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	Merit Pay for principal	\$7,500.00	
	Merit Pay for High School Assistant Principal	\$4,000.00	
	Merit Pay for DTL, DSS - \$2,500 each	\$5000.00	
	Merit Pay for DSC, DCT - \$2,000 each	\$4,000.00	
	Merit Pay for Guidance Counselor	\$1,500.00	

	Merit Pay for School Operations Manager	\$1,000.00	
	Merit Pay for Teachers (\$1,500 X 81)	\$126,000.00	
	Merit Pay for Paraprofessionals (\$750 X 12 )	\$9,000.00	
	Non-instructional Support Staff (\$750 X 7)	\$5,250.00	
	Nurse, Custodial Staff (\$500 X 9)	\$4,500.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$167,750.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$841,602.01</b>

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

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

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
3	Grade Six – Leveled Classroom Collection (Levels Q-X)	\$264.32	\$797.96
3	Grade Six – Below Level Leveled Reading Collection (Levels T-V)	\$309.10	\$927.30
3	Grade Six – Above Level Leveled Reading Collection (Levels Y-Z)	\$398.80	\$1,196.40
3	Grade Seven – Leveled Classroom Collection (Levels W-Z)	\$366.53	\$1,099.59
3	Grade Seven Below Level Leveled Reading Collection (Levels W-Y)	\$338.06	\$1,014.18
1	Grade Eight – Leveled Classroom Collection (Levels W-Z)	\$378.79	\$378.79
1	Grade Eight – Below Level Leveled Reading Collection (Levels W-Y)	\$326.31	\$326.31
3	Grade Six Common Core State Standards: Brand New Reads!	\$113.12	\$339.36
3	Grade Seven Common Core State Standards: Fresh New Reads	\$103.40	\$310.20
15	Built for Success Book Set	\$45.00	\$675.00

15	Groundwork Guides	\$74.96	\$1,124.40
10	Disasters in History Series	\$35.76	\$357.60
10	Eye on History Series	\$26.84	\$268.40
10	A Wicked History	\$66.90	\$669.00
10	Grade Six Common Core State Standards: History – Informational Texts	\$74.03	\$740.30
10	Grade Seven Common Core State Standards: History – Informational Texts	\$81.53	\$815.30
10	Grade Eight Common Core State Standards: History – Informational Texts	\$110.04	\$1,100.40
10	Grade Six Common Core State Standards: Biography	\$70.34	\$703.40
10	African American History	\$44.80	\$448.00
10	People of the Ancient World	\$66.43	\$664.30
10	Ancient Rome (DK Eyewitness Books)	\$14.68	\$146.80
10	Ancient Greece (DK Eyewitness Books)	\$7.11	\$71.10
10	DK Eyewitness Books: Mesopotamia	\$14.68	\$146.80
10	DK Eyewitness Books: Ancient China	\$10.92	\$109.20
10	DK Eye Witness Books: North American Indian	\$14.52	\$145.20
1	Quilumbo	\$29.95	\$29.95
50	Ancient Rome (E.Explore)	\$8.09	\$404.50
10	Tales of the Dead: Ancient Egypt	\$23.33	\$233.30
120	We Wish to Inform You that Tomorrow We Will Be Killed With Our Families: Stories from Rwanda	\$12.50	\$1,500.00
10	Gilgamesh the King (The Gilgamesh Trilogy)	\$8.06	\$80.60
10	The Revenge of Ishtar (The Gilgamesh Trilogy)	\$8.06	\$80.60
10	The Last Quest of Gilgamesh (The Gilgamesh Trilogy)	\$8.06	\$80.60
10	If I were a Kid in Ancient Egypt: Children of the Ancient World	\$14.21	\$142.10
15	You Wouldn't Want to Work on the Great Wall of China!	\$8.95	\$134.25
15	The Silk Route: 7000 Miles of History	\$5.80	\$87.00
15	Africa is not a Country	\$8.95	\$134.25
15	African Princesses: The Amazing Lives of Africa's Royal Women	\$7.98	\$119.70
3	The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa	\$11.96	\$35.88
15	Sundiata: Lion King of Mali	\$6.26	\$93.90
15	Traveling Man: The Journey of Ibn Battuta 1325-1354	\$7.19	\$107.85
3	Great Speeches by African-Americans: Frederick Douglas, Sojourner Truth	\$3.33	\$9.99
120	Amistad - A Novel	\$11.66	\$1,399.20
1000	1:1 E-Reader with Online Library (Kindle Fire) for K-12 students	\$250.00	\$250,000
2	Grade 3 Complete Leveled Reading Library Collection (Levels H-U)	\$ 781.06	\$ 1,562.12

2	Grade 4 Complete Leveled Reading Library Collection (Levels (N-X)	\$ 844.74	\$ 1,689.48
2	Grade 5 Complete Leveled Reading Library Collections (Levels P-Z)	\$ 842.15	\$ 1,684.30
4	Wordly Wise 3000 3rd Edition Grade 3 Class Set	\$ 225.00	\$ 900.00
1	Wordly Wise 3000 3rd Edition Teacher's Resource Book 3	\$ 45.00	\$ 45.00
4	Wordly Wise 3000 3rd Edition Grade 4 Class Set	\$ 239.60	\$ 958.40
1	Wordly Wise 3rd Edition Teacher's Resource Book 4	\$ 49.55	\$ 49.55
4	Wordly Wise 3rd Edition Grade 5 Class Set	\$ 239.60	\$ 958.40
1	Wordly Wise 3rd Edition Teacher's Resource Book 5	\$ 49.55	\$ 49.55
60	Thomas and the Dragon Queen	\$ 6.29	\$ 377.40
10	The Pot that Juan Built	\$ 8.05	\$ 80.50
1	When Marian Sang (6 books and 1 cd)	\$ 90.65	\$ 90.65
60	Ellis Island	\$ 5.21	\$ 312.60
60	Native American Tales and Legends	\$ 3.15	\$ 189.00
1	The Tale of Despereaux Class Set	\$ 191.69	\$ 191.69
1	Sarah, Plain and Tall Class Set	\$ 146.69	\$ 146.69
60	Ming Lo Moves the Mountain	\$ 5.24	\$ 314.40
60	The Adventures of Hugo Cabret	\$ 16.85	\$ 1,011.00
1	Sing Down the Moon Class Set	\$ 169.19	\$ 169.19
60	The Dream Keeper and Other Poems	\$ 6.74	\$ 404.40
60	Volcanoes and Other Natural Disasters	\$ 2.99	\$ 179.40
60	Charlie's Raven	\$ 6.29	\$ 377.40
100	Time for Kids Subscription Grades 3-4	\$ 4.42	\$ 442.00
100	Time for Kids Subscription Grades 5-6	\$ 4.42	\$ 442.00
110	Zaner-Bloser Grammar, Usage, and Mechanics Student Edition Grade 3	\$ 13.49	\$ 1,483.90
2	Zaner-Bloser Grammar, Usage, and Mechanics Teacher Edition Grade 3	\$ 31.49	\$ 62.98
110	Zaner-Bloser Grammar, Usage, and Mechanics Student Edition Grade 4	\$ 13.49	\$ 1,483.90
2	Zaner-Bloser Grammar, Usage, and Mechanics Teacher Edition Grade 4	\$ 31.49	\$ 62.98
110	Zaner-Bloser Grammar, Usage, and Mechanics Student Edition Grade 5	\$ 13.49	\$ 1,483.90
		\$ -	\$ -
		\$ -	\$ -
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		\$291,865.72

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

**The Lighthouse Academies Board of Northwest Indiana has agreed to support the implementation of this improvement plan. All pre-implementation activities have been funded from existing budgets. Gary Lighthouse Charter School will not be requesting any additional funds for governance. All funds requested will go directly towards implementation of the plan in service to students.**

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

School Year 2014 - 2015

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

Corporation Name: Gary Lighthouse Charter School  
 Corporation Number: 9535  
 School Name: Gary Lighthouse Charter School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
4196-22300-110	1	1		Technology Teacher	\$31,200.00	
4196-22370-110	1	1		Technology Specialist	\$31,200.00	
4196-21490-110	1	1		Behavioral RTI Specialist	\$57,200.00	
		<b>TOTAL SALARIES</b>				<b>\$119,600</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
As Above		<b>Benefits – Health insurance, 401K, disability, dental, etc</b>				<b>\$29,900</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
out-of-state						
in-state						
		<b>TOTAL TRAVEL</b>				<b>\$0</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						

2 Follow-up visits/campus at \$4500 per visit	Danielson Group-Tuning Protocol (Follow-up Norming)	27000.00	
\$10 x 1500 students	Learning Station	15,000.00	
\$500 x 30 (leaders)	Teachscape Danielson Software	15,000.00	
\$50/student X 760 students	Achieve 3000	38,000.00	
\$4 X 1500 students	Accelerated Math	12,000.00	
\$7000 per campus	Educator Effectiveness System by School Improvement Network	21,000.00	
\$3000 per participant	HGSE New and Aspiring School Leaders Spring Conference	45,000.00	
\$1500	Learning Station (In Person Training)	1500.00	
\$500 per campus	Learning Station (Virtual Training)	1500.00	
	Resource and Evaluation Services – external monitor and evaluator	24,662.50	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$200,662.50</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$0</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$0</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	Merit Pay for principal	\$7,500.00	
	Merit Pay for High School Assistant Principal	\$4,000.00	
	Merit Pay for DTL, DSS - \$2,500 each	\$5000.00	
	Merit Pay for DSC, DCT - \$2,000 each	\$4,000.00	
	Merit Pay for Guidance Counselor	\$1,500.00	
	Merit Pay for School Operations Manager	\$1,000.00	
	Merit Pay for Teachers (\$1,500 X 81)	\$126,000.00	
	Merit Pay for Paraprofessionals (\$750 X 12 )	\$9,000.00	
	Non-instructional Support Staff (\$750 X 7)	\$5,250.00	
	Nurse, Custodial Staff (\$500 X 9)	\$4,500.00	

	<b>TOTAL OTHER SERVICES</b>		<b>\$167,750.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$517,912.50</b>

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

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

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

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

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

School Year 2015 - 2016

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

Corporation Name: Gary Lighthouse Charter School  
 Corporation Number: 9535  
 School Name: Gary Lighthouse Charter School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
4196-22300-110	1	1		Technology Teacher	\$32,448.00	
4196-22370-110	1	1		Technology Specialist	\$32,448.00	
4196-21490-110	1	1		Behavioral RTI Specialist	\$59,488.00	
				<b>TOTAL SALARIES</b>		<b>\$124,384.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
As Above				<b>Benefits – Health insurance, 401K, disability, dental, etc</b>		<b>\$31,096.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
				<b>TOTAL TRAVEL</b>		

<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
2 Follow-up visits/campus at \$4500 per visit	Danielson Group-Tuning Protocol (Follow-up Norming)	27,000.00	
\$10 x 1500 students	Learning Station	15,000.00	
\$500 x 30 (leaders)	Teachscape Danielson Software	15,000.00	
\$50/student x 760 students	Achieve 3000	38,000.00	
\$4 X 1500 students	Accelerated Math	12,000.00	
\$7000 per campus	Educator Effectiveness System by School Improvement Network	21,000.00	
\$3000 per participant	HGSE New and Aspiring School Leaders Spring Conference	45,000.00	
\$1500	Learning Station (In Person Training)	1500.00	
\$500 per campus	Learning Station (Virtual Training)	1500.00	
	Resource and Evaluation Services – external monitor and evaluator	22,461.50	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$198,461.50</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$0</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$0</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	Merit Pay for principal	\$7,500.00	
	Merit Pay for High School Assistant Principal	\$4,000.00	
	Merit Pay for DTL, DSS - \$2,500 each	\$5000.00	
	Merit Pay for DSC, DCT - \$2,000 each	\$4,000.00	
	Merit Pay for Guidance Counselor	\$1,500.00	
	Merit Pay for School Operations Manager	\$1,000.00	
	Merit Pay for Teachers (\$1,500 X 81)	\$126,000.00	
	Merit Pay for Paraprofessionals (\$750 X 12 )	\$9,000.00	
	Non-instructional Support Staff (\$750 X 7)	\$5,250.00	
	Nurse, Custodial Staff (\$500 X 9)	\$4,500.00	

	<i>TOTAL OTHER SERVICES</i>		<i>\$167,750.00</i>
<i>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</i>			<i>\$471,691.50</i>

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

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

## Attachment F: Intervention Scoring Rubrics

### Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i>	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness	

	<ul style="list-style-type: none"> <li>○ Screening of current staff is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model</li> </ul>	<ul style="list-style-type: none"> <li>○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model</li> </ul>	<ul style="list-style-type: none"> <li>○ Screening of current staff is conducted by the school or district; interview questions are of insufficient nature to determine staff's willingness to implement the model</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Less than 50 percent of the staff is rehired</li> </ul>	<ul style="list-style-type: none"> <li>○ 50 percent of the staff is rehired</li> </ul>	<ul style="list-style-type: none"> <li>○ More than 50 percent of the staff is rehired</li> </ul>	
3. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> <li>○ Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Recruitment and retention of staff includes at least two strategies known to be effective, such as improving working conditions, providing higher salaries, and/or offering job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Strategies for recruitment and retention do not correspond with strategies known to be effective</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Mentors and/or coaches are provided for all staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</li> </ul>	<ul style="list-style-type: none"> <li>○ Mentors nor coaches are included</li> </ul>	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> <li>○ Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</li> </ul>	<ul style="list-style-type: none"> <li>○ Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</li> </ul>	<ul style="list-style-type: none"> <li>○ Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i></li> </ul>	
	<ul style="list-style-type: none"> <li>○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i></li> </ul>	
5. Adopt a new governance structure	<ul style="list-style-type: none"> <li>○ Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school</li> </ul>	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> <li>○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA <i>provides minimal assessments</i> with no data; technology is not used</li> </ul>	

	<ul style="list-style-type: none"> <li>○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction</li> </ul>	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> <li>○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Rarely provides</i> time for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction</li> </ul>	
8. Provide increased learning time for students and staff	<ul style="list-style-type: none"> <li>○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides increased learning time for <i>all</i> students and staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not provide increased learning time for all students and staff</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Time is of <i>extensive length</i> (at least 300 hours) to potentially increase learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Time is <i>not of sufficient length</i> (90 hours or less) to create change</li> </ul>	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> <li>○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc)</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) as needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not collaborate with external organizations; support to families is <i>limited</i></li> </ul>	

	<ul style="list-style-type: none"> <li>○ Works with community to provide on-going and consistent <i>family and community engagement activities</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Works with community to provide limited <i>family and community engagement activities</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i></li> </ul>	

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

## Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> <li>Principal is replaced with one that has evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one without evidence of a proven track record</li> </ul>	<ul style="list-style-type: none"> <li>Principal is replaced with one having an ineffective track record</li> </ul>	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth</li> </ul>	
	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' and principal involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation systems are developed with teachers' or principals involvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation system development does <i>not include involvement</i> of principal or teachers</li> </ul>	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</li> </ul>	

development, have not.	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators</li> </ul>	
	<ul style="list-style-type: none"> <li>○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i></li> </ul>	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> <li>○ <i>Topics</i> of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Topics</i> of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Topics</i> of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i></li> </ul>	
	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i></li> </ul>	
	<ul style="list-style-type: none"> <li>○ Professional development includes vertical and</li> </ul>	<ul style="list-style-type: none"> <li>○ Professional development often includes vertical collaboration;</li> </ul>	<ul style="list-style-type: none"> <li>○ Focus of professional development is <i>not related to teacher collaboration,</i></li> </ul>	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i>	
	○ <i>Mentors and/or coaches are provided</i> for all staff	○ <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments with no data</i> ; technology is not used	

	program			
	<ul style="list-style-type: none"> <li>LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>LEA provides professional development in conducting and using assessment results to inform instruction throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction</li> </ul>	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> <li>Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions</li> </ul>	
	<ul style="list-style-type: none"> <li>Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction</li> </ul>	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> <li>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</li> </ul>	<ul style="list-style-type: none"> <li>LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</li> </ul>	<ul style="list-style-type: none"> <li>LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</li> </ul>	
10. Give school sufficient	<ul style="list-style-type: none"> <li>LEA provides a</li> </ul>	<ul style="list-style-type: none"> <li>LEA provides a document or plan</li> </ul>	<ul style="list-style-type: none"> <li>LEA does not provide a document or</li> </ul>	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	
	○ Provided by external, <i>experienced leaders</i> in change and in the school model	○ Provided by <i>external leaders</i> in change with knowledge of the identified school model	○ Provided by district staff or others <i>without proven track records</i> in school change or the model	

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

# Lighthouse Academies®

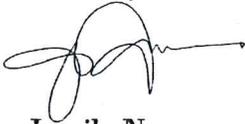
May 17, 2013

To Whom It May Concern:

This letter is meant to act as an assurance that Title I, Title II, and ERATE funds will be used in the following ways throughout the duration of Gary Lighthouse Charter Schools School Improvement Grant.

Title I funds will cover the cost of all Directors of Student Services, Academic Support Coordinators, and paraprofessionals. Title II funds will cover the cost of all Directors of Teacher Leadership and ERATE funds will cover the cost of the desktop computer lab for our Kindergarten through 2<sup>nd</sup> grade, a two to one laptop program for our 3<sup>rd</sup> through 4<sup>th</sup> grade program, and a one to one laptop program for our 8<sup>th</sup> through 12<sup>th</sup> grade.

Sincerely,



**Jamila Newman**  
Vice President/Superintendent, Northwest Indiana

**Challenge + Arts Infusion = Transformative Opportunities**

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[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

# Lighthouse Academies of Indiana

## Board of Directors Meeting

Monument Lighthouse Charter School (MLCS)  
4002 North Franklin Road Indianapolis, IN

Thursday, June 6, 2013

**6:00 P.M. Eastern Time/5:00 P.M. Central Time**

Open to the Public

Call-in: 1-888-714-6484 Passcode 126413

<p><b>Our Mission</b></p> <p>We prepare our students for college through a rigorous art-infused program</p>
<p><b>Our Vision</b></p> <p>All students will be taught by an outstanding teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and lifelong learning. The impact of our collective efforts will change public education.</p>

Topic	Time	Facilitator	Attachments	Action Items
<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>▪ Call the meeting to order</li> <li>▪ Confirmation of meeting posting</li> <li>▪ Review of agenda</li> <li>▪ Approve LAI minutes from April 2013</li> </ul>	6:00/5:00 (10 min)	Leon	Attachment 1-LAI April 2013 Meeting Minutes	<ul style="list-style-type: none"> <li>▪ Approve LAI April 2013 meeting minutes Sign approved minutes</li> </ul>
<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>▪ IRS determination on LHA – NWI 501(c)(3).</li> </ul>	6:10/5:10 (15 min)	Leon	<ul style="list-style-type: none"> <li>▪ Attachment 3-Summary Memo ILCS/MLCS</li> <li>▪ Attachment 3a-Scope of work and GMP on ILCS/MLCS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve Board resolution(s)</li> </ul>

**Challenge + Arts Infusion = Transformative Opportunities**

# Lighthouse Academies of Indiana

<ul style="list-style-type: none"> <li>▪ Summary of Work and Financing Indianapolis</li> <li>▪ Leases</li> <li>▪ Board Resolutions</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Attachment 3b</b>-ILCS Floor plans</li> <li>▪ <b>Attachment 3c</b>-Summary Rents and Uses ILCS</li> <li>▪ <b>Attachment 3d</b>-Lease for ILCS/MLCS</li> <li>▪ <b>Attachment 3e</b>-Board resolution</li> </ul> <p><b>Note:</b> Russell Cox will be in attendance at the Board meeting to review the documents and actions needed.</p>	
<p><u>LHA-New Local School Structure</u></p>	6:40/5:40	Sarah	<ul style="list-style-type: none"> <li>▪ <b>Attachment 8</b>-School Organization Structure</li> </ul>	
<p><u>Finance</u></p>	7:00/6:00	Bob/Howard	<ul style="list-style-type: none"> <li>▪ <b>Attachment 11a</b>-ECLCS Financial letter</li> <li>▪ <b>Attachment 11b</b>-GLCS Financial letter</li> <li>▪ <b>Attachment 11c</b>-WGLCS Financial letter</li> <li>▪ <b>Attachment 11d</b>-ILCS Financial</li> <li>▪ <b>Attachment 11e</b>-MLCS Financial letter</li> <li>▪ <b>Attachment 11f</b>-ILCS FY13 Budget Amendment</li> <li>▪ <b>Attachment 11g</b>-MLCS FY13 Budget Amendment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve budget amendments for ILCS and MLCS</li> <li>▪ Approve Schedule of bills</li> <li>▪ Approve budgets</li> </ul>

# Lighthouse Academies of Indiana

			<ul style="list-style-type: none"> <li>▪ Attachment 11h-Schedule of bills</li> <li>▪ Attachment 11i-ECLCS fy14 Budget</li> <li>▪ Attachment 11j-GLCS fy14 Budget</li> <li>▪ Attachment 11k-ILCS fy14 Budget</li> <li>▪ Attachment 11l-MLCS fy14 Budget</li> <li>▪ Attachment 11m-Forgiveness of State Loans</li> </ul>	
<u>School Improvement Grant</u>	7:25/6:25	Jamila	<ul style="list-style-type: none"> <li>▪ Attachment 12: School Improvement Grant application</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve support of SIG goals, process, and requests.</li> </ul>
<u>Executive Session</u>		Board President	<ul style="list-style-type: none"> <li>▪ Attachment 15: LAI Executive Session Board Meeting Minutes April 2013</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve LAI executive session meeting minutes for April 2013</li> <li>▪ Decision to release executive session minutes to public.</li> </ul>

# 2013 - 2014 NWI Lighthouse Calendar

JULY/AUGUST				
M	T	W	T	F
22	23	24	25	26
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**July:**  
22-24: LHA University  
25-31: No School- PDI

**August:**  
1-7 No School - PDI  
8 - 1st Day of School

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

**February:**  
17 No School - Presidents' Day

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

**September:**  
2 No School - Labor Day  
23 No school - Regional PD Day

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

**March:**  
20 3rd Quarter Ends  
21 No School - PD Day  
28 No School - Conferences  
31 No School - Spring Break

OCTOBER				
M	T	W	T	F
30	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**October**  
14 No School - Columbus Day  
11 1st Quarter Ends  
18 No School - Conferences

APRIL				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**April:**  
14-18 No School- Spring Break

NOVEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**November:**  
11 No School - Veterans' Day  
20-22 No School - Thanksgiving

MAY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**May:**  
12 No School - Regional PD  
26 No School - Memorial Day

DECEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**December:**  
23-31 No School - Winter Break  
20 2nd Quarter Ends

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

**June:**  
11 4th Quarter Ends  
12 Last day of school  
2pm dismissal for parent confer  
13 No School PD Day

JANUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

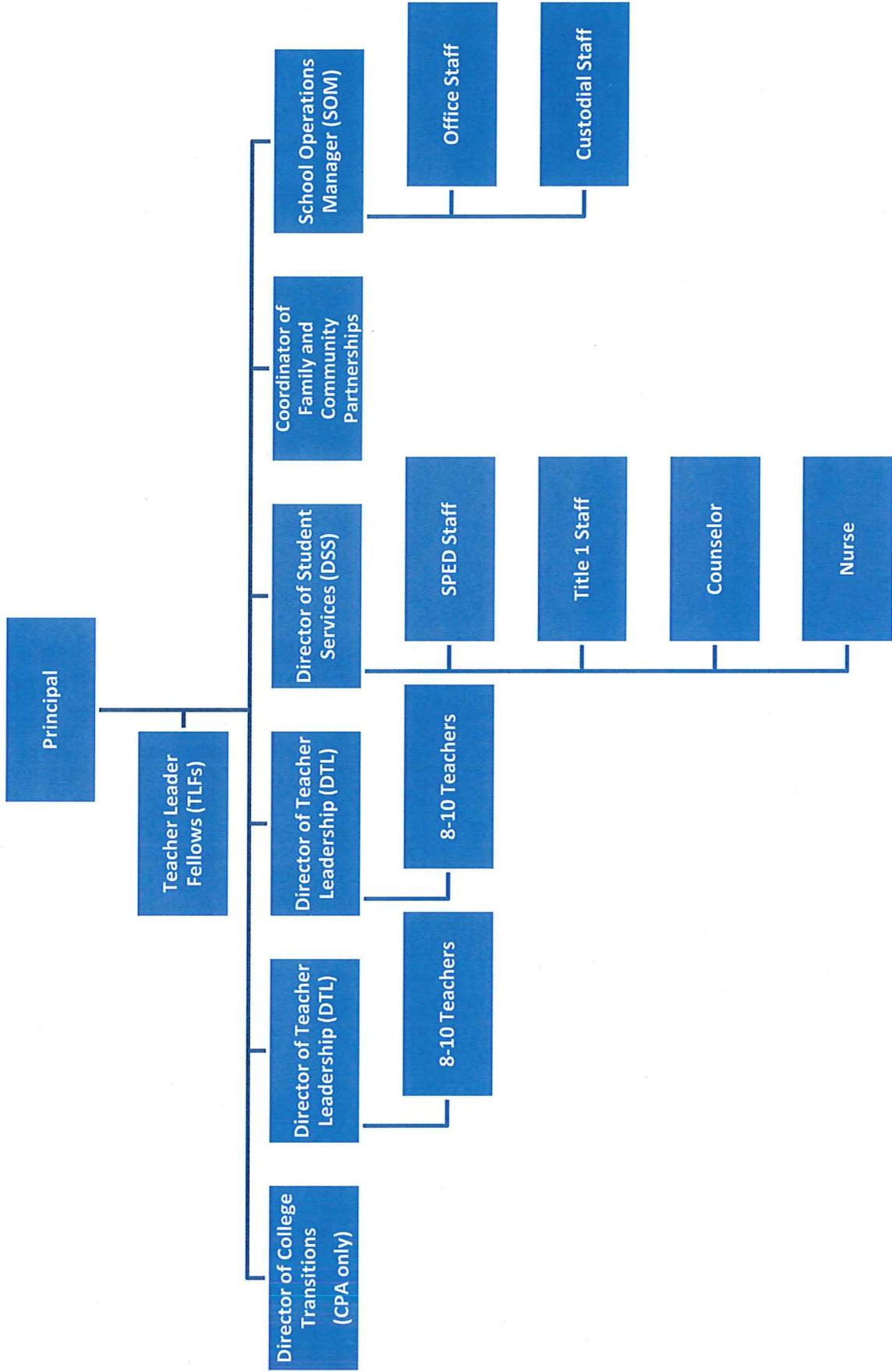
**January:**  
1-3 No School - Winter Break  
6 No School- PD Day  
10 No School - Conferences  
20 No School MLK Day

Key:	
Holiday/No School	
No School - Teacher PD	
Parent-Teacher Conferences	
2pm Dismissal for Teacher PD	
Quarter	Attendance Days
1st	45
2nd	44
3rd	50
4th	51
<b>Total school days 190</b>	

**Total teacher days 210**

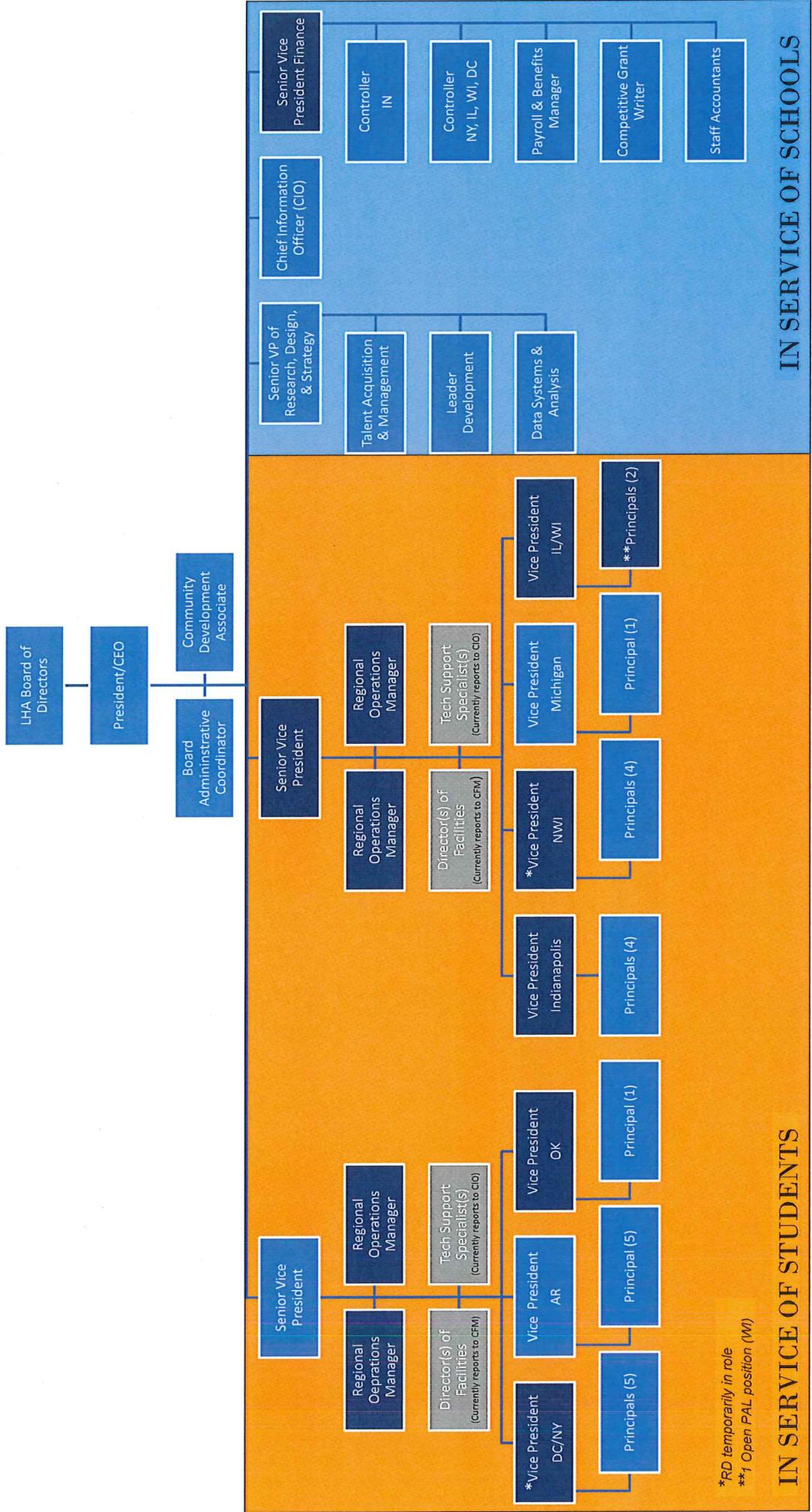
# Lighthouse Academies®

## SCHOOL ORGANIZATION CHART



# Lighthouse Academies®

## National Organizational Chart



\*RD temporarily in role  
 \*\*1 Open PAL position (WI)

**IN SERVICE OF STUDENTS**

**IN SERVICE OF SCHOOLS**

DRAFT

Updated 5/2013

# MARY JO RATTERMANN, PH.D.

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## PROFESSIONAL SUMMARY

I am a research psychologist, with knowledge of quantitative and qualitative research design and statistical analysis techniques. I am skilled at writing and presenting professional reports, and have extensive experience in designing and supervising the implementation of research and evaluation plans.

## AREAS OF EXPERTISE

### Analytical and Evaluative Skills

- Design and analysis of original research projects, selecting or creating assessment tools, manipulation of large databases, complex data analysis, and reporting results.
- Apply a variety of research methodologies, including:
  - Surveys and questionnaires
  - Analysis of large databases, such as achievement data, socio-economic data, and other quantitative measures
  - Social Network Analysis
  - Focus groups and content analysis
  - Quantitative, Qualitative and Mixed Methods research designs
  - Review and analysis of previous research for research development and publication

### Statistical and Computer Knowledge

- *Advanced statistical knowledge:*
  - Parametric and non-parametric tests
  - Data transformation, ANOVA, Multiple Regression and Multivariate Multiple Regression
  - Hierarchical Linear Modeling and Structural Equation Modeling
  - Evaluating test validity and reliability using correlational techniques, item analyses, Factor and Cluster Analyses
  - Qualitative data methods (naturalistic observation, hierarchical coding schemes, behavioral data analyses)
- *Computer and programming knowledge:*
  - Programming in SPSS, HTML and Visual Basic
  - Implementing web-based surveys
  - Working with both Win 95/98/NT/XP and Apple OS platforms
  - Skilled in Microsoft Excel, Access, Word and PowerPoint
  - Ebsco Host, Lexus/Nexus, Web of Science, and ERIC
  - Edit and manipulate digital images using iMovie, iPhoto, and Photoshop

### Communication

- Write comprehensive reports for publication
- Present to small and large groups at various expertise levels
- Collaborate with colleagues and stakeholders
- Facilitate online discussions and forums

## **EDUCATION**

- Ph.D. Psychology, 1991 University of Illinois at Urbana-Champaign
- A.M. Psychology, 1987 University of Illinois at Urbana-Champaign
- B.A./Honors Psychology, 1985 Indiana University, Bloomington, Indiana

## **PROFESSIONAL EXPERIENCE**

### **Research & Evaluation Resources**

**07/2008-present**

#### **Research Consultant**

- Implement the Performance Framework for the Office of Education Innovation, Mayor of Indianapolis. Site visits include student, parent and teacher focus groups, leadership interviews, curriculum review, special education audits and a final evaluative report.
- As evaluator for the Association of Recovery Schools, designed and implemented a national data gathering protocol, designed the ARS accreditation process, designed classroom observation and site visit protocols.
- Designed and implemented research plan for Hope Academy, a recovery high school located at Fairbanks Alcohol and Drug Treatment Center. The research incorporates student achievement data, measures of recovery and mental health, as well as document analysis and online survey techniques.
- Designed and implemented research analyzing student achievement data in Indiana Charter schools. Using a dataset that included all students in Indiana Charter schools, as well as appropriate control students, student growth was compared using Hierarchical Linear Modeling. This research resulted in a technical report that was disseminated statewide and presentation at the Indiana Charter Schools Association conference.
- Designed and supervised evaluation of the Woodrow Wilson Indiana Teaching Fellows Program. The project used a mixed-methods research design and incorporated student achievement data, survey and focus groups results, and web-based longitudinal data gathering techniques.
- Supervised implementation and analysis of data from the New Technology High Schools in Indiana. Student achievement data was analyzed using ANOVA, multiple regression and “survival analysis” to predict student graduation rates.

### **Center of Excellence in Leadership of Learning**

#### **University of Indianapolis, Research Associate**

**09/2004-06/2008**

- Designed and implemented research plan for the New Technology High Schools in Indiana. The evaluation includes student achievement data, analysis of the New Tech Learning Management System, evaluation of Project-based Learning, and site visits.
- Designed and implemented evaluation plan for the IPS/Archdiocese Network of Schools. The evaluation included student achievement data, teacher surveys, and site visits.
- Supervised Research Review teams comprised of superintendents, principals, teachers, parents, and university researchers to examine evidence-based best practices in education. Teams meet bi-monthly to review research and discuss classroom practices.
- Presentations at professional conferences such as Simon Youth Foundation, American Evaluation Association, American Educational Research Association and Indiana State Reading Association.

**Franklin & Marshall College, Assistant Professor** 09/1998-09/2004

Lancaster, PA

**Swarthmore College, Assistant Professor** 09/1997-09/1998

Swarthmore, PA

**Hampshire College, Assistant Professor** 09/1991-09/1997

Amherst, MA

**Department of Psychology/Cognitive Science Program**

- Academic Advisor to Psychology Majors and to non-majors (~ 45 students per year)
- Supervised 3-4 Research Assistants per semester in the Cognitive Development Laboratory
- Taught courses in Developmental Psychology, Statistics and Research Methodology, Lifespan Development, and Advanced Research in Developmental Psychology.
- Performed original research on children's use of analogical reasoning during problem solving, in laboratory and primary school settings.
- Obtained both Internal and External funding for research and teaching.
- Presented research at professional conferences: poster, presentation and symposium formats.
- Prepared research for publication using American Psychological Association style.
- Served on Campus Committees for Academic Technology, Internal Review Board, IACUC, and steering committees for internal programs.

Mary Jo Rattermann, Ph.D. is the owner of Research & Evaluation Resources, which provides evaluation, research and data analysis support for educational and nonprofit organizations. Dr. Rattermann received her Ph.D. in cognitive development from the University of Illinois at Urbana-Champaign. She has expertise in experimental methodologies, advanced statistics and evaluative procedures. Dr. Rattermann has performed evaluations for the Office of Education Innovation of the Mayor of Indianapolis, Ball State University, the Association of Recovery Schools and the Christel DeHaan and Woodrow Wilson Foundations. Prior to founding her own company, Dr. Rattermann was a Research Associate at the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, where she was also adjunct faculty in the School of Education. Her research interests include student achievement in charter schools, the impact of Recovery High Schools, and evidence-based best practices in schools.