LEA Application of General Information
2011-2012

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: Campagna Academy	Corporation Number: 9300
Contact for the School Improvement Grant: Dawn Greene	
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Superintendent (Printed name) Bruce Hillman	Telephone: 219-322-8614 ext 303
Signature of Superintendent X ___Bruce Hillman_____	Date: 7/15/2011

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

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

I. Schools to be Served by LEA

Instructions:

1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II 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 the tier 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.)

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

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Campagna Academy Charter School	9-12	X						
2.								
3.								
4.								
5.								
6.								

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

☑ We will serve all of our Tier I schools.

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

3. Consultation with Stakeholders

Instructions:

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

School Name: Campagna Academy Charter School **School Number:** 9300

Stakeholder Group	Mode of Communication	Date
Parent Organization	Meetings	July – August, 2011
Post Secondary Partners	Planning Meetings	June – August 2011
Community Leaders and Partners	Planning Meetings	June – August 2011
Student Groups	Meetings	August 2011

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

Campagna Academy Charter School _____ assures that it will
Corporation/Charter School Name

_x__ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_x__ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

_x__ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_x__ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

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

☑ Extending the period of availability of school improvement funds.

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

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2011-2012

LEA School Application: Tier I and Tier II

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

School Corporation _Campagna Academy_____ Number _9300___

School Name _Campagna Academy 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

X Transformation ☐ Closure

A. LEA Analysis of School Needs

➢ ***Instructions:***

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

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2009-2010. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

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

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
Overall	68%	13	High	High – 25% Special Education Students -66% Free or Reduced Lunch Students

Mathematics

Overall	85%	6	High	High – 25% Special Education Students

				-66% Free or Reduced Lunch Students

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Not appropriate example: Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
68% of our students overall did not pass the English/Language Arts portion of the GQE 85% of our students overall did not pass the Math portion of the GQE	• Our students come from surrounding school corporations that also have not made AYP and therefore many are already deficient in basic Math and Language Arts skills. Of the five school corporations in which a majority of our students transfer to us from, three school corporations have five or more schools in Tier I, II, or III. • Students have an average TABE Math Grade Equivalent score of 5.2 among 9th and 10th graders (2009-10 Fall Testing) • Students have an average TABE Language Arts Grade Equivalent score of 3.5 among 9th and 10th graders(2009-10 Fall Testing)

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.

	2008-2009	**2009-2010**
1. Number of minutes within the school year that students are required to attend school	**72,189**	**79,380**
2. Dropout rate*	15% (n=22) 11-Court ordered 9-Unknown/no shows 1-Poor health 1-Record of school failure	5% (n=7) 5-Unknown/no shows 1-Truancy 1-Record of school failure
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	93%	87%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**0**	**0**
5. Number of students completing dual enrollment classes	**0**	**0**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School	**SS** **LSY** **LSD**	**SS** **LSY** **LSD**

WES-Weekend School OTH-Other		
7. Discipline incidents*	**57** **9th Gr: 39%** **10th Gr: 21%** **11th Gr: 26%** **12th Gr: 14%**	**150** **9th Gr: 68%** **10th Gr: 16%** **11th Gr: 11%** **12th Gr: 5%**
8. Truants (# of unduplicated students, enter as a whole number)	**10**	**14**
9. Distribution of teachers by performance level on LEA's teacher evaluation system		
10 Teacher attendance rate	78% (42.25/189 days)	81% (30.5/189 days)

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

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* "Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "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"
Key Findings: Math • 94% of students tested have not achieved proficiency in ISTEP+/GQE Math.	***Root Causes: Math*** • Students enroll in CACS with *significant* deficiencies in math. • Students articulate serious difficulty with math, particularly story problems.. • Consistent failing scores in Gary School Community Schools with math. For 2010-2011 SY, 51% of CACS students came from Gary Community schools that have three Tier II high schools. 9% of students come from Hammond Community Schools which has two Tier II high schools. 10% of students were previously enrolled in East Chicago Central High School which is a Tier I school.
Key Findings: Reading • 83% of students tested have not achieved proficiency in ISTEP+/GQE English/Language Arts.	***Root Causes: Reading*** • Students enroll in CACS with *significant* deficiencies in English/Language Arts. • Adjudication is one factor, but the transient population is another factor.
Key findings: CACS Data • Students present at Campanga Academy Charter	***Root Causes: CACS Data*** • More than 80% of students have attended more

School having experienced failure at other schools.

- Average age of freshman class is 16.0 (Source: PowerSchool)
- Students often experience a social, psychological or emotional barrier that hinders their academic success and negatively impacts their ability to graduate from high school on time.

Key Findings: CACS Data on Residential and Alternative Day Treatment Program Students

- 35% of the 2009-2010 residential and ADTP students are adjudicated or wards of the state.
- Of the residential students the following statistics are instructive:
  - 92% have a DSM (Diagnostic and Statistical Manual of Mental Disorders) diagnosis;
  - 72% are from a single parent home;
  - 58% are delinquent and 44% are CHINS (Child in Need of Services);
  - 53% have been previously placed out of the home.

than one high school prior to attending CACS.

- 45% of 2011-2012 freshmen are not slated to graduate with their graduation cohort; 31% have repeated the 9th grade 2 or more times; 13% are two or more years behind their graduation cohort.
- 45% of sophomores are not slated to graduate with their graduation cohort; 47% have repeated 9th or 10th grade two or more times; 17% are two or more years behind their graduation cohort.
- 22% of juniors are not slated to graduate with their graduation cohort; 55% have repeated the 9th, 10th or 11th grade two or more times.
- The community student population demonstrates history with the judicial system; estimated 60% of the total student 2010-2011 population has been processed in the judicial system.

Root Causes: CACS Data on Residential Students

Students have additional barriers to their education that hinder academic success and graduating from high school on time.

- Societal ills, poor parenting, poor family structures, single parent families, multiple foster care placements, multiple school placements, and trauma at an early age are some of the factors that contribute as background to the students as each presents to Campagna Academy Charter School.
- While school personnel cannot address these

• 34% have been a victim of substantiated abuse; • 33% are taking psychotropic medication	root causes, Campagna can provide expertise on educational delivery through individualized assessment, concentrated academic focus, and credit recovery.
Key Findings: CACS Difficulties	***Root Causes: CACS Difficulties***
School Leadership • Since the 2005-2006 school year, CACS has had four principals and three Interim principals. • Lack of team approach • Inexperienced principals have not provided the leadership or the structures for quality instruction. • Systems that are predictable or sustainable have not been implemented. • School structures and systems have been inconsistent, undeveloped or uneven in practice.	***School Leadership*** • Hire of inexperienced principals; difficult to retain highly qualified experience principal. • The student population presents with a series of challenges: arrested emotional development, oppositional defiant disorder, and blatant disrespect for authority, traumatic personal experiences and a host of psychological challenges. These characteristics present too many challenges for inexperienced leadership. • Result: Inconsistent discipline, policies, and supporting documents. • Teachers lack professional accountability.
Curriculum • Curriculum, goals, outcomes, and practices have changed as principals have changed. • There is a confused school culture evidenced by internal turmoil, diffused leadership and reluctance to lead. • Curriculum taught in classrooms may not be aligned with state standards.	***Curriculum*** • Curriculum plan consistent with state standards has not been implemented. • Curriculum planning with the teachers specifically for CACS students did not occur. • New faculty was hired only days before school began.
Teachers • Teacher turnover rates have been consistently high. • For the 2010-2011SY, there has been 80%	***Teachers*** • A quality program to recruit, hire and retain high quality teachers is not in place and/or has not been effective.

turnover rate for instructional faculty. • Teachers have not had consistent or experienced leadership. • Teachers are not held accountable for student progress. ***Professional Development*** • Professional development structures have not been aligned with curricular and instructional needs.	• 40% of 2009-10 SY instructional faculty have less than three years of teaching. • CACS has a challenging and often unmotivated student population. • Lack of consistent school leadership has affected teacher/staff retention rate. ***Professional Development*** • School leadership has been inconsistent; therefore a professional development plan has not been consistent nor aligned with the needs of the school.

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.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school		X			4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	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.	X				1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	X				2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.	X				3. Uses multiple sources beyond textbooks.

4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.	X				6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.	X				4. Is rigorous and 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.		X			5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.					6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.	X				2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.		X			3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions.	X				1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X			2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.	X				3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up		X			

assistance, mentoring, or monitoring of classroom implementation.					4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports.	X				1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.			X		2. Creates a safe learning environment within the school and within the community.
			X		3. Includes use of advisory periods to build student-adult relationships.

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

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example* " We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
Observations in classrooms were limited and feedback was not given	• Inconsistent leadership prompted lack of teacher observation, feedback and evaluation. Teacher not held accountable

	for lack of student achievement.
Leadership forced to spend too much time on discipline.	• Inconsistent leadership had a direct effect on implementation of discipline policies. School leadership needs a team to assist with day to day operations.
Lack of clear school wide curriculum and interdisciplinary curriculum.	• Teacher isolation resulting in lack of collaboration or team approach.
Teachers, leadership and staff have no clear professional development plan based on needs evidenced over the past years performance.	• Teachers, leadership and staff have been basically surviving day to day challenges without expanding vision to address academic and school improvement needs.
Curriculum not differentiated to accommodate student need.	• No professional development given to teachers on how to differentiate instruction.
	• Data not used in driving instructional direction for improving student achievement.
Students are not engaged in the classroom	• School has not invested in adequate technology to encourage exploratory and innovative learning strategies.
	• No professional development given on student engagement or emphasis on the need to engage students.

Teachers do not use the data collected through test score, observation, etc., to adjust instruction.	• Leadership has focused on discipline, not on the delivery of instruction. • Curriculum has been driven by the text choicer and not data.

B. Selection of School Improvement Model

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

Turnaround Model
Required Elements
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.
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.

Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not.

4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Increasing Learning Time and Creating Community-Oriented Schools 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Comprehensive Instructional Reform Strategies 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Provide Operational Flexibility and Sustained Support 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.

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

Transformation Model
Permissible Elements
<u>Develop Teacher and Leader Effectiveness</u> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response–to–intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and

Restart Model
Required Elements
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.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

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

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

Intervention model selected Transformational Model

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

B. Selection of School Improvement Model

Intervention model selected ***Transformation Model***

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

Transformation Model at Campagna Academy Charter School
A Personalized, Engaged Learning Community

After intensive examination of the findings, root causes, and self-assessment, the stakeholders, faculty/staff and administration agreed that the Transformation Model would build upon the productive existing structures, provide new leadership, encourage consistency with selected teachers and staff, strengthen curricular and instructional practices, and demand the accountability for demonstrated success for each student.

Overview of CACS

Campagna Academy charter School (CACS) serves students most at-risk of school failure. More than 80% of the students have had one or more other high school experiences where they were "invited" to leave; 10% of the students have been in four or more high schools before entering CACS as a freshman. More than 30% have been placed at Campagna by the courts. Campagna provides small teacher/student ratios to address the academic and emotional issues the students demonstrate. Transformation is needed in the school, for the students and their parents.

The following cluster of statistics provides the backdrop for the elements, rationale and strategic decisions for this proposal:

1. High principal turnover rate: four principals, two interim principals in five years;
2. 80% faculty/staff turnover rate from 2008-09 SY to 2009-10 SY; 30% faculty/staff turnover rate from 2009-10 SY to 2010-11 SY
3. 150 suspensions for the 2009-2010 school year;
4. 73% migration in/migration out in 2009-2010 school year

Collectively, these data suggest the need for immediate, comprehensive, and transformative change. The lack of consistency is also reflected in the turnover rate for faculty and staff-. The inconsistent discipline approach has produced confusion about the role of faculty and students. A defined school culture is lacking because of the high turnover rates. Teachers and staff lack the rootedness that

accompanies consistent, effective leadership. Student data on End of Course Assessments (ECA), Graduation Qualifying Exam (GQE), Northwest Evaluation Association (NWEA) and Test for Adult Basic Education (TABE) indicate low performance in Reading (TABE 2009-2010, 2.5 grade equivalent score) and Math (TABE 2009-2010, 5.2 grade equivalent score). Analysis also reveals that curricular and instructional practices aligned to state standards were inconsistent with the needs of at-risk students who have failed in a series of schools and as part of the Transformation Model, CACS will focus on retaining our most effective teachers and staff to create a successful learning environment

Addressing this confluence of challenges requires high expectations that provide predictable, accountable, and academically effective practices for students and parents.

The Mission

The mission of Campagna Academy Charter School (CACS) is clear and succinct:

. This noble mission inspires and attracts parents and students toward change. However, the challenges facing CACS must be addressed to continue its mission.

CACS's student population is made up of three populations of students: residential students assigned to Campagna by the courts, Alternative Day Treatment Program students assigned by the courts, and community students who have moved from one school to another, typically after events that caused the parent to withdraw their child from the former high school and who also have an intimate understanding of the juvenile justice system. Some community students however, have chosen CACS for its structure and smaller class size.

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

The Transformation Model provides the opportunity to push the 'reset" button for the systems and structures that shape learning at CACS. The particular mission of the CACS, educating students who have documented paths toward a life within the judicial system, is in many respects, valued by Calumet College of St. Joseph, which shares a similar mission to serve the underserved. With collaboration from Calumet College of St. Joseph (CCSJ), the educational enterprise can be enhanced, reviewed, revised and refined (***Appendix E***). Professors who teach best practices and supervise student teachers will team teach, model best practices and provide feedback for faculty and staff at CACS. CCSJ offers a plethora of resources including tutoring, research projects (***Appendix P***), supervision, assessment practices, and formal evaluation models based in current research. Graduate Assistants (MAT) will also be helpful in collaborating in particular content areas or in assessment. The new administrative team will utilize the expertise of the professors and collaboratively create instructional strategies that best respond to the unique and sometimes extensive needs of the students.
The goals, strategies, and assessment/evaluation processes mapped to the budget provide the most detail about how the model will effect enough change to be reflected in student success (***Transformation Model Blueprint, Appendix B***). The following statements emanate from the Transformation Model Plan.

Curriculum and School Culture

- Curricular decisions will be data driven; faculty will utilize assessment and formal testing data to shape instructional plans. The data directly impacts the PAP (***Appendix Q***), influences the Professional Development Plan (***Appendix Q***), instructs institutional direction in planning and assessment.
- Academic and emotional development will complement and permeate the curriculum. Students will engage in emotional development education daily. Intrusive advising will occur during Team 5 each week when students will be accountable for the week's performance in their academic work (***Appendix S***).
- A teaching and learning community will develop and be identifiable (***Appendix S***). Faculty will develop a Professional Learning Community where within-discipline and between-discipline planning for engaged student learning occurs.
- Clear discipline policies will be communicated and implemented. All parents and students will receive a copy of the Discipline Policy and sign a contract stating their commitment t their education (***Appendix T***).
- Quality indicators will be posted and updated/reported to all stakeholders monthly. A system for monthly reporting to stakeholder will be designed and implemented to assure accountability for all involved in the school community.

Academic Enterprise

- 75% (Year 1) of the student population will be working toward a CORE 40 diploma (80% by Year 3).
- Professional development will support and directly align to the goals, strategies, and expected curricular outcomes (***Appendix Z***).
- Expanded faculty composition; expanded teaching options; advanced level classes for high achieving students will provide incentives for the high performing students.
- Highly qualified teachers will have the technology to creatively engage learners in the learning process.
- Teacher/staff interview teams will collect data on every student entering CACS. This information will provide the basis for the network of support systems to assist the student toward success.

Student Needs

- Students with exceptionally poor academic assessment (determined at intake) will be provided the skill building courses to assure success in content courses.
- Students will be provided with choices of before school tutoring, after school tutoring, clubs, AP courses, and extracurricular opportunities.
- All students will have textbooks and additional materials for each academic subject.
- Students will engage in formative and summative assessment.
- Special education students will receive the support, tutoring and challenges they need to succeed.

Parents as Educators

- Parent/guardian, teacher and students handbooks will be distributed; a contract will be required of parents and students
- Parent or guardian choose(s) education for parenting, personal growth, or a program that addresses current issues for at-risk students.
- Parent/guardian will be engaged in the learning process with their son/daughter and the school community.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	x		**Documentation of meetings. The budget was designed and reviewed by a team of administers, staff and faculty of both the school and Campagna Academy, Inc: teachers, principal, financial staff and human resources. collaboration was evident.**
2. The budget is sufficient and appropriate to	X		**Documentation of meetings. The**

support the full and effective implementation of the intervention for three years. *All models*			**budget was designed and reviewed by the team. The budget does reflect the ideas for improvement that emerged from the various stakeholder meetings. The budget does support the full implementation of the design of the Transformation Model.**
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. *All models*	X		**The budget items are necessary and allocable. CACS faculty and staff hold the belief that its student population has a strong chance for future success with a program that believes in them, demands their best, and provides them with the tools (systems and structures) necessary to achieve a CORE 40 diploma whenever possible.**
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		**The budget does comply with the standards identified. It is highest in the first year due to the implementation and training needs. The subsequent years provide for needs, but also move toward sustainability by allocating some resources to the general fund budget and other sources.**
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	X		**This is not applicable as there is only one school in the district.**
6. A clear alignment exists between the goals and	X		**Mapping goals with the**

interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			**Transformation Model and the budget has been accomplished.**

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		**Resumes and CV's are available for review for all teachers and staff (per request). Principal curriculum vitae is Appendix BB.**
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**The district has held meetings inviting all stakeholders and has offered flexible times and dates to ensure attendance.** **The district has sign in sheets for meetings and notes.**
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			**The district has held meetings inviting all stakeholders and has offered flexible times and dates to ensure attendance.** **The district has sign in sheets for meetings and notes.**

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *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*	X		**The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model (Executive Board meeting).** **Deliberations produced strong commitment concerning the barriers confronting our students and families toward achieving a diploma. One need is for a stable faculty and staff committed to the mission and who understand the uniqueness of the student population. Full implementation of the Transformation Model is fully supported by the board of directors.**

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *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*	X		**Superintendent has expressed commitment to elimination of barriers for full implementation of the selected model.** • Board Meeting minutes with Superintendent support comments available. • Superintendent a part of SIG presentation and informational meetings. **All barriers which conflict and create obstacles toward full implementation of the Transformation Model will be identified and eliminated. The necessary resources will be identified**

successful experience in changing schools			**and secured to fully implement a transformation model that is adaptable and effectively addresses the challenges of the student population of CACS. This model is aligned with the goals established by the board of directors and complements the organizational mission, vision and philosophy.**
Capacity Task	**Yes**	**No**	**District Evidence**
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. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**The charter school is not unionized.**

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	**X**		**District will conduct searches for persons of the administrative leadership team. HR department and Parents, Students and Staff will assist with this process with guidance from Calumet College, State of Indiana resources, Purdue University Calumet and Indiana University Northwest.**

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		**Selection is detailed and realistic. While the goals have been select a transformational leader with high, teacher and staff expectations, the scope of the selected leader will encompass creating an atmosphere of embedded professional development and continuous use of data driven interventions, therefore the search will not be locally limited but nation-wide inclusive.**

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*	X		**Timeline is included in proposal (*Appendix C*). The timeline is detailed and realistic. While the goals have been set high, teachers and staff understand the scope of the issues and are eager to begin the work of the grant. Also see *Transformation Model Blueprint: Appendix B***

• *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *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)*	X		**Collaboration with post secondary institutions, parent groups, will provide the expertise, direction, and research based interventions and planning.**
17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public*			**Multiple "open forum meetings" that will continue to provide input and accountability.**

flyers) • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	**X**		**All federal, state and local funding has been aligned to facilitate sustainability and demonstrate a clear plan that focuses on continued improvement.**

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is*	**X**		**Increased instructional time will be displayed within the school day, length of year and use of summer instruction to create a "year-round" curriculum.** • **Before School enrichment** • **After school extended instruction.**

tiered and supported by licensed and/or highly qualified educators
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
			• **Friday extended school**
			• **Summer extended school**
			All classes taught by HQ teachers and aligned with state standards and data driven need for differentiated learners. Programs a result of parent, student, teacher and overall data predicted need.

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 2010-11*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***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:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for	The description of the model is outlined here briefly as this information is required later in the description of the model selected. In researching literature and designing this grant, the team preparing it realized that there is little about this proposal that is shiny or new, or seriously innovative. There certainly are some aspects that are creative and will be attractive to many students, but the essence suggests more of commitment, dedication and hard work, as well as focus on student achievement. But we drew confidence while reading the book "Outliers", by Malcolm Gladwell. A collection stories/experiences that produced unexpected success, Gladwell (2008) features the KIPP schools as one of the "outliers". KIPP schools have successfully addressed the achievement gap and have posited that urban students lose greatly during the summer months. We too will increase the academic day and year to facilitate increased improvement in overall student performance. Additionally, the principal must be freed to train, do walk through observations and become the educational leader in the building. This will require building a team focused on academics and data assessed student needs. A curriculum coordinator and assistant principal will assist with day to day operations and allow the data to lead instruction

supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (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; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	in the school. CACS has chosen the path for transformation based on best practices, collaborations, and dedication, with a clear course for the future. In Northwest Indiana, Campagna is known as the "second chance school". Students who may have "blown it" the first time, receive a second chance at Campagna, not unlike its history when Fr. Campagna started Hoosier Boys Town. But giving Campagna's students a second chance without the structures and systems to build success, will only heap further damage on them. At the end of the day, we know that CACS students don't need gleaming facilities or shiny technology. They simply need the *chance*—to prove themselves, to engage in the decisions about their lives, to fail and try again, and to learn the hard work it takes to move ahead. That is the mission at CACS and we are committed to providing the chance to build dreams and restore hope.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***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:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to	Campagna Academy Charter School (CACS) provides a Human Resources Department with defined and experienced practices for selection, evaluation, and contracting of external providers. The documents provide detail and a clear process for the selection and contracting of the external providers. ***Appendix D*** • CACS has completed a Memorandum of Understanding (MOU) with Calumet College of St. Joseph (CCSJ) to share expertise and resources with the recruitment, screening and section process for external providers. CCSJ has ample resources to assist with this process. The MOU identifies background, previous experiences with Campagna, and demonstrated expertise. As well, CCSJ is the most diverse 4 year college in the Midwest with a 55 year history of serving the underserved in Northwest Indiana. The missions of Campagna and CCSJ use almost identical language. CCSJ provides the expertise needed by CACS. ***Appendix E*** • Because CCSJ has limited experience with student populations comparable to those of CACS at the collegiate level, their input will be helpful with recruitment at the high school level because of the like populations, However more input is needed. • An Educational Management organization will be employed to assess curricular and academic needs and direct school improvement initiatives based on data implications. Currently, the school uses Bakers and Daniels Educational Services on a consultation only basis, however a formal management structure is need to ensure consistent direction and improvement. • CACS has engaged an MOU with the Boys and Girls (Appendix F) club of Northwest Indiana to provide services for students after school that include physical, social and homework activities. Other potential providers are before and after school tutoring, music and art therapists, Emotional Development Coordinator provider. These providers will be selected utilizing the HR policy ***(Appendix D)***

the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. *Align other resources with the school improvement model.* (For examples of resources and how they might align, see Attachment C).	
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: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (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); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet	**Title I, Part A** will fund additional Instructional Assistants in the classrooms to give one to one assistance to students in the classroom and to provide additional tutoring assistance for students as needed; also provide additional funding for research based, high quality, job embedded professional development for staff and faculty; also provide Supplemental Educational Services (SES) to non proficient students. **Title II, Part A** will provide additional funding for incentives, recruitment and retention of teaching staff. Such incentives for recruiting and retention will be sign on bonuses for new and returning teachers, scholarships for faculty to further their education, student loan reimbursement and other incentives throughout the school year. Title II, Part A, in conjunction with 1003(g), will provide an incentive for teachers who do not use their personal days throughout the school year in an effort to improve teacher attendance. Teachers will be paid time and a half for any personal day not used during the school year. **Alternative Education** Grant provides funding for additional teachers to reduce class size and to maintain a classroom staff to student ratio of 1:15 or lower. This strategy will allow for more individualized instruction and allow teachers to use practices that align with differentiated instruction. Smaller class sizes may also help in lowering teacher stress in the classes due to having fewer students overall. **Title I, Part D** will provide funding for additional teachers during the summer months for the students who are court ordered to Campagna Academy's on campus Alternative Day Treatment Program. These students do not have a summer break and will receive additional instruction in the core content areas to help strengthen their skills to better prepare them academically and socially for the upcoming school year. According to testing data, these students traditionally have had gaps in their schooling and will receive more individualized instruction as well as smaller class sizes to help fill in the gaps. Title I, Part D will also

the intended outcomes or making 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.	provide additional tutoring after school and during the summer in the core content areas for residential students who are court ordered to the residential facility on Campagna Academy's campus. **Special Education Part B:** 20.1% CACS's student population was special education for the 2008-09 school year, above the state average of 17.5%; for the 2009-10 school year, that percentage increased to 30.5% special education students. The IDEA, Part B funding will provide an additional special education teacher for the self contained classroom, which currently has 10 students throughout the day, 8 of which are in the self contained classroom for 6 out of 7 class periods (as dictated by the student's individual IEPs). When available from the state, provides additional monies for professional development for the staff. This includes additional high quality, job embedded professional development in the areas of need for the staff and faculty outside of the funding from Title I, Part A and the 1003(g) grant. The areas of focus will be based on the needs of the school's staff and students such as strategies for differentiated instruction; strategies for teaching students with a DSM (*Diagnostic and Statistical Manual* of Mental Disorders) diagnosis (92% of our adjudicated population); strategies for integrated special education students and any additional professional development that is research based. **The GQE Remediation Grant** provides funds to prepare students for the GQE. CACS only had 18.6% passing for the 2008-09 school year as compared to the state average of 73.7%. The GQE Remediation Grant will fund additional tutors for all students who have not passed the GQE in the 4-6 weeks leading up to the Fall and Spring test. The focus will be on the test's content such as reading comprehension, math comprehension and writing techniques as well as test taking skills. CACS will contract with an outside service that has proven success working with students as they ready for the GQE. **The Remediation and Preventative Remediation Grant** provides funding for students who fall below the ISTEP+ passing score and provided additional opportunities for remediation for students at risk of falling below the passing score. CACS will use this funding to contract an outside service that has proven success in working with students who

	are at risk for failing the ISTEP+ and will provide additional instruction in English/language arts, math, and science.
○ *Multiple* financial and non-financial resources have been identified and describe how they would align to the model.	***Scholarships:*** ***CCSJ Scholarship:*** CCSJ awards a four year scholarship annually to one of our high school graduates. This enables a student to pursue a higher education at a local college who's mission aligns with that of Campagna Academy in serving those in need. This type of opportunity not only motivates students to perform but is also provides community engagement and feedback on instructional strategies in preparing students for college preparation. Alignment to the model: Bridge to Calumet College (B2CC) (Appendix G) ***Legacy Foundation:*** Approx $8,250: Provides for mentors through the Mentor Academy. ***Drug Free Alliance***: $3,618: This grant has been received for several years and is used for substance abuse education pertaining to issues that have affected many of the students and families in our school population. ***Anderson Foundation:*** $60,000 annually. This donation contributes to specific shortfalls in the budget. It has funded transportation in the past as charter schools do not receive transportation funding. This helps increase attendance for students that do not have alternative methods to get to school. It has also been designated to help fund some of the higher salaried teachers in order to retain them on staff and increase stability and sustainability of the school staff. ***Annual Fund Raising Event:*** Mardi Gras ($1000 annually). This event is sponsored by the local chamber of commerce to benefit all schools in the district. This donation is earmarked for student events such as prom which would not be affordable for the student population we serve, and helps promote social activities The event also increases community awareness, and engagement with the local chamber and local schools.

	Non-financial ***Overview:*** Campagna Academy Inc. has over sixty years experience serving at risk youth in many different settings. The evolution of the charter school is one example of the diverse programs that aims to serve not only the youth in need, but families and the community as well. Various departments and personnel within the organization align directly with the need of the Charter School and lend expertise in the following areas: ***Chief Executive Officer/Superintendent, Bruce D. Hillman,*** Mr. Hillman brings five years of expertise to understanding at-risk youth at Campagna, Inc, with a broad range of social and educational services. While working directly with legislators and the Indiana Code, he successfully implemented the Indiana Code change to allow adjudicated students access to Charter Schools despite a waiting list. As the former Director of Lake county Office Family & Children for over nine years, Mr. Hillman provided oversight of the CHINS in Lake County, and collaborated with 17 Indiana School Corporations in Lake County developing protocol and best practice standards with at risk, homeless and adjudicated students resulting in increased graduation rates and decreased disciplinary action. As a doctoral candidate at Walden University, Mr. Hillman's research explores the phenomena associated with barriers children in foster care experience in earning a high school diploma. Mr. Hillman's expertise provides opportunity to better understand responses required to bridge the educational gap for at-risk students and their ***Ball State University:*** The charter school's authorizer oversees the school and assists with professional guidance including DOE guidelines, charter school policies, contacts, best practices, and direction for other opportunities and resources available. Ball State also provides assistance with audits, compliance and financials. ***B & D Consulting:*** B&D Consulting provides professional educational expertise through strategic school improvement services to CACS. Its purpose is to raise academic achievement, assist with feedback and training on school performance and to strategically plan with the school leadership for the most effective practices. B&D Consulting's core function at CACS is to work with administration and faculty to ensure that a solid curriculum is effectively addressing the learning needs of the students and that this curriculum is well implemented by classroom teachers. This process began with an assessment of the needs of the school as determined by NSDC's

	SAI (National Staff Development Council developed the Standards Assessment Inventory) on-line inventory. Results were analyzed and recommendations were made to the principal regarding their implementation. Through on-site visits, Theresa Hinkle who serves as Instructional Leadership Partner has provided feedback designed to assist with the development of a strong SIP designed to improve student learning at Campagna. Monitoring visits occur twice a month. Feedback is provided to the IDOE and school administration monthly regarding implementation of the SIP along with suggestions for change. ***IARCCA An Association of Children & Family Services:*** Promotes and advocates for improved care and treatment of children and families in Indiana and facilitates communication and understanding between providers of children and family services and state regulatory authorities. IARCCA also furnishes information and education to the professional, legislative and lay communities regarding agencies who provide children and family services. ***Northwest Indiana Educational Service Center (NWIESC):*** Provides professional development, media services, cooperative purchasing, and advance technological support. A cooperative agreement with NWIESC increases the availability of educational opportunities and resources for students and staff. Membership in the NWIESC is voluntary, with costs being covered by a per-student annual fee which is set by the NWIESC governing board and the Indiana Legislature. ***Calumet College of St. Joseph, Purdue University Calumet, Ivy Tech State College and Indiana University Northwest***: Provides faculty expertise in discipline specific best practices. The Education faculty has experience collaborating and coaching teachers, and will provide

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
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: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (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 (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: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures;	1) CACS has adopted the evaluation models Teacher Effectiveness Rubric (v.7) (***Appendix I***) and Principal Effectiveness Rubric (v.4) (***Appendix J***). The evaluation tools are challenging and create a new level of effectiveness evaluation. Faculty will be provided the evaluation tool in June 2010 with time for discussion and clarification. The HR Department has reviewed both documents and has approved their use for the Charter School. The Teacher Effectiveness Rubric and the Principal Effectiveness Rubric meet all criteria for the Transformation Model. 2) Staff evaluation process includes *at least annual* observations for teachers and leaders and is *at least 51%* based on school and/or student performance. The Human Resource Department and Principal coordinates to ensure annual formal evaluation for teachers and leaders. Administrative personnel are committed to a monthly evaluation process based on rigorous guidelines rooted in educational best practices. Teachers are formally reviewed annually with an informal review in September. ***Schedule of Performance Review:*** • Monthly: September –May • Informal Evaluation: September (Teachers) • Formal Evaluation: March/April • External Evaluation: March (B and D Consultant) • Pre and post testing (NWEA) and End of Course Assessment will provide the documentation of increased student performance.

(iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	This evaluation meets the requirements of the Transformation Model 3) Clear dismissal pathway for ineffective teachers and principals. CACS has demonstrated clear dismissal pathways for ineffective teachers and principals. Neither tenure issues nor unions prohibit the decision-making processes for dismissal. Formative evaluations and the annual formal evaluation will clearly indicate the rationale for teacher retention or dismissal. ***Progressive Disciplinary Policy: Appendix N*** 4) *Flexibility* has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model. CACS has and will demonstrate flexibility for hiring, retaining or replacing staff in its history (80% faculty turnover rate for 2009-2010, however only 35% turnover in 2020-2011 yet 3 principals in five years). Finding the "match" between the quality education at CACS and highly qualified teachers is the challenge. CACS attempts to retain teachers who commit to the individualized instruction, demonstrate engaged student –centered learning, and collaborate with colleagues in developing a professional learning community will be offered continued employment at CACS. Incentives for high performing faculty have been integrated into the performance evaluation. Two incentives of interest to the faculty retention incentives for returning faculty and a payment scale for student performance on ECA's. 5) *Appropriate* amount of instructional time added (if required by the model). An additional 15 minutes per day (75 minutes per week) has been added to the schedule. This additional learning time has been added to the first period of the day, to focus on sustained reading to support the data implication that reading is an issue for our students. The Transformation Model will add opportunities for before school tutoring, after school tutoring and study groups.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
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: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (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; (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; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;	The development of a school culture rooted in research and data driven quality indicators provide the backdrop for continuous measurement of effectiveness. Systems and structures will have been embedded into the school culture by the year 2013 with the appropriate refinement of the processes. With the embedded nature of the implementation, the continued sustainability will be routine through the use state support (general fund) and current federal grant support as well as local institutional support. Systems will include the following: • Monthly quality indicator review communicated to all stakeholders. • 5 year research study correlating curricular design, instructional strategies, and students' performance ***(Appendix P).*** • The School Improvement Plan will provide the strategies for all strategic planning measures. • Pre-and Post testing will occur annually through NWEA: Data sets that shape the Personalized Academic Plan (PAP) will include: NWEA, TABE, ECA, SAT, AP testing (***Appendix Q***). • Personalized Academic Plan (PAP) will be designed for each student upon intake. The plan includes courses through graduation (Appendix Q). • End of Course Assessment will determine faculty incentives, future planning and influence faculty engagement or dismissal. • SAT results will provide additional baseline data. All juniors will take SAT. Sophomores will take the PSAT. • Turnover Rates for faculty and staff will be indicators of satisfaction. However, CACS administration will not sacrifice quality instruction for faculty satisfaction. • Formal Faculty Evaluation will provide the feedback for faculty to revise their Professional Development Plan. • Graduation rates and CORE 40 Goal percentages will indicate goal achievement (75% initial year of grant). • Professional Development surveys conducted after each presentation will

(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 interventions and school improvement	provide the administrative team the input needed for future planning. Faculty will generate and rank order PD ideas. • Student satisfaction surveys will be utilized to assure all stakeholders are heard. Ball State's feedback from the Constituent Surveys will also provide data. Results will influence planning. • Participation in the Bridge to Calumet College (B2CC) (Appendix G) and Bridge to Ivy Tech (B2IT) (Appendix R) will be evaluated for its success. Success will be indicated by student performance (grades) at Calumet College or Ivy Tech. • Matriculation to College will be tracked annually and will be one quality indicator for success. The goal of predictable, continuous quality improvement shapes and focuses faculty and staff deliberations and decisions. The need for a pattern of predictable and consistent thinking and subsequent decisions will greatly enhance the school culture. • Focus groups will be conducted twice annually to contribute to planning. • Parent Satisfaction Surveys (Constituent Surveys through Ball State, and the Alternative Education Survey conducted by the IDOE) provide necessary feedback for planning. • Student Satisfaction Survey (Constituent Surveys through Ball State, and the Alternative Education Survey conducted by the IDOE) will shape the decision-making process. Mid-Year and End of year assessment of the program provides quality feedback for faculty and administration. Specific steps have been taken to assure the shift from grant dependent activities to financial independence. A comprehensive strategic plan for sustainability has been designed ***(See Appendix AA).*** Campagna, Inc. has an endowment fund with approximately $5.5 million dollars. • Annual percentage decrease in grant funding: Goal: Shift some financial responsibility to General Fund. • Growth in school population provides stronger budget base • Expand the General Fund and develop additional revenue streams. • The Senior Director of Development and Public Relations will assist in

activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	securing development funding specifically for CACS. • As well, the Development Office will assist in seeking grant funding from new sources. Identify new sources for mentors and tutors. • Support from Campagna Academy, Inc. will assist when necessary.

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 E).

Transformation Model (Guidance Document, Section E, pages 36-42)

X 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)
1. *Replace the principal who led the school prior to implementing the model.*	• Collaborated with institutions of higher learning, parents groups, faculty and community. • Statewide search versus local word of mouth • Conduct search for principal. • Conduct similar search for the assistant principal and associated personnel provided for in the grant.	CEO ***Accomplished: See Appendix BB***	January/February, 2011
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	• Establish a teacher/staff Performance Review Committee (PRC) (*Appendix S).Teachers engage in this standing committee to have voice and input into the evaluation systems for CACS.* • Review present evaluation system for consistency	Principal and leadership staff/parent groups	July/August, 2011

	with elements of the Transformation Model including student achievement. • Evaluate role of student performance with 51% weighted to student outcomes (*Appendix I and J).* • Design/adapt/refine evaluation tool used throughout Campagna Academy, Inc. • Communicate with existing faculty/staff (PRC provides this opportunity (*Appendix S)*.. • Design in-service for new faculty/staff hires. • Communicate/develop timeline: include monthly formative and formal evaluation times.		

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	• Award incentives for teachers and staff whose students outperform. Three incentives have been designed; cash payment for student improvement and change to promote teacher attendance for consistency in the classrooms. • The second incentive centers on students performance on the ECA (***Appendix DD***). • A third incentive is a bonus in the contract renewal process. • Identify model with percentages for performance (***Appendix I and J)***. • Identify timelines for implementation consistent with test results. • Establish new/higher percentages for the next academic year. • Conduct evaluation of the process. • Make refinements to the tool. Close feedback loop. • Consequences for lack of increased students performance as indicated on the ECA's will be a	Principal and leadership staff/parent groups	August 2011

	focused evaluation on teacher learning strategies, with professional development and mentoring to assure strong performance. A second year without increased performance will result in nonrenewal. The PRC committee will address the policies surrounding these issues (*Appendix S*).		

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	• Professional Development Plan: • Communicate and refine goals, strategies, and expected outcomes. • Faculty and staff commit to personal professional goals aligned with the school goals (Professional Development form) • Identify professional development: collectively and content area. • Implement plan; evaluate plan Close feedback loop; plan for following year	Educational Team, EMO and Administrators	August 2011
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	• Collaborate with EMO in establishing incentives for teachers and staff. • Three incentives have been outlined above. • CCSJ will provide the mentors for teachers in the classroom. • Recruitment of highly qualified faculty will also include the expertise and graduate student population from the MAT program. • Conduct perception survey: rank order rewards • Identify needs	Principal, Educational Team and EMO	June – August, 2011

	• Evaluate success • Provide opportunity for creative responses to school challenges.		

6. *Provide increased learning time for students and staff.*	• Faculty/Staff Interview Teams identify the network of support systems needed for each student. • With the additional faculty identified in the grant, all faculty will benefit from increased planning. With the adoption of a Professional Learning community, faculty will have assistance with planning collaboratively. • Design a Personalized Academic Plan (PAP for each student. • The learning time for all students has been increased by 75 minutes per week. • Provide tutoring before and after school as needed. Identify creative ways to respond to student needs, (i.e., Saturday School, online learning)	Interview Teams, Leadership Team	June – August, 2011 Throughout year.

7. *Use data to implement an aligned instructional program.*	Establish systems for dissemination of data on each student. • Identify goals for each student through the PAP • Evaluate progress; weekly • Establish regular meetings with parents; address accountability through the contract • Establish rewards for students and faculty when achieving success. Incentives for students have been identified within the budget of the grant	Curriculum Coach, principal, Data Specialist	July – August, 2011 Throughout year.

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	Professional Development plan includes a full day and mentoring on how to incorporate date-driven instruction . The curriculum coach will coordinate, mentor and provide invaluable feedback from years of expertise . Interview Teams: • Collect data from student and parent • Provide inventories to collect social and academic histories. • Assess student ability level: • Place into appropriate courses. • Collect social and academic histories • Design Personalized Academic Plan (PAP) • Teachers utilize Universal Design for Learning (UDL) • Provide summative monthly assessment to track data. Communicate monthly with the parents/students.	EMO, Principal Administrative Team	July-June 2011-2012

9. *Provide mechanisms for family and community engagement.*	A plan for community outreach has been designed with the characteristics of our student and family population in mind. The Development Department and the Community Parent Liaison will coordinate the identified activities and engagement initiatives. A collection of activities does exist: • Family Nights (monthly) • Mandatory Parent, Teacher, Student Conference • Power School (administrative software) New parent and community opportunities are planned:	Parent Liaison Principal Administrative Team	July-June 2011-2012

	• Parents As Teachers Program • Power School Support Group • Annual Open House • Beautification Day		

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	The school administrative team does have autonomy and flexibility when planning the school calendars staffing and time. Budgeting is accomplished in collaboration with the administrative team from Campagna Academy, Inc. the expertise of a five member team, provides excellent interface and feedback on all issues budget. The Team consists of the CFO, principal, the school accountant, and the data specialist. The principal/Director of Education has full support from the CEO/Superintendent. Decisions regarding teacher retention, hire and disciplinary measures lie within the responsibilities and the principal with support of the CEO who provides complete autonomy. Accountability accompanies that level of autonomy.	School Administrative Team Campagna Inc Administrative Team	All year

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	Ball State provides support throughout the year in the terms of visitations, communication about events for teachers and principals, requests to host events and invitations for professional development through the Charter system. As well, Ball State has provided an interactive communication system to eliminate time and travel barriers. Ball State provides B and D Consulting as a state support team for the development of strategic school improvement services. Monitoring visits occur twice a	Team	Throughout the year.

	month with a written report submitted a few days after the visit. The SEA has been quite responsive to queries and concerns. The DOE support staff have been fantastic. The staff at the DOE have provided an easy means of communication with prompt response to requests. The LEA provides an extensive support staff for CACS from the CEO to the clinicians who assist teachers and principal with strategies for dealing with at-risk youth. The Principal is involved with the Campagna, Inc. Administrative team meetings to assure two-way communication and to assure that the issues of the school are brought to the attention of the staff. The CACS board members provide support for the principal and the teachers through their concern, their commitment to assuring that the needs of the school are addressed.		

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

A statewide search was conducted using various forms of statewide and national media to advertise the opening. The same processes were proposed as are listed for the Assistant Principal.

The search for Principal was completed with the assistance of several stakeholders. The processes was extensive to meet the unique needs of the diverse student populations:

Creating desired attributes for the position-Transformational Experience necessary
Statewide advertisement and posting
Human Resources screening with assistance of Calumet College and Purdue University Calumet
Initial interviews of final five candidates
Interview teams (inclusive of all stakeholders)
Finalist interviews and support with HR and Board of School Trustees
Extensive state and academic professional development-In support of the new principal
BSU Training of Charter School Leaders within 12 months of appointment
Placement within three months

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

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

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

Instructions:

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

Note: Goals must be measureable and aggressive, yet attainable.

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2010-2011	**SY 2011-2012**	**SY 2012-2013**
Example: 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
No baseline data available for biology	**60% of all students are proficient on the biology End of Course Assessments.**	**70% of all students are proficient on the biology End of Course Assessments.**	**80% of all students are proficient on the biology End of Course Assessments.**
50% students graduate with a CORE 40 Diploma	**75% students graduate with a CORE 40 Diploma**	**80% students graduate with a CORE 40 Diploma**	**80% students graduate with a CORE 40 Diploma**

37% of students graduating in four years or less.	40% of students graduating in four years or less.	45% of students graduating in four years or less.	50% of students graduating in four years or less.
No baseline data available for AP classes.	25% of student population take an AP class	25% of students population take an AP class	25% of students population take an AP class
TABE: Average 2008-2009 Math: 4.2 GE Reading: 5.7 GE	70% of the student population achieves a 1.5-2.0 GE increase within one year.	70% of the student population achieves a 1.5-2.0 GE increase within one year.	70% of the student population achieves a 1.5-2.0 GE increase within one year.

II: Budget

Instructions:

1) Complete the budget pages provided in the Excel file for the three years.
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)

The Title I 1003g grant provides CACS tremendous opportunity to address the exceptional needs of its students. Without this grant, CACS would continue to struggle in providing high quality education to students who have demonstrated a pattern of school failure. Addressing the educational deficits now, during high school, will in the long run save millions of dollars for the State of Indiana.

As a Charter School, the only sources of revenue are those generated from the state or federal level. To thrive as a high-quality educational school with a reputation for excellence, the coordination of the sources of income and generating new sources of income are critical.

The budget team has aligned all federal, state and local funding sources to complement grant activities.

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

Alignment of Funding Sources to SIG Elements

Element of the Intervention	Support	Resource
	Federal Resources	
Additional Instructional Assistants in the classrooms to give one-on-one assistance to students in the classroom and to provide additional tutoring assistance for students as needed; also provide additional funding for research based, high quality, job embedded professional development for staff and faculty; also provide Supplemental Educational Services (SES) to non-proficient students.	Increasing support to take on the sustainability of the professional development allotted in 1003 grant.	**Title I, Part A** -
Assistance with design and implementation of *transformation plan and improvement.* The plan calls for Curriculum Coordinator that will facilitate curricular review and change, as well as administrative assistance to allow the Principal to focus on instruction versus daily discipline. Embedded professional development is also implemented through the school improvement guidance of an Educational Management Organization (EMO).	Decreasing support as the items are introduced to our current funding sources.	**1003(a)** School Improvement Grant
Recruitment, retention and training of high quality teaching staff with differentiation and motivational skills. Job-embedded *staff development* aligned to assist in meeting graduation, performance and motivation goals of learners. *Incentives for student achievement.*	Consistent with the use of Title II for teacher improvement and support.	**Title II, Part A**
Transportation for students to assist in the attendance goals for the academic year	Will assume a portion of this expense over	**Alternative Education Grant**

	time.	
Focus on Exceptional Learner educational quality		**SPECIAL EDUCATION Part B**
	State Resources	
Remediation for all students to improve academic performance and give opportunity for increased assistance.	Assist in meeting performance goals.	Remediation and Preventative Grant
All initiatives outlined in the improvement plan that are geared toward student achievement.	Support for goals	**BASIC (GENERAL FUND)**

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Campagna Academy Charter School **Corp #: 9300**

		School Name:							School #:			
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary										
Account Number	Expenditure Account	Cert	Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	62,656		5,454		35,000			5,000			$103,110.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)					5,000						$5,000.00
22900	Other Support Services: Admin for School-Level Activities	60,343				50,000						$0.00
25191	Refund of Revenue											$110,343.00
26000	Operation and Maintenance											$0.00
27000	Transportation					71,100						$71,100.00
33000	Community Service Operations											$0.00
60100	Transfers (Interfund)											$0.00
	Column Totals	122,999	$0.00	$5,454	$0.00	$161,100	$0.00	$0.00	$5,000	$0.00	$0.00	
								TOTAL COST				$294,553.00

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 71,100.00

Total after deducting Property (710-748) $223,453

Total Available for Indirect Costs $223,453

2.09%	

Amount of Indirect Cost to be used	0
Grand Total After Indirect Cost	**$223,453.00**

ITEMIZE and EXPLAIN				
General Supplies	**Property: Equipment/Technology**	**Prof. Services**	**Other Purchase Services**	**Salary Personnel**
$5,000 allocated for instruction supplies to assist students in night school, vocational technical and honors achievement.		Incentives for highly successful (student achievement) teachers = $20,000. Teachers who have met 70% Success rates or 30% achievement increases within an academic year. 15,000 for Ivy Tech partnership offering vocation courses.	Transportation is included to ensure attendance to school (without it our students to do not have transportation-Summer/Academic year= $71,100.00. EMO to assist with school guidance and improvement-$50,000.	An Assistant Principal has been included to allow the Principal to act as the Instructional Leader (60,343). A Night School Instructor for increased instruction and student focus (17,656). A Curriculum Director is also included to assist in quality of instruction curriculum and data usage (20,808). Plus Benefits-$5454.

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.*

Preliminary activities will include interviewing and selecting and EMO that can work with the school staff on improvement measures. Though the amount is requested at $50,000 for the selected individual, the search process may be extensive and inclusive of accommodating several stakeholders that are not general school employees (i.e.: parents, community, students).

The search for Curriculum Director and Assistant Principal will be statewide with the assistance of several stakeholders. The processes will be extensive to meet the unique needs of the students:

Creating desired attributes for both positions-Transformational Experience necessary
Statewide advertisement and posting with additional information brochures ($500)
Human Resources screening with assistance of Indiana Principal Search Team (Purdue/Indiana University/Indiana State)
Initial interviews of final five candidates
Interview teams (inclusive of all stakeholders)
Finalist interviews and support (EMO)
State selection criterion
Extensive state and academic professional development
Placement within three months

This is the implementation year inclusive of all expenditures. We will slowly incorporate these needs into our annual budget on current funding.

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Campagna Academy Charter School **Corp #: 9300**

		School Name:							School #:			
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary Cert	Salary Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	20808		4151		60,000						$84,959
21000	Support Services-Student					10,000						$10,000.00
22100	Improvement of Instruction (Professional development)					2,500						$2,500.00
22900	Other Support Services: Admin for LEA Activities	60,343										$60,343.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation					40,000						$40,000.00
33000	Community Service Operations											$0.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$81,151	$0.00	$4100	$0.00	$112,500	$0.00	$10,000	$0.00	$0.00	$0.00	
								TOTAL COST				$197,792

Current Indirect Cost
2.09%

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 40,000

Total after deducting Property (710-748)	$157,792
Total Available for Indirect Costs	$3,297.85
Amount of Indirect Cost to be used	0
Grand Total After Indirect Cost	**157,792.00**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
		Incentives for highly successful (student achievement) teachers = $10,000. Teachers who have met 70% Success rates or 30% achievement increases within an academic year. $10,000 for Ivy Tech &Cal. College partnerships offering vocation and honors courses. 2,500 for differentiated instruction professional development. Transportation is included to ensure attendance to school (without it our students to do not have transportation-Summer/Academic year= $40,100.00. EMO to assist with school guidance and improvement-$50,000.		An Assistant Principal has been included to allow the Principal to act as the Instructional Leader (60,343). A Curriculum Director is also included to assist in quality of instruction curriculum and data usage (20,808), plus benefits-$4,100.

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount

Corporation Name:
Campagna Academy Charter School **Corp #: 9300**

		School Name:							School #:			
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary Cert	Salary Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	20,808				10,000						$30,808.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)					25,000						$25,000.00
22900	Other Support Services: Admin for School-Level Activities											$0.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation											$0.00
33000	Community Service Operations											$0.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$20,808	$0.00	$0.00	$0.00	$35,00.00	$0.00	$0.00	$0.00	$0.00	$0.00	
								TOTAL COST				$55,808.00

Subtract the amount above 25,000 (per individual contracted service) from your total budget: 0

Current Indirect Cost
2.09%

Total after deducting Property (710-748)	$0.00
Total Available for Indirect Costs	55,808.00
Amount of Indirect Cost to be used	1,166
Grand Total After Indirect Cost	**55,808.00**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
		Incentives for highly successful (student achievement) teachers = $10,000. Teachers who have met 70% Success rates or 30% achievement increases within an academic year. $10,000 for Ivy Tech &Cal. College partnerships offering vocation and honors courses. 2,500 for differentiated instruction professional development. Transportation is included to ensure attendance to school (without it our students to do not have transportation- Summer/Academic year= $40,100.00. EMO to assist with school guidance and improvement-$50,000.		An Assistant Principal has been included to allow the Principal to act as the Instructional Leader (60,343). A Curriculum Director is also included to assist in quality of instruction curriculum and data usage (20,808), plus benefits- $4,100.

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 budget is decreasing reliance on the funds provided in this grant as we incorporate the additional staff into our general fund budget and grant funding currently received.

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Appendices

Appendix A
Timeline

May - June
Replace Principal

- Collaborate with CCSJ
- Conduct search for principal
- Conduct search for assistant principal

May - June
Evaluation Systems

- Establish PRC
- Review present evaluation system
- Evaluate role of student performance
- Design and adapt evaluation tool
- Communicate with existing staff
- Design in-service for new hires
- Communicate develop timeline, include formal evaluation times

June - July
Incentives for Faculty and Staff

- Collaborate with PRC to establish incentives
- Identify model with percentages for performance
- Identify timeline for implementation consistent with test results
- Establish new higher percentages for next academic year
- Conduct evaluation of process
- Make refinements to tool, close feedback loop

June - July
Professional Development

- Communicate and refine goals
- Faculty and staff commit to personal professional goals
- Identify professional development: collective and content area
- Implement plan: evaluate plan
- Close feedback loop: plan for following year

July - August
Strategies to Recruit, place and retain staff

- Collaborate with PRC to establish incentives
- Perception survey; rank order rewards
- Identify needs
- Evaluate success

June - August
(All School Year)
Increased Learning Time

- Faculty/staff interview teams identify support systems for each student
- Provide tutoring as needed
- Identify creative ways to respond to student needs

August
(Year Round)
Data to Implement Instructional Program

- Establish systems for dissemination of data on each student
- Identify goals
- Evaluate progress (biweekly)
- Establish regular meetings with parents
- Establish student and faculty rewards

August - June

- Parents as Teachers meetings
- PTA
- Family Night/Open House
- Mandatory Conferences

Appendix B
Contractor/Contracting Service Procedures and Monitoring

Campagna Academy Charter School

Contractor/Contracting Service Procedures and Monitoring

In order to establish consistent guidelines on the selection and monitoring process used in obtaining contracted services, all management employees of Campagna Academy will be expected to follow the procedures as set forth in this policy.

It is the policy of Campagna Academy, that all contracting service decisions must be made in accordance with the following guidelines in order to meet the standards required for the selection, negotiations, performance, management, monitoring compliance and training.

A. **Proposal for Obtaining Contract Services**

Management employees are required to prepare and issue a written proposal for the use of a contract service either by an individual/organization for immediate service (within two to three months); short-term services (less than one year) or long-term services (one to two years) submitted to the Director for review and approval and ultimately submitted to the Executive Team. Contracted services may be procured by management employees only to resolve particular agency problems or issues or to expedite specific projects that are temporary in nature.

The proposal should include the following:

- A description of the type of service required.
- Reason for the needed service.
- Proposed timeframes including length of time; days/hours needed.
- Qualification or certification required.
- Cost estimates.
- Market trends if available

The proposal can be in the form of a letter, an electronic memorandum or other format that clearly sets forth the required information in writing.

The Executive Team will be responsible for the following:

- Review all proposals
- Seek clarification
- Determine financial impact
- May refer to a subcommittee of the board
- Provide a response within ten business days

If approval to obtain a contract service is granted by the Executive Team, the individual initiating the proposal will be responsible in securing three bids from contractor service providers. If fewer than three firms/individual contract service provider is contacted, an explanation is to be included in the contract file as to why more were not contacted.

The Logistics Coordinator may be available to assist in securing bids for immediate service. The approved proposal is used in obtaining competitive

bids. The Executive Team member responsible for the budget item will determine the contract service provider in consultation with the Chief Financial Officer or in some case be decided by the Executive Team.

B. Contract Negotiation

Part of the process of obtaining a contractor/contracting service provider under a competitive solicitation is to negotiate the specific contract terms. Any discussions, whether formal or informal, that are held with the apparent successful contractor to develop and finalize the contract are considered contract negotiations and should involve the Executive Team or designee. Under a competitive process, negotiations may be held with the apparent successful contractor if more favorable terms are desired than were submitted in the proposal or if the proposal is not sufficiently precise or direct. Areas in the proposal that may be considered less than satisfactory include: time devoted to the project or phases of the project by the consultant, scheduling related to the items in the scope, pricing, billing terms, etc. Negotiations should not substantially change the terms of the original proposal, but should eliminate any ambiguities in the contract and clarify the terms. If the terms offered by a contract are fair and equitable, selection/award may be made without negotiations.

1. Evaluation Criteria

Competitive selection of a successful contractor service provider should be based on the an established criteria that may include, but are not limited to, the following:

a) Experience, ability and reputation
b) Knowledgeable of the project/service
c) Quality of products/services
d) Description of services
e) Project management, internal controls, and team structure
f) Staff's qualifications and experience
g) Cost
h) Schedule limitations
i) References of previous work/services
j) Compliance with statutes and rules relating to contracts or services
k) Insurance
l) Adverse claims made against the contract service provider
m) Negotiation Skills

2. Documentation of Selection

The Executive Team is responsible to document the process used to select the contractor/contracting service and retain all related documents in the files, including the following:

a) Names of the firms/contractor contacted
b) Copy of the proposal issued.
c) Copies of the responses received.

d) Description of the evaluation and selection process. Indicate the reason(s) for selection of the successful contractor/contract service
e) Copy of the executed contract.

3. **Written Contract**
All service contracts, regardless of dollar amount, require a **written** document specifying the agreement between the agency and the contractor.
Required elements in a service contract are:

a) Identification of all parties to the contract
b) Scope of services that clearly describes the responsibilities and obligations of the parties
c) Maximum compensation/cost
d) Period of performance, including start and end
e) Payment requirements that include the basis for which the contractor/contract service will be paid for services whether hourly/daily/weekly/monthly rate, by completion of a project or milestone or outcome, and/or lump sum amount, etc
f) Signatures of all responsible parties.

Other terms may be included in the contract document to provide additional legal protection to the agency. General Terms and Conditions are those terms that have been determined by Human Resources that apply to most service contracts. The Special Terms and Conditions are the terms specific to a contract and generally include the items listed above as mandatory for a contract, but also may include terms such as billing procedures, filing requirements, insurance, contract management, order of precedence, etc.
Amendments to service contracts are allowable and must be in writing.
A sample of a service contract is available on NAL in the Human Resource Section.

4. **Approval of Contract Form**
Approval as to the contents and form of the contract is provided by the Sr. Director of Human Resources and in the case of some short-term and all long-term contracts, the agency attorney will make final recommendations.

C. **Available Funding**
Campagna Academy shall ensure the funding is available for the contract services prior to executing a contract or an amendment that increases funding.

D. **Contract Signature**
The contract is fully executed when all authorized parties have signed it. In most instances, contracts must be signed by the parties before work begins. Upon execution, signed copies of the contract must be provided to all parties to the contract.

E. **Performance Measures**
Management employees overseeing the contractor/contracting service are required to apply performance measures and outcomes. The

purpose of performance measures is to provide a standard or measure for performance of the contracted services. Performance measures may also be used to determine if, and when, the contractor/contract service has successfully completed performance, and when and how much the contractor should be paid.

Performance measures should be:

- Clearly written;
- Easily understood by contractors and the general public;
- Focused on the performance expected from the contractor;
- Well defined and consider both the quantitative (how much?) and qualitative (how well?) aspects of performance;
- Relevant, timely, verifiable and reportable; and
- Realistic in terms of available resources, funding and timelines, and recognize external factors beyond the control of the system.

Contract managers should check the funding source or statutory authority to determine whether any specific outcomes are mandated. They should also consider:

- How the agency will know the service has actually been provided (other than accepting the contractor's word);
- How the agency will know the *quality* of services has been provided and include a mechanism for measuring quality;
- What specific outcomes the agency is looking for, such as enhanced job retention, reduced recidivism, or improved safety of citizens following a natural disaster; and/or
- Whether payment is contingent on an event, product, or outcome,. If so, how the agency will ascertain that the contractor has satisfied the requirement. If the payment points are not clear, consider the benefit of tying payment to an event, product or outcome.

F. **Financial Reporting**

Financial reporting provisions may require a contractor to report on or allow access to their financial information at defined intervals during the contract or upon contract completion or termination. The purpose of financial reporting provisions is to aid in monitoring contractor performance and/or verify fiscal accountability, and to allow contract managers to make informed decisions about the contractor's ability to perform or meet contract requirements.

G. Liability Insurance Requirements

Before obtaining a contractor/contracting service, the agency will analyze the type of service required and evaluate any exposure of legal liability that may result from the contracting service. To reduce the risk of exposure, Campagna Academy requires all contractor/contracting services to provide proof of liability insurance coverage and may include employer's liability insurance and comply with workers compensation laws at a specified amount of coverage according to the service provided. Also, in most cases Campagna Academy requires the contractor/contracting service to complete a hold harmless agreement or other requirement as advised by the agency attorney.

H. **Risk Assessments**

A risk assessment is intended to assist management employees overseeing the contracting services to better focus their oversight efforts on

higher risk contracts. A risk assessment will evaluate risk factors to determine how much monitoring and/or auditing should be done to protect the agency's interests.
The risk assessment may be conducted informally or formally depending on the dollar value of the contract, complexity of the services, experience of the contractor, etc. An informal risk assessment is the analysis conducted by the oversight manager to make effective contracting decisions. A formal risk assessment form is recommended for contract/contracting services of $5000.00 or more.

Based on the results of the risk assessment, the decision whether it is advisable to contract for the services. If contracting, the oversight manager will decide the level of scope, frequency, and methods of monitoring to be used to ensure oversight is sufficient given the risks involved. Risk assessment results may also be used to devise more stringent controls and tighter contract language, when appropriate, to adequately monitor the use of funds. The risk assessment should be updated periodically to provide a current record of risk factors associated with the contract.
Risk assessments, linked to a monitoring plan, should be documented.

I. Contract Management

Management employee should be mindful of the following:

a) Written contracts must be signed by both parties before work can begin under the contract.
b) Written contract amendments must be signed prior to the contract expiration date (end date) whenever there is a change to the scope of work, period of performance, or maximum dollar amount (or other financial terms) of the contract.
c) When signing a contractor's contract form, provide appropriate review of the contract to ensure adequate protection for the agency is included in the contract.
d) Services should be performed to the satisfaction of the contract manager before payment is approved.
e) If applicable, all work must be completed within the contract period of performance, including deliverables.

J. Managing and Monitoring

Once the contract is fully executed by all parties, agency staff must proactively manage and monitor the contract to ensure the quality and quantity of services are received. Effective management and monitoring of personal service contracts are keys to successful contracting results.

1. Managing the Contract

Contract management includes any activity related to contracting for services, including the decision to contract, contractor screening, contractor selection, contract preparation, contract monitoring, auditing, and post-contract follow up.
While the contractor has responsibility to perform under the terms of the contract, the agency has responsibility for reasonable and necessary monitoring of the contractor's performance to ensure compliance with the contract provisions. Many contracts name a contract manager who serves as the primary point of communication between the agency and the contractor and who provides the principal contract management and monitoring function. More than one individual can be named as having responsibility for various aspects of the contract.
The chief objective of the management employee providing the oversight is to ensure that the contractor fulfills all contractual obligations in a quality manner within budget and schedule. To accomplish this task, the contract manager should be completely knowledgeable of

the terms of the contract and maintain requisite controls throughout.

2. Monitoring the Contract

Monitoring means any planned, ongoing or periodic activity that measures and ensures contractor compliance with the terms and conditions of the contract. The level of monitoring should be based on a risk assessment of the services provided and the contractor's ability to deliver those services. Every communication with a contractor is an opportunity to monitor activity.

The **purpose of monitoring** is to ensure the contractor is:

a) Complying with the terms and conditions of the contract and applicable laws and regulations;
b) Adhering to the project schedule and making appropriate progress toward the expected results and outcomes;
c) Providing the quality of services expected; and
d) Identifying and resolving potential problems and providing constructive, timely feedback.

Effective contract monitoring can assist in identifying and reducing fiscal or program risks early in the process, thus protecting funds.

e) **Monitoring activities** may include, but are not limited to, the following:

- Periodic contractor reporting.
- On-site reviews and observations.
- Invoice reviews.
- Audit report reviews.

Documentation of monitoring activities must be maintained by the agency to verify that monitoring has been conducted. Contract files should include, for example, copies of letters and e-mail, meeting notes, and record of key phone conversations as evidence that conscientious monitoring has occurred during the contract. This is especially important where there are issues with the contractor's performance.

3. Contract Problems

Contract problems must be addressed as soon as they are discovered to prevent them from becoming recurring or serious. Corrective action is suggested when direct negotiation and other less formal means have failed. Corrective action initiated by the agency and taken by the contractor that will correct identified deficiencies, produces recommended improvements, or demonstrates that deficiencies or findings are either invalid or do not warrant action.

Contract problems that warrant corrective action include:

- Failure to produce services;
- Monitoring or audit negative findings;
- Poor quality of service;
- Failure to perform all or part of the contract;
- Ongoing late performance;
- Inadequate, unclear or excessive billing; and
- Late submission of reports on a recurring basis if applicable.

A first step in corrective action would typically be to communicate in writing to the contractor describing where performance is deficient.

Corrective action activities should be coordinated with the agency's Senior Management.
All corrective action initiated by Campagna must be documented in writing. If the corrective action is successful in resolving problems, the contractor should be notified in writing that resolution has been achieved and the documentation retained in the contract file. If corrective action is unsuccessful at first, management employee may continue to work with the contractor until deficiencies are resolved, or they may proceed with a dispute process or take other appropriate courses of action.

K. Evaluate Contractor's/Contracting Service's Performance

Upon contract completion, the Campagna management employee may want to prepare a contractor evaluation.
The evaluation may address the following:

- Timely completion of work;
- Quality of work performed;
- Quantity of work;
- Professional manner and conduct;
- Working relationship with agency staff; and/or
- Quality of project management.

L. Documenting Contract File

The management employee is required to maintain adequate documentation regarding the contract and services provided by the contractor/contracting services, for certain services (i.e. consultant), the Human Resources department will maintain the contract file. Completed files should be forwarded to the Human Resources Department.

M. Training

Training on service contracts is required for management employees who execute or will be managing contractor/service contracts. Those employees must complete service contract training or agency-approved training prior to executing or managing any service contracts. The training will provide selection, bidding, evaluating and monitoring of service contracts.

Appendix C
MOU with CCSJ

Campagna Academy, Inc. and
Calumet College of St. Joseph
Memorandum of Understanding
April 26, 2010

I. Background

Campagna Academy, Inc. is pursuing external funding in support of a substantial school improvement initiative.

Calumet College of St. Joseph, Inc. is the oldest institution of higher learning in Lake County, Indiana. It is the most diverse 4-year institution of higher learning in the Midwest and has long served at-risk youth. The academic programs offered by the College include both undergraduate and graduate Education programs, including the largest transition-to-teaching program in the State of Indiana.

The Education faculty at Calumet College of St. Joseph has worked closely with other K-12 school systems in pursing improvement and professional development initiatives of various kinds.

Faculty, professional staff, and students at Calumet College of St. Joseph have successfully collaborated with Campagna Academy, Inc. on a number of initiatives over the course of several years.

II. Purpose

The purpose of the memorandum-of-understanding is to stipulate services that Calumet College of St. Joseph will provide to Campagna Academy, Inc. in support of its multi-year initiative designed to dramatically improve the academic performance of students who attend the Charter School housed at Campagna Academy, Inc.

III. Responsibilities of Calumet College of St. Joseph

- Calumet College of St. Joseph will assist in the search for and selection of a principal and other administrative staff who can advance the school improvement initiatives provided for in Campagna Academy, Inc.'s School Improvement Grant request. This may include the provision of interim services, the development of job descriptions, the development of selection criteria and search processes, and participation on selection committees.

- Calumet College of St. Joseph will provide consultation services and training pertaining to best practices involving curriculum design, pedagogy, discipline, and professional development. Specifically, Calumet College of St. Joseph will provide expertise in alignment between state standards and curriculum (science, business, math, history, psychology, English).

- Calumet College of St. Joseph will provide faculty content experts to coach and provide feedback on implementing best practices in teaching at-risk youth.

- Calumet College of St. Joseph will provide assistance to Campagna Academy, Inc. in the evaluation and assessment expertise on the achievement of goals related to student outcomes. This will include a review of both programmatic assessment and student learning.

- Calumet College of St. Joseph Advising Office will provide professional development on Intrusive Advising to the staff at Campagna Academy Charter School and will provide feedback and coaching of the skills as necessary throughout the duration of the grant.

- Calumet College of St. Joseph will assume the lead in designing and implementing a 5-year longitudinal research study that addresses curriculum design, instruction, and student performance. The experienced researcher will design, implement, and provide oversight, of the five year study. As well, the researcher will provide the professional development workshops on the relationship between data and achieving desired performance outcomes.

- IV. Signatures

Bruce Hillman
Chief Executive Officer
Campagna Academy, Inc.

Daniel Lowery, Ph.D.
Vice President for Academic Affairs
Calumet College of St. Joseph

Appendix D
Bridge to Calumet College of St. Joseph's

Building a Bridge to Calumet College (B2CC)

Components to the Program

- Transition from High School to College Program
- College matriculation
- Success performance in college classes
- Service learning: tutoring and mentoring
- Intrusive advising

Outcomes:

- Knowledge of successful study habits
- Dual credit
- College experience
- Learning through teaching
- Income for college
- Delayed gratification
- Budgeting expenses

Process:

- Identify 8-10 students who meet the following criteria
- Meet with parents
- Sign contract

Criteria:

- 18+ years of age or entered high school in 2006 or earlier
- Score at least at the 50%ile rank on the NWEA or
- Passed ECA English 10
- Desire and intellect to perform in college
- Articulated goals for college education
- Submitted writing sample
- Must maintain a B average to continue in the program

Service Learning:

- Identified student would tutor a freshman every morning between 7:00 and 8:00am.
- B2IT student would receive training in tutoring.
- B2IT student would receive a daily stipend for tutoring.
- Stipend would be paid at end of each semester.
- B2IT Student tracks income and interest on Quick Books.
- B2IT Student submits budget for income and expenses and tracks expenses.

Appendix E
Teacher Effectiveness Rubric
State Document

Appendix F
Principal Effectiveness Rubric
State Document

Appendix G
Board Minutes

Appendix H
Faculty Meeting Minutes

Faculty Meeting 6/6/11

Focus of the Meeting: Title I 1003g grant.
We have to demonstrate that we have been starting the process and collecting data for SIG 3g. We have been comparing recent years. We completed faculty survey curricular side from faculty point of view.
We are going to work in groups to get different ideas and perspectives. (Find the root causes)

Key Findings: Why Are the Students Not Demonstrating Success?

1) Observation did not occur throughout the year.
2) Too much time on discipline.
3) Because of change in leadership – too many rule changes within the year; prompted in consistency and micromanagement.
4) Huge teacher isolation, lack of collaboration, lacking team approach.
5) Indicative of pathology that is not healthy.
6) Lack of feedback / inconsistent evaluation, lack of state of the art technology
7) Finding a balance between rigor and capability of students.
8) Courses are not differentiated for struggling students,
9) Lack of assistance, lack of background and educational history on each student.

Need for Curriculum Coordinator
Also need Paraprofessionals / TA's
Root Causes of the Findings

- Inconsistent leadership
- Lacking clear curriculum that is academically rigorous

- Lacking accountability
- Lacking professional development
- Lack of communication
- Lack of school pride in certain times and areas
- Lack of textbooks
- Books should be available to take home
- High interest (lower level textbooks)

Test Levels: Students, teachers and Parents Need to Understand These Issues

- Grade equivalency
- Teacher/Student relationships are key to success
- Students do not care about doing well because they never have been successful.
- Once they find out they "can do it", they want to do it.
- Lack of comprehension directly related to success for our student population.
- Strong need for useful professional development
- Strategies to address issues of new students:
    - 3 Interview Teams: Teachers, staff member and a TA would interview incoming students and then make a recommendation for success: Counselor would create a plan.
    - We don't have an orientation course that teaches social and study skills
    - More parent involvement (At this time, we have no PTO)
    - Dinners, meetings, plan for prom, support in the classrooms, etc.

Teacher Appreciation Week the 1st week of May: We need to plan
Parent / Teacher Conference day / Open house
Other Parents Ideas:
P. A. T. Parents As Teachers: Will have a presentation on its success.
Overarching Goal for the Grant:
Develop a resilient, stable, and consistent school culture
New students need to know the rules when they come into our program. (The rules don't change for other programs)

Appendix I
Staff Meeting Minutes

Staff Meeting 8:30 6/6/11

Discipline Policy: Evaluate: How is the discipline?

- Reality Check Evaluation:
  What should we do differently next time?
  - Allow Team Ten Leaders to escort their group to the gym.
  - Have charter school to attend after lunch.
  - Have forms ready before hand.

- Reward Day: April 30th Field Day and Cook Out
  - Plan B: Take students out for an outing.

- Grant: The 3g Grant will take most of Sister Michele & Michelle Berger's time this week and next week, Mr. Harvey will deal with discipline issues

- Upcoming events: Prom, Talent Show, Blood Drive

Detention List:
2 detentions

Brian White (refused)
Calvin Sanders (refused)
Dayanna Medcafe (refused)
Jujuan Harris (refused)
Briana Carter (refused)
Jamie Trevino (refused)

Make-Up

Naomi Smith (absent)
Anthony Reed (absent)

Detentions will be held on Tuesday & Thursday of this week

Announcements:

Azaria will no longer attend Sylvan Tutoring, Sylvan will give free ECA prep test

Appendix J
Progressive Discipline Policy

5.2 DISCIPLINE

When an employee's conduct interferes with the orderly and efficient operation of CA, or an employee's performance does not meet the expectations or requirements of the job (including ineffective teacher performance), CA may take corrective action. In some cases, it may be appropriate to consider progressive discipline, which provides the opportunity for employees to be warned of the seriousness of unacceptable behavior and the consequences if the misconduct continues. However, the decision to use or not to use progressive discipline is solely within the discretion of CA. Management retains discretion to take disciplinary action appropriate to the particular circumstances and may include verbal or written warnings and/or suspension (with or without pay), and/or placed on probation, and/or demotion or immediate discharge. Nothing in this policy intended to modify the at-will nature of employment, which means that either the employee or CA may terminate the employment relationship at any time.

5.2.1 Types of Offences

If a staff engages in conduct that is not specifically listed herein, but in the opinion of the administration, is equal or similar to such conduct as listed below, it too will be cause for disciplinary action. Offenses are rated by Level (I, II, III) see chart for explanation of each. The specific accumulation of offences for each level within a year may lead to termination, of employment, as follows.

Level I – 10 offenses Level II – 5 offenses Level III – 1 to 2 offenses (depending on severity of offense)

Type of Offense	Level I	Level II	Level III
MRO paperwork	See Porter Starke/Campagna Corporate Compliance		
Using or giving illegal sub.	N/A	N/A	1st offense
Abuse of children/staff	N/A	N/A	1st offense
Possession of weapons	N/A	N/A	1st offense
Any excessive force	N/A	1st offense	2nd or 1st blatant offense
Medication Error	N/A	1st offense	2nd or 1st blatant offense
Time card/clock fraud	N/A	1st offense	2nd or 1st blatant offense
Theft or Damage	N/A	1st offense	2nd or 1st blatant offense
Falsification of documentation	N/A	1st offense	2nd or 1st blatant offense
Lying	N/A	1st offense	2nd offense
Sleeping during work	N/A	1st offense	2nd offense
Insubordination	N/A	1st offense	2nd offense

Job abandonment	N/A	1st offense (1-2 days)	1st offense (3 or more days) or 2nd of.
Not performing job duties	1st offense	2nd thru 5th offense	6th offense or 2nd offense if refusal
Violation of Policy/Protocol	1st offense	2nd thru 5th offense	6th offense or 2nd offense if refusal
Poor supervision of clients	1st offense	2nd offense	3rd offense
Harassment (Subject to degree)	1st offense	2nd offense	3rd offense
Misuse of power of position	1st offense	2nd offense	3rd offense
Not answering On Call	1st offense	2nd offense	3rd offense
Gossip/Defamation of Character	1st offense	2nd offense	3rd offense
Lack of confidentiality	1st offense	2nd offense	3rd offense
Late for work	1st and 2nd offense	3rd offense	4th offense
Inform of Workplace Romance	1st and 2nd offense	3rd offense	4th offense
Not Checking email/Harmony	1st and 2nd offense	3rd offense	4th offense
Poor use of judgment	1st and 2nd offense	3rd offense	4th offense
Improper call off	1st and 2nd offense	3rd and 4th offense	5th offense
Lack of training hours	1st and 2nd offense	3rd and 4th offense	5th offense
Late paperwork	1st and 2nd offense	3rd and 4th offense	5th offense
Misuse of keys	1st and 2nd offense	3rd and 4th offense	5th offense
Poor work performance	1st and 2nd offense	3rd thru 6th offense	7th offense
Unapproved Over Time	1st and 2nd offense	3rd thru 6th offense	7th offense

5.2.2 Procedure for Implementing Staff Discipline

1. If infraction was seen by a supervisor of a different department, it is their obligation to discuss and Complete an "Out of Department Notification" form with staff's immediate supervisor, within 24 hours. Discipline will then be completed, if necessary, by immediate supervisor within two work days. If a difference of opinion occurs between supervisors it needs to be brought to the directors of each department. If a difference of opinion occurs between directors it needs to be brought to COO

and Sr. Director Human Resource for a decision. Form will be turned in to Human Resource Department by supervisor that seen the infraction after both supervisors discuss infraction. If employee was placed on probation, then the supervisor needs to document regular meetings. On the last day of probation the supervisor will document improvements that were made with a signature from supervisor, employee, and director. This documentation is then given to the Human Resource Department, by the Director. All areas of "Employee Warning" form need to be completed by immediate supervisor to include offense, all times offense was discussed with staff (include documentation of discussions), specific policy being violated, corrective action needed, standard expected, and next corrective action if done again.

Then the form needs to be reviewed by Immediate Director and Sr. Director of Human Resource prior to meeting.

- **Level I and level II offenses need to present within two work days of discovery of infraction.**
- **Level III offenses need to present to staff within five work days of discovery of infraction.**

2. At the meeting, the form should be read to staff then all parties need to sign attendance to meeting (if staff refuse to sign, document refusal on form). If staff would like to write there side to the event, allow doing so on the front or back of form. Then turn into Human Resource Department in a confidential folder. (If staff requests copy, please make a copy.)

3. Teaching/Counseling moment (Level I): This should be documented on "Employee Warning" Form. Supervisor should be instructing staff on appropriate action and answering any questions to better educate staff so not to repeat the infraction. Assign trainings if needed and follow up.

4. Corrective moment (Level II): This should be documented on "Employee Warning" Form.

Supervisor should be instructing staff on appropriate action and answering any questions to better educate staff so not to repeat the infraction. Assign trainings and follow up along with 30 – 60 day probation, and possible suspension.

5. Discipline moment (Level III): If staff has repeated offense after a Corrective moment or the severity of the offense is critical an "Employee Warning/Termination" Form needs to be completed same as above, with addition of the following. 30 - 90 day probation, 1 -5 day suspension, and/or transfer, demotion, or termination. Terminations and demotions need to be reviewed by Sr. Director of Human Resources and COO then approved by CEO. (if transfer, demotion, or termination Sr. Director of Human Resource along with immediate Director need to be present at meeting)

SUMMARY: (All corrective actions need to be on "Employee Warning" form in detail, along with what supervisor is putting in place to improve staff)

- **Level 1 = training & possible probation (5 – 30 days)**
- **Level 2 = training & probation (15 – 60 days)**
- **Level 3 = training, probation (30 – 90 days), suspension w/o pay (1 – 5 days), and possible transfer/demotion/termination**

Appendix K
Five Year Study Methodology

CACS Five Year Study
Methodology

The primary independent variable of this study is the treatment associated with the foundational principles and the educational components that will take place at CACS. The primary dependent variables include the academic achievement and social-emotional functioning of students who attend CACS. Other moderating or mediating variables will be considered such as attendance, parent involvement, age, gender, race, and other background characteristics.

Data Collection Materials

Multiple data collection tools will be used to measure the quality and effectiveness of the established pedagogical and program-related characteristics/components of CACS with a particular focus on the implementation and maintenance of a personalized and engaged learning community approach. The data collection tools that will be used for this study include academic achievement tests and psychological instruments that focus on the social and emotional functioning of adolescents. In addition, qualitative focus groups will be conducted with the students and parents, and staff will be interviewed to better understand the experiences and perceptions of the primary stakeholders within the CACS community.

Behavior Assessment for Children – Second Edition (BASC-2)

The BASC-2 is a comprehensive behavior assessment for children that consists of a set of rating scales and forms including the Teacher Rating Scales (TRS), the Parent Rating Scales (PRS) and the Self-Report of Personality (SRP). The TRS and PRS are used for assessing children between the ages of 2 and 21 while the SRP is appropriate for youth between grades 6 through college. The parent and teacher forms contain the similar scales, which include clinical scales (e.g., aggression, anxiety, attention problems, atypicality, conduct problems, depression, hyperactivity, learning problems, somatization, and withdrawal) and adaptive scales (e.g., adaptability, social skills, leadership, functional communication, and study skills). The student version also contains clinical scales (e.g., anxiety, attention problems, attitude to school, attitude to teachers, atypicality, depression, hyperactivity, locus of control, sensation seeking, sense of inadequacy, social stress and somatization) and adaptive scales (e.g., interpersonal relations, relations with parents, self-esteem and self-reliance) Additional information can be obtained at http://psychcorp.pearsonassessments.com.

Focus Group Protocols and Staff Interview Protocol

A focus group protocol will be used with students and parents, and an interview protocol with be used with staff. The youth and parent focus groups and the staff interview are intended to gather in-depth information and to be used with the quantitative data for triangulation purposes. The focus group protocols for the youth and parents are provided in Appendix A and Appendix B. The interview protocol for staff is provided in Appendix C.

Design and Data Analysis

This evaluation study will utilize a mixed methods triangulation design where quantitative and qualitative data will be collected, analyzed and compared for a more in-depth and comprehensive analysis. The triangulation of the data will help to improve the validity of the study by providing a check and balance system. In addition, some of the qualitative data may shed light on new concepts that will then be followed up with a quantitative survey, if appropriate. Therefore some of the qualitative results may also determine a need for additional quantitative survey items.

The quantitative component of this evaluation study will follow the quasi-experimental design given that participants are not randomly selected or assigned to a group. The current CACS students will be tracked longitudinally and therefore within-groups analyses will be conducted. The comparison group will consist of students who attended CACS prior to the transformative change at CACS; however, only school-related data will be available for the comparison group. Thus, the final analysis will be based on a mixed models design where two groups of participants will be compared with regard to school-related youth outcomes only (e.g., grades, test scores, attendance and discipline). A repeated measures analysis of variance will be used to analyze the data; with and without a comparison group via SPSS. In addition, since the Graduation Qualifying Exam (GQE) is based on an outcome of pass/fail, a logistic regression analysis will be used to determine which factors are most predictive of success on the GQE. This information will then be used for program and process related refinements.

The qualitative focus group data will be analyzed by open-coding and axial coding procedures as outlined by Creswell (2005). According to Creswell, axial coding involves the selection of an open coding category (e.g., theme) as the "core phenomenon" and then all of the other categories or themes are related to the core theme. The other categories therefore become (1) causal conditions, which are factors that influence the core theme; (2) strategies, which are actions taken in response to the core theme; (3) contextual and intervening conditions, which pertain to general and specific situational factors that influence the strategies; and (4) consequences, which are the outcomes associated with the strategies used.

Ethical Considerations

This evaluation study seeks to identify the most successful components of a Charter School for youth who are characterized as socially and/or economically disadvantaged and who are at-risk particular for delinquency. This evaluation study will be based on data collected from consenting participants and confidentiality will always be safeguarded by using student identification numbers instead of names. If through the evaluation process child abuse or neglect is detected, the program staff will notify Child Protective Services. In addition, the data collection instruments will not be used for labeling purposes, but for research purposes only. However, if there is reason to believe that a particular student may be in need of clinical services based on his/her BASC-2 results, the appropriate referrals will be made and the staff will follow-up to make sure that the student has received the services needed.

APPENDIX A
Youth Focus Group Protocol

1. How do you feel about the staff at CACS?

2. How has your relationship with your parent/guardian changed in the last year?

3. What do you like best about CACS?

4. What do you like least about CACS?

6. How have you changed since September?

7. Do you think that attending CACS has changed your life? If so, how?

8. What are some examples of experiences that have had a positive impact on your academic achievement?

9. What are some examples of experiences that have had a positive impact on your self-confidence or self-esteem?

10. What are some examples of experiences that have had a positive impact on your relations with others?

11. What are some examples of experiences that have had a positive impact on your study skills?

12. Have you had any negative experiences while at CACS? If so, please explain?

13. Where do you see yourself in 5 years from now? Is this different from what you thought a year ago? If so, how is it different?

14. Are you more motivated to be academically successful than you were a year ago? Please explain your answer.

APPENDIX B
Parent Focus Group Protocol

1. How do you feel about the staff at CACS?

2. How has your relationship with your child changed in the last year?

3. What do you like best about CACS?

4. What do you like least about CACS?

6. How have you changed since September?

7. Do you think that attending CACS has changed your child's life? If so, how?

8. What are some examples of experiences that have had a positive impact on your child's academic achievement?

9. What are some examples of experiences that have had a positive impact on your child's self-confidence or self-esteem?

10. What are some examples of experiences that have had a positive impact on your child's ability to relate to others?

11. What are some examples of experiences that have had a positive impact on your child's study skills?

12. Have you or your child had any negative experiences while at CACS? If so, please explain?

13. What do you think about the philosophy or mission statement of CACS?

14. Is your child more motivated to be academically successful than he/she was a year ago? Please explain your answer.

APPENDIX C
Staff Interview Protocol

1. Why did you decide to take this position?
2. What are your educational and professional credentials?
3. Please describe your current understanding of the mission and philosophy of CACS.
4. To what extent do you believe that CACS has adhered to the mission and philosophy?
5. Please describe the programs at CACS and your role at CACS.
6. What are the goals at CACS?
7. How do you think CACS has affected students in the following areas:
    - Behavior and social-emotional functioning
    - Academic achievement
    - School attitude/motivation
8. Which foundational principles do you believe were implemented most effectively?
9. Which educational components do you believe were implemented most effectively?
10. What are some challenges that you have experienced thus far?
11. What are some of the successes that you have experienced thus far?
12. How has CACS encouraged parental/guardian involvement?
13. What do you think is the biggest challenge that staff face today?
14. What would you change about CACS if you could?

Appendix L
Bridge to Ivy Tech

Building a Bridge to Ivy Tech (B2IT)

Components to the Program

- Transition from High School to vocation program
- College/program matriculation
- Success performance in classes
- Service learning: tutoring and mentoring
- Intrusive advising

Outcomes:

- Knowledge of successful study habits
- Dual credit
- vocational experience
- Learning through teaching
- Income for advanced education
- Delayed gratification
- Budgeting experience

Process:

- Identify 8-10 students who meet the following criteria
- Meet with parents
- Sign contract

Criteria:

- 18+ years of age or entered high school in 2006 or earlier
- Score at least at the 40%ile rank on the NWEA or
- Passed ECA in English, Biology, or Algebra
- Articulated goals for a particular vocation
- Submitted writing sample
- Must maintain a C average to continue in the program

Service Learning:

- Identified student would tutor a freshman every morning between 7:00 and 8:00am.
- B2IT student would receive training in tutoring.
- B2IT student would receive a daily stipend for tutoring.
- Stipend would be paid at end of each semester.
- B2IT Student tracks income and interest on Quick Books.

B2IT Student submits budget for income and expenses and tracks expenses

Appendix M
Providers and Resources

Providers and Resources

Performance Review Committee (PRC)

The Performance Review Committee (PRC) is an internal structure consisting of two administrators, two faulty and two staff members who are selected annually by a staff/faculty election. The goal of this standing committee is to give an opportunity for a voice in administrative matters such as evaluating incentives and issues of faculty and staff performance.

Professional Learning Community (PLC)

"A PLC is composed of collaborative teams whose members work *interdependently* to achieve *common goals* linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *impact* their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers around certain critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?" (All About PLC)

Intrusive Advising

Earl (1987) describes the intrusive model of advising as an action-oriented approach to involving and motivating students to seek help when needed. Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Research literature on student retention suggests that contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college (Heisserer & Parette, 2002).

"Experience shows that intrusive advising strategies can be especially useful when advising to build student resiliency. Intrusive advising strategies found to be helpful at the initial enrollment of an underprepared student include:

- Utilize appropriate assessment tools to determine student skills and abilities;
- Employ open-ended questioning techniques e.g., "What subjects did you enjoy studying in the past?" with follow-up questions such as "What methods did you find successful in studying this subject?"
- Identify student strengths as well as skill deficits;
- Be direct, emphatic, and prescriptive when designing a plan to overcome skills deficits (Ender & Wilkie, 2000);
- Recommend courses appropriate to students' current skill levels mixed with course options in areas of previous success;
- Match student learning style with the teaching style used in the course; use caution in recommending on-line classes or satellite classes;
- Help students determine the time of day that will best optimize learning e.g., determine if the student is a 'morning person';
- Help students set short and long-term goals and develop action plans to achieve their goals (Ender & Wilkie, 2000);
- Introduce student programs, resources and groups -- TRIO/SSS, Gear Up, writing and math centers, learning and study skills classes, college survival courses, Orientation, career development center, etc. -- that create support structures;
- Explain the importance of meeting deadlines and regular class attendance;

Ender and Wilkie (2000) further suggest that underprepared students may "have a negative self-concept with respect to the academic environment; it is important that the advisor provide the developmental student with positive and encouraging feedback when appropriate" (p. 135). Schreiner & Anderson (2005) note that advisors who help students set goals and build action plans based upon their talents inspire students to acquire the skills necessary for college success. Ender and Wilkie (2000) further recommend that advisors stress how expectations and requirements differ from high school/workplace and suggest ways in which students may become active participants in their learning (p. 135)." (Miller and Murray, 2005)

Team Five

Team Five is a concept of small group mentoring pairing five students with one staff member. The team would meet each Friday for 55 minutes to discuss weekly academic progress, including grades, homework and any struggles surrounding their classes. The team leader, or staff member, would be responsible for contacting parents/guardians each Friday through email or phone to discuss the student's grades and progress. The team leader would also serve as a contact person for the parents/guardians to call and/or email should they have any questions regarding their child.

Team Five would also promote connectedness between the student and a staff member. "Low connectedness to school has been found to predict adolescent depression, risk taking, underachievement, and alienation from peers, teachers, and parents (Bonny, Britto, Klostermann, Hornung, & Slap, 2000; Karcher, 2002; Kuperminc, Blatt, & Leadbeater, 1997). Conversely, connectedness to parents and to school have been found to reciprocally influence self-esteem, social skills, and identity development (Cooper, Grotevant, & Condon,

1983). Recent studies suggest that mentoring can affect social skills, school behavior, and self-esteem as well as mentees' connectedness to family and to school (Karcher, Davis, & Powell, 2002; King, Vidourek, Davis, & McClellan, 2002; Rhodes, Grossman, & Resch, 2000)" (Karcher, 2005).

Appendix N
Student Contract
State Parent Teacher Agreement

Appendix O
Budget
See Grant Application

Appendix P
MOU with Ivy Tech

Campagna Academy, Inc. and
Ivy Tech Community College
Memorandum of Understanding
April 26, 2010

I. Background

Campagna Academy, Inc. is pursuing external funding in support of a substantial school improvement initiative.

Ivy Tech Community College is the nation's largest state wide community college with single accreditation. It is the state's largest public post-secondary institution serving more than 150,000 students per year.

The Education faculty and administration at Ivy Tech, Gary campus has worked closely with other K-12 school systems in pursing improvement and professional development initiatives of various kinds.

Faculty, professional staff, and students at Ivy Tech have successfully collaborated with Campagna Academy, Inc. on a number of initiatives over the course of several years.

II. Purpose

The purpose of the memorandum-of-understanding is to stipulate services that Ivy Tech Community College will provide to Campagna Academy, Inc. in support of its multi-year initiative designed to dramatically improve the academic performance of students who attend the Charter School housed at Campagna Academy, Inc.

III. Responsibilities of Calumet College of Ivy Tech:

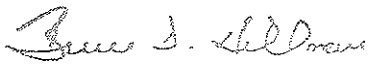
- Ivy Tech Community College will assist in identifying appropriate students who can benefit from a dual credit initiative which will allow Campagna Academy students to earn college credit while attending high school.

- Ivy Tech Community College will provide consultation services and training pertaining to best practices involving curriculum design, pedagogy, discipline for this identified student population..

- Ivy Tech Community College will assist in providing content experts to coach and provide feedback on implementing best practices in teaching at-risk youth.

- Ivy Tech Community College will provide assistance to Campagna Academy, Inc. in the evaluation and assessment expertise on the achievement of goals related to student outcomes. This will include a review of both programmatic assessment and student learning.

- IV. Signatures



Appendix Q
Night School

Campagna Academy Charter Night School 2010-2011

CACS Night School

Based on current best practice research that suggests creative responses for alternative education, Campagna Academy Charter School will introduce a night school pilot program for the 2010-2011 school year. Twenty students will be selected to attend night school while also attending day school. Night school will also be available to those students who are not successful in day school due to pregnancy/parenting and/or academic, emotional or behavioral issues. The goals of this program are as follows:

- Increase the graduation rate to 50% in Year 1 of the grant.
- Offer alternative schooling options to students not successful in traditional day school.
- Provide access to chronically problematic students.
- Assist students to develop their own plan for accountability and progress toward graduation.
- Goal: 95% of the students successfully complete the courses taken with a C or higher.

Curriculum

CACS Night School will provide of two highly qualified teachers and two instructional assistants. Students earn two credits per semester while attending four days per week (Monday through Thursday), 3 hours per evening (4:00pm-7:00pm) with break. The Personalized Academic Plan (PAP) will provide the blue print toward graduation and will be designed in collaboration with the student, and the school and behavioral counselors.

The curriculum will mirror that of Campagna's day school, which will be embedded in the Professional Learning Community. Therefore the classes will be constructivist, Socratic and will engage students in the process of their own learning. Selected students will also be provided with the opportunity to earn an additional credit per semester through an online course program, PLATO. This approach to credit recovery will provide highly motivated students the opportunity to complete their Core 40 diploma. Core content area courses will be offered and will be determined by the need of the students in collaboration with trained personnel.

Expected Outcomes

CACS Night School will be evaluated for effectiveness after Year One of the grant. The parameters of evaluation are as follows:

- An increase in the graduation rate for CACS (Goal Year 1: 60%)
- Full enrollment (Goal for Year 1:20 students)
- Strong Attendance Rate: (90%)
- Student and parent engagement: 90% attendance at monthly evaluation meetings
- Favorable mentor report (Monthly report)

- Faculty, staff, administration and stakeholder evaluation of the program (Once per semester).

Successful evaluation of the program will determine continuation of the program for Year II. If the program is continued, CACS Night School will increase its student population by 5 students and 1 teacher for Year Two of the grant. A similar process of evaluation will occur. Again, if successful, Year Three will increase by another 5 students and 1additional teacher and teaching assistant. The goal is by the end of year three (2012-2013), the night school program will be available to 30 students, will have established success indicators, will have a consistent cluster of teachers who work as a Professional learning Community, and who are successful in assisting students toward securing their Core 40 diploma.

Administration

The administration of Night School will be the responsibility of the Assistant Principal. He/she will have all the same resources available for the Night School as for the day, and the curricular expectations will be the same. However, there will be a set of expectations that will differ from the day school, (i.e. uniforms, independent work, etc.). A Handbook will be provided to the students in the Night School.

Past Experience of Night School

Historically, CACS did support a Night School in the past. However, as identified by three faculty/staff who were here at the time, the curriculum lacked depth and planning. The writer of this grant does not believe the curriculum will be problematic, and will address this issue in the early design stages.

Student Selection

Through the use of PowerSchool, we have already identified about 12 students, who, if successful in CACS Night School will increase the graduation rate for CACS.

Appendix R
Community Outreach

Community Outreach at CACS

The integration of the student and the family within the community is a challenge, but on that benefits the student and sets example and possibility for the future. Parent and child play strategic roles within the community. Therefore, the following strategies will assist Campagna families within their communities.

- ***Parent Education Series*** are offered within the local neighborhoods at the Boys and Girls Club or local libraries (Merrillville, Gary, and Schererville). The first meeting of the series will focus on IT skills and accessing information on Power School, the administrative software where parents access their child's grades, email to teacher, and communications from the school. Particular attention will be paid to those families without Internet access.
- ***The Parent Education Series*** will focus on topics most beneficial to the parents. Parents are involved in choosing the topics through focus groups that occur at the end of each meeting. The topics are updated, speakers chosen, evaluation occurs, with the cycle occurring again. Some topics could be: value of community service, substance abuse and assisting parents and students with FAFSA and college applications.
- ***Team 5:*** Each teacher, counselor, or staff member engages with the student and his or her family each week. The goal to form relationships is primary to the Team 5 concept, to discuss progress, and to identify resources within the community that assist parents with the challenges of raising a teenage. Incentives will be provided for the students and their families (gas cards, gift certificates and movie tickets) to the Team 5 groups to encourage the exchange of ideas, continued engagement with CACS and within the group. A culminating celebration dinner will occur in May.
- ***Establish monthly*** *Back to School Nights* on campus or an alternative site with programs to motivate (Bob Love of the Chicago Bulls, Timothy Shurr local motivational speaker) Entertainment (Jessie White Tumblers, Incognito-Diversity Theatre through Public Television, (Nicole Jamrose, a national c/w singer), or Sports Hero's (Ron Kittle from the Chicago White Sox).
- ***Expand community outreach*** to local businesses communicating the message of Campagna by being productive members of local chambers and civic organizations.
- ***Weekly press releases*** to the local media concerning events occurring at Campagna, Inc. and the Charter School. This community will better understand what CACS offers the community.
- ***Develop an outreach plan*** to area churches to collaborate in forming life coaches to Campagna students and their families.
- ***Partner with the local*** United Way in their Day of Caring Program for high school students.

These strategies will accomplish the goal of community engagement for the first year of the grant.

Appendix S
Professional Development Plan

Professional Development Plan
2011-2012

Overview

CACS students present with a particular constellation of challenges that require a specific skills set from teachers. Therefore, CACS administrative staff has chosen to add an additional paid week to the faculty's schedule (adjustment to the faculty contract). It is imperative that all faculty and staff have the proper skill set for teaching at Campagna. The particular approach must be taught by professional in the field who have developed the research based knowledge and skills needed for successful student engagement.

The following is the Professional Development Schedule for the 2010-2011 academic year.

June 11	Carnegie Learning: PD Blended Phase I On-Site Initial Training: New Math Program for CACS
July:	Curriculum development in content areas (Teachers paid stipend to work during the summer)
July:	Professional Learning Communities: A coach will work with identified teams of faculty. (Teachers paid stipend for work during summer)
July:	Meetings with returning families; Development of Personalized Academic Plan (PAP) and contracts. (Teachers teams paid stipend for working with families)
July:	Meetings with new families; Development of PAP and contracts.

Professional development days for all faculty and staff:

- August 2 -4: Therapeutic Crisis Intervention (Requirement of all Campagna employees)
  Presenter: Delores Sanders

- August 5-6: Data Driven Instruction: Using data in the *PAP* for each student.
  Presenter: Dr. Jeanette Shutay (Appendix X)

- August 9: CPR certification (Requirement of Campagna employees)
  Presenter: LaMisa Marshall

- August 10-11: The Youth Change Workshop
  Presenter: Ruth Wells

- August 12: Classroom Management and ODD: What To Do?
  Presenters: Dr. Leslie Rittenmeyer, and Dr. Jill Miller (Appendix X)

- August 13: Strategic Plan and Data: Integrating and Advancing the Goals of CACS Presenter: Dr. Michele Dvorak, PHJC (Appendix X)

- October 22: Classroom Management and ODD two Months Later:
  Presenters: Dr. Leslie Rittenmeyer, and Dr. Jill Miller (Appendix X)

- November 24: Stress Management:
  Presenter: Dr. Carl Moisoff

- January 3: Quality Indicators: How Are We Doing?
  Presenter: Dr. Jeanette Shutay (Appendix X)

- June 13-15 Strategic Planning and Data: Year 2 of the Grant: Dispositions and expectations.

Appendix T
Sustainability Strategic Plan

Sustainable Strategic Plan for CACS

The development of a robust infrastructure promoting long-tem sustainability is essential. Campagna Academy's board of directors is committed to the ongoing success and sustainability of Campagna Academy Charter High School. Over the past 10 years this endowment has grown from $200,000,000to $6,000,000 at its peak. Campagna has at its discretion the ability to commit earnings from these investments to augment other resources for a successful operation of the Charter High School. Campagna was successful raising approximately to $3 million dollars to complete the Campagna Center. We also raised $2.7 million dollars in replacing the gymnasium that had burned down. Campagna, Inc. (the agency) currently has an endowment fund with approximately $5.5 million dollars.

Campagna Academy provides a valued choice to families and students. With high quality support we can continue annual improvement. To facilitate this continued improvement, we will build a stronger infrastructure of support, develop an operating environment conducive to our school viability, stimulate an in-flow of ever increasing leadership and teaching talent, and enhance the "voice "of Campagna in the community.

The following strategic plan focuses solely on the Charter School. We realize that for our school to remain independent and autonomous, we will collaborate with the development department to strengthen sustainability. To accomplish this monumental task we will do the following:

- Work with local, county, state and federal agencies' in finding, writing and successfully obtaining grants.
- Establish a profitable and flourishing Planned Giving campaign with dedicated funds to the school.
- Evaluate in-kind contributions for the up keep and maintenance of the school grounds using the local Sheriff's Department work release program for projects.
- Engage local bankers and financial planners and educate them about Campagna Charter School, and have them present the opportunity for those individuals making a bequest in their will.
- Directly encourage individuals working with us or asking about our Planned Giving Program to purchase an insurance policy and name the school as its benefactor.
- Write a matching grant proposal for sustaining the school in various projects in conjunction with our local community foundation.
- Explore the possibilities of qualifying for INDOT 5310 money or other transportation grants, thus reducing vehicle expenses for the Charter School. If successful, we will hold a press conference announcing the grant with all partners as the kickoff campaign to raise school funds.
- Aggressively market "Adopt a Student" through Rotary, Lions and Kiwanis Clubs. Students will engage in a civic organization and be rewarded through invitations for lunches or breakfast in the community.

To enhance communication, CACS will conduct mandatory student-parent conferences every three months held in the area Boys and Girls clubs to accommodate individuals who have transportation issues.

With the above plans we will be able to fulfill the mission and vision of Campagna Academy; "Restoring Hope and Building Dream and work toward a future where every child belongs to a healthy family in a safe, caring neighborhood".

Appendix T

Supportive Documentation for Boys & Girls Club

Supportive Documentation for After School Programs
Boys and Girls Club

There is much data that supports after-school programs and services, and how after-school programs like a Boys & Girls Club add to, or help youth by supporting what is learned during time in-school. According to a recent study conducted by Stanford University, social service agencies offer the kind of programs needed most by today's young people. The study states that young people do not just want a "safe place to go," they want exciting learning opportunities through necessary community collaborations. The study further demonstrates that community initiatives, like a partnership between Boys & Girls Clubs and Campagna Academy, can have a real impact on youth, particularly in low-income areas.

In 1992, a landmark report titled "A Matter of Time: Risk and Opportunity in the Nonschool Hours," a report of the Task Force on Youth Development and Community Programs – Carnegie Corporation, reiterated the need for after-school, youth development services. The report stressed the importance of creating networks of community support for young adolescents during non-school hours. The report paid special attention to the needs and interests of youth from low-income families and of diverse backgrounds. What the report revealed is that young people have a great deal of discretionary time. What does this mean? Much of a young person's time is unstructured, unsupervised, and unproductive. The report revealed that only 60% of adolescents' waking hours are committed to such essentials as school, homework, eating, chores or paid employment while 40% of those waking hours are considered discretionary. Further, many of these young adults spend much of this time alone. Through a series of surveys and focus groups, what was discovered is that young people want more regular contact with adults who care and respect them, more opportunities to contribute to their communities, protection from the hazards of drugs, violence, and gangs, and greater access to constructive and attractive alternatives. Community-based organizations, like the Boys & Girls Clubs, can provide enriching and rewarding experiences for young adolescents – particularly during non-school hours, and often youth in such after-school programs put their school-learned knowledge to use.

More recently, Boys & Girls Clubs of America commissioned Harris Interactive in 2007 to conduct a survey of Club alumni to assess their experience and impact a Boys & Girls Clubs had on their lives. Alumni interviewed and surveyed reported that participation in a Boys & Girls Club had both immediate and long-lasting impact on their lives. In fact, 57% of alumni said the Club saved their life (up 5% from a survey conducted in 1999), and 91% stated they were satisfied with their adult life. In terms of education, and despite many challenges faced by many Club members, they equal or exceed the U.S. population in academic attainment. At the time the survey on Boys & Girls Clubs alumni was conducted, the number of Americans who did not finish high school totaled 16%, while the percentage of Club alumni in the same category was only half that. Nine in 10 Club alumni were graduating from high school, compared to 85% at the national level. What this data demonstrated that Boys & Girls Club alumni are just as likely as the general U.S. population to earn a college degree. Finally, the Harris poll also demonstrated the positive impact staff of Boys & Girls Clubs had on Club alumni who attended the Clubs during non-school hours. Club alumni acknowledged and recognized the positive effects adult staff members hand on various aspects of their lives – as children and adults – including: knowing right from wrong – 85%; self-confidence – 82%; self-esteem as a child or adolescent – 78%; learning good leadership skills – 77%; having someone to talk to – 76%; having goals and aspirations – 67%; and the ability to avoid difficulty with the law – 67%. The statistics listed above are percents noting positive responses.

With surveys distributed to local youth, Boys & Girls Clubs of Northwest Indiana note similar responses with current Boys & Girls Club members, and their satisfaction with our after-school programs. Below is our unique selling point – what makes us different than other youth serving organization. The chart below is not to say that other agencies are "not contributing" to the after-school development of youth, rather it is demonstrating what Boys & Girls Clubs focus in upon in our after-school programs and services.

Boys & Girls Clubs Uniqueness

What sets us apart?

Primary Elements	Service to Youth	Dedicated Youth Facility	Daily Access/ Programs	Trained Professional Program Staff	Focus: At Risk Youth	Programs for Teens	Low Membership Dues
Boys & Girls Clubs	✔	✔	✔	✔	✔	✔	✔
Camp Fire	✔						
Scouts	✔					✔	
YMCA/ YWCA	✔		✔	✔		✔	
Big Brothers/Big Sisters	✔			✔		✔	

Appendix U
Incentive Policy for Student Performance

Incentives Based on Student Performance
Academic Year 2011-2012

Policy
An incentive pay schedule will be based on student performance on the End of Course Assessments (ECA's).*

Procedure

- Faculty Teams** work with assigned course/students for the semester.
- Faculty Team prepares students for the ECA to be administered in June 2010.
- ECA results determine the level of incentive pay. Incentive pay will be included in the paycheck two weeks after the ECA results arrive and a determination of the level of incentive pay will be confirmed by the principal.
- Principal will send formal notice to the Payroll Department stating the level of pay incentive for each of the faculty members identified.
- If a substitute teacher has taught the ECA course for an extended period of time (minimum of 45 days), student performance will determine incentive pay as well.

Incentive Pay Schedule

Percentage of Students Passing ECA	*Incentive Pay*
40- 49%	$500
50-59%	$1000
60-69%	$1500
+70+	$2000

*End of Course Assessment for the 2009-2010 school year include: Biology, Algebra I, English 10.
**Faculty Team consists of the teacher or teachers assigned to collaboratively teach.

Appendix V
Alignment of Resources

Alignment of Funding Sources to SIG Elements

Element of the Intervention	Support	Resource
	Federal Resources	
Additional Instructional Assistants in the classrooms to give one-on-one assistance to students in the classroom and to provide additional tutoring assistance for students as needed; also provide additional funding for research based, high quality, job embedded professional development for staff and faculty; also provide Supplemental Educational Services (SES) to non-proficient students.	Increasing support to take on the sustainability of the professional development allotted in 1003 grant.	**Title I, Part A** -
Assistance with design and implementation of *transformation plan and improvement.* The plan calls for Curriculum Coordinator that will facilitate curricular review and change, as well as administrative assistance to allow the Principal to focus on instruction versus daily discipline. Embedded professional development is also implemented through the school improvement guidance of an Educational Management Organization (EMO).	Decreasing support as the items are introduced to our current funding sources.	**1003(a)** School Improvement Grant
Recruitment, retention and training of high quality teaching staff with differentiation and motivational skills. Job-embedded *staff development* aligned to assist in meeting graduation, performance and motivation goals of learners. *Incentives for student achievement.*	Consistent with the use of Title II for teacher improvement and support.	**Title II, Part A**
Transportation for students to assist in the attendance goals for the academic year	Will assume a portion of this expense over	**Alternative Education Grant**

	time.	
Focus on Exceptional Learner educational quality		**SPECIAL EDUCATION Part B**
	State Resources	
Remediation for all students to improve academic performance and give opportunity for increased assistance.	Assist in meeting performance goals.	Remediation and Preventative Grant
All initiatives outlined in the improvement plan that are geared toward student achievement.	Support for goals	**BASIC (GENERAL FUND)**