



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Gary Lighthouse Charter School	Corp #	9535
School	Gary Lighthouse Charter School	School #	4130
Superintendent Name	Jeremy Williams	Email	jewilliams@lighthouse-academies.org
Title I Administrator Name	Jeremy Williams	Email	jewilliams@lighthouse-academies.org
Principal	Jeremy Williams	Email	jewilliams@lighthouse-academies.org
Mailing Address	1771 W. 41st Street	City	Gary
		Zip Cod	46308
Telephone	508 309 0907	Fax	219 980 1035
Total Funding Authorization	\$1,911,254		

Application Type

Select one of the following options:

- Turnaround
 Transformation
 Restart
 Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

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

Superintendent Signature:  **Date:** 4/1/14

Title I Administrator Signature:  **Date:** 4/1/14

Principal Signature:  **Date:** 4/1/14

Staff Members Consulted and Part of the Application Process:

Workgroup Members

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mr. Jeremy Williams	Regional Vice President, Northwest Indiana
Mr. Rachid Kharchaf	K-2 Director of Teacher Leadership
Ms. Susan Jamback	Senior Vice President, LHA Midwest
Ms. Lina Fritz	Competitive Grants Writer
Ms. Bertha Rios	Regional Operations Manager
Mr. Khorl Whittaker	Chief Operating Officer, Lighthouse Academies
Mr. Otty Westenfield	Chief Financial Officer, Lighthouse Academies
Ms. Diane Anderson	Kindergarten Teacher
Ms. Queena Taylor	Parent
Ms. Krysten Ivy Wendell	ECLCS Principal
Mr. Leon Valdez	Board Member

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Priority Schools Hearing	3/27/14	17	11	2	2	1	40	Meeting was held explaining school letter grade and interventions that were administered during the 2013-2014 school year.
March Board Meeting	3/31/14	2	0	4	6	1	0	In this board meeting, projected letter grades were shared with stakeholders based off of 2013-2014 Predictive Acuity data.
National Leadership Team Meeting	3/20-22, 2014	0	6	24	2	6	0	In this meeting, goals and objectives for the 2014-2015 were created. Additionally, professional development was mapped for the 2014-2015 Professional Development Institute based off of the Predictive Acuity Results.
Teacher Focus Group	3/22/2014	0	5	1	0	1	0	Teachers had an opportunity to

								weigh in on some of the proposed SIG transformation interventions.

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
		Based on the "School Needs Assessment" tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Gary Lighthouse Charter School	K - 12	Y	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
ISTEP All Grades	41.5%	140	HIGH- One year ago restructuring occurred where	65% passing	70% passing	75% passing

			multiple Lighthouse schools were re-assigned to three campuses: K-2, 3-7, 8-12. Predictive Acuity informs us that the school will again perform at the F level in terms of Indiana's A-F Accountability system. Grade level restructuring has not closed the achievement gap between LA students and students from across the state.			
3 rd Grade ISTEP	34%	18	HIGH – With only 66% of 3 rd graders currently passing ISTEP, the data suggests a lack of fluency and reading comprehension in the GLCS K-2 program. Students, although they are making gains, are not sufficiently prepared for the rigors of Grade 3 ISTEP and IREAD.	71% passing	76% passing	81% passing
4 th Grade ISTEP	26.9%	14	MID – This grade's failure is the least severe. Teachers in fourth grade were rated effective or highly effective using the Charlotte Danielson Framework for Teaching. Predictive Acuity Data indicated that 58% will pass ISTEP.	78% passing	83% passing	88% passing
5 th Grade ISTEP	34.5%	20	LOW – This grade level is almost at 70% passing. Students in this grade level have consistently been higher achieving than their peers.	70% passing	75% passing	80% passing
6 th Grade ISTEP	34.2%	18	MID – This grade level is almost at 70% passing. High teacher turnover.	71% passing	76% passing	81% passing
7 th Grade ISTEP	53.4%	40	HIGH – second lowest passing rate.	52% passing	57% passing	62% passing

			Highest number of disciplinary referrals; highest teacher turnover. This group of adolescents has high socio-emotional needs.			
8 th Grade ISTEP	58%	30	HIGH – lowest passing rate in the school; needs most intense intervention. Has the highest number of student transfers. Most new students have come in significantly behind in reading, which impacts their skill in understanding and correctly completing extended and constructed response problems.	47% passing	52% passing	57% passing
10 th Grade - English 10 ECA	65.1%	41	HIGH – Nearly two thirds of 10 th graders are not proficient on the English 10 ECA. Most students pass it by 11 th or 12 th grade, which puts them behind in terms of college readiness.	55%	70%	80%
Free/Reduced Lunch	41%	116	Majority of the students are on free/reduced lunch.	65%	70%	75%
African American	40%	134	Majority of the students are African American. The achievement gap between this subgroup and other subgroups are growing.	65%	70%	75%

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing

All Grades ISTEP	48.3%	158	HIGH- One year ago restructuring occurred where multiple Lighthouse schools were re-assigned into three campuses: K-2, 3-7, 8-12. Predictive Acuity informs us that the school will again perform at the F level. Grade level restructuring has not closed the achievement gap between math students and students from across the state.	60% passing	65% passing	70% passing
3rd Grade ISTEP	60.4%	32	High- This is an indication that our students have not developed sufficient numeracy skills, number sense, and problem solving skills to be successful in upper elementary and middle school.	50% passing	60% passing	70% passing
4th Grade ISTEP	63.5%	33	High- Fourth grade is critical in students' development mathematically. Students should be solidifying skills in numeracy and should have fluency in addition, subtraction, and multiplication. The standards also require conceptual understanding and until this year, our previously selected curricular program did not provide such learning opportunities.	47% passing	57% passing	67% passing
5th Grade ISTEP	35.7%	20	LOW – Students have demonstrated significant growth from previous year. All teachers from previous year were proficient in Domain III: Instruction on the Danielson Framework.	70%	75%	80%
6th Grade ISTEP	52.2%	24	MID – This grade level	55%	60%	65%

			has experienced high teacher turnover. However, relative to other grade levels, the turnover has not had a significant negative impact.			
7th Grade ISTEP	38.9%	28	HIGH - highest number of disciplinary referrals; highest teacher turnover. This group experiences significant socio-emotional developmental challenges.	66%	71%	76%
8th Grade ISTEP	43.8%	21	HIGH- Eighth grade is the first year students enter the High School (8-12 grade). This transition is challenging for students as the work demands increase significantly in high school. Students are unprepared for the rigor and pace.	61%	66%	71%
8th Grade – Algebra I ECA	66.7%	10	HIGH- Even though students take Algebra I in eighth grade, 2/3 are still not proficient by the beginning of junior year. More resources are needed to ensure 10 th graders pass the first ECA Algebra I administration.	43%	53%	63%
Free/Reduced Lunch – All Grades	49%	136	HIGH-Majority of the students are on free/reduced lunch.	60% passing	65% passing	70% passing
African American – All Grades	49%	156	HIGH- Majority of the students are African American. The achievement gap between this subgroup and other subgroups is growing.	60% passing	65% passing	70% passing

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	91,200	102,600	Lighthouse Academies offers an extended school day (8 hours) and year (190 days), not including afterschool activities. To close the achievement gap, more instructional time is needed.
2. Dropout rate*	11.1%	6%	The dropout rate is attributed to students that withdrew from Gary Lighthouse 8-12 and did not re-enroll in another school. Many had disciplinary issues. The school's ability to track or re-engage students was limited.
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	92.57%	95%	Attendance rate is below state average. Majority of issues happen in K-2 and high school. Transportation and tardiness are major issues for high school students. Most absences are unexcused. In K-2, parents are not getting kids to school when they miss the bus and do not have alternative transportation. Previously, significant number of suspensions also contributed to the attendance rate.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	4% of HS students- 33 students	5% of HS students-35 students	Currently, students are enrolled in AP but early indications are that they will not pass due to a misalignment between standards, expectations, and student performance.
5. Number of students completing dual enrollment classes	0	130 students	Currently, students are not enrolled in any dual credit offerings. The

			current philosophical approach was to limit dual enrollment opportunities and emphasize AP preparation.
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	0	35 students	Students lack the opportunity to complete dual enrollment classes. No students have completed BOTH advanced coursework AND dual enrollment.
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSY (10 days) LSD (1 hour) WES (4 hours per month)	LSY (no change) LSD (no change) WES (no change) BAS (1 hour per day, M-Th)	Students attend school for 190 days per year (10 more than the 180 state mandate). Students also have an 8 hour day and can attend weekend classes/tutoring support. While more time on learning has been provided, lack of professional accountability has resulted in limited positive impact on student learning.
8. Discipline incidents*	5967 suspensions 4 expulsions	Less than 3000 suspensions, less than 2 expulsions	Students have been suspended over 5000 times at the 3 rd – 7 th grade building. Teachers and administrators are using a “zero tolerance” policy that is more punitive in nature. Too many students are missing instructional time. Expulsions are expected to remain the same as we only expel when state and federal drug and weapon violations occur.
9. Truants (# of unduplicated students, enter as a whole number)	150	Less than 30 truants	There has been ineffective implementation of protocols for tracking attendance. Interventions have been ineffective for students who have missed significant amounts of school. Family interventions have been absent.
10. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	IN-13 IMP-29 EFF-16 HEF-7	IN-3 IMP-12 EFF-45 HEF-15	Of the 13 ineffective teachers, 11 of them have been with the school for more than three years. According to these results,

			the current method of professional development and instructional support offered by the principals have been ineffective in improving professional performance.
II. Teacher attendance rate	93%	97%	Teachers receive fiscal incentives for strong attendance. Leaders share the subbing load to ensure that quality instruction takes place even when teachers are absent. However, this method has been a disincentive for teacher attendance.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<p>Lighthouse Academies developed a research-based program to ensure all students are prepared to graduate from college. It is a three-pronged approach: Rigorous Academics, Social Development, and Arts Infusion. (See Appendix 1: LHA Education Model and Core Priorities). Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. GLCS is not implementing the Lighthouse Model with fidelity. The core elements of the LHA Education Model which foster high student achievement and success are listed below, with details on where and how GLCS is currently falling short in its implementation.</p> <p>Rigorous Academics</p> <ul style="list-style-type: none"> ▪ College Focus <ul style="list-style-type: none"> - Currently, many of our students are not college ready. Most students are not proficient with their End of Course Assessments. Additionally, resources are not devoted to helping students pass these important assessments. 66% of our students have not passed English 10 by the end of sophomore year. 65% of our students have not passed Algebra I by the end of sophomore year. ▪ More Time on Instruction <ul style="list-style-type: none"> - Danielson Component 3C focuses on engaging students in learning. 78% of teachers at Gary Lighthouse Charter School are not proficient in 3c. Additional time (longer school day and year) has not resulted in increased student achievement. ▪ Assessment and Data-Driven Instruction <ul style="list-style-type: none"> - Currently, there are no diagnostic interim assessments being administered by teachers to assess student learning outside of teacher-created assessments. “Driven By Data: A Practical Guide to Improve Instruction” by Paul Bambrick-Santoyo discusses that interim assessments are foundational in high-achieving schools. Use of “Driven by Data” strategies are in the early stages of implementation.

	<ul style="list-style-type: none"> ▪ Standards-Based Planning and Instructional Resources <ul style="list-style-type: none"> - Teachers are aware of the standards, but often do not teach the standard to the rigor demanded by the State of Indiana. This is evidenced by low planning scores across the school in Domain I: Planning on the Danielson Framework for Teaching. Only 35% of teachers are scoring at the proficient level. ▪ Coaching and Development <ul style="list-style-type: none"> - While coaching and development structures exist, mid-year evaluations indicate that only 2 of 11 coaches are effective and 0 of 11 are highly effective on the LHA evaluation tool. <p>Social Emotional Development</p> <ul style="list-style-type: none"> ▪ Core Competencies/Habits of Scholars <ul style="list-style-type: none"> - SHINE (see Appendix 2: SHINE Toolkit and Appendix 3:Core Values, SHINE, and Core Competencies) stands for Self-Discipline, Humility, Integrity, Nobility, and Excellence, and is a character development program aimed at promoting the core values of Lighthouse Academies. Gary Lighthouse Charter School does not actively reference them with students or measure the development of these attributes. ▪ Responsive Classroom/Developmental Design/Advisory <ul style="list-style-type: none"> - The Responsive Classroom approach is not implemented with fidelity as evidenced by walkthroughs by Regional and Senior leadership. This contributes to the high level of suspensions and referrals, which are largely punitive and not based in the idea of logical consequences aimed to restore students’ good standing within their classroom communities. Advisory structure exists but is not aimed at developing community. It serves mostly as a study hall in grades 6-12. <p>Arts Infusion</p> <ul style="list-style-type: none"> ▪ Student Engagement <ul style="list-style-type: none"> - Currently Gary Lighthouse Charter School only has one art teacher for three campuses. This means that two campuses are without expert art instruction and teachers lack support in effective arts infusion into core classes. ▪ Exposure to Great Art and Artists <ul style="list-style-type: none"> - No artists have been brought to Gary Lighthouse Charter School this year. Additionally, no arts-related field trips have been taken. Students have not benefited from a vibrant arts infusion model and program. ▪ Arts as a Driver of Rigorous Content Learning <ul style="list-style-type: none"> - Teachers have indicated through staff surveys that they see the value in arts infusion but do not feel like they have adequate skills in making it happen in their classroom. Lesson plans reflect a lack of arts-infused strategies.
<p>Justification for Selected Interventions</p>	<p>Goal I: Transform instructional program to increase rigor and effectiveness of core content instruction and modernize pedagogical practices for the 21st century. Although American society has undergone significant change and evolution since the first one-room schoolhouse model of instruction was established, many aspects of the 21st century classroom remain unchanged. Teachers often still teach math with a focus on procedural methods and an emphasis on computation. Students are asked to sit for long stretches while the instructor lectures from the front of the class with little interaction. Reading is taught using a single text for the entire class, using outdated techniques that are variations of Round Robin reading. And instruction is taught to the middle group with little differentiation or acknowledgement of the wide range of student abilities and learning styles. It is noted that GLCS classrooms reflect many of these outdated techniques and the following interventions have been written to address and reform the school’s instructional program.</p>

Intervention I.I: Every teacher is a reading teacher.

Rationale: Lighthouse Academies believes that literacy is a foundational skill that leads students down the path to becoming productive and successful adults. In turn, it is the responsibility of all teachers to promote reading. Every teacher will be expected to teach reading strategies using research-based best practices detailed in “Strategies That Work” by Stephanie Harvey and Anne Goudvis. Social Studies teachers will be expected to teach reading standards in a historical context, ensuring that all students are getting a double-block of reading each day. Science and Math teachers will learn how to incorporate reading strategies that are specific to nonfiction texts and technical writing. In this way, all departmentalized grades will continue to receive reading instruction throughout the day instead of it being confined to one reading block per day.

Administrators will model the incorporation of reading strategies into all weekly professional development delivered to teachers. And the entire staff will read “Strategies That Work” together and work on developing the various strategies for teaching reading comprehension throughout the year. Assistant Principals of Instruction (API) are responsible for holding teachers accountable for using the strategies. School leaders will conduct weekly walkthroughs and facilitate peer observations each week to identify reading strategies being taught in classrooms. Teachers at common grade levels and content areas will be given shared planning times and expected to collaborate on lesson plans that identify reading strategies and bring coherence to the curriculum being taught to each grade.

The school will also adopt the One School, One Book program (<http://readtothem.org/our-programs/one-school-one-book/>) aimed at promoting reading for both parents and students. *One School, One Book* is a program designed to create a shared reading experience within a single elementary school community. A chapter book is chosen, every family in the elementary school receives a copy, and every family reads that book at home over the course of a single month. Activities at school coordinate, promote, and enrich the shared reading experience and strengthen the home/school partnership.

In an effort to modernize instruction, increase technological fluency and literacy, and adequately prepare students for college level work and college work styles, students will be using e-readers and Chromebooks in the learning process. It is essential that students in the 21st century and especially students in under resourced communities such as Gary enter college with experiences that have eliminated the digital divide.

Science teachers are reading teachers, too. Teachers will be trained to use best practices of reading instruction and will enhance their work with Project Lead the Way and Lego Robotics. With the grant funded enhancements of hands on technology programs our students will be reading to learn and applying concepts by designing, building, and testing. As student engagement and motivation to experiment and explore increases, so will their ability to think, reason, read, and understand.

Intervention I.II: Train teachers to teach mathematics as a language for understanding numerical concepts and problem solving.

Too often, teachers teach math objectives using formulaic procedures that teach students how to follow a series of steps in order to arrive at the “right answer.” We need to shift teachers’ view of mathematics instruction away from the idea that math can only be done one way using a specific procedure. Mathematics is about teaching students to examine, interpret, and think critically about math concepts. A successful math teacher is able to help students learn how to think mathematically rather than simply regurgitate a formula or follow a series of steps without deeply understanding what the numbers are doing.

In year I, with the support and partnership of the Lesson Study Alliance, all K-12 math teachers will be asked to apply newly acquired math instructional skills to the classroom using a method of

collaboration and professional learning called Lesson Study. Math teachers will attend the Lesson Study Alliance Summer Institute in Chicago from June 24 - 27 to gain an in-depth understanding of teaching mathematics through problem solving and to design their first lesson study math unit. In the lesson study model, developed first in Japan where students are scoring at the top of the world on international math assessments, teachers work together to plan math lessons for their students. Then a teacher teaches the “research lesson” while their peers observe the lesson and study how students are interacting with the concept and materials. Later, teachers debrief the lesson, discuss their observations on how students were grappling with the concepts, analyze student work to determine mastery of the content, and then collaboratively research and design the next set of lessons using the data that was gathered. This cycle of lesson study creates a natural cycle of Plan, Work, Reflect, which is the learning cycle that Lighthouse Academies has adopted for leaders, teachers, and students to use in an effort to continually improve as lifelong learners.

For additional professional development, we plan to enroll all K-12 math teachers in the Seminars for Endorsement of Science and Mathematics Educators (SESAME program) at the University of Chicago. The program places a strong emphasis on content and the conceptual foundations of the subject, along with strategies and pedagogical techniques for bringing the content to the classroom. The program emphasizes, to a great extent, inquiry-based learning so that teachers learn to employ this technique in their classrooms. The goal of the SESAME program is “to provide knowledgeable teachers who can deliver the subject matter to students in a highly effective way. The program has a variety of courses suitable for elementary, middle school, and high school math and science teachers.

Intervention I.III: Implement Research-based targeted intervention in English/Language Arts and Mathematics.

Rationale: Students in the bottom 25% are not moving toward proficiency at an appropriate pace because they are further behind than their peers and not getting the targeted support that they need.

ELA Intervention

To ensure that students are getting targeted support, in ELA, we will utilize Achieve3000 during intervention blocks in grades 2-12. This program automatically differentiates for every student by providing nonfiction texts customized to each student’s reading level while they all study the same topic. The teacher (see budget appendix) will monitor and assist students with Achieve 3000 while the newly appointed interventionist provides small group targeted instruction to the bottom 25% of the class to provide engaging instruction within their zone of proximal development aimed at closing the achievement gap.

Math Intervention

In mathematics, we will purchase and utilize IXL, an adaptive and interactive computer program aligned to Indiana State Standards from PreK to Algebra II, with classroom teachers monitoring the majority of students during the intervention block while the newly hired and trained interventionist provides small group instruction to the bottom 25% of the class to provide engaging instruction aimed at catching those students up to grade level.

Lighthouse Academies believes that data driven instruction is a core component of successful schools. Tracking the bottom 25% of students will ensure that schools are using data in a way that is impactful for all students.

Intervention I.IV: All grades will use Acuity diagnostics as interim assessments.

Currently GLCS does not have diagnostic interim assessments. Lighthouse Academies believes that all schools should be driven by data and should use interim assessments 3-6 times per year (see Appendix 4: LHA Key Frameworks for Analyzing Data).

Gary Lighthouse Charter School will register for the predictive version of Acuity but will utilize the diagnostic version of acuity for interim assessments in each grade level. Our curriculum maps and

scopes and sequences will be fully aligned to the Acuity Diagnostic blueprints. Acuity is directly aligned to the ISTEP and ECA. Aligning our curriculum to Acuity is critical to ensuring we are successful on ISTEP+. Teachers will review this data in common planning time and on three data days that are built into the daily and yearly calendars. Once the data has been reviewed, we expect teachers to reteach or reinforce skills and share this data with the math and reading interventionists.

Goal 2: Establish a culture of achievement and respect among students, teachers, and staff and equip parents and community to support it inside and outside of school.

Currently, GLCS is not implementing the Lighthouse Academies culture pieces in its fostering of communities intent on respectful learning and its disciplinary response to misbehavior. Suspensions are overused and consequences are given illogically. Students are frequently punished for misbehavior, which creates feelings of resentment, fear, and disinvestment. Parents are frustrated with the lack of social-emotional support for their children. Teachers are discouraged and lack the skills and knowledge to change their responses. The disinvestment and suspensions are also impacting student attendance. The following interventions are designed to reform the school culture by valuing social learning and providing the necessary supports for parents and students to be academically and socially successful.

Intervention 2.1: Transform classroom management and school culture and restructure discipline systems through the use of Restorative Justice and Responsive Classroom (RC)/Developmental Designs for Middle School (DDMS) in order to decrease the amount of out-of-school time for all students and increase the amount of time on task for all students.

Rationale: For 2013-2014 Gary Lighthouse Charter School has had more than 5,000 suspensions. Students on average are suspended for 2.5 days of school per year. For our top 5% of referral earners, it is noted that the approach has been to punish misbehavior rather than work with students to develop positive behaviors. Teachers and administrators largely respond to misbehavior by giving out detentions and suspensions. To avoid an expulsion, over 10% of students (the repeat offenders) simply withdraw, thereby contributing to the dropout rate. Zero Tolerance policies have been misapplied by principals and in turn, students have missed over 2000 instructional days in total at Gary Lighthouse Charter School due to defiance and insubordination, thus increasing student disengagement and disinvestment with the school. Zero Tolerance policies have been taken beyond the original intent of this practice.

The punitive response to misbehavior does not allow for logical or natural consequences and does not foster student's social and emotional development. The schools will implement Responsive Classroom with fidelity and teachers will be trained on quality implementation. Current practices tend to label students as "bad" or "good" rather than allow the adults in the building to work from the assumption that there are no "bad students," only inappropriate behavior. Additionally, bad behavior is not the root, but rather, a symptomatic indication that a child is hurt, isolated, or discouraged. The appropriate response from teachers and administrators, according to the Responsive Classroom approach, is to address the underlying issue and help the student to regain their position as a respected member of the classroom and school community.

To address this problem, GLCS plans to provide Responsive Classroom I and II and DDMS I and II training to all teachers and leaders on the three campuses over the course of the first two years of transformation plan implementation. GLCS will also hire a RC/DDMS consultant to make follow-up visits to the school to help school leaders monitor implementation and provide additional support. This training will help teachers take a positive approach to student discipline by first establishing a joyful learning environment that is focused on respecting and celebrating all members of the classroom community. Once teachers collaborate with students to create a system of logical and respectful rules and procedures that are conducive to learning, teachers will work with students to identify logical consequences for misbehavior that will allow each member of the learning community to perform at their academic best. Teachers will learn strategies to respond to misbehavior firmly and respectfully, in a restorative and non-punitive way.

GLCS will also implement Restorative Justice practices through the use of Peace Circles and a Peer Jury. These practices will invest students in the culture of the school and empower them to take responsibility for student behavior. It will also give offenders an opportunity to come before their peers to make reparations for their misconduct.

Intervention 2.II: Hire social workers (new position) to support students with chronic misbehavior and develop intensive interventions and a social curriculum for specific problem behaviors.

Once a solid school culture is established and structures are in place to support a positive learning climate and teachers are trained on a positive approach to student discipline that focuses on educating children on appropriate behavior instead of punishing them for misbehavior, the remaining students who are still unsuccessful in their behavior will be identified and given additional supports. GLCS will hire social workers to provide professional level psychological support to students, families, and to teachers as they move from a more punitive approach to a solutions-oriented responsive one. Social workers will provide group and individual therapy to high need students in areas identified by discipline data. Social workers might start groups focused on anger management, self-respect and confidence, or bullying. Social workers will also meet with individual students who are experiencing extreme home situations or transitions such as homelessness, death in the family, or domestic violence. Social workers can also work with parents to help our top 5% of referral earners to stay in school by helping them build coping skills. Social workers can help invest parents in their children's education by assisting them with training or providing them with resources. Social workers will also implement the Indiana truancy protocol with students who are chronically absent or tardy.

Intervention 2.III: Parent University will be created to support parents so that they can better support students.

Through family surveys, parents have indicated that they do not feel welcome in the school. Lighthouse Academies believes that parents must be invested in the education of their children (see Appendix 6: Engaging and Investing Families).

Gary Lighthouse Charter School will pilot LHA's first Parent University. Through Parent University, school staff will offer parent workshops focused on various topics such as nutrition, reading with your child at home, healthy sleep habits for children, GED, resume building, parenting skills, the college application process, and more. Transportation, food, and childcare will be provided in hopes of making this resource accessible to all stakeholders. A parent support center will be created.

School Leadership

LEA analysis

Focused school leaders are essential to student performance. Gary Lighthouse Charter School has earned the following A-F accountability grades over the past 5 years:

2009: C
2010: C
2011: F
2012: F
2013: F

With the persistence of failing schools for the past three years, significant leadership change is necessary.

	<p>Significant leadership changes are necessary.</p>
<p>Justification for Selected Interventions</p>	<p>Goal 3: Recruit and hire a strong leadership team with a proven track record of student achievement.</p> <p>Intervention 3.I: New principals will be hired for 2014-2015.</p> <p>Lighthouse Academies targeted principals with successful charter school experience in Northwest Indiana. The search culminated with two names that had a proven track record of success.</p> <p>Angela West, our new principal for the High School has had A-F accountability grades as high as an A and no lower than a C at her former school. Furthermore, throughout the interview process she indicated an extensive knowledge of the Indiana A-F accountability system. She did this at 21st Century, another charter school in Gary.</p> <p>We are currently negotiating with another principal for our 3rd through 7th grade campus. She also has a proven track record of success in Northwest Indiana with a similar student population.</p> <p>Lighthouse Academies believes that principals are first and foremost instructional leaders (See Appendix 5: Monitoring Actions to Achieve Results).</p> <p>Rationale: Great schools need great school leaders. Lighthouse Academies believes that principals are first and foremost instructional leaders (See Appendix 5: Monitoring Actions to Achieve Success). Replacement transformational leaders are one part of our interventions that will increase the success of each school and its students. Lighthouse Academies researched and pursued principals with successful charter school experience in Northwest Indiana. The search culminated with experienced and successful candidates with proven track records of success. Replacement transformational leaders will be employed at the two academies in Gary with students in grades 3 and up.</p> <p>Lighthouse Academies targeted principals with successful charter school experience in Northwest Indiana. The search culminated with two names that had a proven track record for success.</p> <p>The desired profile of a successful turnaround leader includes: experience in Gary, experience in Charters, experience with and success in earning school grades of distinction, and an unwavering commitment to excellence. One candidate has earned A-F accountability grades as high as an A in a charter with similar demographics to Lighthouse schools during their tenure at their current school.</p> <p>In addition to hiring proven turnaround leaders, the grant will allow for a Transformation Manager who will manage and closely monitor the implementation of the grant. The Transformation Manager will collect data and report on the effects of the improvement efforts.</p> <p>Intervention 3.II: All assistant principals will re-interview for their jobs unless their cohort of teachers they coached demonstrated 70% proficiency.</p> <p>The Assistant Principals in each building will be vital to GLCS successfully hitting the goal of a minimum of 70% proficiency on state tests in all grade levels. Each Assistant Principal will need to re-interview for their position if they do not have teachers achieving at 70% proficiency. Currently, that means that all Assistant Principals will need to reapply.</p>

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School Infrastructure	
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LEA analysis	<p>Previously, Lighthouse Academies of Indiana which includes schools in Indianapolis and Northwest Indiana shared one board. This provided logistical issues because the needs of the school were vastly different. There is now one board for NWI schools.</p> <p>Lighthouse Academies appointed new leadership at every level in the past 12 months. A new Regional Vice President (Superintendent) for Northwest Indiana was hired in September of 2013. Jeremy Williams, the RVP, has been provided with autonomy to make staffing changes, facility repairs, instructional decisions, and calendar changes collaboratively with his school leaders.</p>
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Justification for Selected Interventions	<p>Goal 4: Create structures that will support the transformation in school culture, instructional program, and effective leadership. Significant changes need to be made in the school calendar, daily schedule, and professional development calendar to support the changes in the instructional program and to successfully transform school culture.</p> <p>Intervention 4.I: Social workers will be hired for Gary Lighthouse Charter School in efforts to support children through learning about their behavior, rather than merely suspending them.</p> <p>Rationale: Students need to develop resiliency, social skills, and coping mechanisms to persevere in school and through college. Currently, the school does not have this position but the discipline data indicates a need for the creation of this position.</p> <p>Social workers are needed to help both our students and families. With over 30,000 referrals in the 2013-2014 year alone, Lighthouse Academies believes more must be done to keep our children in school and to ensure their success. Social workers will provide individual and group sessions to students and family members on topics identified by referral data in high needs areas such as Anger Management, Bullying, and Explicit Language. Social workers can also work with parents to help our top 5% of referral earners to stay in school by helping them build coping skills. Social workers can help invest parents in their children’s education by assisting them with training or connecting them with needed resources.</p> <p>Intervention 4.II: The school’s daily schedule and yearly calendar will be restructured to maximize teacher collaboration and increase effectiveness of professional development. All grade level teachers and content area teachers in departmentalized campuses will have common planning times to facilitate collaboration and lesson planning. Professional development days will be built into the school year to make time for data analysis, lesson study, and Responsive Classroom/DDMS training. Teachers will receive weekly professional development in addition to 10 days of professional development prior to the start of the year. Substitutes will be hired to provide additional release time for lesson study research and implementation. Leaders will have their own professional development calendar that details their focus areas for their weekly walkthroughs and these priorities will be communicated to faculty in advance so that they are aware of the expectation that the skills and knowledge they acquire during professional development are readily implemented in the classroom.</p>
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Intervention 4.III: Summer remediation and enrichment will be offered to help students learn all year long.

Rationale: Summer slump is contributing to lower achievement. Summer school will be provided for students that do not pass the ISTEP or ECA. We will offer these services to students throughout the summer for four weeks so that students are primed for success when the next school year starts.

Part 5: Selection of Improvement Model

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

Turnaround Transformation Restart Closure

Instructions: Reflect on the data, findings, root cause analysis, 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.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

Transformation was the appropriate model as we have decided to replace the principals but do not feel that more than 50% of teachers need to be replaced. Lighthouse Academies believes that the schools need to be reborn with new leaders and higher expectations.

Additionally, Gary Lighthouse Charter School sees the need for continual, job-imbedded professional development for faculty and staff and will operate with increased learning time and collaboration time for staff through weekly Professional Development days as well as 10 days of Professional Development to start the year.

Community and family engagement is a core belief in the Lighthouse Academies Education Model. Parent University will help provide social-emotional and community oriented services and supports to both parents and students. Lighthouse Academies will provided technical assistance from the national level to ensure that the school is making progress and equipped with all the resources needed to be successful.

The transformation model has the best chance of impacting teacher instruction, principal leadership, and student achievement. We feel that to go from 50% proficiency to 70% proficiency requires more sophisticated and focused instruction coupled with higher expectations for student work and engagement. New leaders, systematic professional development and accountability structures, transformation of school and staff culture, and increased family engagement are all needed to achieve this vision.

Describe how the model will create teacher, principal, and student change.

The new principals that have been hired have been successful at other Northwest Indiana charter schools. The proven track record of these principals is the first step in changing the academic success of the schools. Replacing the principals through the transformation model will ensure that the principal is the Chief Academic Officer in the building. The principals being replaced focused on operations, finance, and culture despite being redirected by Lighthouse Academies regional and senior leadership several times to focus on what is the top priority: instructional leadership.

With instructional leaders, the principals can ensure that students are learning in all classrooms all the time. The instructional focus and accountability of the transformational principals will move teachers from inefficient to efficient. Teachers need more support and accountability. New leadership hired by the Regional Vice President and Senior Vice President can ensure that the correct mindset is in place to lead each GLCS campus.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	X		Appendix 5: FY 15 Projected Budget for Gary Lighthouse Charter School Appendix 6: Audit Results from FY 13-14
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	X		Appendix 7: SVP Letter of Support Appendix 8: Hiring and Recruitment Documents Appendix 9: New Principal Resume Appendix 10: New Principal's Grade Summary for past five years Appendix 11: LHA Hiring Process Documents
3. The School Board is fully committed to eliminating barriers, such as allowing for	X		Appendix 12: March 2014 Meeting Agenda

<p>staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>Appendix 13: Superintendent's Assurance</p> <p>Appendix 12: March 2014 Board Meeting Agenda</p> <p>Appendix 14: SIG/Transformation Power Point</p>
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X (n/a)		
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> 	X		<p>Appendix 8: LHA Recruitment and Hiring Process Documents</p>

<ul style="list-style-type: none"> • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies and procedures ○ Staff recruitment, placement, and retention procedures 			
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p>All Models</p> <ul style="list-style-type: none"> • Professional Development Calendar • Curriculum and Assessment Calendar • Parent Requirements • Monitoring and Evaluation System • Support Process • Data Review • Special Population Review • Fiscal Monitoring 			<p>Appendix 15: Draft PDI Calendar for GLCS</p> <p>Appendix 16: Assessment Plan</p> <p>Appendix 17: Danielson Documents</p> <p>Appendix 18: Data Analysis Documents</p> <p>Appendix 19: Special Education Bylaws</p> <p>Appendix 20: Instructional Leadership Documents</p> <p>Appendix 21: Professional Development Structures</p> <p>Appendix 6: Engaging and Investing Families</p>

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	X		<p>Many of the SIG partners and providers are currently used by other schools with SIG grants and/or are known for excellent programming and service.</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	X		<p>We have chosen the following external partners to assist us with obtaining the goals outlined in the SIG grant:</p> <p>Responsive Classrooms: The <i>Responsive Classroom</i> approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.</p>

“One school, one book”: *One School, One Book* is a program designed to create a shared reading experience within a single elementary school community. A chapter book is chosen, every family in grades k-7th receives a copy, and every family reads that book at home over the course of several months. Activities at school coordinate, promote and enrich the shared reading experience.

Project Lead the Way: We expect to start our partnership with Project Lead the Way in providing STEM-centered curriculum and robotics programming for students during our extended day. We also intend to develop through this partnership a robotics program, serving our students, through which we hope to strengthen their skills and interests in STEM in preparation for rigorous middle and high school programs.

Lesson Study Alliance: Lesson Study is a way to explore new teaching ideas through a single carefully-planned "research lesson." After the lesson, the planning team and observers discuss how the lesson impacted the students and how the lesson could be improved. Through this one lesson, participants gain new insights into teaching and learning.

Community Justice for Youth Institute: We will continue to use restorative practice used by the Community Justice for Youth Institute in peace-making circles. The circle is a process that brings together individuals who wish to engage in conflict resolution, support, decision making or other activities in which honest communication, relationship development, and school community building are core desired outcomes.

South Shore Arts: The South Shore Arts program serves approximately 28,000 children and their families each year, in our area. We will partner with them to provide programs primarily in the arts. This partnership will allow our arts infused philosophy to come to life as students participate in ceramics, photography, painting, drawing, cartooning and acting.

Ivy Tech Community College: Ivy Tech Community College is the state's largest public postsecondary institution and the nation's largest singly accredited statewide community college system serving nearly 200,000 students annually. The Ivy Tech Gary campus will be used to employ Professor on Loan classes as well as send students to the campus to attain dual credits, while

			still in high school.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X		<p>Alignment between the existing resources of time and personnel and programs is clear and seamless.</p> <p>Responsive Classroom has already been introduced in the schools and SIG support will take effective implementation to the next level of effectiveness. The Justice for Youth Initiative is a natural progression as the schools move from punitive management of students and towards a proactive restorative justice model.</p> <p>The longer school day and longer school year is accepted by current personnel and teachers will respond positively to additional summer learning opportunities. The schools employ Coordinators of Community and Family Partnerships have previously built relationships with families. These key staff members will begin to work in the Parent University to deepen their impact on family support and to further strengthen family and school partnerships. Staff are hungry for increased expertise in arts infusion. Yearly staff surveys indicate a desire to continue to implement with fidelity this important part of our model.</p>
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	X		<p>Assessment of services is essential to maximizing the effectiveness of the SIG. The SIG will facilitate significant improvements in student achievement and improving outcomes for students, teachers, parents and the entire school community. SIG assessment will be supported by the Transformation Grant Manager. This fulltime educator/administrator will be responsible for communication with all external partners and stakeholders throughout the grant period, will collect data related to participation at grant funded events, the participation rate at Parent University, will have a daily in school presence to support all aspects of grant implementation and will adjust implementation based the effectiveness of each new initiative launched throughout the grant. The Transformation Grant Manager will build relationships with all external partners and will evaluate each provider's effectiveness and delivery of required services. The Transformation Grant Manager will communicate monthly findings to the Regional Vice President and will suggest modifications and improvements based on results and desired outcomes. The Transformation Grant Manager and the Regional Vice President will hold providers accountable for effective support services.</p>

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.