



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

**Title I – 1003(g) School
Improvement Grant
2015-2016 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	Hoosier Academies		Corp #	9865	
School	Hoosier Academies Virtual Charter		School #	5290	
Superintendent Name	Dr. Byron Ernest		Email	bernest@k12.com	
Title I Administrator Name	Dana Smith		Email	dasmith@hoosieracademy.org	
Principal	K-8: Andrea Ettenberger 9-12: Dominique Franklin		Email	dlowery@k12.com	
Mailing Address	2855 N. Franklin Rd.	City	Indianapolis	Zip Code	46219
Telephone	317-495-6494	Fax	317-495-6020		
Total Funding Request	\$1,927,500				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm
LEA applications due	July 7 th , 2015
Preliminary award notification	August 12 th , 2015

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 (only need to check if school is choosing RESTART model)
- 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 (n/a for charter schools)
- 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.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

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. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature: [Signature] Date: 7/6/2015
 Title I Administrator Signature: [Signature] Date: 7-6-2015
 Principal Signature: [Signature] Date: 7/6/15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Dr. Byron Ernest	Head of Schools
Dominique Lowery	9-12 Academic Administrator
Rachael Borrelli	Community Coordinator
Kristen Bauer	First Grade Teacher
Lauri Lingelbach	HS Special Education Teacher
Brenda Culbertson	Title 1 Teacher
Kristina Phillips	Title 1 Teacher
Paul Runyan	FAST Coordinator/Guidance Counselor
Carol Sepaniak	FAST Family Resource Coordinator
Cindy Wright	K12 Northern Region Vice President

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
Instructional Leadership Team Meeting	5/27/15 1:00 p.m.	0	1	6	0	4	0	Discussed SIG and specific needs
PAC (Parent Advisory Committee) Meeting	5/28/15 12:00 p.m.	10	1	3	0	2	0	SIG letter of support
Leadership Team Summit (Met with Regional employees from K12 Inc.- Educational Management Organization)	6/11/15 10:00 a.m.	0	0	4	0	3	0	Discussed SIG and what Hoosier’s needs at the current time. Took needs into consideration and brainstormed ideas for what to include in the budget.
Meeting with IDOE Specialist	6/19/15 1:30 p.m.					2		Discussed application with IDOE Specialist and received feedback about the items that were included in the SIG budget.
Discussion with Salvation Army locations across the state in reserving a place where Hoosier staff could work with students/families	6/20/15 2:00 p.m.	1	1			1		Booked Salvation Army locations across the state of Indiana for SWAG tutoring as well as a place where A.C.E.S. teachers could provide assistance to students and families.
Phone conversation with Julie Whitman, Indiana Youth Institute VP of Programs	6/21/15 6:00 p.m.	1				1		Discussed partnership with Indiana Youth Institute.

Meeting with Head of Schools and K12 Inc. Regional Vice President	6/29/15 12:00 p.m.					3		Discussed SIG application and specifically discussed job descriptions
E-mail to TAC (Teacher Advisory Committee) teachers	6/29/15 9:00 a.m.		6					SIG Letter of Support
Phone conversation with Carolyn Langan, Indiana Youth Institute Program Manager, Consulting and Custom Solutions	6/30/15 9:00 a.m.	1				1		Discussed what resources IYI could offer Hoosier Academies staff, students, and families
Communication with School Board president	5/29/15 3:00 p.m.				1	2		SIG letter of support
Phone conversations and e-mails with Carolyn Langan, Program Manager, Consulting and Custom Solutions	7/2/15 10:00 a.m.	1				1		Carolyn sent a proposal of services IYI could offer to Hoosier and this was discussed via phone and e-mail.
WebEx with Laura Mayberry, K12 Inc. Regional Data Coordinator	7/2/15 1:00 p.m.					2		Discussion of using various tools for SIG program evaluation.
Final application preparations	4:30 p.m.					3		Went over grant with Head of Schools and K12 Northern Region Vice President before submitting.

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family

Information about the School Improvement Grant was shared at a recent PAC (Parent Advisory Committee) meeting by the Head of School (Superintendent) and the Community Coordinator. Parents that were present (there were also parents that attended the meeting virtually) signed a letter supporting moving forward with the grant opportunity. Included below is information about PAC.

PAC (Parent Advisory Committee)

The PAC members are Learning Coaches from all over the state representing both the blended learning and virtual program.

Goals

- The Hoosier Academy Parent Advisory Committee is to be transparent in all efforts
- To improve communication between parents, administration and staff so all feel communicated with, secure and heard;
- To provide input for long term and short term planning;
- To help resolve problems and issues; and
- To improve parent participation.

Vision

- Improve communication
- Improve parent involvement
- Improve quality of satisfaction of families
- Better support teaching staff
- Help with mentoring.

During the conversation, the focus was on the Family and Community Involvement piece of the grant which included the concept of having regional centers where an A.C.E.S. (Academic and Community Engagement Support) teacher ([Job description on page 58](#)) would be present to provide tutoring services and answer any questions that family members may have. PAC members mentioned that having a parent representative present may also be a piece in thinking about the staffing at regional centers. This idea that was brought up during our conversation was discussed further and developed for the grant and is included in the application. The idea of having Hoosier families mentor/collaborate with other Hoosier families that need support will be a powerful way of families forming connections with one another which in turn helps develop strong school culture.

Community	<p>Hoosier Academies currently operates a SWAG (Students Working for Academic Growth) program funded by Hoosier’s Education Management Organization, K12 Inc. Hoosier Academies wishes to extend this program to other regions across the state of Indiana. Hoosier Academies will partner with The Salvation Army. The Salvation Army will provide Hoosier staff with face-to-face locations to work with students and families who typically interact in a virtual setting. Hoosier Academies staff will promote the use of The Salvation Army’s resources, including tutoring, use of the facilities for fitness purposes, and after school program activities. The Salvation Army staff members across the state of Indiana are excited about the opportunity of providing tutoring sessions and additional programming for families in their local area. The Salvation Army locations across the state of Indiana will also be where A.C.E.S. teachers (Job description on page 58) will be stationed at least once a week to offer students tutoring or any assistance.</p> <p>Hoosier Academies also sought out the expertise of The Indiana Youth Institute to provide staff development to foster family and community engagement. In their plan, IYI states, “In partnership with Hoosier Academies to increase student success and family engagement, IYI proposes a two-part project. One component will be the provision of training sessions on topics of engaging parents, strengthening grit within students, and how to utilize community resources. Additional topics will be determined through continued discussion with Hoosier Academies’ staff as well as feedback from training session participants. Trainings would be done in a combination of face-to-face sessions (3) and online/ (3). The second component will be to facilitate community collaborations in five (5) communities (South Bend, Evansville, Fort Wayne, Indianapolis, and Merrillville). IYI proposes to continue work with Hoosier Academies for the following three school years to increase staff knowledge and skills, strengthen services at the first five sites, and possibly expand the number of sites throughout the state.” (Entire proposal on page 58) The collaboration connections will focus on establishing relationships and streamlining resources to Hoosier Academies’ students and families.</p>
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Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed				
Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Hoosier Academies Virtual Charter	K-12	Priority	Transformation	

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	55.2%	882	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	60%	65%	70%	75%	80%
African American	42.3%	63	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	45%	50%	55%	60%	65%
Asian/Pacific Islander	75%	12	Low-- Opportunities for intervention/enrichment are needed to develop students' skills and achievement levels	78%	81%	84%	87%	90%
Hispanic	57.1%	36	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	60%	65%	70%	75%	80%
White	56.3%	715	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	60%	65%	70%	75%	80%
Students with Disabilities	28.8%	68	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	33%	36%	39%	42%	45%
LEP	57%	17	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	60%	63%	66%	69%	72%
Free/Reduced Lunch	48.6%	275	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small	50%	55%	60%	65%	70%

			group/one-on-one instruction.					
HS required - % of non-passers of ECA who pass by 12 th grade	0%	0	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	15%	30%	45%	60%	75%
Student Groups - Math	% of this group passing	# of students passing in this group	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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	<i>35%</i>	<i>52</i>	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	55.6%	898	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	60%	65%	70%	75%	80%
African American	35.1%	53	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	40%	45%	50%	55%	60%
Asian/Pacific Islander	81.3%	13	Low- Opportunities for intervention/enrichment are needed to develop students' skills and achievement levels	84%	87%	90%	93%	96%
Hispanic	53.8%	35	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	59%	64%	69%	74%	79%
White	57.9%	745	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	63%	68%	73%	78%	83%
Students with Disabilities	31.3%	75	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	34%	37%	40%	43%	46%
LEP	47%	8	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	50%	55%	60%	65%	70%
Free/Reduced Lunch	49.1%	279	High- Opportunities for intervention are needed to develop students' skills and	50%	55%	60%	65%	70%

			achievement levels; will need small group/one-on-one instruction.					
HS required - % of non-passers of ECA who pass by 12 th grade	*0%	*0	High- Opportunities for intervention are needed to develop students' skills and achievement levels; will need small group/one-on-one instruction.	15%	30%	45%	60%	75%

***According to 2013-2014 Report Card Data.**

*In the winter of 2013, 2 out of 18 passed in Mathematics and 0 out of 2 passed in ELA.

*In the winter of 2014, 7 out of 38 passed in Mathematics and 2 out of 12 passed in ELA.

* In the spring of 2014, 3 out of 14 students passed in Mathematics and 0 out of 4 passed in ELA.

* In the spring of 2015, 6 out of 27 students passed in Mathematics and 0 out of 8 passed in ELA.

Complete the table below for each available subgroup **that did not pass in English/language Arts and/or mathematics.**

This section identifies the school's needs assessment and goals – there is not a “required” number of subgroups which should be designated as “High, Med, Low” Risk.

Complete the table below for your **overall student population.**

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	45.9%	50%	55%	60%	65%	70%
Percent of students proficient on ISTEP (ELA) (3-8)	55.2%	60%	65%	70%	75%	80%
Percent of students proficient on ISTEP (Math) (3-8)	55.6%	60%	65%	70%	75%	80%
Percent of students proficient on IREAD (Spring Test Only) (3)	62.7%	68%	73%	78%	83%	88%
10 th grade ECA pass rate (English 10)	58.3%	60%	65%	70%	75%	80%

10 th grade ECA pass rate (Algebra I)	36.8%	45%	50%	55%	60%	65%
Non-Waiver Graduation Rate – HS only	76.9%	80%	85%	90%	95%	95%
College enrollment rates – HS only	90%	95%	97%	98%	98%	98%

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	64,800	64,800	64,800	64,800	64,800	64,800
2. Number of daily minutes of math instruction	60	60	60	60	60	60
3. Number of daily minutes of EL/A instruction	90	90	90	90	90	90
4. Dropout rate – HS only	70%	50%	40%	30%	20%	10%
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	66%	70%	75%	80%	85%	90%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	24	30	50	70	90	110
7. Number of students completing dual enrollment classes – HS only	4	10	15	20	25	30
8. 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.) – HS only	2	10	15	20	25	30
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School 	SS- High School	SS- High School	SS- High School	SS- High School	SS- High School	SS- High School

• OTH-Other						
10. Discipline incidents – number of suspensions and/or expulsions	12	10	10	10	10	10
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	518	300	250	200	150	100
12. 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].)	Ineffective- 0 Improvement Necessary- 4 Effective- 66 Highly Effective- 15	Ineffective- 0 Improvement Necessary- 0 Effective- 60 Highly Effective- 25	Ineffective- 0 Improvement Necessary- 0 Effective- 45 Highly Effective- 40	Ineffective- 0 Improvement Necessary- 0 Effective- 35 Highly Effective- 50	Ineffective- 0 Improvement Necessary- 0 Effective- 30 Highly Effective- 55	Ineffective- 0 Improvement Necessary- 0 Effective- 25 Highly Effective- 60
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95%	95%	95%	95%	95%	95%

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

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. **Each area should be tied back to data above and address the subgroup needs identified.**

Instructional Programs	
LEA analysis	<p>Based on statewide achievement testing data above and by analyzing specific subgroup data, it is evident there is a need for additional instructional support for students. Hoosier Academies does receive Title I Part A funding and has used funding to support interventionists that provide small group and one-on-one instruction to students. Hoosier Academies is seeking SIG I 003g funding in order to be able to provide students with additional academic support. Hoosier Academies has families from all 92 counties across the state of Indiana, which adds unique challenges to our school. Hoosier Academies would like to use SIG dollars in order to hire A.C.E.S. Teachers (Job description on page 58) that are stationed in strategic cities across the state of Indiana in order to provide face-to-face support to students and families. As a statewide LEA, Hoosier Academies is afforded the opportunity to work with student/families from diverse communities statewide. Strategically placed regional staff will permit us to access specific community resources. The A.C.E.S. teachers seek to tap into community resources in that region and provide support face-to-face in order to build connections and relationships. The Indiana Youth Institute wishes to partner with Hoosier Academies in order to assist in this process of establishing regional centers and putting families in touch with community resources. An area of need at the high school level as indicated by the statewide standardized test data and subgroup data analysis is the establishment of a credit recovery program. As indicated by Chart 1 below, Hoosier Academies has between 55%-75% credit deficient students. As can be seen in Chart 2, there has been success with credit recovery and we wish to expand this program to provide our students with additional focused opportunities to work toward college and career readiness. After viewing the standardized testing data and subgroup data above there is undoubtedly a disproportionate number of students that need targeted intervention support. Although not specifically SIG funded, beginning in the 2015-2016 academic year, Hoosier Academies is hiring an RTI Coordinator to facilitate data-driven instruction and analysis. Based on data analysis, Hoosier Academies will also provide differentiated instruction for our academically</p>

advanced students.

Justification for Selected Interventions (include alignment to model chosen)

Hoosier Academies would like to address the challenge of students enrolling in Hoosier Academies that are credit deficient by hiring Success Teachers ([job description on page 58](#)) that specifically support students enrolled in credit recovery courses.

Chart I

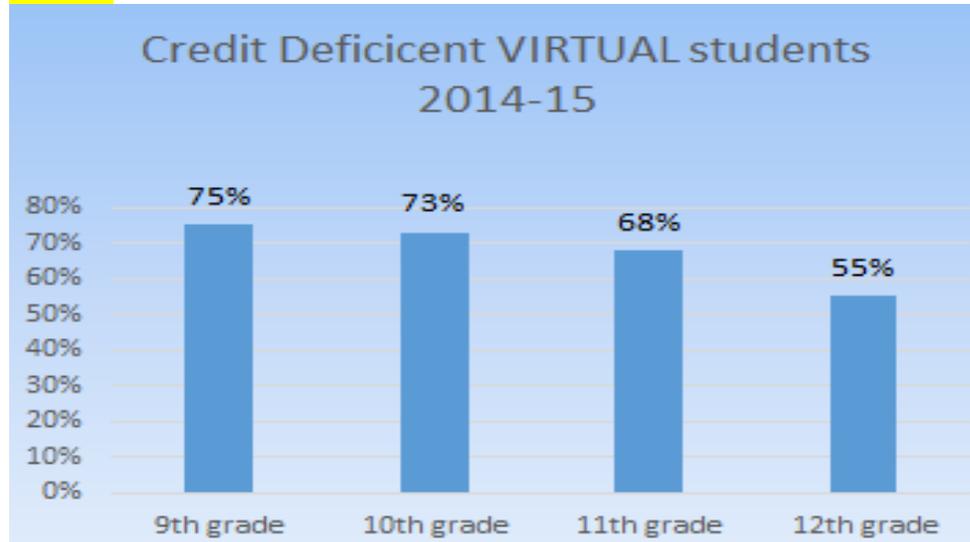
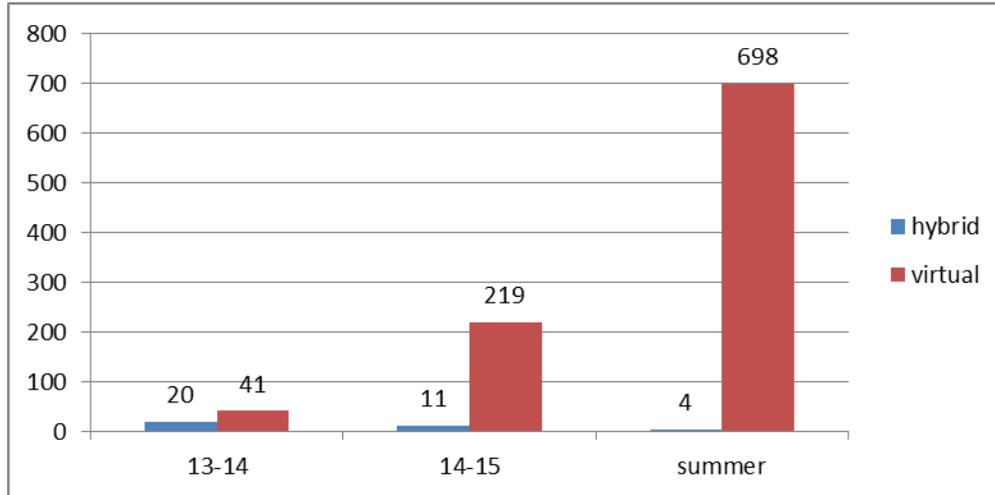


Chart 2



Success Teachers would need to meet the qualifications listed below as well as perform the essential duties as described below.

• **Success Teachers (Credit Recovery- HS)**

Qualifications:

- Meets state's Highly Qualified Teacher requirements
- Bachelor's degree
- 1+ years of teaching experience
- Indiana state teacher certification
- Ability to support and guide adults, as well as students
- Strong communication, organization and time-management skills
- Proficiency in Microsoft Excel, Word and Outlook
- Flexible schedule
- Experience in a charter school or school of choice environment preferred
- Ability to learn new technology tools quickly (e.g., database and web-based tools)

Essential Functions:

Instruction and Student Achievement

- Provide small group and/or one-on-one instructional support to students
- Learn the K12 curriculum for assigned grade levels
- Demonstrate knowledge of state standards and testing requirements
- Research and create lessons that complement/supplement the K12 curriculum
- Assess student academic progress, performance and attendance in the K12 Online School
- Provide students and parents with regular feedback regarding student performance and progress
- Support students with special needs
- Collaborate with staff, families, and other key stakeholders to monitor and communicate student progress.

Family Engagement

- Provide families with resources in order to support success.

During the 2014-2015 school year Hoosier Academies piloted a program called SWAG (Students Working for Academic Growth) in three locations across the state of Indiana. Hoosier Academies saw a great deal of growth with the students that participated in this program and it was decided that this program needed to be expanded. Hoosier Academies would like to address the challenge of serving the disproportionate number of students that need targeted support by hiring A.C.E.S. teachers. These teachers would be regionally-based, and not only provide intervention services, but also be present at a regional center in order to provide face-to-face tutoring with students. A.C.E.S. teachers would also assist families with any support they may need including community resources or support with the K12 Inc. program.

A.C.E.S. Teachers would need to meet the qualifications listed below as well as perform the essential duties as described below.

- **A.C.E.S. Teachers (5: Indianapolis, Merrillville, South Bend, Ft. Wayne, and Evansville)**

Who:

A.C.E.S.- Academic and Community Engagement Support Teacher

What:

A.C.E.S. teachers will:

Travel

- This position will require travel in the Merrillville/Indianapolis/ Ft. Wayne/South Bend/Evansville area including, but not limited to, weekly visits to the regional center located at the Salvation Army.

Family and Community Engagement

- Provide families with resources, both academic and non-academic, in order to support success.
- Establish relationships with families and form partnerships with community organizations.
- Organize orientation, training, social, and educational activities for students and families.
- Build community by contributing to school message boards, newsletter and events.

Instruction and Student Achievement

- Provide small group and/or one-on-one instructional support to students
- Learn the K12 curriculum for assigned grade levels
- Demonstrate knowledge of state standards and testing requirements
- Research and create lessons that complement/supplement the K12 curriculum
- Assess student academic progress, performance and attendance in the K12 Online School
- Provide students and parents with regular feedback regarding student performance and progress
- Support students with special needs
- Collaborate with the general education teacher, the special education teachers, learning coaches, and other key stakeholders to monitor and communicate student progress.

Virtual Instructional Environment

- Create and manage home office

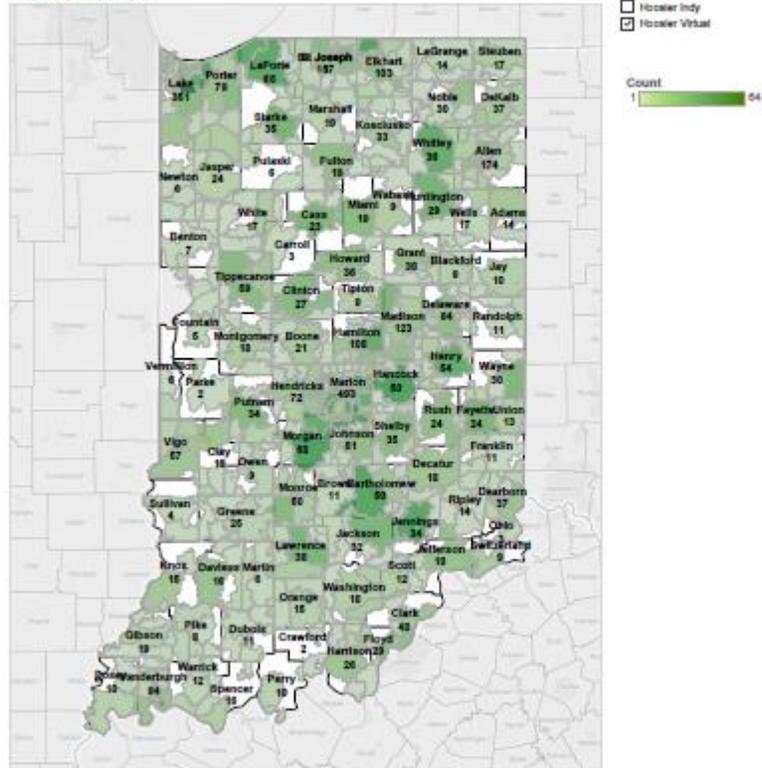
Professional Responsibilities

- Participate in staff meetings and professional development sessions
- Support the national network of teachers in K12 virtual academies

Where:

Maps were utilized to ensure that locations chosen included larger portions of student population thus the regional center locations of Merrillville, South Bend, Ft. Wayne, Indianapolis, and Evansville were chosen.

Map - Zip & County



When:

ACES Teachers would be present at the regionally located Salvation Army locations at least every Wednesday.

Why:

Hoosier Academy serves a 67% mobility student population. Hoosier Academy is sometimes a short-term solution for many students for various reasons including bullying, health issues, high-ability, credit deficiency, or students at academic risk of failing. In order to improve our culture and provide academic and non-academic resources to students and families, teachers would be hired to provide face-to-face small group/one-on-one instruction to students and also provide resources/training to families.

How:

Teachers will be hired strategically based on location in order to be present weekly at regional centers across the state.

A Success Teacher would serve in the same capacity as an A.C.E.S. teacher, but the only difference would be that these teachers would not necessarily need to be regionally located.

Success Teachers would need to meet the qualifications listed below as well as perform the essential duties as described below.

- **Success Teachers (K-12- Not Credit Recovery)**

Qualifications:

- Meets state's Highly Qualified Teacher requirements
- Bachelor's degree
- 1+ years of teaching experience
- Indiana state teacher certification
- Ability to support and guide adults, as well as students
- Strong communication, organization and time-management skills
- Proficiency in Microsoft Excel, Word and Outlook
- Flexible schedule
- Experience in a charter school or school of choice environment preferred
- Ability to learn new technology tools quickly (e.g., database and web-based tools)

Essential Functions:

Instruction and Student Achievement

- Provide small group and/or one-on-one instructional support to students
- Learn the K12 curriculum for assigned grade levels
- Demonstrate knowledge of state standards and testing requirements
- Research and create lessons that complement/supplement the K12 curriculum
- Assess student academic progress, performance and attendance in the K12 Online School
- Provide students and parents with regular feedback regarding student performance and progress
- Support students with special needs
- Collaborate with the general education teacher, the special education teachers, learning coaches, and other key stakeholders to monitor and communicate student progress.

Family Engagement

- Help educate parents to assist in social, emotional, and academic success.
- Organize orientation, training, social, and educational activities for students and families.
- Build community by contributing to school message boards, newsletter and events.

Virtual Instructional Environment

- Create and manage home office

Professional Responsibilities

- Participate in staff meetings and professional development sessions

Support the national network of teachers in K12 virtual academies

In order to provide leadership and support for Hoosier Teachers, an RTI program will be implemented and an RTI Coordinator will be hired. Essential duties and responsibilities of the RTI Coordinator are listed below. This position is an essential piece in the transformation model and will address the needs of the subgroup data as indicated above.

- RTI Coordinator (Not SIG funded)

Education/Knowledge/Experience Requirements:

- Minimum of Bachelor's Degree or equivalent
- Minimum of 5 years of experience in the education field
- Knowledge of State Initiatives regarding Response to Intervention/Instruction and tiered system of service delivery
- Must have strong technology skills
- Proficient in Microsoft Office (Outlook, Word, Excel, PowerPoint, Access)
- Excellent human relations, interpersonal, organizational and writing skills
- Must show evidence of initiative and ability to work collaboratively and independently

Essential Duties:

- Specify the target group and Tier level of students needing intervention
- Develop specific interventions for each Tier of intervention
- Develop Response to Intervention/Instruction procedural manual
- Track the number of students receiving intervention services in each Tier
- Specify and maintain list of students targeted Tier 2 and Tier 3 interventions
- Chair intervention conferences; oversee intervention implementation, and data collection
- Collaborate with Special Education and Title 1
- Refer students for Special Education evaluation and maintain records of students determined eligible for special education within two years of receiving interventions
- Provide professional development to general education teachers regarding intervention process and identified interventions for each tier

School Leadership

<p>LEA analysis</p>	<p>“In a time that demands a higher standard of annual progress for all students, it seems prudent to encourage and foster teacher leadership by providing the resources, culture, and structures it needs to thrive. Drawing on the resourcefulness of experienced teachers and allowing them to facilitate school improvement is one way to ensure the sustainability of school reform efforts.” (The Center for Comprehensive School Reform and Improvement) Hoosier Academies stands ready to provide teachers with leadership opportunities and move more teachers to the “Highly Effective” category as shown above in “Section 4: Needs Assessment.” Through initiatives such as the Focused Leader Academy and The New Teacher Mentor Program, Hoosier Academies seeks to not only develop new teachers, but also provide all staff members with leadership opportunities. Hoosier Academies has taken advantage of an opportunity and has recently hired a K-8 Academic Administrator /Principal that possesses great potential for assisting Hoosier Academies in the school improvement and transformation process.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Focused Leader Academy (Brochure/Application on page 58) (Not SIG funded) Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.</p> <p>This is an employee development and engagement program. The idea is that great minds and great motives still matter. Teachers with school leadership aspirations will have the opportunity to become part of a cohort which will take part in monthly leadership training and be part of supervised leadership projects of the school. Cohort size will be limited to 12-14 teacher leaders per year.</p> <p>New Teacher Mentorship Program (Information on page 58) (Not SIG funded) Understanding that many teachers and advisors, when hired, with Hoosier Academies, have not worked in a completely virtual environment and that new staff must often be hired throughout the school year, it’s important that a program exists to help support these teachers and advisors. Building strong collegial relationships with mentors will not only help new Hoosier Academy teachers and advisors feel more confident and comfortable with virtual education systems and methods, but it will also contribute to a more positive, collegial school environment.</p> <p>New Principal (K-8) (Resume on page 58) A new principal was hired for the 2015-2016 school year that will assist in the school improvement and transformation process.</p> <p>The new principal will be provided with an exemplar principal mentor from another K12 Inc. school. K12 Inc. is a for-profit education company that sells online school and curriculum to state and local governments. Its educational products and services are designed as alternatives to traditional "brick and mortar" public schools for students in grades K-12. A benefit of working with K12 Inc. is the networking that can take place since there are K12 Inc. managed schools all over the nation.</p>

School Infrastructure

<p>LEA analysis</p>	<p>As seen in the data above listed in “Section 4: Needs Assessment”, Hoosier Academies has a high number of students that are truant and has a very high dropout rate. In order to address those areas of need, as well as other areas of need as seen in the data above, Hoosier Academies has developed the FAST (Family Academic Support) program. Hoosier Academies serves a 67% mobility group of students. Hoosier Academies is sometimes a short-term solution for many students for various reasons including bullying, health issues, high-ability, credit deficiency, or students at academic risk of failing. For these reasons, during the 2014-2015 school year the FAST program was developed and will continue to be supported and refined to meet the needs of Hoosier Academies staff, students, and families.</p> <p>Hoosier Academies also places a great deal of value on stakeholder’s thoughts and opinions. Through various leadership teams, stakeholders can collaborate and provide input in important decisions that are made at Hoosier Academies.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>FAST (Family Academic Support Team) (Not SIG funded)</p> <p>The Family Academic Support Team was developed with the objective of reducing the number of students who withdraw or become disengaged and providing a more comprehensive support system for all Hoosier Academies staff and families. The goal of the Family Academic Support Team is to provide support to teachers, students and families to improve retention, attendance and compliance.</p> <p>FAST...</p> <ul style="list-style-type: none"> • Helps students stay on track through early interventions, wrap-around supports and engagement strategies • Works with referred students who appear to be falling through the cracks • Helps students work through non-academic issues in order to restore the student to the educational process • Develops community partnerships in order to better support students and families with issues related to homelessness, psycho-social counseling, teen-parenting issues and other such challenges • Helps foster student connectedness and nurture student motivation <p>FAST Roles</p> <ul style="list-style-type: none"> • FAST Coordinator • Family Resource Coordinator • Family Support Liaison • Family Engagement Coordinator • Compliance Liaison <p>FAST Coordinator</p> <ul style="list-style-type: none"> • The FAST Coordinator promotes and enhances the school’s academic mission by improving levels of student engagement and ensuring that this increased engagement leads to improved academic achievement. The coordinator oversees the services provided to build capacity within families to assist in their student’s education. This position will implement and manage the support given to

students/families academically at risk and collaborate with school, department, and community leaders to ensure student academic achievement.

Family Resource Coordinator

- Assists teachers and families in identifying and aiding students who are experiencing academic underachievement due to social, emotional, or behavioral issues
- Serves as the liaison between home, school and community by identifying and linking the family to the necessary community resources
- Works with school staff, including School Counselors, Teachers or Administrators as well as other FAST members when wraparound supports are needed

Family Support Liaison

- Leads families through the Strong Start program each summer
- Manages student referrals made by the teachers
- Works with students who may be struggling and/or not engaged

Family Engagement Coordinator

- The Family Engagement Coordinator (FEC) coordinates and develops face-to-face and online opportunities for students to come together and work academically on a regular basis. The FEC strives to make students feel engaged and part of a community!

Compliance Liaisons

- Tracks students who shows extremely low progress
- Handles issues solely related to truancy
- Conducts home visits

Leadership Teams:

TAC (Teacher Advisory Committee) (Head of Schools, K-12 teacher representatives)

PAC (Parent Advisory Committee) (Head of Schools, Parents, Academic Administrator representative)

Instructional Leadership Team (Head of Schools, Academic Administrators, Grants Coordinator, Special Education Director, RTI Coordinator)

Climate Leadership Team (Head of Schools, Community Coordinator, Academic Administrators, Operations Manager)

Part 5: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform 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.

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The Transformation Model focuses on transforming the school through developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support. Hoosier Academies stands ready to transform our school and implement bold, comprehensive change with various initiatives as mentioned in the School Improvement Grant.</p>	<p>After careful review of Hoosier Academies' specific subgroup data, opportunities for intervention are needed to develop students' skills and achievement levels, specifically with small group/one-on-one instruction. Hoosier Academies believes that by focusing on instructional reform interventions; such as hiring interventionists, developing instructional coaching, and implementing a school-wide RTI model, in addition to focusing on creating a community-oriented school, the transformation model will specifically address subgroup data.</p>	<p>After careful review of Hoosier Academies' specific ISTEP + overall achievement data , opportunities for intervention are needed to develop students' skills and achievement levels, specifically with small group/one-on-one instruction. Hoosier Academies believes that by focusing on instructional reform interventions; such as hiring interventionists, developing instructional coaching, and implementing a school-wide RTI model in addition to focusing on creating community-oriented school, the transformation model would specifically address subgroup data.</p>	<p>Hoosier Academies believes that the transformation model is the best fit because there is a need to hire key individuals to focus on providing targeted instruction and also work to build a community-oriented school. We believe in building the current staff's skillset and not replacing staff and starting over. With some of the other models, one of the requirements is replacing staff members. We believe that our staff has a good foundation that needs to be built upon and refined.</p>

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

Developing and Increasing Teacher and School Leader Effectiveness:

All teachers need opportunities to grow as educators and new teachers need specialized training in order to transition to a virtual teaching environment. Hoosier Academies stands ready to develop and increase teacher effectiveness through action items mentioned in the School Improvement Grant such as the Focused Leader Academy. The vision of this Focused Leader Academy is to provide teachers the experiences and professional growth necessary to give them the empowerment and engagement that is deserved. Hoosier Academies also seeks to develop the New Teacher Mentor Program, where the vision is to ensure that new teachers are welcomed and equipped with the skills they need in order to work with their students. Hoosier Academies' teachers will also have access to

Instructional Coaches that will be observing teachers and providing teachers will valuable feedback. Extensive research suggests that teacher quality is the most significant factor affecting student achievement, and teachers who participate in quality professional development advance teaching skills which can lead to improved student achievement (Alliance for Excellent Education, 2006). Research also indicates that teachers who are supported by instructional coaches are more likely to implement newly learned instructional strategies (University of Kansas, Center for Research on Learning). Teachers will utilize the feedback provided and apply it to their classroom practices, thus benefitting the students. In the past, Hoosier Academies has hired Instructional Coaches, but Instructional Coaches ended up performing many administrative duties and tasks. The expectation that the coaches will strictly be observing and coaching teachers has been made very clear and will be adhered to at all times. Instructional Coaches will also have access to K12 Inc. Northern Region Instructional Coach Specialist who will meet with coaches regularly in order to provide them with professional development in the areas of observation and coaching. Hoosier Academies also stands ready to continue to utilize the Modified Rise Teacher Evaluation Rubric as well as the Walkthrough Form to observe, evaluate, and provide valuable feedback to staff. Through these initiatives mentioned above, Hoosier Academies seeks to transform our school into an environment where staff and administrators are empowered, engaged, and equipped to aid in student success.

Implementing Comprehensive Instructional Reform Strategies:

SIG dollars are being requested to hire staff that specifically work with students and families that are most at risk for academic failure. Hiring Success Teachers and A.C.E.S. teachers is a step in ensuring students are provided academically appropriate instruction, and families are provided with resources in order to support their child. Hoosier Academies will hire a non-SIG funded RTI Coordinator to provide leadership in the area of RTI. It is Hoosier Academies' intent to utilize SIG funding to provide key components of instruction within our comprehensive, ongoing RTI context. Hoosier Academies identifies students at risk for poor learning outcomes, monitors student progress, and provides evidence-based interventions. These interventions can be adjusted as needed depending on a student's responsiveness.

Hoosier Academies stands ready to provide families and students with the support they need to have a successful academic experience. Together we will implement a three tiered system to provide successful interventions.

All students at Hoosier are a part of Tier 1, with the general education teacher supporting the regular K12 school curriculum in two ways:

- *reviewing, recording, and analyzing NWEA benchmarks and all state-mandated testing

- *creating a differentiated Individual Learning Plan (ILP) for each student, based on age appropriate grade level and on curriculum placement levels.

The second tier involves coordinated, data-driven, research-based interventions for students identified as needing additional time and support to master standards. Tier 2 interventions usually occur in small groups.

The third tier includes more long-term support in targeted areas for those at-risk students that are not making progress given high quality instruction at the tier 1 and tier 2 level with intervention supports. Tier 3 supports are delivered by either small group or one-on-one instruction. The school's RTI team monitors students and their intervention progress using progress monitoring data as well as other formative and summative assessment data.

Hoosier Academies also stands ready to promote the continuous use of data to inform and differentiate instruction in order to meet the academic needs of individual students. Hoosier Academies' staff participates in bi-weekly data meetings that involve the use of a specific protocol to look at data.

DATA MEETING PROTOCOL

- **PRIOR TO THE MEETING**
 - Data: teachers have up-to-date data and have had time to review for discussion (Classroom Data Analysis)
 - Tools: BBC Whiteboard
- **INTRODUCTION (2 minutes)**
 - Review the purpose for the meeting
 - Review the norms
 - Review agenda
 - Facilitator commits to staying to the agenda: any off-topic ideas will be discussed at the end of the meeting
- **SHARING IDEAS (5 minutes)**
 - Record these ideas where everyone can see them WB
 - Members share successes –Classroom Data Analysis form
 - Members identify areas where students were most improved
- **CHALLENGES (5 minutes)**
 - Record these ideas where everyone can see them
 - Determine areas of highest need –Classroom Data Analysis form
 - Identify any common areas of need between classrooms
- **PROPOSED SOLUTIONS (20 minutes)**
 - Record these ideas where everyone can see them
 - Brainstorm possible solutions for challenges
 - State each possible solution as a concrete, doable intervention
- **ACTION PLAN (10 minutes)**
 - Examine successful strategies from SHARING IDEAS and ideas from PROPOSED SOLUTIONS
 - Select one strategy that everyone will work on between now and the next meeting
 - Articulate a goal for the team
 - Record the Focus Goal/SMARTER Goal where everyone can see
- **CLOSING THE MEETING (5 minutes)**
 - Note what went well and what was difficult during the meeting: how well did the team do based on agreed norms and goals of the meeting?
 - Complete the Meeting Summary Form
- **PARKING LOT**
 - If time permits, the team may now address off topic ideas

Through these initiatives, Hoosier Academies seeks to create change with principals, teachers, and students and transform our school.

Increasing Learning Time:

Extended learning time opportunities will be offered with the goal of enriching student learning and building academic success. Students in grades K-2 will be offered Reading and Math support through various programming and direct teacher interaction. Students in grades 3-8 are offered opportunities to attend subject specific sessions (Math Zone, ELA Zone) where Highly Qualified staff will be available for support as well as direct instruction in identified areas of need. High School students will also have a variety of extended learning opportunities available to them covering topics such as; academic achievement, test preparation, credit recovery, and career counseling.

Creating Community-Oriented Schools:

Developing and maintaining strong connections with community resources can greatly enhance schools' capacity to support students." (Adelman, H.S., & Taylor, L). One piece of feedback that Hoosier Academies received from the IDOE Outreach Manager after their second priority school visit was, "Explore ways to create and monitor a network of providers invested in students' well-being; for at risk students who are struggling academically and/or social. This is a piece of feedback that Hoosier Academies seeks to develop and implement through partnerships with The Salvation Army and The Indiana Youth Institute using SIG dollars. As a virtual school, staff are not afforded the opportunity to see students every day, so building relationships with students and families can be challenging. One way to help bridge that gap is that Hoosier Academies hosts regional-based statewide community events. These events are attended by administrators and teachers with the goal of providing students and families the opportunity to connect with administrators and teachers and also connect with other families in that area. In order to build stronger relationships, a portion of what has been written into the School Improvement Grant is to establish regional centers in cities where Hoosier has the largest population of students (Indianapolis, Merrillville, South Bend, Ft. Wayne, and Evansville) in order to provide face-to-face support to families and helping families to connect with community resources. SIG dollars will be utilized to support A.C.E.S. teachers being present minimally once a week, at regional centers to support students and families. SIG dollars will also be utilized to hold specific events around the state of Indiana and reimburse for A.C.E.S. and Success Teachers to travel to those locations. Hoosier Academies has also requested to use SIG dollars to provide families with additional educational resources at these events such as flashcards, books, educational supplies, and any other item(s) deemed educationally appropriate. Hoosier Academies stands ready to take advantage of every face-to-face opportunity and provide parents with tips, tools, ideas, strategies, and materials to promote learning. Through the various initiatives mentioned above, Hoosier Academies seeks to create a community-oriented school where it is both a place and a partnership between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and family and community engagement will lead to improved student achievement and attendance, stronger and more involved families, and healthier communities.

Providing Operational Flexibility and Sustained Support:

Hoosier Academies will demonstrate effective oversight and support for implementation of SIG initiatives through:

- A data review plan/process
- A evaluation system for programming and implementation

- Written support from key stakeholders
- A designated central office staff member to be part of the SIG process

The items listed above will aid in the transformation process and be a means of support throughout the implementation of the School Improvement Grant.

SMART Culture Goal

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

**CLOSURE schools do not need to complete SMART goals*

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

These goals will drive your entire grant.

Hoosier Academies will build partnerships with stakeholders that extend and improve communication, understanding, support, and engagement in education. Participation and satisfaction data will be gathered and analyzed. 90% of families will take advantage of regional face-to-face opportunities. Data will be collected for 100% of the participants.

SMART Academic Goal

<p>ELA Academic Goal To implement data-driven instruction to improve English Language Arts proficiency across all grades and students during the 2015-16 school year and beyond with the goal of an 80% ELA pass rate on ISTEP and ECA by the 2019-2020 school year.</p>	<p>Math Academic Goal To implement data-driven instruction to improve Math proficiency across all grades and students during the 2015-16 school year and beyond with the goal of an 80% Math pass rate on ISTEP and 65% pass rate on ECA by the 2019-2020 school year.</p>	<p>Other Academic Goal (optional) To provide a systematic approach for Hoosier Academies to implement the Eight Components of K-12 College and Career Readiness (CCR), elementary through high school and beyond, to ensure equity both in process and results.</p>

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.
Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes	New K-8 Academic Administrator/principal begins tenure at Hoosier Academies. (K-8 Academic Administrator/Principal selected based on panel of administrators, teachers, and K12 Inc. Regional Vice President and offered position by Head of School)	July, 2015	Upon hire, the new K-8 Academic Administrator/Principal is paired with an exemplar Academic Administrator/Principal from a K12 Inc. school and assigned as their mentor.	\$0
Effectiveness of Staff and Recruitment/Retention of Staff:	Hire Instructional Coaches for the observation and coaching of teachers. (Head of Schools, Administrative Team) (Job Description on page 58)	July, 2015	There is already 1 existing Instructional Coach for K-8 Virtual School. Two additional coaches will be hired.	\$0
Instructional Programs	Hire RTI Coordinator (Head of Schools, Administrative Team)	July, 2015	RTI Coordinator hired to provide leadership to staff in regards to RTI process.	\$0 (IDEA Federal Grant-Coordinated Early Intervention Services)

Effectiveness of Staff and Recruitment/Retention of Staff:	Focused Leader Academy is rolled out to teachers. (Head of School is responsible for discussing and rolling out Focused Leader Academy. Academic Administrators encourage teachers to get involved)	August, 2015	During all staff face-to-face professional development, the Head of Schools will discuss the Focused Leader Academy and how teachers can become a part of this.	\$0 (Title II-A will provide a stipend to the Focused Leader Academy teachers)
Effectiveness of Staff and Recruitment/Retention of Staff:	The New Teacher Mentorship Program is discussed with all staff (Head of School and Academic Administrators discuss this new program and expectations)	August, 2015	During all staff face-to-face professional development, the Head of Schools will discuss The New Teacher Mentorship Program.	\$0 (Title II-A will provide a stipend to the mentors of new staff)
Professional Development	Certified staff will complete a needs assessment to determine topics to be addressed by virtual experts to be determined based on survey. (Head of Schools, Administrative Team)	August, 2015	A survey will be developed that includes topics teachers would like additional support with during the year. Face-to-Face PD will be on the following dates: August 5 th -7 th , October 21 st , February 24 th , and June. Virtual All Staff PD will take place 2 times a month and school PD (K-8 and 9-12) will take place 2 times a month.	\$0 (Title II-A will cover some costs of face-to-face PD)
Building Culture	Back to School Expo events are held all over the state of Indiana (Indianapolis, Gary, South Bend, Terre Haute, Ft. Wayne, and Evansville) in order for families to have a strong start to the school year. (Events are scheduled by the Community Coordinator. The Community Coordinator sends out survey to staff, so all know who is attending which events. The activities at the events are planned and arranged by administrators, teachers, and the Community Coordinator)	August, 2015	All expo sites will have at least one teacher from a grade level/department in attendance. At each site the following will be offered: <ul style="list-style-type: none"> • School pictures and ID's • Vision and Hearing Screenings • Mobile Dentists • A mock computer lab will be set up to assist families 	\$0

		<p>in OLS/LMS login, setting up kmail, and for any other technical questions and issues</p> <ul style="list-style-type: none"> • Staff and Teacher Meet and Greet • Document Collection for New Students <p>Event dates and times are as follows:</p> <p>Indianapolis K-6 Back To School Expo Date and Time: August 5 4:00pm – 6:00pm Location: Lynn Black Elementary Address: 5640 Caito Drive, Indianapolis</p> <p>Indianapolis 7-12 Back To School Expo Date and Time: August 6 4:00pm – 6:00pm Location: Indianapolis Administrative Center Address: 2855 N Franklin Road, Indianapolis</p> <p>Terre Haute Back To School Expo Date and Time: August 10 10:00am – 12:00pm Location: Terre Haute Holiday Inn Address: 3300 S US Hwy 41, Terra Haute</p> <p>North West Indiana Back To School Expo</p>	
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			<p>Date and Time: August 10 5:00pm – 7:00pm Game: Free Game starts at 7:00pm Location: RailCats-Steel Yard Address: One Stadium Plaza, Gary</p> <p>South Bend Back To School Expo Date and Time: August 11 10:00am – 12:00pm Location: Ray and Joan Kroc Center Address: 900 West Western Ave, South Bend</p> <p>Evansville Back To School Expo Date and Time: August 12 10:00am – 12:00pm Location: Evansville Holiday Inn Airport Address: 7101 U.S. 41, Evansville</p> <p>Fort Wayne Back To School Expo Date and Time: August 12 4:00pm – 6:00pm Game: Free Game starts at 7:00pm Location: Tin Caps Game-Parkview Field Address: 1301 Ewing St, Fort Wayne</p>	
Building Culture	The FAST program will be rolled out to staff and specifics will be discussed. (The FAST Coordinator is in charge of this training. FAST members will also provide support during the training with staff)	August, 2015	On August 7th, during the all staff face-to-face professional development, the FAST Coordinator and FAST members will discuss the individuals that make-up the FAST team and how they will support staff and families.	\$0

	Advertise and implement SWAG (Students Work for Academic Growth) (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	August-end of year	SWAG focused tutoring provides an opportunity for students to meet with teachers face to face to build their math and English skills and to better prepare for ISTEP+ and ECA Testing. SWAG will be held in regional center locations (Indianapolis, Ft. Wayne, Merrillville, South Bend, and Evansville) K-12 staff will advertise SWAG with their students and SWAG will be mentioned when any opportunity arises where parents are present. The goal is to build the SWAG program and encourage students and families to attend.	\$0 (SWAG costs are paid for by K12 Inc.)
Instructional Programs	Hire A.C.E.S. (Head of Schools, Grants Coordinator)	September, 2015	A.C.E.S. teachers will be regionally located and will travel to the regional center (Salvation Army) location on a weekly basis to hold open office hours.	\$250,000 (5 A.C.E.S + Benefits)
Instructional Programs	Hire Success Teachers (3 Elementary, 1 Middle School, and 1 High School) (Head of Schools, Grants Coordinator)	September, 2015	Success Teachers will provide small group and/or one-one instruction to students that are deemed at risk for academic failure.	\$250,000 (5 Success Teachers + Benefits)
Instructional Programs	Hire Success Teachers (2 High School- Credit Recovery) (Head of Schools, Grants Coordinator)	September, 2015	Success Teachers will provide small group and/or one-one instruction to HS students enrolled in credit recovery courses.	(100,000- 2 Success Teachers- Credit Recovery + Benefits)

Building Culture	IYI provides training, coaching, and support with regional centers. (SIG Coordinator works with IYI)	October, 2015	Part of IYI's consulting service include provision of training sessions on topics of engaging parents, strengthening grit within students, and how to utilize community resources. Additional topics will be determined through continued discussion with Hoosier Academies' staff as well as feedback from training session participants. Trainings would be done in a combination of face-to-face sessions (3) and online/ (3). The second component will be to facilitate community collaborations in five (5) communities (South Bend, Evansville, Fort Wayne, Indianapolis, and Merrillville). IYI proposes to continue work with Hoosier Academies for the following three school years to increase staff knowledge and skills, strengthen services at the first five sites, and possibly expand the number of sites throughout the state."	\$17,500
Family and Community Engagement	Plan regional events around the state of Indiana. (Community Coordinator and Grants Coordinator)	October, 2015	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other items that are education related.	\$2,500 (Cost of facilities and any admission into facilities) \$2,500 (Pay for travel for A.C.E.S. and Success Teachers) \$5,000(Educational resources- flashcards, books, educational supplies)

			IYI	
Increase Learning Time	Ideas are explored in order to increase learning time.	December, 2015	Since Hoosier Academies is a virtual school, learning can happen anytime and anywhere with an Internet connection. Hoosier Academies will begin conversations about what specifically can address this area and be purposeful about the way that this happens.	\$0
Instructional Programs	Planning for High Ability (Head of Schools, Administrative Team)	Summer 2015	Begin conversations about High Ability students and what we can do to address the needs of our advanced learners in order for these students to show growth.	\$0

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items –all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Develop and Increase School and Teacher Leader Effectiveness	Instructional Coaches will continue to observe and coach teachers. (Head of Schools, Administrative Team) (Job Description on page 58)	Instructional Coaches will continue to observe and coach teachers.	Instructional Coaches will continue to observe and coach teachers.	Instructional Coaches will continue to observe and coach teachers.	\$0
Develop and Increase School and Teacher Leader Effectiveness	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects. (Head of Schools is in charge of the Focused Leader Academy. Academic Administrators aid in supervising projects)	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects.	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects.	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects.	Title II-A will pay for Focused Leader Academy participants
Develop and Increase School and Teacher Leader Effectiveness	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes. (Academic Administrators ensure that new teachers are paired with a mentor)	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes.	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes.	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes.	Title II-A will pay for mentors
Instructional	A.C.E.S teachers hired	A.C.E.S teachers hired	A.C.E.S teachers hired	A.C.E.S teachers hired	\$250,000 (5 A.C.E.S +

Strategies	continue to provide small group/one-on-one support to all students as well as regional support to families. Evaluate program at the end of the 2015-2016 school year to determine if there is a need to expand to more locations. (Head of Schools, Grant Coordinator, Community Coordinator, Administrative Team)	continue to provide small group/one-on-one support to all students as well as regional support to families. Evaluate program at the end of the year to determine if there is a need to expand to more locations. (Head of Schools, Grant Coordinator, Community Coordinator, Administrative Team)	continue to provide small group/one-on-one support to all students as well as regional support to families. Evaluate program at the end of the year. Explore other opportunities for funding. (Head of Schools, Grant Coordinator, Community Coordinator, Administrative Team)	continue to provide small group/one-on-one support to all students as well as regional support to families. Evaluate program at the end of the year. Explore other opportunities for funding. (Head of Schools, Grant Coordinator, Community Coordinator, Administrative Team)	Benefits)
Instructional Strategies	Success Teachers (2 High School- Credit Recovery) hired will continue to provide small group/one-on-one support to credit recovery students. Evaluate success of credit recovery program and consider adding any additional staff. (Head of Schools, Grants Coordinator)	Success Teachers (2 High School- Credit Recovery) hired will continue to provide small group/one-on-one support to credit recovery students. Evaluate success of credit recovery program and consider adding any additional staff with an alternative funding source. (Head of Schools, Grants Coordinator)	Success Teachers (2 High School- Credit Recovery) hired will continue to provide small group/one-on-one support to credit recovery students. Evaluate success of credit recovery program and consider adding any additional staff with an alternative funding source. (Head of Schools, Grants Coordinator)	Success Teachers (2 High School- Credit Recovery) hired will continue to provide small group/one-on-one support to credit recovery students. Evaluate success of credit recovery program and consider adding any additional staff with an alternative funding source. (Head of Schools, Grants Coordinator)	\$100,000 (2 Success Teachers- Salary and benefits)
Instructional Strategies	Success Teachers hired will continue to provide small group/one-on-one support to Hoosier students. (Head of Schools, Grants Coordinator)	Success Teachers (3 Elementary, 1 Middle School, and 1 High School) hired will continue to provide small group/one-on-one support to Hoosier students. (Head of	This year alternative methods for funding the 5 Success Teachers will take place. Alternative funding sources include Title 1 and Title IIa	This year alternative methods for funding the 5 Success Teachers will take place. Alternative funding sources include Title 1 and Title IIa	\$250,000 (5 Success Teachers + Benefits)

		Schools, Grants Coordinator)			
Instructional Strategies	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	\$0
Instructional Strategies	RTI Coordinator provides leadership to the school and leads the RTI process (Head of Schools, Administrative Team)	The RTI Coordinator establishes specific expectations and provides leadership to the school in this area. The RTI Coordinator position is evaluated at the end of the year and alternative funding is determined due to this position being funded out of IDEA Grant until the end of the 2016-2017 school year.	The RTI Coordinator position is evaluated and funding source is determined.	The RTI Coordinator position is evaluated and funding source is determined.	\$0
Increasing Learning Time	Extended learning time opportunities will be offered with the goal of enriching student learning and building academic success. (Academic Administrators/Principals, Grants Coordinator, K-12	Extended learning time opportunities will be offered with the goal of enriching student learning and building academic success. Students in grades K-2 will be offered reading and math support through various	Extended learning time opportunities will be offered with the goal of enriching student learning and building academic success. Students in grades K-2 will be offered reading and math support through various	Extended learning time opportunities will be offered with the goal of enriching student learning and building academic success. Students in grades K-2 will be offered reading and math support	\$0

	Teachers)	programming and direct teacher interaction. Students in grades 3-8 are offered opportunities to attend subject specific sessions (Math Zone, ELA Zone) where Highly Qualified staff are available for support as well as direct instruction in identified areas of need. High School students also have a variety of extended learning opportunities available to them ranging from test preparation, credit recovery, and career counseling. (Academic Administrators/Principals, Grants Coordinator, K-12 Teachers)	programming and direct teacher interaction. Students in grades 3-8 are offered opportunities to attend subject specific sessions (Math Zone, ELA Zone) where Highly Qualified staff are available for support as well as direct instruction in identified areas of need. High School students also have a variety of extended learning opportunities available to them ranging from test preparation, credit recovery, and career counseling. (Academic Administrators/Principals, Grants Coordinator, K-12 Teachers)	through various programming and direct teacher interaction. Students in grades 3-8 are offered opportunities to attend subject specific sessions (Math Zone, ELA Zone) where Highly Qualified staff are available for support as well as direct instruction in identified areas of need. High School students also have a variety of extended learning opportunities available to them ranging from test preparation, credit recovery, and career counseling. (Academic Administrators/Principals, Grants Coordinator, K-12 Teachers)	
Family and Community Engagement/Culture	Back to School Expo events are held all over the state of Indiana (Indianapolis, Gary, South Bend, Terre Haute, Ft. Wayne, and Evansville) in order for families to have a strong start to the school year. (Events are scheduled by the Community Coordinator. The Community Coordinator sends out	All expo sites will have at least one teacher from a grade level/department in attendance. At each site the following will be offered: <ul style="list-style-type: none"> • School pictures and ID's • Vision and Hearing Screenings 	All expo sites will have at least one teacher from a grade level/department in attendance. At each site the following will be offered: <ul style="list-style-type: none"> • School pictures and ID's • Vision and Hearing Screenings 	All expo sites will have at least one teacher from a grade level/department in attendance. At each site the following will be offered: <ul style="list-style-type: none"> • School pictures and ID's • Vision and Hearing Screenings 	\$0

	survey to staff, so all know who is attending which events. The activities at the events are planned and arranged by administrators, teachers, and the Community Coordinator)	<ul style="list-style-type: none"> • Mobile Dentists • A mock computer lab will be set up to assist families in OLS/LMS login, setting up kmail, and for any other technical questions and issues • Staff and Teacher Meet and Greets • Document Collection for New Students 	<ul style="list-style-type: none"> • Mobile Dentists • A mock computer lab will be set up to assist families in OLS/LMS login, setting up kmail, and for any other technical questions and issues • Staff and Teacher Meet and Greets • Document Collection for New Students 	<ul style="list-style-type: none"> • Mobile Dentists • A mock computer lab will be set up to assist families in OLS/LMS login, setting up kmail, and for any other technical questions and issues • Staff and Teacher Meet and Greets • Document Collection for New Students 	
		Event dates and times TBD.	Event dates and times TBD.	Event dates and times TBD.	
Family and Community Engagement/Culture	Plan regional events around the state of Indiana. (Community Coordinator and Grants Coordinator)	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other items that are education related.	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other items that are education related.	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other items that are education related.	\$2,500 (Cost of facilities and any admission into facilities) \$2,500 (Pay for travel for A.C.E.S. and Success Teachers) \$5,000(Educational resources- flashcards, books, educational supplies)
Family and Community	Opportunities to utilize parent volunteers at the	Parent volunteers at regional centers are	Parent volunteers at regional centers are	Parent volunteers at regional centers are	\$0

Engagement/Culture	regional centers are explored.	utilized and trained in providing coaching and assistance to other parents.	utilized and trained in providing coaching and assistance to other parents.	utilized and trained in providing coaching and assistance to other parents.	
Community Engagement	Hoosier Academies is provided with consulting services from the Indiana Youth Institute.	IYI continues to work with Hoosier Academy for the following three school years to increase staff knowledge and skills, strengthen services at the first five sites, and possibly expand the number of sites throughout the state.	IYI continues to work with Hoosier Academy for the following three school years to increase staff knowledge and skills, strengthen services at the first five sites, and possibly expand the number of sites throughout the state.	IYI continues to work with Hoosier Academy for the following three school years to increase staff knowledge and skills, strengthen services at the first five sites, and possibly expand the number of sites throughout the state.	2016-2017- \$10,000 2017-2018- \$10,000 2018-2019- \$7,500
Professional Development	Hoosier Academies will continue to create a professional development calendar that includes face-to-face and virtual PD. (Head of Schools, Academic Administrators/Principals)	A professional development calendar will be created that includes face-to-face professional development and virtual PD. Staff will complete a survey to indicate what topics they would like to see addressed during sessions. Hoosier Academies will seek out experts in specific areas to lead professional development based on staff survey results	A professional development calendar will be created that includes face-to-face professional development and virtual PD. Staff will complete a survey to indicate what topics they would like to see addressed during sessions. Hoosier Academies will seek out experts in specific areas to lead professional development based on staff survey results	A professional development calendar will be created that includes face-to-face professional development and virtual PD. Staff will complete a survey to indicate what topics they would like to see addressed during sessions. Hoosier Academies will seek out experts in specific areas to lead professional development based on staff survey results	\$0
Instructional Programs	Planning for High Ability (Head of Schools, Administrative Team)	High ability will be a topic of conversation throughout the year and funding sources will be sought out.	High ability will be a topic of conversation throughout the year and funding sources will be sought out.	High ability will be a topic of conversation throughout the year and funding sources will be sought out.	\$0
Building Culture	The FAST program will	The FAST program will	The FAST program will	The FAST program will	\$0

	continue to assist staff and families with the goals of engagement and retention. (FAST Coordinator, Academic Administrators/Principals)	continue to assist staff and families with the goals of engagement and retention.	continue to assist staff and families with the goals of engagement and retention.	continue to assist staff and families with the goals of engagement and retention.)	
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding –the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Family and Community Engagement	All expo sites will have at least one teacher from a grade level/department in attendance. (Community Coordinator, Teachers, Academic	Beginning of year	All expo sites will have at least one teacher from a grade level/department in attendance. At each site the following will be	\$0

	Administrators/Principals)		<p>offered:</p> <ul style="list-style-type: none"> • School pictures and ID's • Vision and Hearing Screenings • Mobile Dentists • A mock computer lab will be set up to assist families in OLS/LMS login, setting up kmail, and for any other technical questions and issues • Staff and Teacher Meet and Greets • Document Collection for New Students <p>Event dates and times TBD.</p>	
Effectiveness of Staff/Retaining Staff	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects. (Head of Schools, Academic Administrators/Principals)	Focus at beginning of year.	The Focused Leader Academy will continue to operate and be provided with monthly training and supervised leadership projects.	\$0 (Title II-A will pay for Focused Leader Academy participants)
Effectiveness of Staff/Retaining Staff	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes. (Head of Schools, Academic Administrators/Principals)	Focus at beginning of year.	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes.	\$0 (Title II-A will pay for mentors)
Family and Community Engagement	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be	Events outlined at beginning of year.	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend,	\$2,500 (Pay for travel for A.C.E.S. and Success Teachers) \$2,500 (Educational

	giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other items that are education related.		Evansville). At the events there will be giveaway items that are provided to families that attend. Giveaway items include flashcards, books, educational supplies, and any other	resources- flashcards, books, educational supplies)
Instructional Programs	The RTI Coordinator position is evaluated and funding source is determined. (Head of Schools, Grants Coordinator, Special Education Director)	Focus at beginning of year.	The RTI Coordinator position is evaluated and funding source is determined.	\$0
Effectiveness of Staff/Retaining Staff	Instructional Coaches will continue to provide and coaching of teachers. (Academic Administrators/Instructional Coaches)	Throughout the year	Instructional coaches will continue to observe teachers and provide them with feedback. Coaches will continue to receive training in order to refine their craft.	\$0
Instructional Programs	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	Program evaluation at end of year.	SWAG (Students Work for Academic Growth) Program is evaluated at the end of each year to determine if additional locations need to be added. (Grants Coordinator, Title 1 Teachers, Success Teachers, Hoosier K-12 staff)	\$0
Instructional Programs	A.C.E.S teachers hired continue to provide small group/one-on-one support to all students as well as regional support to families. Evaluate program at the end of the year. Explore other opportunities for funding. (Head of Schools, Grant Coordinator, Community Coordinator, Administrative Team)	Program evaluation at end of year.	A.C.E.S. teachers will be regionally located and will travel to the regional center (Salvation Army) location on a weekly basis to hold open office hours.	\$150,000 (3 A.C.E.S. Teachers + Benefits)

Maintaining Culture/Leadership	Various leadership groups will continue to function and provide input. (TAC – Teacher Advisory Committee, PAC- Parent Advisory Committee, Instructional Leadership Team, School Climate Leadership Team)	Throughout the year	Leadership groups will continue to collaborate and provide feedback on school process, procedures, and programming.	\$0
Professional Development	Hoosier Academies will continue to create a professional development calendar that includes face-to-face and virtual PD. (Head of Schools, Academic Administrators/Principals)	PD Calendar will be created toward end of the year for implementation during the beginning of the 2020-2021 school year	A professional development calendar will be created that includes face-to-face professional development and virtual PD. Staff will complete a survey to indicate what topics they would like to see addressed during sessions. Hoosier Academies will seek out experts in specific areas to lead professional development based on staff survey results	\$0
Building Culture	The FAST program will continue to assist staff and families with the goals of engagement and retention. (FAST Coordinator, Academic Administrators/Principals)	Evaluate program at end of 2019-2020 school year.	The FAST program will continue to assist staff and families with the goals of engagement and retention. (FAST Coordinator, Academic Administrators/Principals)	\$0

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain AFTER grant funding, and with what funds the district plans to sustain said interventions.*

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
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Effectiveness of Staff/Retaining Staff	The Focused Leader Academy is implemented with the expectation that teacher leaders attend monthly training and participate in supervised Focused Leadership projects. (Head of Schools, Academic Administrators/Principals)	Focus at beginning of year	The Focused Leader Academy will continue to operate and be provided with monthly training and supervised leadership projects.	Title II-A to pay for participants
Effectiveness of Staff/Retaining Staff	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes. (Academic Administrators ensure that new teachers are paired with a mentor)	Focus at beginning of year	The New Teacher Mentorship Program is evaluated based on survey results and appropriate action is taken to make any necessary changes.	Title II-A to pay for mentors
Family and Community Engagement	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville). At the events there will be giveaway items that are provided to families that attend. (Community Coordinator, Grants Coordinator)	Beginning of year	Regional events will be planned that coincide with the regional center locations (Indianapolis, Merrillville, Ft. Wayne, South Bend, Evansville).	Title 1 (Parent Involvement)
Instructional Programs	Funding sources for A.C.E.S teachers and Success Teachers will be sought out.	Focus at beginning of year	Alternative funding sources will be sought out to continue with regional centers and staffing.	Title 1/Title II-A
Culture	Continue to utilize any resources The Indiana Youth Institute and The Salvation Army has to offer. (Grants Coordinator, Community Coordinator)	Throughout the year	The consulting piece of working with the Indiana Youth Institute will conclude, but Hoosier will still have contact with IYI to keep in touch with and pass along resources that are available to families.	\$0

Instructional Programs	The SWAG program will continue to be evaluated.	Program evaluation toward end of year.	The SWAG program is funded by K12 Inc. and will continue to be funded. Funding for the SWAG program can be utilized to continue to have space at Salvation Army locations or additional locations across the state, so students will continue to have access to face-to-face tutoring and parents will continue to have access to staff face-to-face to seek out support in various areas.	\$0
Professional Development	Hoosier Academies will continue to create a professional development calendar that includes face-to-face and virtual PD. (Head of Schools, Academic Administrators/Principals)	Planning at end of year for implementation on the beginning of the following year.	A professional development calendar will be created that includes face-to-face professional development and virtual PD. Staff will complete a survey to indicate what topics they would like to see addressed during sessions. Hoosier Academies will seek out experts in specific areas to lead professional development based on staff survey results	\$0
Building Culture	The FAST program will continue to assist staff and families with the goals of engagement and retention. (FAST Coordinator, Academic Administrators/Principals)	Program evaluation at the end of the 2020-2021 school year.	The FAST program will continue to assist staff and families with the goals of engagement and retention. (FAST Coordinator, Academic Administrators/Principals)	\$0

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

Hoosier Academies will plan to submit a collage of pictures as well as parent and student testimonials of their experiences at the regional centers. Hoosier Academies is requesting that a portion of SIG dollars be utilized to hire A.C.E.S. teachers. What better way to evaluate the work that is being done at the regional centers than through student and parent testimonials? Looking at our “Culture” SMART goal of building partnerships that extend and improve communication, understanding, support, and engagement in education, the hiring of A.C.E.S. teachers is a step in the right direction of building partnerships with families and a means of adding face-to-face interaction in our virtual school setting. The outcome artifact also ties back to our other SMART Goals because A.C.E.S. teachers are provided small group and one-on-one targeted instruction in order to improve ELA and Math proficiency, so the outcome artifact ties into every SMART goal. At Hoosier Academies, our Head of Schools has placed a strong emphasis on developing the culture of our school. Through our regional centers, Hoosier Academies is taking a step in the right direction and forming partnerships with key stakeholders in the process.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

LEA Capacity Task	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable,	Funding requests decrease throughout the implementation of the grant as seen on the “Budget” pages. Aspects of this grant are sustainable after this five year period utilizing various grants and alternative funding sources.

<p>and necessary, and clearly planning for sustainability after funding ends.</p>	
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Resume of new K-8 Academic Administrator/Principal is included with this application in addition to 9-12 Academic Administrator/Principal (Resumes on page 58)</p>
<p>3. The School Board 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> <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>Letter of Support (Letter on page 59)</p>
<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> <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</i> 	<p>Letter of Support (Letter on page 59)</p>

<i>experience in changing schools</i>	
<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> <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> 	<p>Hoosier Academies does not have a Teacher’s Union.</p> <p>Letters of Support were signed by TAC (Teacher Advisory Committee) members (Letters on page 59)</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</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> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>Staff Hiring process (Process on page 59)</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>See SIG Program Evaluation included with application. (Process outlined on page 59)</p>

In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X		Letters of support from key stakeholders that will ensure the execution of initiatives in grant.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		Title 1 Program Administrator will also be the contact for SIG
3. School's SIG plan addresses needs of all students and subgroup populations.	X		In the grant, Hoosier Academies seeks interventionist support to provide targeted instruction to students in need. Hoosier Academies also seeks to begin discussion in regards to High Ability to address the needs of the students that need enrichment support.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		Updates will be provided to parents via PAC (Parent Advisory Committee) meetings, e-mail, and in-person meetings.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	Hoosier Academies has not applied for 1003(g) dollars. Hoosier Academies has been awarded 1003(a) dollars.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.		X	
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		X	
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	

Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to 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:

Capacity Task	District Evidence
(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;	The Indiana Youth Institute will provide Hoosier Academies with training, coaching, and consulting services throughout the SIG time period. The IYI Proposal is included in the application (Proposal on page 58). IYI's mission is to promote the healthy development of Indiana children and youth by serving the people, institutions and communities that impact their well-being. IYI's mission lines up with items in the grant that Hoosier plans to implement.
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	The Indiana Youth Institute timeline is included in the Indiana Youth Institute Proposal.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	IYI's mission is to promote the healthy development of Indiana children and youth by serving the people, institutions and communities that impact their well-being. Hoosier Academies was in need of a provider to assist with tapping into community resources across the state.
(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.	IYI has included an Evaluation/Improvement section in their proposal. Hoosier Academies will measure the effectiveness of the services provided using surveys and various data points. (Evaluation Plan on page 59)
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive approval from IDOE.	The Indiana Youth Institute proposal includes working with Hoosier Academies at the beginning of the 2015-2016 school year.

Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system)–COMPLETE ALL TABS in the spreadsheet (***total funding tab will populate on its own. You do not need to complete this tab***).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding–*indicating what areas and interventions the district plans to sustain **AFTER** grant funding*. Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.

(Budget can be found on page 58)

Appendix

Budget

<http://tinyurl.com/ptwqnce> (Budget for duration of SIG)

Resumes

<http://tinyurl.com/ovf6cre> (Dominique Franklin, 9-12 Academic Administrator/Principal)

<http://tinyurl.com/qedr6pz> (Andrea Ettenberger, K-8 Academic Administrator/Principal)

Focused Leader Academy

<http://tinyurl.com/oqzyrp8> (Focused Leader Academy Brochure)

<http://tinyurl.com/nof7xq2> (Focused Leader Academy Application)

New Teacher Mentor Program

<http://tinyurl.com/pkka2wk> (Information)

Job Descriptions

<http://tinyurl.com/osvdj77> (RTI Coordinator)

<http://tinyurl.com/owy8huh> (Instructional Coach)

<http://tinyurl.com/pjifetn4> (Success Teacher)

<http://tinyurl.com/pdjijao> (Success Teacher- Credit Recovery)

<http://tinyurl.com/o7jlou4> (A.C.E.S. Teachers)

External Providers

<http://tinyurl.com/p4vpzn3> (Indiana Youth Institute Proposal)

Academic Calendar/Face-to-Face Professional Development

<http://tinyurl.com/nzf6uu7>

Letters of Support

<http://tinyurl.com/q5ebd5n> (K12 Inc. Northern Region Vice President)

<http://tinyurl.com/qc3vblp> (Teacher Advisory Committee Member)

<http://tinyurl.com/oa3yb79> (Parent Advisory Committee Members)

<http://tinyurl.com/nnc63s2> (School Board President)

<http://tinyurl.com/nh7kfrk> (Head of School)

Hiring Process

<http://tinyurl.com/q2uclw6>

Program Evaluation

<http://tinyurl.com/pfm9dmn> (Program Evaluation)

Hoosier Academies Teacher Evaluation

<http://tinyurl.com/tsy3qjs>