

CONSOLIDATED AND ACTIONABLE PLAN
FOR HOOSIER ACADEMIES VIRTUAL
SCHOOL

May, 2017

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The following plan for Hoosier Academies Virtual School is consolidated from the previously submitted plans required by the Indiana Department of Education, Hoosier Academies Board of Education, Ball State University and K12 Inc. A consolidated plan allows Hoosier Academies Virtual School to implement, with a laser focus, those elements of school improvement that are needed most immediately and those that will have the greatest impact on student learning. The consolidated plan includes actionable items that will be addressed to realize maximum success for all students. Embedded in this consolidated plan are AdvancED standards 1-5.

An additional call for consolidation is made herein around data collection, distribution and valuation. The most salient data elements are outlined at the conclusion of the plan. The plan suggests that only these data elements are regularly evaluated by all stakeholders in order to focus on immediate student success. Hoosier Academies Virtual School will identify specific data points within these elements, and create a framework for regular analysis internally, with IDOE and the State Board of Education.

It is important to note that prior to the start of the 2016-17 school year several bold turnaround efforts were implemented at Hoosier Academies Virtual School. These include the development of the Family Academic Support Team (FAST) which addresses the needs of new and struggling students by focusing on communication, training, and building good relationships, preparing families for success for schooling online. Additionally, all teachers have been supported by an instructional coach. These content or grade band experts observe teachers every two weeks and provides a thirty-minute coaching session. Coaching data is analyzed weekly by administration and each month professional development is planned according to teacher needs. Evidence of the effectiveness of these programs will be collected and distributed to all stakeholders at the conclusion of the school year. This plan reflects additional turnaround efforts that will be implemented in the final quarter of the 2016-17 school year and throughout the 2017-18 school year.

The consolidated and actionable plan includes analogous content to the aforementioned plans in the following five chapters:

Chapter 1: Responsive Instruction Mapped to Standards

Chapter 2: Observation, Feedback and Professional Development

Chapter 3: College and Career Readiness

Chapter 4: Community, Family and Student Engagement

Chapter 5: Staffing and Budget

Chapter 1: Responsive Instruction Mapped to Standards

Critical to preparation for an Indiana-standards aligned assessment is a curriculum aligned to these standards. HAVS is aligning the basal curriculum and will only integrate supplemental curriculum that is aligned.

A singular, benchmarked, interim assessment is necessary to streamline instruction. Hoosier Academies Virtual Schools (HAVS) administrators and teaching staff prefer to have one assessment system for all

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grade levels and to discontinue the use of other, superfluous and disjointed assessments (see Attachment C) in order to focus on one Indiana standards-aligned instrument.

The administrative team believes it will be beneficial to have one tool to use in grades K-11 allowing for continuity of efforts, and is investigating Five Star Technologies as the comprehensive suite of assessments, among other aligned assessments. Such a streamlined assessment system identifies individual student progress and skills, while giving aggregate grade level progress toward mastery.

To monitor daily progress, teachers currently use exit tickets to check for understanding. Deliberate professional learning communities will allow common exit tickets to be used across classrooms, thereby creating reliable daily student outcome data.

Additionally, the teacher-student learning environment will enable scaffolding. Daily data review will include the formative student achievement data that will ensure school turnaround. HAVS administration and staff will focus on the most impactful data elements.

Action items critical for success:

- Realign data meetings. Standards discussed during data meetings will be Indiana standards. These are opportunities to track informal assessments and exit / mastery ticketing, and focus will be on formative assessments.
- School principals will be laser-focused on student learning. As such, meetings and other expectations will be narrowly focused on instructional inputs and learning outcomes to allow principals capacity to provide instructional leadership to all teachers.
- An assessment program will allow for item analysis to create student-responsive and school-driven items aligned to Indiana standards to accurately measure student learning.
- Teach the K12 curriculum using the K12 pacing guides that are aligned and mapped to Indiana standards and testing blueprints in advance of the first day of the 2017-18 school year. Teachers will receive training and have tools to ensure instruction is personalized based on student-level data.
- Identify and implement a diagnostic, interim assessment aligned to Indiana standards consistent across all grade levels.
- Streamline data reporting to the measurable indicators of success (pages 6-10) and align with Ball State qualifications for renewal. Identify and eliminate data bottlenecks – in both collections and discussions.
- Further refine a strong school Multi-Tiered Student Services (MTSS) tiers/ levels of support.
- Teachers will complete curriculum mapping in advance of school year(s), including development of benchmark assessments.
- Identify and implement a data solution that allows for aggregation and individual student mastery that includes standards based mastery by student and by teacher.

Chapter 2: Observation, Feedback and Professional Development

Continue and expand the leadership program currently being implemented at HVAS to further develop teachers with leadership aspirations. Teachers may become part of a cohort with monthly leadership

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training and be part of supervised leadership projects of the school. The leadership program cohort size is 10-15% of teaching staff per year. The Vision is: Leadership will be born out of those who are affected by it. The Mission is: Leadership will appear anywhere and anytime it is needed. Our Theory of Action is: If we empower our teachers through leadership skill development, then we will have teacher leaders ready to contribute to the success of Hoosier Academies Network of Schools and be an important part of our talent pipeline.

Standards mastery, identified through regular classroom assessment, is central to teacher appraisal. Hoosier Academies Virtual School is an INTASS member school for teacher evaluation. The TAP tool is used for teacher evaluation, which includes personalized goals and coaching. Individualized professional development is available as needed. Small group instruction and monitoring is also available as needed by teachers. Regular professional development is provided for all on Wednesday afternoons. Success of the professional development is identified through walk-through data and data from instructional coaches.

Additional professional development is offered through peer observations in which teachers choose to observe two other teachers live. Completed reflections are then shared with the teacher observed as well as the principal, and stored in a shared drive. Strategies used and how these might be incorporated by the observing teacher are included.

Action item critical to success:

- Complete work to put in place the new teacher evaluation process, including peer observation. Conduct norming sessions with evaluators.
- Build monthly, in-person Professional Learning Communities in virtual environment that allow teachers access to a range of resources.
- Train teachers to evaluate data and use it to adjust instruction.
- Create a PD opportunity to develop a deeper understanding of the K12 platform for teachers – as well as other information and K12 resources.
- Formalize new teacher orientation and access to mentors in other states who can teach new teachers how to set up small groups and solve other virtual teaching issues.
- Track PD in professional growth plans to include collaborative opportunities and PLC work. Include data-work as professional development.

Chapter 3: College and Career Readiness

A number of Advanced Placement (AP) and dual credit courses are currently offered at HAVS. There are several limitations to these, including placement of students and students sitting for the corresponding exams. All current AP and dual credit offerings are in Attachment A. Students may also sit for industry certification assessments through preparatory courses in business and technology classes. Considerable focus will be given to the growth in enrollment in AP, dual credit and industry certification coursework, as well as participation in the corresponding exam(s) that awards credits upon mastery. Industry certifications will focus on the high-wage, high-demand careers in Information Technology to obtain both a certification and dual credits. AP courses added will initially focus on STEM areas, also high-wage, high-demand career clusters in Indiana.

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Identification of student interest and preparation will be completed at the beginning of high school (grade 9 or upon enrollment for students who enroll in grades 10-12), and at the start of each semester, so that students receive prerequisite preparation and postsecondary pathway guidance.

Action items critical to success:

- Host a Curriculum Blitz where families are invited to attend a virtual overview of all course offerings – highlighting advanced coursework and its value to postsecondary opportunities.
- Enroll more qualified students in AP courses using the AP Potential data from the PSAT.
- All students in an AP course take the corresponding exam as part of the course grade.
- Maximize student preparation for all students for AP exams by having all HAVS AP instructors engage in College Board AP training.
- Provide opportunity to offer industry certifications in existing IT or Business classes and/or CTE Centers – consider how to establish the relationship with CTE centers, Ivy Tech and Vincennes considering costs and student interest.
- Expand course offerings that would lead to high-wage, high demand industry certifications for the 2017-18 school year.

Chapter 4: Community, Family and Student Engagement

Of the 951 currently enrolled sophomores, juniors and seniors, 188 are 13 or more credits deficient (see attachment B). Currently, there are 3,081 students enrolled in Hoosier Academies Virtual School in grades K - 12. Of these, 1,433 were enrolled with the school prior to the 2016-17 school year. Therefore, **1,648** students are new to Hoosier Academies Virtual School this school year. It is clear that HAVS has become a short-term solution, with only eleven students continuously enrolled since the 2009-10 school year. To maintain the current enrollment of 3,081, HAVS has enrolled 4,248 students this school year. Of these students, 517 enrolled and stayed with HAVS for less than four months. Every two weeks, HAVS enrolls or withdraws 100-300 students.

Parents are trained to capture off-line time as it related to objectives within the curriculum. For instance, a third grader is studying fractions in the online course, the parent may have the student make cookies and triple the recipe to further the mastery of fractions. Students are required to read traditional, offline novels. Similarly, students complete hands-on science labs with materials and equipment K12 ships to their homes. They write up a standard lab report, scan it and send it to their teachers. This deliberate plan to have students spending approximately one-half of their time offline in hands-on materials engages families in daily learning.

Starting with the 2016-17 school year, teachers and staff are able to refer students and families to a school social worker to address non-academic issues, providing mental and social/emotional support. All students are assigned to a support liaison based on grade level and by indicated need upon enrollment. The support allows the school to conduct home wellness checks with students who do not attend mandatory assessment administrations, thereby further engaging the family.

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Outreach to existing students and families is critical to engage students and families in both academic and non-academic sides of HAVS so that students and families feel a part of the school's community and appreciate that staff members work closely with them to make academic gains. Hoosier Academies Virtual School regularly communicates with families about academic and non-academic topics and events (i.e. back to school expos at six locations around the state).

A number of student- and family-focused events occur throughout the school year. Each event intends to have students who work remotely feel part of the school community. Such events include: athletic events, student plays, national honors society, back to school events, educational field trips, service learning projects, science fair, school dances, art and talent shows, strong start super sessions in regions across the state, family on-boarding trainings regionally and statewide, online help sessions for families, videos for families around tips for teaching content areas, and tutoring at local libraries. Future family engagement activities will establish academic components such that a student's academic success is considered and evaluated while family members are interacting with faculty and staff. Additionally, HAVS was awarded a \$30,000 Planning Grant from the Lilly Endowment for Consolidated School Counseling to study services in the following areas: social/emotional, academic and college and career readiness. These funds will be used to determine gaps in service and additional programs and services that could be supported through the Endowment.

As students reside throughout the state in every county, HAVS will redistribute office hours to meet student schedule constraints (i.e. time zone). Office hours may be divided by CTE Center regions to encourage engagement in career and technical education programming and further consider relationships with CTE Centers.

Hoosier Academies Virtual School reimagined the school calendar by starting the school year after traditional public schools to maximize attendance on the first day and ensure onboarding for all prior to the start of school. Central Indiana students attended an Indians game while students in other regions attended similar such registration events. A live blackboard session was held to establish school norms, introduce key faculty members who provide assistance to families throughout the school year, and break-out sessions by school levels with grade level principals providing an overview of the school was widely attended. The goal was to simulate everything that's done on first day in brick and mortar schools.

Action items critical to success:

- HAVS and BSU will coordinate traditional and virtual education specific metrics of success around student and family engagement.
- Develop a policy to measure engagement as defined by students' weekly engagement in instructional activities and completion of diagnostic assessments. Student instructional time will be verified. Additionally, develop a local Class Connect policy for students' attendance.
- FAST will target families on the variables known to impact a student's ability to be successful while attending HAVS. Pairing data and collaborating with teachers enables FAST to help our families while allowing HAVS teachers to focus more of their valuable time on facilitating learning with the students served.
- Replicate first day of school throughout year to have full grade levels gathered and hearing what's new, highlight students etc. Develop a Virtual Assembly on a monthly basis.

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- Develop a long-term student recruitment and community building strategy for existing families and potential families to make HAVS feel like a small interconnected community; leverage this strategy to care for and hold onto existing students. Consider internal outreach and engagement strategies such as an academic letter and letterman jackets based on grades, attendance, passing assessments.
 - Look to the demonstration of proficiency statute to allow students to test out of coursework/ demonstrate proficiency to move through classes at a pace that considers prior learning.
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Chapter 5: Staffing and Budget

Hoosier Academies Virtual School will implement an expedited hiring process, with consideration given to classes needed for varying diplomas, and associated specialized licenses. Administration at HAVS will have oversight of all faculty members to evaluate effectiveness and professional development needs.

It is critical to expand the availability of industry certifications and the professional licensure that is needed for each certification. Likewise, dual credit and advanced placement course availability will be made available through staff qualifications.

Action items critical to success:

- Evaluate and adjust student learning environment consistent to teacher performance and data to ensure effective student engagement in Class Connect sessions.
- There are a number of students who are identified in the senior class cohort who are no longer attending Hoosier Academies Virtual School (see attachment D). HAVS will ensure that all cohort data is accurate.
- HAVS will ensure that all teachers serving HAVS students are effective, and HAVS principals will have a tool to ensure that all teachers are effective.
- The local leadership of HAVS will work with the HAVS board and K12 to develop a staffing model that utilizes the most innovative and fiscally responsible approaches to provide all services to the students of Hoosier Academies Virtual School. Examples of staffing elements that will be considered: responsibilities of co-teachers, onboarding, mentoring and professional development.

Conclusion

Student growth in attendance, assessment scores, graduation attainment and college and career ready indicators will drive all actions of Hoosier Academies Virtual School teachers and administration for the remainder of the 2016-17 school year and throughout the 2017-18 school year. Data collection, meetings, and reporting will allow all stakeholders to focus energy and expertise on aligning the K12 curriculum to Indiana standards, implementing an assessment system that tracks progress for students and cohorts, and ensuring student learning outcomes. HAVS is now strategically and intentionally advancing AP and industry certifications that meet the college and career portion of state-level accountability - areas that have not been a focal point in previous years.

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Research finds the nine essential principles to school turnaround are as follows: School leadership, School climate and culture, Effective instruction, Curriculum, assessment and intervention, Effective staffing practices – leader has ability to determine staffing needs, Enabling effective use of data – data protocols, access, Effective use of time – master schedule, Effective family and community engagement. A commitment to these principles will enable the students of HAVS to find success.

Previous state leadership has delayed funds and supports, thereby exacerbating issues with Hoosier Academies Virtual School. The schools have confidence that the new state-level administration will provide more consistent financial support.

The use of data will enable daily and weekly review of individual, group, class, and grade level data is analyzed to inform quality decisions. The following are data elements that will be evaluated by HAVS leadership to understand progress. Although statewide standardized assessments are not listed below, these are the overarching goal; the data listed are indicators of progress toward these state-level goals of growth to proficiency.

Data for Review (how data is captured)	Indicators of Success
1. Daily Teacher generated checks for mastery tickets (exit tickets/end of chapter/ end of lesson assessments are based on standards by course and tracked in an internal data-base).	Baseline: Teachers currently develop their own exit tickets aligned to standards. Teachers are not using common exit tickets. Goal: Through PLCs teachers will develop 8 exit tickets aligned to critical standards before the start of each semester.
2. A full reading diagnostic with grade level, text Lexile level, phonics level, and fluency rate (such as MindPlay Universal Reading Screener).	Baseline: NWEA does not have these data elements. Dibels has been used to predict success in fluency, comprehension and phonics, however this is only used grades K-3. Goal: Implement a full reading diagnostic in grades K-6, at the time of enrollment and the end of the year to determine individual student growth.
3. Student Engagement – student participation in coursework (reports on BbC attendance from live instruction, reports from online classes). Hours spent off-line are not included in baseline goals. In a flexible, virtual environment not all learning time is online.	Baseline: Average BBC and online classes combined attendance in 7 sample days (1800 sample students) All students: 10.61 hours K-6: 8.8 hours 7-12: 11.84 hours Goal: for semester 1 of 2017-18 K-6: 12.5 hours 7-12: 15 hours

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	<p>Work toward this goal will initially target students with 0 hours in 7 days.</p>
<p>4. Family Engagement – family member, the learning coach, verified participation in student learning. Use flexible timing, presentation strategies and geographic placement for all engagements.</p>	<p>Baseline: Number of families who participated in orientation: 20% Strong Start Orientation: K-8: 91% 9-12: 66% Number/rate of families who completed AdvancED surveys: 17%</p> <p>Goal: increase the percentage of families participating in orientation to: 40% Strong Start Orientation: K-8: 95% 9-12: 75% Survey: increase response rates by asking the Family Advisory Council to help craft the survey questions to 30%.</p>
<p>5. Credits earned/pass rates and progress toward grade level mastery and graduation (data from transcripts for high school and reading levels K-8; measured by one year, two years, three years and four years).</p>	<p>Baseline: HS Course pass rates (January and February average, 2017) Overall: 56.2% Math: 61.2% ELA: 47.1%</p> <p>Goal: HS course pass rates (each month, 2017-18) Overall: 61.2% Math: 66.2% ELA: 52.1%</p> <p>Baseline: MS Course pass rate (January -February average) Overall: 61.3% Math: 57.1% ELA: 65%</p> <p>Goal: MS course pass rates (each month, 2017-18): Overall: 66.3% Math:62.1% ELA: 70%</p>

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	<p>Baseline: ES average progress in courses (January – February, 2017 average) Math: 78.2% ELA: 81.1%</p> <p>Goal: ES average progress in courses (each month, 2017-18): Math: 83.2% ELA: 86.1%</p> <p>Baseline: 59.75% of students at the high school enroll credit deficient.</p> <p>Goal: For 2017-18, collect total number of credits deficient for all students. In addition to gaining needed credits each semester, the total number of deficient credits will decrease by 500 credits.</p>
<p>6. Participation on statewide assessments (data from DOE).</p>	<p>Baseline: 85%</p> <p>Goal for 2017-18: 88% Goal for 2018-2019: 91%</p>
<p>7. Increase the number of students who successfully complete AP or industry certifications.</p>	<p>Baseline 2015-16: Unduplicated students who took an AP course: 61 % of enrolled seniors who took an AP course: 7.5% (18 of 238) Number of AP exams: 44 (of 91 courses taken) There were no industry certifications earned in 2015-16.</p> <p>Goal for 2017-18: Unduplicated students who took an AP course: 108 students (15% per grade level – grades 10, 11, 12). % of enrolled seniors who took an AP exam: 15% Number of AP exams: every student enrolled in every AP course will take the corresponding exam. Number of industry certifications earned: 30</p>

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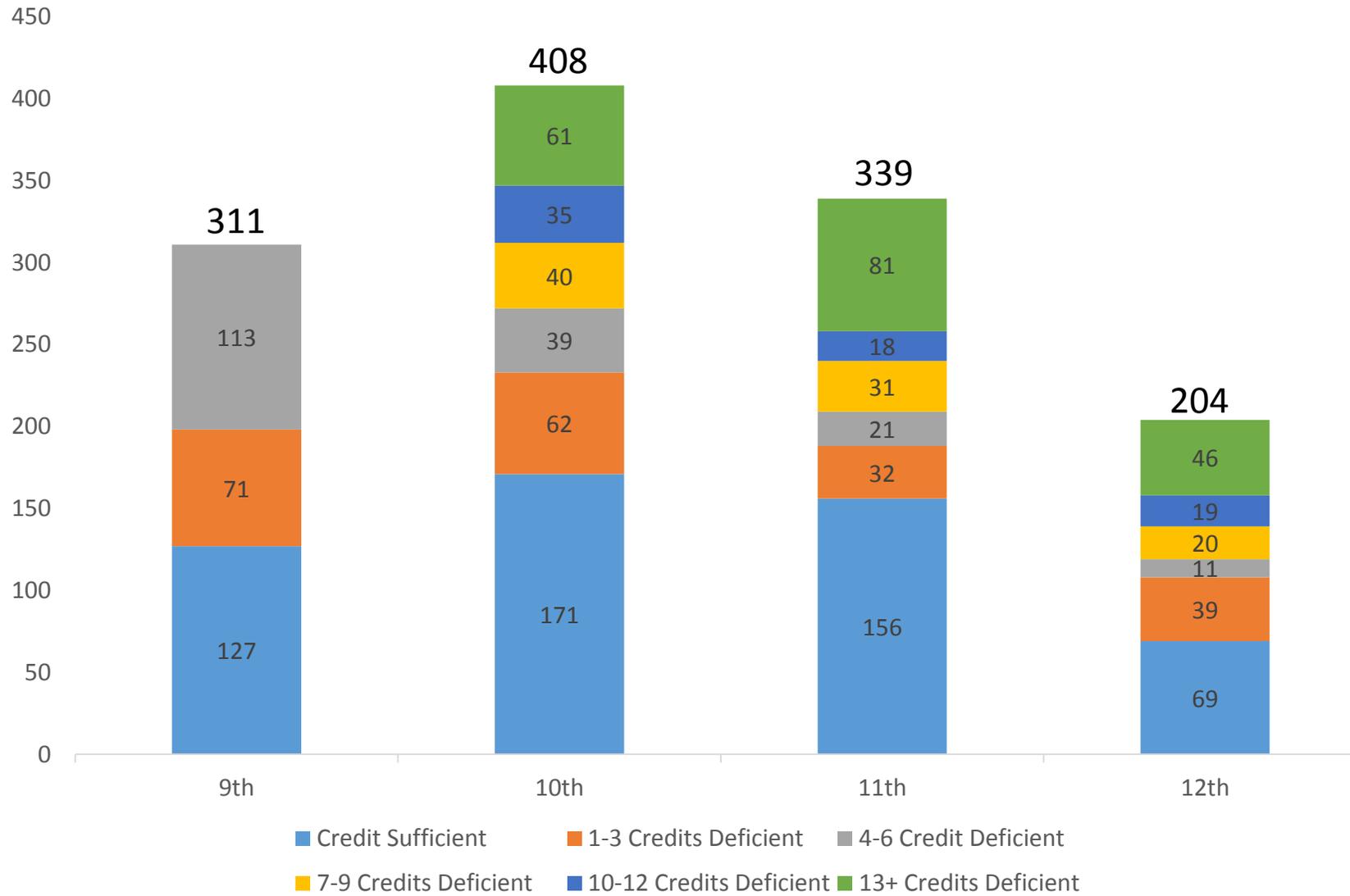
Appendices

- A. AP and Dual Credit enrollment data
- B. Credit Deficiencies
- C. NWEA data
- D. Graduation Cohort

First Semester AP	
AP English Language/Composition	17
AP US History	7
AP English Literature/Composition	2
AP US Government and Politics	4
AP Microeconomics	1
AP Psychology	3
AP World History	2
AP Calculus AB	3
AP Statistics	1
AP Biology	10
AP Chemistry	4
AP Environmental Science	4
Total Students	44
Students with multiple courses	12

Second Semester AP	
AP English Language/Composition	18
AP US History	8
AP English Literature/Composition	2
AP US Government and Politics	2
AP Microeconomics	1
AP Psychology	2
AP World History	2
AP Calculus AB	3
AP Statistics	1
AP Biology	10
AP Chemistry	2
AP Environmental Science	6
Total Students	42
Students with multiple courses	14

First Semester Dual Credit	Numbers	Grades
ENGL112	1	A
ENGL111	5	A, B, A, C, B
HIST101	1	A
COMM101	3	B, A, A
ARTH110	1	A
COMM102	2	A, C
INFM119	1	A
IVYT115	1	A
HUMS101	1	A
ECON101	1	B
POLS101	3	B, B, A
INDT114	1	B
BUSN101	1	B
PSYC101	2	A, FW
SPAN101	1	F
Total Students	12	
Students with multiple courses	9	



*Includes students that do not yet have records from prior schools

Hoosier Academies Virtual School Cohort Status

■ 2017 ■ 2018 ■ 2019

