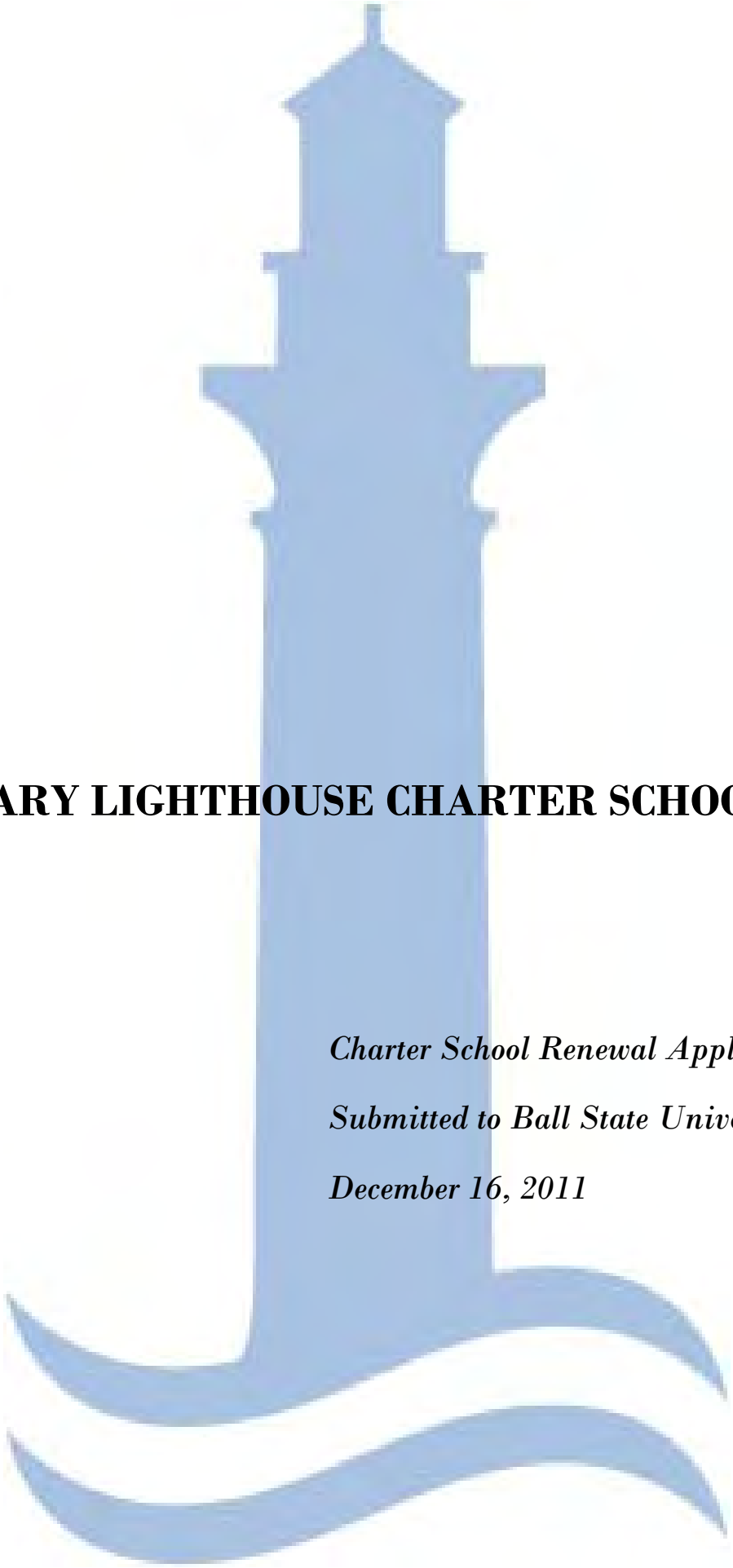




GARY LIGHTHOUSE CHARTER SCHOOL

Charter School Renewal Application

Submitted to Ball State University

December 16, 2011

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Mission & Vision

Vision

All students at Gary Lighthouse Charter School (GLCS) will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.

Mission

GLCS prepares students for college through a rigorous arts-infused curriculum.

Goals

On an annual basis, GLCS measures its performance against a group of very ambitious goals. Attaining all of these goals each and every year would ensure that GLCS is achieving its mission. While the school has not yet been successful in achieving all of these goals every year, it's six-year history demonstrates consistent growth in both academic gains and in meeting these ambitious goals for GLCS scholars (many of which are specifically measured within this renewal application):

College Acceptance: 100% of 12th grade students will be accepted to at least one four-year college (2013).

College Success: Less than 15% of high school graduates attending college are enrolled in remedial courses in English or math in the first semester of their freshman year (2013).

High School Graduation: More than 80% of students enrolled in a Lighthouse Academy in 9th grade will graduate within five full years.

State Proficiency – School Target: All LHA schools will make AYP.

State Proficiency – Cohort Target: 75% or more of students who enter a LHA school no later than grade 4 and have been in a LHA school for at least three full years will score “proficient/passing” or higher on their state-specific assessments.

Academic Skills & Knowledge: For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on the NWEA's MAP assessment.

Arts Infusion as a Lever for Student Engagement: All schools receive an average score of 3 or better (1-4 scale) on the student satisfaction survey for the arts infusion and student engagement sections.

Family Engagement: All families will participate in at least three of four parent conferences.

Attendance: The average daily attendance will be at least 95%.

Student Reenrollment: 95% of K-11 students enrolled on count day will remain enrolled on the following year's count day with this exception; 75% of 8th grade graduates will reenroll in the College Prep Academy.

Implementation

This charter renewal application will serve to demonstrate how GLCS strives to make its vision a reality. Most pressing within that vision is training and retaining highly effective teachers and creating a nurturing environment. The leadership and staff structures, school culture and discipline plans, and the staff professional development and data analysis plans are all designed to increase the school's success year over year.

I. Academic Performance

Academic Data Summary: School Strengths & Areas of Focus

As a summary of the data below shows, GLCS excels in K-4 scores and in the performance of the CPA students (grades 9-11) in comparison to the local school district. According to the school's current Acuity data, the school is returning to growth in ELA and Math over last year's scores. Additionally, the school is showing growth in K-2 reading scores, which indicates that reading instruction is improving.

Priority areas of focus are specifically geared toward grades 5-8. Currently, students are able to answer many standards questions, but they lack the ability to apply the knowledge gained at a higher level. Teachers are supplementing the curriculum, and focusing on raising the rigor of instruction being delivered to all grade levels. Teachers are more focused on taking skills to mastery use the Acuity blueprints to map skills by quarter to align with benchmark assessments. It is now evident that the skills mastered on classroom tracking data are also being mastered on Acuity.

AYP & ISTEP Performance

AYP Designation

The following table (Table 1.1) relates the AYP status of GLCS since it opened in 2005 based on ISTEP performance. As indicated, the school made AYP once, in 2010. This chart shows a steady increase in ISTEP performance as measured by testing categories met since 2007. Additionally, year-to-year data will also show (in following tables), continuous progress of student achievement within each testing category. These statements are true for all years but 2011.

Table 1.1 – GLCS Annual AYP Status

Year	2005	2006	2007	2008	2010	2011
AYP	N/A	No	No	No	Yes	No
Categories	N/A	6 of 9	4 of 9	6 of 9	13 of 13	7 of 13

(Note: category participation data not included 2005-2008 in state records.)

(Note: 2007 marked a change in leadership in the K-3 building and 2011 marked a change in leadership at the K-7 building.)

The comprehensive plan described briefly in this section and more thoroughly throughout this renewal application explains what the school is doing to address this temporary slide in student gains in 2011. And as the later comparison of 2010 and 2011 Acuity and mClass data will show, the school's efforts are having the desired effect of correcting this slide.

School-wide & Grade-level ISTEP Performance and Comparison to Local District

The table below (Table 1.2) outlines the school's performance on the ISTEP test in ELA and Math for *overall*, *black* and *free/reduced lunch* testing categories. The second table (Table 1.3) exhibits the school's ISTEP performance in ELA and Math by grade-level. In both of these

charts, the general trend is clear that GLCS improved its performance by testing category and by grade in almost every year since opening, with the exception of 2011.

Table 1.2 – ISTEP Performance by Category & Subject (% passing)

Category/Sub.	2005	2006	2007	2008	2010	2011
Overall ELA	36	39	44	43	57	53
Black ELA	36	40	44	44	57	53
F/R ELA	35	40	43	44	57	51
Overall Math	30	34	43	54	69	58
Black Math	29	35	43	53	68	58
F/R Math	26	30	41	53	69	57

(Note: yellow cells indicate a drop in score from the previous year's category score.)

(Note: 2005 results are a "baseline," as the school opened 2 months prior to the examination.)

Chart 1.2 – Graphic Representation of Table 1.2



During 2005-2006 school years, teachers supplemented the current Lighthouse Curriculum to cover Indiana Standards. Noting a gap in standards and current curriculum, the leadership felt the need to make changes and created maps to help teach standards by ISTEP time. During the summer of 2006, the leadership team looked at the standards gaps that existed in Saxon Math and Open Court Reading. The DOIs and teachers worked to put a curriculum in place that would address all the Indiana Academic Standards. The principal also suggested that teachers do applied skills practice questions from January-March to help the students with the format of applied skills tests. In 2009, in anticipation of the 2010 assessment, teachers once again met, and put Saxon math lessons into skill units. By doing so, math lessons had a clearer focus, and student skill retention improved.

Looking at data from previous years, students were also placed in “bubble groups.” Meaning, students were within 20 points of passing (or just passed by 20 points) were placed in groups according to skill needs in reading and math. In these groups, teaching assistants worked with the students weekly to build up skill deficiencies (as identified by Acuity data) that would be needed to pass ISTEP. This seemed to help, as many of the students so identified passed ISTEP.

Table 1.3 – ISTEP Performance by Grade & Subject (% passing)

Grade/Sub.	2005	2006	2007	2008	2010	2011
3 rd ELA	No score	31	38	68	79	89
4 th ELA	No score	25	41	37	72	78
5 th ELA	No score	32	50	32	47	40
6 th ELA	N/A	35	29	40	60	33
7 th ELA	N/A	N/A	47	42	40	60
8 th ELA	N/A	N/A	N/A	37	37	39
3 rd Math	18	19	22	76	75	80
4 th Math	31	37	37	54	70	49
5 th Math	40	38	53	41	71	66
6 th Math	N/A	57	43	52	82	43
7 th Math	N/A	N/A	59	57	67	44
8 th Math	N/A	N/A	N/A	65	44	47

(Note: yellow cells indicate a drop of more than 1% from the same cohort’s previous year.)

(Note: 2005 results are a “baseline” year, as the school opened 2 months prior to the examination.)

(Note: N/A indicates grade not offered at the school that testing year; “no score” indicates state provided no score.)

Between 2007 and 2008, 3rd grade Saxon was more aligned with Indiana Academic standards to better prepare students for ISTEP. From this year on, GLCS has supplemented Saxon with additional materials to ensure that all standards are covered for ISTEP. 3rd to 4th grade maintained a relative % passing (within a margin of error) to 2011. However, 4th to 5th grade took a significant dip in scores. This could potentially be due to bringing on a new teacher who was not a strong reading teacher and received little or no coaching throughout the school year. 5th grade-8th grade had significant enrollment changes as *Thea Bowman Leadership Academy* took many of our students. Additionally, a change in leadership and staffing caused some instability, and the level of coaching necessary was not present to help these teachers develop the level of instruction necessary for our students. 6th grade is the only grade who maintained a level of consistency (60% in 2010 and 2011), due to the fact that this grade level has remained relatively intact (no mobility in/out of school) and a strong 6th grade teacher that had rigorous instruction. This teacher has returned to our teaching staff for the 2011-2012 school year.

There are also specific trends in math scores. 3rd to 4th grade math declined due to a return to teaching Saxon as it traditionally should be taught. Upon reflecting on the data, the 4th grade team admitted that not supplementing Saxon was poor judgment. 4th to 5th grade math declined slightly, but within the margin of error. 5th-8th grade cohort scores can be

attributed to the lack of strong math teachers in the 2011 school year. Grades 6 & 7 suffered through the loss of three math teachers in one year. After unsuccessfully finding a math teacher, a substitute was put in the classroom for the remainder of the year. Unfortunately, while maintaining a strong relationship with students, this substitute did not have a strong background in math instruction.

The final table below (Table 1.4) compares the school's overall ISTEP performance with the local school district, the *Gary Community School Corporation (GCSC)*, for the past three years. As this table indicates, following the third year of operations, GLCS began to outperform the local district in math, and kept pace with ELA. It should also be noted that even where the local district outperformed GLCS, the score growth at GLCS was higher than the district's. 2011 still represented a challenging year for GLCS, but even with the slide in scores in 2011, the school still held competitive with the local district's results.

Table 1.4 – ISTEP Performance in Comparison to Local District (GCSC)

Category	2008	2010	2011
GLCS ELA	45	56	54
GCSC ELA	47	57	59
GLCS Math	59	69	55
GCSC Math	47	55	55

Chart 1.4 – Graphic Representation of Table 1.4



Results of Corrective Action from 2011

Description of Corrective Action

This charter renewal application will describe several changes GLCS has enacted in response to the 2011 slip in ISTEP scores, including new teacher professional development activities, data collection and analysis tools, and a collective focus on providing additional support to students most in need of extra assistance.

A thorough examination of the reason for a drop in ISTEP scores was done over the summer, and it was determined that weak classroom instruction lead to an underperformance on ISTEP. The middle grades are the weakest in terms of performance. Specifically, students were not prepared for applied skills questions, which required a higher level of thinking skills and the ability to analyze non-fiction passages. Grades that underperformed were identified for additional support using our new Achieve 3000 program. Students in grade 5, 6, 7, & 8 are receiving 90 minutes of weekly instruction using the program, which teaches students the use of non-fiction skills in reading comprehension. GLCS is also using STAR reading and math (Renaissance Learning) to measure growth in student programs. Teachers have the opportunity to review student testing data and teach the skill gaps determined through benchmark testing.

Students identified as underperforming were recommended for Tier II intervention for further remediation of grade-level skills. Tier II intervention students are also being progress monitored weekly to measure growth in intervention programs. The progress monitoring data will help us determine if Tier II intervention programs are working, or if further intervention is necessary.

Additionally, something further described in the application is the most fundamental change made at GLCS: a change in staff. There is a new principal, two new Directors of Instruction, and a new Director of School Culture (please see staff structure section of this application). In short, GLCS has a new administrative team. Additionally, only 4 out of 9 5th-8th grade teachers were retained from the previous year.

Acuity Comparison Data from 2010 and 2011

At the writing of this renewal application, the school has limited data to compare to last year. But what data exist – first quarter Acuity data from 2010 and 2011 – paints a very positive picture that the school's efforts of reversing last year's trend in scores are having success. The following tables (Tables 1.5 and 1.6) compare 1st quarter Acuity results in ELA and Math, respectively, from 2010 and 2011. With rare exception, these charts demonstrate better student mastery of the standards assessed by Acuity 1 in 2011 over 2010. Generally, more students are placing in higher tiers; decreasing the number of students in Tiers 1 & 2 and increasing in Tiers 3 & 4. This represents overall a school-wide gain of 6 points in ELA and 2

points in Math; gains the school anticipates to grow as the year progresses, the interventions in place have a longer time to take effect, and many standards are reassessed.

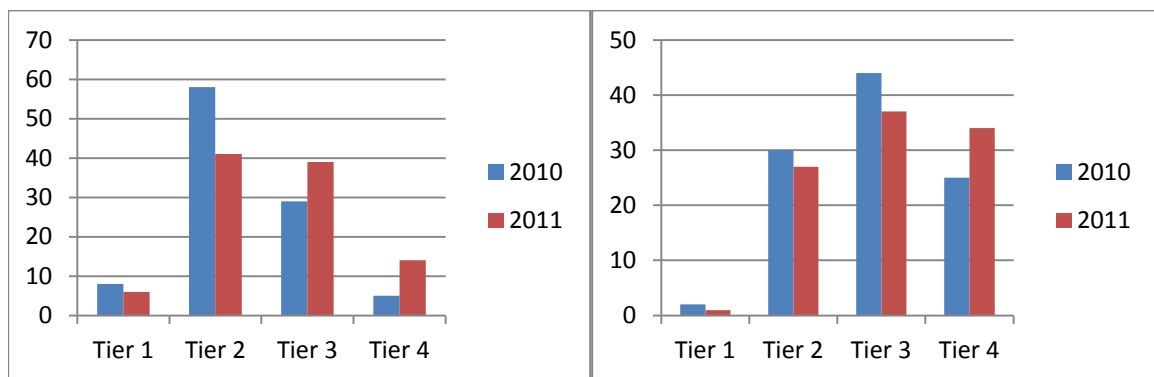
Table 1.5a – 1st Quarter Acuity ELA Results from 2010 & 2011 (% of students)

	Tier 1		Tier 2		Tier 3		Tier 4	
	2010	2011	2010	2011	2010	2011	2010	2011
3 rd Grade	9	0	56	21	29	32	5	42
4 th Grade	25	2	62	43	9	41	4	14
5 th Grade	0	13	45	50	44	29	10	8
6 th Grade	4	2	67	38	25	56	3	4
7 th Grade	6	13	64	49	30	30	0	6
8 th Grade	13	12	51	45	27	30	9	13
Tier Avg.	8	6	58	41	29	39	5	14

Table 1.6 – 1st Quarter Acuity Math Results from 2010 & 2011 (% of students)

	Tier 1		Tier 2		Tier 3		Tier 4	
	2010	2011	2010	2011	2010	2011	2010	2011
3 rd Grade	0	0	2	6	52	34	46	62
4 th Grade	0	0	27	22	58	46	15	32
5 th Grade	0	2	14	13	34	35	51	50
6 th Grade	3	1	39	18	50	33	8	48
7 th Grade	6	6	70	72	28	22	0	0
8 th Grade	1	0	55	35	43	61	0	11
Tier Avg.	2	1	30	27	44	37	25	34

Charts 1.5/1.6 – Graphic Representation of Tables 1.5 & 1.6



mClass Data Comparison from 2010 and 2011

The following tables (Tables 1.7 and 1.8) display a comparison of mClass testing data of K-2 students at GLCS from 2010 and 2011. As the charts demonstrate, the school is seeing positive growth in math and total comprehension reading in Kindergarten and 2nd grade, with more students testing at grade level and fewer in the intervention categories. The exception

to these encouraging results is in the 1st grade, which is now a priority for the administration and Lower Academy Director of Instruction. The LA DOI is coaching the 1st grade teachers in utilizing effective reading fluency and comprehension strategies. The teachers are also implementing several different centers that specifically address the 5 main components of reading. However at heart of this issue is the fact that 34% of the 1st grade students are new to Lighthouse this year. 9 of the 16 new students tested with a final result of red or yellow. While this is a significant amount, the school leaders are confident that the first grade team will be able to make up the differences, as is already being shown in early progress monitoring data.

Table 1.7 – BOY mClass TRC Data Results from 2010 & 2011 (% of students)

	2010-2011 % Exceeding Grade Level	2011-2012 % Exceeding Grade Level	2010-2011 % At Grade Level	2011-2012 % At Grade Level	2010-2011 Strategic Intervention	2011-2012 Strategic Intervention	2010-2011 Intensive Intervention	2011-2012 Intensive Intervention
Kindergarten	0	0	100	100	0	0	0	0
1 st Grade	50	50	36	30	14	20	0	0
2 nd Grade	18	40	31	14	18	20	33	26

Table 1.8 – BOY mClass Math Data Results from 2010 & 2011 (% of students)

	2010-2011 % Exceeding Grade Level	2011-2012 % Exceeding Grade Level	2010-2011 % At Grade Level	2011-2012 % At Grade Level	2010-2011 Strategic Intervention	2011-2012 Strategic Intervention	2010-2011 Intensive Intervention	2011-2012 Intensive Intervention
Kindergarten	0	0	17	32	56	52	27	16
1 st Grade	0	0	46	40	46	58	8	2
2 nd Grade	0	0	9	40	64	54	27	6

High School Assessment Results

Data presented thus far has focused on the primary grades of GLCS. There is additional assessment data from our College Preparatory Grades (9-11) that also provide strong evidence of regular growth in student achievement.

End of Course Assessments (ECA) & Graduation Targets

In Indiana, high school students must pass the English 10 and the Algebra I ECA in order to graduate. All students graduating from GLCS will graduate meeting the requirements of the Core 40 Diploma. At the time of this renewal application, the school has data for its current 10th and 11th graders. The tables below (Table 1.9 and Table 1.10) examine how students at GLCS are performing on the ECA exams and where they are in preparation for graduation. The data demonstrates that eventually, GLCS students perform higher than the state average on ECAs, and the longer students study at GLCS, the more likely they are to graduate on time, keeping on pace with the state graduation rate and exceeding the local district's rate.

Table 1.9 – Performance on ECA for Current 10th & 11th Grade (% pass to date)

Exam	% Passing to Date GLCS	% Passing to Date GCSC
English 10	39	43
Algebra I	81	34

(Note: the English 10 exam has been administered only once. The second administration will come later this school year. GCSC data also reflect 12th graders passing.)

Table 1.10a – Graduation Status of CPA Students (% on track to graduate)

School	Graduate in 4 years
GLCS Overall (9-11 th grade)	82
Low Wallace HS Graduation Rate	67
State Graduation Rate	82

Chart 1.10a – Graphic Representation of Table 1.10a

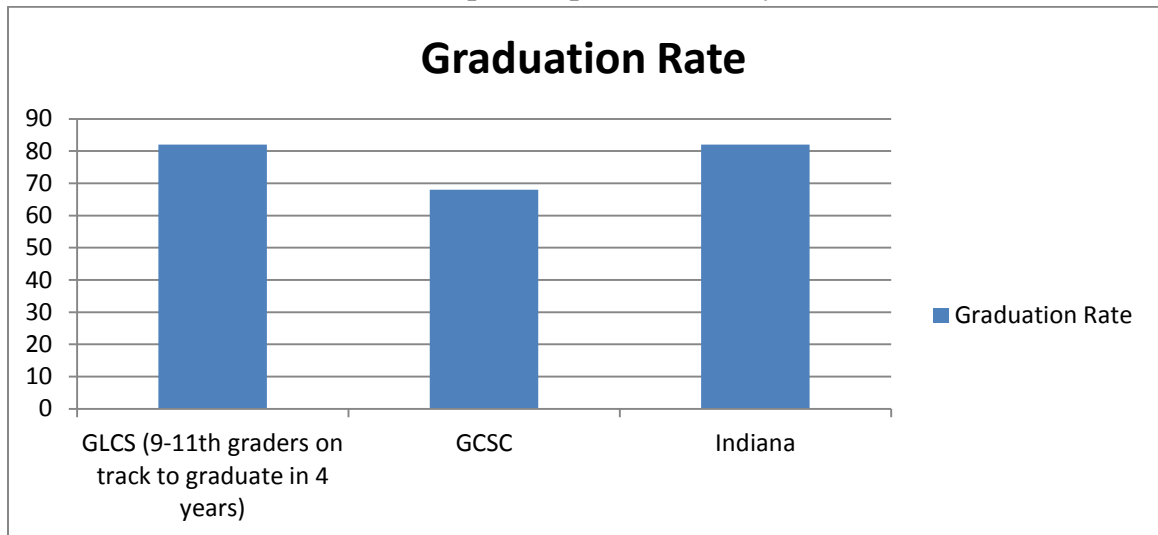
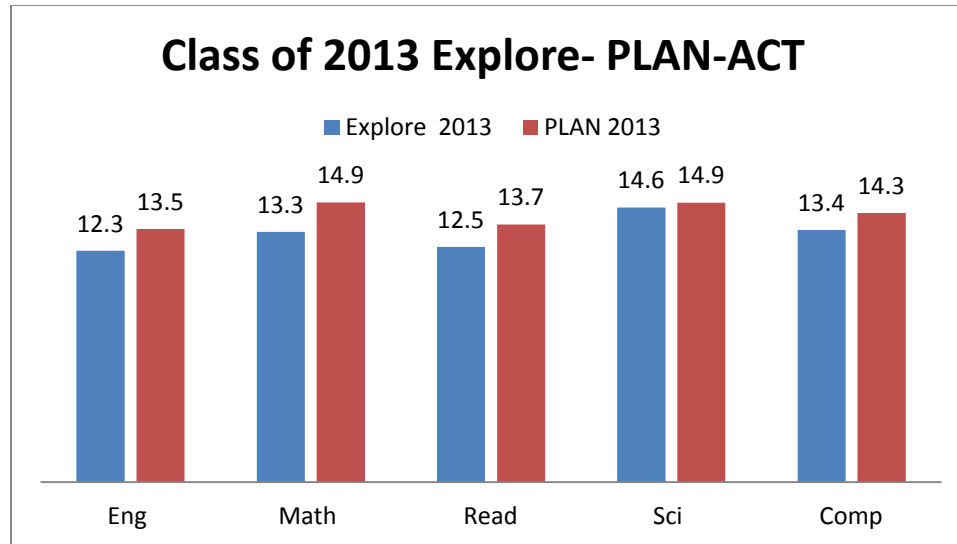


Table 1.10b – Graduation Status by Grade (% on track to graduate)

	Overall (in 4 years)	Students Starting HS at GLCS
11 th Graders	88	93
10 th Graders	76	83

EXPLORE/PLAN Performance Data

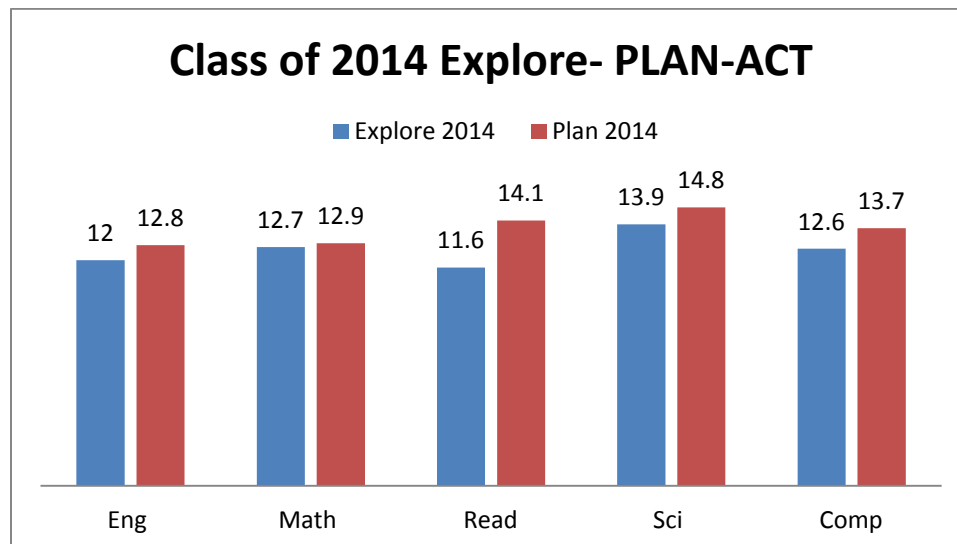
Students at GLCS also take the EXPLORE and PLAN assessments in preparation for the ACT. The following graphs demonstrate how the current 11th (Class of 2013) and 10th (Class of 2014) have performed on these exams:



This graph demonstrates strong growth over one year for the class of 2013. The table below (Table 1.11) explains how GLCS students' growth from Explore to Plan generally outpaces or matches the national average growth. (Class of 2014 chart is follows table 1.11.)

Table 1.11 – EXPLORE/PLAN Growth Comparison (points growth between exams)

	English	Math	Reading	Science	Composite
National	.5	1.3	1.3	.7	1
11 th Grade	1.2	1.6	1.2	.3	.9
10 th Grade	.8	.2	2.5	.9	1.1



Student Growth Measurement

Beyond summative assessment results, GLCS also looks to the actual academic growth of its students through the NWEA Assessment and the state's PL 221 growth model.

Growth as Measured by NWEA

The following table (Table 1.12) consolidates the average Fall to Spring growth of each grade at GLCS for each year the school administered the Spring NWEA Assessment in both reading and math. As they demonstrate, the longer the school was open, the more likely grades surpass 100% growth, meaning that the teachers of GLCS lead their students to more than a year's worth of academic growth in one school year. 2011 again is the exception. Emphasis was taken off of NWEA in the 2011 school year, so the significance of the test was lost on the students and teachers. Also, teachers and students were feeling a heavy amount of test anxiety after having taken ISTEP, Acuity, and mClass within a two-week time of the NWEA window.

There was also a significant amount of staff turnover and changes that impacted the students as well as a change in the leadership. The principal resigned mid-year, the LA DOI was moved to Director of School Culture, the UA DOI was moved down to LA, and a new UA DOI was hired from a classroom within the building. This left our 6/7 math with many substitutes, as no suitable math teacher could be acquired. However, on a more positive note, despite the resignation of a 1st grade teacher in mid-November and numerous subs being put in the classroom, a permanent 1st grade teacher managed to bring the class up to grade level and show growth.

The staffing changes in 6/7, combined with a weak LA instruction lead to significant declines which will be rectified in the 2011-12 school year. The discrepancy between growth and making AYP each year is explained by the simple fact that while students are growing each year at GLCS, the growth has not been fast enough to translate into AYP results.

Table 1.12a – GLCS Reading Fall/Spring Growth Rates by Grade (% average growth)

Grade	2006	2007	2008	2009	2010	2011
K	No data	No data	112	223	112	130
1st	No data	No data	105	135	111	117
2nd	No data	47	111	100	116	109
3rd	No data	90	109	107	105	132
4th	No data	130	84	91	121	84
5th	No data	168	58	64	162	120
6th	N/A	109	118	132	178	33
7th	N/A	N/A	207	69	75	86
8th	N/A	N/A	N/A	121	111	80
9th	N/A	N/A	N/A	N/A	127	158

(Note: N/A indicates grade did not exist or was not tested. "No data" indicates data is not available.)

Table 1.12b – GLCS Math Fall/Spring Growth Rates by Grade (% average growth)

Grade	2006	2007	2008	2009	2010	2011
K	No data	No data	104	180	123	96
1st	No data	No data	93	120	88	88
2nd	No data	76	93	115	124	105
3rd	No data	85	98	128	123	123
4th	No data	85	78	153	135	80
5th	No data	134	106	122	99	103
6th	N/A	88	136	113	212	58
7th	N/A	N/A	146	161	143	89
8th	N/A	N/A	N/A	178	142	27
9th	N/A	N/A	N/A	N/A	-29	-123

(Note: N/A indicates grade did not exist or was not tested. “No data” indicates data is not available.)

PL 221 Status

Based on the state’s growth model, GLCS received a grade of “C” – or *academic progress* – each year from 2007-2010. Only in 2011 did it slip to “F, *probation*” due to the aforementioned slide in ISTEP scores. Current year data is showing that students are making academic progress as compared with last year’s data and the ISTEP results of the local school corporation. Even with a decline in 2011 scores, GLCS is competitive with Gary Community School Corporation. K-4 data shows that students who remain with GLCS through the program outperform Gary students. This year, students are more focused on the academic standards and teachers are using more strategies to ensure mastery of learning. The stability of the staff, combined with an increased focus on homework, classwork, parental involvement, and discipline shows that our efforts are moving students in the right direction.

Teachers are using ISTEP strategies in their instruction in the form of applied skills questions, short answer responses, QAR, and phrasing of questions on tests to mirror ISTEP language. GLCS has an increased focus on writing across the curriculum than ever before. Teachers are noticing an improvement in student writing due to the increased focus, and students write for longer periods of time daily and in different content areas.

To continue to address low-growth grade levels, the UA DOI is doing a significant amount of coaching in the 5-8 grades, where the biggest declines were last year. The DOI reviews and provides feedback on weekly lesson plans utilized by classroom teachers. Weekly 1-1 coaching sessions with teachers helps focus on areas of growth and improvement. New teachers receive additional coaching around their subject matter. The Director of School Culture assists with classroom management to maximize instructional time and minimize disruptions.

II. Educational Program

Instructional Methods

The instructional methods used at GLCS are largely the same as stated in the original charter application: mainly that of arts infusion. Studies suggest that students retain more of their instruction when that instruction is coupled with the arts. This instructional approach has been at the core of the instructional program from the school's founding. There has been no change in this approach, however there has been a renewed effort in training teachers to more effectively execute this method in their teaching.

From the original charter application:

The cornerstone of our pedagogy will be the infusion of arts into all subjects. The arts engage students, they provide different ways for students to understand and express information, and there is even research that suggests that they aid cognitive development.

Arts will be infused in a number of ways. First of all, teachers will plan collaboratively to ensure high quality; carefully planned instruction is simply the norm at the GLCS. Imagine a second grade teacher preparing to teach a lesson from Saxon Math about bar graphs. Traditionally, his preparation would include review of the relevant lesson from a mathematical perspective. When he plans with the art teacher at his side, they have the opportunity to see this lesson from the perspective of an expert at teaching children to use the tools of an artist – in this case, rulers and protractors. Where a teacher would normally have had to invent ways to teach students to use these tools to make straight lines, something crucial to graphing even at the most basic level, he now can receive help from someone trained to do so. Perhaps he begins the lesson with a quick mini-lesson on making straight lines. Or perhaps the art teacher incorporates that instruction into her lesson that day. Or perhaps they even work together in the same room. Even if the children had no idea that they were learning art, the collaboration between their classroom teacher and the art teacher would have improved their lesson.

Secondly, arts content will be found in many places. Teachers will use art projects to improve all their other offerings. For example, kindergarten teachers need to guide students in connecting letters to the sounds they make. The standard ways in which this instruction is provided can prove too abstract for some children. But imagine that in an earlier art class, students had made puppets. Puppets on hands, they sit for a phonics lesson, and the puppets are the ones reciting the sounds for each letter. The teacher has added a level of engagement and made the instruction visible and tactile.

Next, arts will be included in ways that build school culture. Our goal that every student participates in a public performance emphasizes our commitment to rallying the school community around this crucial subject. Students could write and perform a play about an historical event or an adaptation of Shakespeare. They could enter fine art pieces in an exhibition and invite their parents and members of the community. They could sing or read poetry in a talent show or “slam,” or they could sing in a choral show. In addition, they will help cover the school in student work, from murals to posters to paintings.

Finally, the arts will inform our beliefs about assessment. Working artists create work that is often judged through “critiques,” in which other artists speak about the piece while the artist sits and watches. One of the keys to quality feedback is that students come to understand that the feedback is a comment on the piece and not the artist – in other words, a poorly done math problem can be fixed and shouldn't be taken personally. This lesson is a hard one for anyone to learn and we look forward to the opportunity to start early. Students at the GLCS will learn to welcome and even look forward to feedback as a way to learn about their work and to improve it in all subjects.

At GLCS, arts-infusion manifests in different forms. The school culture is imbued with the arts: displays in the hallways, a monthly musical focus, and mandatory art and music courses for students in all grades K-8. Beyond the school culture that continuously celebrates the arts through continuous student exposure, classroom instruction also utilizes arts infusion as a teaching technique. There is no precise, simple explanation of what arts-infused education looks like in the classroom. For this reason, GLCS utilizes the LHA Arts Infusion Tool Kit to support teachers' implementation of this method. Please see *Attachment 2a* to read the toolkit GLCS teachers use to guide and strengthen their arts-infused instruction.

K-8 Curriculum

GLCS is committed to using research-based instructional programs to support the core academic subjects. As stated in the initial charter application, the school still uses the following programs for K-8 instruction:

Open Court Reading teaches scholars to read by the second half of first grade. Open Court is a comprehensive reading program which explicitly and systematically teaches phonics and reading comprehension strategies while exposing them to quality literature. This is the core reading program for scholars in grades K-6.

Readers and Writers Workshop is a scholar-centered approach to reading and writing. Using a combination of group and independent reading and writing, scholars hone their reading and writing skills through authentic literature (both teacher and self-selected). This approach is the core approach for scholars in grades 7-8, although components of readers and writers workshop may be used to supplement core instruction K-6.

Saxon Math teaches skills in small increments and gives scholars plenty of practice. Scholars learn the basic skills necessary to solve more complex problems. This is the core math program for scholars in grades K-11.

Full Option Science System (FOSS) teaches science concepts through engaging lab work. Scholars read about important scientific ideas and then explore and test those ideas through experiments. This is the core science program for scholars in grades K-8.

Core Knowledge Sequence for social studies is a specific outline of specific knowledge taught in grades K-8. Scholars in K-6 use **Pearson's History and Geography** text series, while scholars in grades 7-8 use *The History of US* as the core social studies resource. Social studies instruction not only emphasizes key content and concepts for history and geography, but also is an extension of literacy instruction, allowing scholars to read a variety of expository and primary sources.

9-12 Curriculum & Graduation Plans

The commitment to using research-based curriculum continues in the CPA program and is outlined as follows:

English courses are all based on literature selections, with state standards guiding overall course design. The following sample list of novels is based off of the LHA and Indiana reading lists:

The Pearl, Steinbeck
Peter Pan, Barrie
The Good Earth, Buck
To Kill a Mockingbird, Lee
My Antonia, Cather
Animal Farm, Orwell
1984, Orwell
The Scarlet Letter, Hawthorne
A Tale of Two Cities, Dickens
Lord of the Flies, Golding
Huckleberry Finn, Twain
Their Eyes Were Watching God, Hurston
The Red Badge of Courage, Crane
The Bible As Literature, Collection
Monster, Myers
Narrative of the Life of Frederick Douglass, Douglass
The Great Gatsby, Fitzgerald
Romeo and Juliet, Shakespeare
Romiette and Julio, Draper
House on Mango Street, Cisneros

Math course are covered by Saxon Math through Geometry and Glencoe for Trigonometry/Pre-Calculus.

Science is currently covered by Miller and Levine Biology (Pearson) and Modern Chemistry (Holt, Rinehart, Winston).

Social Studies is currently covered by World History: Human Legacy (Indiana Version by Holt McDougal), United States History (Prentice Hall), Civics: Government and Economics in Action (Prentice Hall), and Economics: Principles and Practices (Glencoe).

Spanish courses use the *Realidades* course curriculum.

Instructional Plans

As with instructional methods, the instructional plans of GLCS are those adopted throughout the LHA network. There are a wide range of curriculum guides covering all subjects and all grades.

While these guides would cover approximately 90% of state standards, they all contain instructions to help guide teachers how to include the remaining standards in their instructional planning. However, it should be noted that all LHA/GLCS curriculum guides will be 100% aligned to meeting the common core standards by Fall 2012. Please see *Attachment 2b* to view a sample of the curriculum guides that support the instruction plans of GLCS. Please see *Attachment 2c* for the course sequence all CPA students complete to graduate with and Indiana Core 40 diploma.

Meeting Special Needs

GLCS is designed as an inclusive school. Students of all abilities and disabilities have equal access to the educational and arts-infused programs of the school. Assembled is a rigorous academic program based on research-proven curricula program of instruction for students with disabilities. Procedures are implemented, including guidelines for modifications and adaptations, to monitor student progress. Special need and ELL students receive ongoing assessment, ability grouping, and Individual Education Plans or Individual Learning Plans, which allow students to set and achieve individual goals. The ELL program and SPED program is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting. The SPED program offers specially designed academic instruction with an inclusive focus. Furthermore, the SPED program provides a supportive learning community that balances the academic, pre-vocational and social development of our students. Direct instruction in life skills is provided with the goal of maximizing each student's potential for independence through a combined model of direct instruction and strategy instruction . The ELL program follows a curriculum, which is based on English Language Proficiency Standards. Learners receive direct instruction using vocabulary, graphic organizers, and other tangible means of communication.

III. Instructional Program

GLCS feels that this question is answered within questions 1 and 2.

IV. Evaluating Student Achievement

Student Assessment System

GLCS assesses student performance using a three-tiered approach:

State Testing – As mandated by the state of Indiana, GLCS participates in the ISTEP test at the end of the year and the accompanying Acuity testing each quarter throughout the year. For grades K-2, the school administers the mClass test in order to monitor student progress on state academic standards. The results of mClass and Acuity are examined after each administration to ensure that students requiring additional academic support are receiving the correct interventions in preparation for ISTEP. For grades 9-12, GLCS administers the required ECA for Biology, Algebra, and English 10 to monitor student mastery of state standards in those courses required for high school graduation.

NWEA Testing – GLCS also participates in the NWEA test to monitor student growth. The school administers this test in the Fall, Winter, and Spring in order to provide a benchmark, mid-year review, and end-of year measure of growth versus expected norms. While school leaders use this information to further determine which students receive additional support, the leaders also use NWEA to help teachers reflect on their effectiveness and to determine where to focus their efforts in terms of individual student performance.

Classroom Assessments – As would be expected, GLCS requires all teachers to regularly assess student mastery of required state standards. As a policy, teachers within a grade level plan together and administer the same assessments for specific standards. This policy was implemented in the hopes of attaining more accurate data to at the very least compare “apples to apples” when reviewing student performance within a grade level. Starting in October, GLSC teachers began using *Limelight*, an assessment-creating computer program. *Limelight* allows teachers to construct assessments that measure specific standards, and reach pre-determined levels of Bloom’s to ensure an assessment is rigorous enough to accurately measure student mastery. An additional benefit of the program is that it will analyze the testing results, indicating to the teacher the precise level of mastery the class (and individual students) attained on each individual standard.

Data Collection & Analysis

Every two weeks, all teachers are required to submit their student assessment data to their Director of Instruction (DOI). (Please see *Attachment 4a* for an example of the data tracker teachers submit.) Teachers populate their trackers with results from their classroom assessments. The data is reported by standard, and the teacher reports the percent of their class that scored 75% or higher on each standard. Where applicable, these trackers are aligned to the Acuity testing schedule. Once a round of Acuity is finished, the trackers will show a side-by-side comparison of student performance on each individual standard from the classroom assessment and the state assessment. In addition to providing DOIs and teachers a continuously updated overview of student performance, the trackers

allow school leaders to evaluate how accurate the teacher-created classroom assessments are in measuring student preparation for the ISTEP test.

In addition to this regular data collection and analysis, the professional development program at GLCS (see question #7) allows for regular grade level and school-wide step backs of data reviews. This takes place during DOI-led grade level meetings, school-wide professional development sessions, and individual teacher meetings with their DOIs.

Intervention Plans

Intervention and remediation begins with Tier I classroom support. In Tier I support, teachers develop interventions tailored to the specific skill needs of the student. Based on norm- and criterion-referenced assessments, teachers group students to differentiate necessary remediation and/or intervention (including high ability). If the tier I support is not showing any impact on student learning, students will be recommended to tier II interventions. In tier II intervention, students meet in small groups for 30-45 minutes daily to work on the skills that students are lacking in reading and mathematics. Students are frequently progress monitored to determine if interventions are working. If a child is still showing difficulties with interventions and remediation, he/she is recommended for tier III intervention, which is 1-1 tutoring based on the specific learning needs of the child. Further assistance after tier III intervention is done in the form of special education. Teachers are frequently analyzing the assessment data to determine if interventions/remediation are necessary, and adjust instruction and/or curriculum appropriately based on the needs of their students.

V. Serving Special Populations

Enrolling & Retaining a Diverse Student Body

GLCS serves a diverse population of students, reflective of the local area. The school engages in recruitment activities throughout the community, for example, flyers in English and Spanish are broadly distributed in order to reach as many families as possible. A non-discriminatory enrollment process through lottery further allows us to enroll a diverse population without regard to special needs a student may have. The services described in this question outline the school's strategy for retaining students regardless of their special learning needs.

Information relayed the enrollment packet that each new student completes allows the school to identify students in need of additional support, either with a disability or a language barrier. In the case of the former, the school will contract with a psychologist, speech pathologist, OT, PT, or other specialist for the provision of related services in accordance with a student's Individual Education Plan (IEP) or 504. The school employs qualified, licensed personnel, with experience in ability grouping and classroom differentiation, to deliver and monitor the prescribed programs in an IEP. (This begins by recruiting and retaining qualified staff that reflects the student population and that has experience working with multicultural, multilingual populations.) Additionally, training is provided to staff in the area of cultural sensitivity, including city tours that allow staff to explore the community in which the students live.

Home visits by teachers allow for a more productive family-school relationship. Multiple and ongoing opportunities are provided for input and feedback from families, including surveys in multiple languages that allow assessment of how the needs of specific racial and ethnic groups are being met. The Family Coordinator and Counselors help students with time management, family and work needs, and they explore ongoing efforts to expand the School's partnerships with community organizations.

Accommodating the McKinney-Vento Act

Homeless children and youth enrolled in GLCS have a full and equal opportunity to succeed in the school. Homeless children and youth are identified by school personnel and through coordination of activities with other entities and agencies. Homeless families, children and youths receive educational services for which such families, children and youths are eligible. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children. GLCS has a Liaison for homeless children and youths, to carry out duties under the McKinney-Vento Act. Additionally, the school provides public notice of the educational rights of homeless children to all agencies that may conduct homeless services including:

- Notice with-in student-parent handbook

- Public notice and information posted with-in the school building

- Referrals to health care services

- Dental services,

- Mental health services

Family shelters
Soup kitchens
Transportation services
Breakfast Program
Healthy Snack
Workshops for teachers and staff members to inform and address the unique needs of homeless students
Personal care items, clean clothes, or laundry facilities to students
Accommodations for attendance
Access to tutoring, special education, and English language learner resources as needed
Counseling

Identifying Students with Disabilities

To identify students with disabilities, GLCS relies heavily on its comprehensive RTI process and conduct a full intervention process as outlined in *Attachment 5a*. However, there are other ways the school identifies students, including:

Enrollment information
Referral from teacher or other staff member.
Referral form Parent
Referral from outside agency

Ensuring Access to General Education

GLCS has the ability to provide special education and related services along the full continuum within the least restrictive environment (LRE). Special education and related services are provided in the general education setting to the maximum extent possible. If a more restrictive placement is needed, the school will implement the placement in accordance with the student's IEP. The IEP teams insure that placements are appropriate and that full consideration has been given to the LRE. Movement of students with disabilities into less restrictive environments increases interactions of students with disabilities with nondisabled students. Please see *Attachment 5b* for a complete description of the continuum of services available to students with special needs, to ensure they receive instruction in the least restrictive environment possible.

Identification & Support of ELL Students

In order to identify ELL students, GLCS conducts a home language survey at the beginning of each school year. If so identified, the school then administers an English language proficiency assessment and possibly a *LAS Links* placement assessment as well. Based on the assessment data, learning plans are created and progressed monitored. In addition to the initial assessment, ELL students are also progressed monitored frequently with-in the RTI process. GLCS employs an ELL specialist to work with ELL students, however, students with a need for ELL services are placed in the regular classroom. Classroom instruction and research-proven programs for English Language Learners are used to differentiate instruction and apply ability grouping in both reading and math. This allow for students to work at their individual level and teachers to focus instruction on specific skills, providing

for academic success. The student also receives interventions from a licensed ELL teacher with-in the RTI process.

The goal of these practices is to provide English language development activities and instruction. However, an intervention increases as the student's need increases or if there is a severe deficiency. Students also may receive accommodations/modifications on I-Step and other standardized testing instruments. Parent communication is provided to as notifications of services and progress. Other services for ELL students include:

- Family literacy nights
- Parent outreach through the parent coordinator
- Training opportunities
- Trainings for staff to ensure effective instruction
- Tutoring,
- Mentoring programs
- Outreach to community-based organizations
- Translators for meeting and translated documents

Meeting the Needs of SPED and ELL Students

GLCS is by design an inclusive school. Students of all abilities and disabilities have equal access to the educational and arts-infused programs of the school. Assembled is a rigorous academic program based on research-proven curricula program of instruction for students with disabilities. Procedures are implemented, including guidelines for modifications and adaptations, to monitor student progress. Special need and ELL students receive ongoing assessment, ability grouping, and Individual Education Plans or Individual Learning Plans, which allow students to set and achieve individual goals. The English language learner program and SPED program is designed to enable these students to access mainstream curriculum and to achieve their personal best in the school setting. The SPED program offers specially designed academic instruction with an inclusive focus. The program provides a supportive learning community that balances the academic, pre-vocational and social development of our students. Direct instruction in life skills is provided with the goal of maximizing each student's potential for independence through a combined model of direct instruction and strategy instruction. The ELL program follows a curriculum, which is based on English Language Proficiency Standards. Learners receive direct instruction using vocabulary, graphic organizers, and other tangible means of communication. GLCS is confident that these programs, services, assessments, and staff development work in concert to provide a supportive learning environment for all of its students, regardless of the support they need to learn.

VI. School Culture & Discipline

At GLCS, we believe that what members of our community do is as important as what they know. How we act and what we expect from each other is our school culture, and it has a significant impact on student achievement. Creating an achievement driven and respectful school culture does not happen overnight; it requires consistent effort over an extended period of time. It demands a sense of urgency, hard work, dedication, and the holding of high expectations for all students and staff.

GLCS has adopted a comprehensive system for both creating a positive culture of learning & achievement as well as maintaining discipline within the school. In order to ensure our teachers and administrators effectively administer all portions of the system, all staff members receive initial professional development upon hiring, as well as ongoing training and development throughout the school year to ensure structured and consistent implementation of the social curriculum and behavior management systems.

Positive School Culture& Environment for Learning

Our academic programs come together with an intentionally designed school culture that makes learning the highest priority in the building, creates the order that makes hard work possible, and helps everyone feel safe and respected. Through our social curriculum the school develops the school culture as well as individuals' competencies to be effective communicators, self-managers, critical thinkers and active community members. GLSC is a college-focused school, with the goal of not only graduating 100% of its senior class each year (beginning with the first graduating class of 2013), but having each graduating scholar accepted to at least one four-year college. It is our job at GLCS to make college real and attainable for all of our scholars. In order to help meet this goal, the campus celebrates college attendance in each and every classroom. Additionally, the school has adopted the following culture-building models to encourage hard work, continuous learning, and scholarly attitudes amongst all students:

Core Values

Work Hard. Get Smart. Graduate from College.

High expectations equal results.

Nothing less than excellence.

Today is the day we make it happen.

Shine Qualities of a Scholar (K-8)

Self-Discipline

Humility

Intelligence

Nobility

Excellence

Core Competencies (9-11)

Effective Communication: demonstrated by the ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.

Self-Direction and Self-Management: demonstrated by the ability to take initiative with one's learning and work, ask and answer questions and understand that one is ultimately responsible for their future.

Critical Thinking: demonstrated by the ability to problem solve, make decisions, and consider multiple strategies and perspectives when answering questions, approaching challenges, and interacting with others.

Active Community Membership: demonstrated by the ability to identify and make positive contributions to the many different kinds of communities of which one is a part.

Lighthouse Academies Daily Affirmation (K-8)

I am a bright shining star with my own special light.

I can do anything because I believe I can.

I know more today than I did yesterday.

I am thankful for this opportunity.

Lighthouse Academies Honor Pledge (K-11)

I am an honorable person.

I will tell the truth at all times.

I will do my own work to the best of my ability.

I will respect others and myself at all times.

Social Curriculum

We believe the social curriculum is as important as the academic curriculum. All GLCS teachers implement the Responsive Classroom/Developmental Designs program. The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at GLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. The RC/DD approach is comprised of six basic components – morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting – each of which play a specific role in making each classroom and the overall school safe and productive. (Please visit www.originsonline.org for a complete description of this program.)

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-

teacher relationships.¹ The advisory period provides opportunities for every student to be known well by at least one adult in the building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement. Advisory periods provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

Discipline Policy & Standards of Behavior

The GLCS annually reviews and then adopts the school's code of conduct which includes provisions to address all disciplinary action, including suspension and expulsion and alternative instruction options. The GLCS Code of Conduct encompasses four overarching principles which are:

- Work hard. Get smart.
- Respect ourselves and each other.
- Take care of our classroom and materials.
- Maintain a safe environment for all persons.

Rules are the proactive guidelines are set up in the school to help the scholars and the teacher achieve the goals for the school year. Teachers work with scholars in the beginning of the year to develop classroom rules and ensure that the class has an environment conducive to achieving classroom and school goals.

A copy of the GLCS Code of Conduct is given to each family annually in the form of the *GLCS Student-Family Handbook* and as part of the back to school program. Parents formally acknowledge receipt of the handbook. The handbook includes specifics on how the school will communicate with families and promote parental involvement. The *Student-Family Handbook* clearly outlines GLCS' Code of Conduct including the expectations for student behavior as well as the consequences (positive and negative). The underlying philosophy of GLCS, set forth in the *Student-Family Handbook* and brought to life daily in the school building, is that students are capable of learning to make choices about their behavior; as such, teaching children these skills to make hard choices is a key aspect of our classroom and school management. Should a GLCS scholar not embrace the school-wide culture or respond appropriately to the Responsive Classroom/Developmental Designs in their classroom, GLCS has adopted a school-wide discipline system to ensure consistent due process and to return the scholar back to the learning environment as quickly as possible. In order to accommodate age development, there are modifications to the system for K-4, 5-8, and 9-11 grade students. For a detailed explanation of the Primary (K-8) and College Preparatory Academy (9-11) discipline systems, please see ***Attachment 6a*** and ***Attachment 6b***.

¹Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April (2009).

VII. Staff Professional Development

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore we invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 20 professional development days is scheduled into the school year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence; we continually strive to learn more.

Professional Development of Teachers

GLCS consistently exceeds the Lighthouse Academies' network goal of at least 20 professional development days. Significant time is spent both during the summer and throughout the year to continually refine our practice.

Annual Summit (4-5 days)

Each summer, all LHA instructional and leadership staff gather for an intense professional development conference in Chicago. During this time, all staff participates in 4 days (5 days for teachers new to the LHA network. This additional day is devoted to exposing new staff members to unique elements of the LHA model) of intense, targeted workshops designed to address network-wide curriculum use and priorities. Courses at the Summit include:

- Lighthouse Culture
- Introduction to *LHA School Culture Guide*
- Mission and Vision
- Core Values
- Responsive Classroom, Developmental Designs for Middle School
- Core curriculum courses
 - Imagine It! Reading K-6
 - Saxon Math
 - Understanding by Design – unit design for social studies (Upper Academy)
 - Core Knowledge instruction for social studies (Lower Academy)
 - Inquiry Based Science Instruction (FOSS)
 - Standards based instruction
 - Arts Infusion
- Technology at Lighthouse Academies
 - PowerTeacher
 - Pearson INFORM
 - ActivBoards
 - Instructional technology
- Lighthouse Academies' Assessment Program
 - State Assessments

- o NWEA
- o Curricular Assessments
- o Using Data to Differentiate Instruction

Professional Development Institute (8 days)

Following the Annual Summit, all staff report to their respective school sites for 8 days of additional training, focused on: 1) continuing development strands presented at the Annual Summit, 2) state and school-specific trainings based on state mandates and past school performance on ISTEP and NWEA, and 3) differentiated support for new and returning teachers.

Wednesday Professional Development (9 days)

Each Wednesday, GLCS dismisses its scholars at 2pm (rather than the regular dismissal time of 4pm) in order to conduct 2 hours of professional development with instructional staff. Throughout the school year, this translates to 72 hours, or nine additional days of development. This professional development offered during this time is based on the regular collection of both student achievement data and classroom observation data (please see *Attachment 7a* for an outline of the data collection and professional development plan), and therefore it is often differentiated to impact individual teacher needs to improve performance in the classroom.

Additional Development Days (4-5 days)

Throughout the school year, GLCS teachers and leaders participate in additional professional development days with other Lighthouse Academies schools in the area. These days allow teachers and leaders to collaborate with others from different campuses. Additionally, these days allow leaders to focus on challenges and development opportunities they share across schools, pooling resources and talent to address commonalities more effectively and efficiently, drawing from the strength of being a part of a larger network of like-minded schools.

Individual Teacher Development Days (approximately 5 days)

In addition to the professional development days described above, GLCS also grants each teacher \$1,200 per year to pursue individual development opportunities off campus. Any opportunity that a teacher wishes to take advantage of must be approved by both their Director of Instruction (coach) and the Principal. Key to approval is that the development opportunity aligns to the teacher's Individual Professional Development Plan (IPDP – please see *Attachment 7b* for the IPDP outline), which each teacher completes at the start of the year with the guidance of their coach. For those teachers, who meet the rigorous standards of being a Highly Effective Teacher (HET – please see *Attachment 7c* for a definition of a HET), GLCS extends the flexibility to use these funds and additional days to pursue development activities outside of their IPDP.

Ongoing Professional Development

In addition to the aforementioned structures, ongoing opportunities for professional development happen throughout the school year in the following ways:

- individual professional development plans (IPDPs)
- weekly Learning Walks by school leadership
- weekly grade level meetings
- weekly team (staff) meetings
- individual coaching
- collaboration with colleagues at the school and across the Lighthouse network
- professional development opportunities with school-based Arts Partners.

While the particulars of structures like weekly grade level meetings, weekly team (staff) meetings and individual coaching may vary according to the needs of the staff, there are some likely elements.

- Grade level meetings provide opportunities on a regular basis for teachers to do any of the following: collaboratively plan units or lessons; review data; analyze student work samples. Protocols may be used to look at student work; rubrics may be used to score student samples; LHA curriculum guides and the teacher's editions may be used in conjunction with data to plan units or lessons. These meetings are led by the director of instruction, the principal or a teacher leader fellow.
- Three full time directors of instruction provide ongoing instructional coaching to individual teachers. Though coaching may vary depending on teacher needs, the "coaching cycle" of planning (setting goals for the coach-coachee work), working (actually doing the work – e.g., planning lessons together, modeling and debriefing lessons), and reflecting (measuring progress against the goals set) is consistent throughout.

Fidelity and Evaluation of Professional Development

GLCS ensures that the professional development offered to teachers throughout the year is based on relevant, recent data and aligned to the needs identified through this data. Each month, school leaders design a development plan (please see *Attachment 7d* for the plan draft outline) for the following month, and within this plan they justify each activity and outline what their expectations are for this training; specifically what they expect to see in the classroom as a result of the training. Leaders submit this plan to the LHA Regional Director for feedback and to check on needs alignment, and the Regional Director will then follow up with the leaders to ensure that the professional development has been effective and if not, how future activities might better meet the needs of teachers. Additionally, teacher feedback of the professional development is welcomed. Each formal PD session includes a survey for participants to complete. The annual staff satisfaction survey also provides an opportunity for staff to inform leaders of the effectiveness of professional development.

Professional Development Program Effectiveness

The 2011-2012 school year marks the first year that GLCS has implemented the entire professional development and data-aligned targeted training plan as outlined above. School leaders are awaiting Winter NWEA data and the second round of Acuity data to measure growth and academic mastery to date this year, as well as to compare results to those from previous years. Once this data is collected and analyzed (leaders anticipate mid-February as a timeline for this data collection). In the meantime, leaders and teachers feel that the process of offering professional development targeted on near real-time data collection of both student performance and teacher observation is a vast improvement over the professional development efforts of the past.

VIII. Instructional Leadership

Gary Lighthouse Charter School is led by a robust leadership team consisting of:

- Principal, K-8
- Principal, College Prep Academy (grades 9-11)
- Director of Instruction, Lower Academy (grades K-4)
- Director of Instruction, Upper Academy (grades 5-8)
- Director of Instruction, College Prep Academy (grades 9-11)
- Director of School Culture (grades K-8)
- Director of College Transitions (grades 9-11)
- Teacher Leader Fellows (one at K-8 and one at 9-11)

Position descriptions for each of these positions have been included as *Attachments 8a-8e*. The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school. A summary of the essential functions for each position is included below and can be explored in more detail through the position-specific Visions of Excellence (VOE) found in *Attachments 8f-8j*.

Principal

The principal is the instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal is responsible for demonstrating significant and measurable academic gains, each year, with all students while at the same time monitoring and ensuring the smooth day-to-day operations of the school.

Director of Instruction (DOI)

The director of instruction (DOI) is the instructional coach of the school. The DOI works daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DOI conducts learning walks, observes classrooms, leads grade level meetings and provides feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DOI also works closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications.

Director of School Culture (DSC)

The director of school culture (DSC) is the culture coach of the school. The DSC works daily with all instructional staff on the planning, implementation, and evaluation of the school's social curriculum. The DSC observes in classrooms, provides feedback to instructional staff to support teachers to constantly hone their classroom management and culture-building skills, tracks, reports, and analyzes behavioral data to guide and support the creation of interventions for students, and coordinates Town Hall Meetings and develops lesson plans to implement the SHINE program. The DSC also works with families and external stakeholders to invest them in the culture and mission of GLCS.

Director of College Transitions (DCT)

The director of college transitions (DCT) is responsible for ensuring students and their families are prepared to enter college. The DCT builds college awareness through educational programming for students and families by providing opportunities for students to visit and hear from community organizations and colleges, by assisting students and staff in monitoring student academic progress towards earning their diploma, and through the coordination of college-related testing and accompanying courses. The DCT also provides workshops and individual collaboration as needed to help students and their families through the college application and financial aid application processes.

Teacher Leader Fellow

The teacher leader fellows (TLFs) at the school are master teachers who have entered the Lighthouse Academies' leadership pipeline. As TLFs these teachers demonstrate exemplary teaching, exemplary use of data analysis at the classroom level, and success in meeting classroom, school, and network-wide goals. TLFs spend time shadowing the DOI at the school to learn the ins-and-outs of working as a school leader at GLCS. Through this training, the TLFs may lead grade level meetings, lead professional development sessions, and take on a yearlong project based on the school's needs. The TLFs also learn about the operational side of leadership through participation in the inventory and ordering of program resources and through the coordination of assessment programs at the school.

There have been changes, consolidations, and addition of roles since the original Gary Lighthouse Charter School application was submitted in 2004. These changes and justifications are as follows:

Role	Change, Consolidation, Addition	Justification
Professional Development Coordinator (PDC)	Changed to Director of Instruction (DOI)	In the original charter application, the PDC position was intended to be a stipend position that supported the instructional program as needed by providing teachers with technical assistance and professional development and shared across three different Lighthouse schools in two states. Following the school's opening, it quickly became evident that due to the number of first year teachers at the school as well as the academic challenges of the students, full time, hands-on instructional support beyond the principal was needed. The title of the role was changed to director of instruction (DOI) to emphasize the shift from professional development support to well-rounded instructional leadership, focusing not only on professional development of teachers but also on day-to-day instructional delivery, data analysis, and ongoing support of the instructional staff.
Preschool Teacher	Change	The original charter application indicated that there would be preschool teachers on staff. This position was eliminated because

Role	Change, Consolidation, Addition	Justification
		preschool was not included in the original charter contract with Ball State University.
Office Manager (OM), Business Manager (BM), Treasurer	Consolidation	The original charter application indicated that the OM would support all data collection at the school site, coordinate hiring, payroll, and employment records, assist with clerical tasks, and serve as the school's receptionist. When the school opened, it opened on two campuses, therefore necessitating more than one person to be available to complete some of the original duties delineated to the OM. Additionally, the BM and Treasurer were employees of Lighthouse Academies and not of the school as indicated in the original charter budget. This shift allowed the school to free up funds to make the DOI position a school-based position. As the school grew larger with both students and staff, the responsibilities of the OM grew as well. To accommodate the extra work associated with this growth, the school now employs two office assistants (OA), one for each campus. Additionally, the LHA BM position was phased out in 2009 and the responsibilities of this role were split between the LHA Finance Team and the OM. Today, more responsibilities rest at the school site, and therefore, the OM position has become a BM position. The Treasurer is still a member of the LHA Finance Team. The responsibilities of these office positions are defined as follows: ▪ <i>Office Assistants</i> – Responsible for serving as the first point of contact when someone enters the school building or calls the school, serving as a liaison between employees and those visiting or contacting the school by taking messages and setting up appointments, assisting the family coordinator with copying and distributing information to families, and completing other clerical/administrative duties as required by the principal or BM to manage the front office. ▪ <i>Business Manager</i> – Responsible for oversight of the day-to-day business operations of the school, including: ▪ Running financial systems and preparing invoices for payment ▪ Overseeing payroll administration ▪ Serving as human resource administrator as it relates to employee information and benefits ▪ Manage all financial information related to food service. ▪ Tracking and ordering daily operational supplies and assisting with the purchase of furniture, fixtures, and

Role	Change, Consolidation, Addition	Justification
		equipment ▪ Inputting key school data into PowerSchool ▪ Capture and organize key school data for the creation and completion of all district, state and network reports, as requested. ▪ Maintain student and staff files as outlined in LHA Procedures Manual, preserving confidentiality as required by law. With the OA focusing on more of the clerical duties originally delineated to the OM, the BM is able to take on more substantial responsibilities related to the financial and personnel records management at the school.
Parent Coordinator	Changed to Family Coordinator (FC)	The parent coordinator position is referenced in the original charter as being the person who will coordinate community outreach efforts. While this was originally the task assigned to the parent coordinator, this role grew to include more responsibilities as the school became larger. The school recognized the importance of having a point person on staff to facilitate student recruitment, help families with the enrollment process, encourage involvement at the classroom level and at school-wide events, lead workshops and learning activities for families to help them grow personally and to help them participate as partners with the school in the education of their children. The position title was changed to family coordinator, recognizing the different adults that play a role in our students' lives and the fact we want the whole family involved in the education process.
Director of School Culture (DSC)	Addition	As the school continued to grow and add additional grade levels, the principals identified the need to ensure a consistent culture of achievement and respect. In order to facilitate this work and to adequately support teachers in this work, the DSC position was added at the school.
Director of College Transitions (DCT)	Addition	When the school added the College Prep Academy, it was necessary to add the DCT position to facilitate the college preparation and transition process for students and families.
Teacher Leader Fellow (TLF)	Addition	As the school continued to grow, the teachers on staff became more experienced and were looking for ways to take on leadership roles. At the same time, the school desired to create an internal leadership pipeline to prepare current staff for any leadership positions that may become available. Working with LHA, the TLF position was created.
Title I	Addition	As the school continued to grow and add additional grade levels,

Role	Change, Consolidation, Addition	Justification
Coordinator		the principals identified the need to ensure consistent monitoring of the Title I programming and the most effective utilization of staff. In order to facilitate this work and to adequately support teachers and provide services to students, the Title I Coordinator position was added at the school.

The professional teacher observation and evaluation system used by GLCS aims to generate important conversation, reflection and learning that yield constant growth for our staff and ultimately benefits the students. The Teacher Observation and Evaluation System (see *Attachment 8k: Teacher Observation and Evaluation System*) has three purposes. One is to clarify how teachers are formally evaluated and to outline specific standards we expect of highly effective educators. The standards addressed include instructional planning, instructional delivery, assessment, learning environment, family and community relations, and professionalism. A second, and perhaps more important, purpose of the teacher observation and evaluation system is to articulate how teachers, as a network of educators who share the same mission and goals, continually learn from each other to improve the quality of their teaching, learning and leadership. Based on teacher performance throughout the evaluation cycle, differentiated support is provided by the DOI and principal to foster professional growth. Lastly, the evaluation provides evidence for employment decisions including teacher promotion, retention and supplemental compensation (as provided in the approved compensation policy).

The introduction to the teacher observation and evaluation system happens during PDI (see Question 7 for a description of PDI), wherein the teacher fills out a self-evaluation based on the teacher performance standards (TPS) rubric and an IPDP with the assistance of their DOI. These two documents create the foundation of a teacher's development for the entire school year. In addition to regular weekly classroom observations from the DOI, the principal will complete informal classroom observations throughout the school year as well as three formal observations of each teacher per year (two observations if it is a returning teacher who received an effective or highly effective rating in the previous year) and base the evaluation on the TPS and student achievement data. Each of these observations will be followed up by a post-observation conference between the principal and teacher, outlining strengths and areas for improvement that the principal and DOI will assist the teacher in addressing. The final evaluation of the year is used to determine continued employment of the teacher.

This comprehensive system allows each teacher ample self-reflection and input into the evaluation process, which increases buy-in from the teacher. The system is thorough enough to allow both accurate assessment of a teacher's performance and time and support for the teacher to improve his/her practice over the course of the school year. This ensures that the school meets its commitment to develop its staff members while still maintaining high standards for teacher performance.

IX. Organizational Structure

School-wide accountability measures are monitored through multiple tools. Annually the Board approves a Culture of Achievement Plan (CAP) for the K-8 campus and for the CPA campus (*see Attachment 9a and 9b: GLCS and GLCPA Culture of Achievement Plans*). The CAPs address priority goals that are developed by the schools using assessment data, the LHA Network goals, and the Indiana AYP and PL221 accountability plans. Each month school leaders submit reports to the LAI Board (see *Attachment 9c: November Principal Report*) that include academic and non-academic data showing progress on CAP goals. The Board also reviews monthly financial reports, annual audits, and other accountability documents submitted to the Ball State University Office of Charter Schools. The Board participates in two evaluations of the school leaders each year (see Question 10 for more information about this process). Each of these tools uses data to inform initial planning, monitor implementation, and determine overall success in meeting the accountability measures.

Board Oversight

The Board makes sure the school-wide accountability measures are implemented through the monthly board meetings. At the monthly meetings, the principals are responsible for sharing specific information with the Board using a dashboard that addresses key accountability measures. The Board is able to discern, both through the reports and through an open dialogue with the principals, the areas of strength and the areas for growth. Through these monthly conversations, the Board is able to exercise their legal oversight by problem solving with the principals to address areas for growth (i.e., a university-based Board member offers to have her students serve as tutors at the school to help with student achievement) and to commend the school on their successes. If the principals present information about which the Board members have questions, the Board gives clear direction to the principals in terms of next steps to take action in addressing these questions.

The Board also maintains oversight of the school's finances at the monthly Board meetings and review of the annual audit. See Question 14 for more information about the fiscal oversight systems in place.

Finally, the Board maintains oversight of the principals' performance through their semi-annual evaluations. The Board reviews progress towards meeting the school-wide accountability measures as well as each principal's progress toward meeting individual professional development goals. Through this process the Board provides support for the work of the principals as well as input on the continued employment of each principal.

Administration and Staff Roles

The principals are key players in ensuring the school's accountability measures are consistently met. To this end, they utilize their CAPs as well as guidance from data, external evaluators, the RD, the RVP, and the Board to meet the accountability measures. The semi-annual evaluation of the

principals by the Board and by LHA is based on the outcomes in terms of meeting these accountability measures. For more information on the evaluation of the principals, see Question 10.

In addition to the roles the principals play in meeting the school's accountability measures, there are others that support this work. The other members of the school leadership team, who report to the principals, (DOIs, DSC, and DCT) work directly with the teachers and/or the students to ensure they have the tools and resources necessary to meet their goals. The business manager works with the principals and the Lighthouse Academies, Inc. finance team to ensure the school is meeting its financial accountability measures. The family coordinator and counselors support the principals in meeting the organizational accountability measures (i.e., enrollment and attendance).

Board Strengths, Weaknesses, and Leadership Challenges

The LAI Board demonstrates a number of strengths, the first of which is the diversity of its membership. Board members collectively contribute to a broad skill set and fair representation of the community. Board members include:

- Ms. Thakena Hogue, Board Chair, is a quality control and risk manager working at St. Vincent's Hospital and Health Services. She has served on the Board since December 2009.
- Mr. Robert Roach, Board Secretary and Lighthouse Academies of Indianapolis LLC Board representative, comes to us from the corporate banking group at Old National Bank. He has served on the Board since September 2009.
- Mr. Andrew Kight, Lighthouse Academies of Indianapolis LLC Board representative, is an attorney with Taft Law. He has served on the Board since October 2010.
- Dr. Kay Ward-McDuffie, Northwest Indiana community representative, is a retired educator currently serving as a student teacher advisor at Purdue University Calumet. She joined the Board in April 2011.
- Mr. Eddie Harvey, Northwest Indiana parent representative, works at the Arcelor Mittal steel mill. He has served on the Board since October 2007.
- Ms. Liz Samways, Lighthouse Academies' representative, is the Associate Director of Recruitment. She has served on the Board since February 2011.
- Ms. Kimberlee Sia, Lighthouse Academies' representative, is the Chief Academic Officer. She has been a Board member since March 2008.

LAI Board members come from a variety of job sectors and each of them brings a unique area of expertise. Additionally, while some Board members may be new to the LAI Board, they are not new to serving on Boards (three people have served on Boards for other schools) and they bring this experience to our schools.

In addition to the diverse sectors represented by the Board, the Board also demonstrates strength in its fiduciary obligations as they apply to GLCS. The Board approves the annual budget, all major contracts and monthly expenditures. The monthly reports allow the Board to monitor contractual obligations between the school and outside vendors, ensuring costs are maintained at the amounts

approved in the annual budget. The Board's strength in managing the school's finances is evidenced by the positive balance sheet with an ending balance in excess of \$1.4M as of June 30, 2011.

The Board also demonstrates strength in its ability to discuss, adopt, and monitor policies as needed to support the work done at GLCS. The Board regularly reviews mandated policies (i.e., Conflict of Interest Policy, Whistleblower Policy) to ensure there is compliance and understanding of such policies by all stakeholders. The Board has also developed a relationship with school leaders such that if the leaders believe there is a need to develop a policy to ensure compliance and consistencies with procedures, they may bring this up at monthly Board meetings for discussion. Successful policies developed through this type of dialogue include an Anti-Bullying Policy and a Playground Safety Policy.

The Board has self-identified areas for growth through their annual training sessions. At this time the Board is focusing on two key areas for improvement – ensuring all Board members are actively involved in the work of the Board beyond attending the monthly meetings and creating better tools for conducting ongoing assessment and evaluation of the Board's effectiveness and the performance of Lighthouse Academies, Inc. In addressing the first issue, the Board Chair is communicating individually with each Board member to identify ways each Board member feels he/she can interact with the school in order to be more actively involved. Ideas generated at this time for increasing involvement include attending school events, volunteering at the school when possible, garnering resources for the school from the local community, and advocating for the school with external stakeholders. The Board Chair has developed a dashboard to monitor these activities and will report back to the larger Board with updates on progress towards meeting this goal.

The second area of focus for the Board is somewhat related to the first goal. While the Board wants to be more actively involved in the school, they also want to ensure they have tools in place to actively monitor their own effectiveness. The creation of the involvement dashboard is one example of moving towards this goal. The Board Chair is in the process of researching other tools that may be used to evaluate the Board's effectiveness, including self-assessment surveys given two or three times during the year, the establishment of procedures for families and staff to better communicate with the Board through a comment/suggestion box at the school, and through training for Board members through the Indiana Department of Education and/or the Indiana Public Charter Schools Association. The Board Chair is also researching similar tools to use in evaluating the work done by Lighthouse Academies, Inc. as the CMO.

In assessing leadership challenges, the Board has been fortunate in that it has had two consistent Board Presidents over the course of the charter, and therefore, has not faced leadership challenges in this sense. Mr. Mike Ronan, CEO of Lighthouse Academies, served as the Board President from 2004 to 2010. During this time, the Board successfully opened three schools in NWI and two schools in Indianapolis, navigated the political climate of East Chicago to secure a facility for East Chicago Lighthouse, worked with the Indiana Finance Authority to secure a bond of approximately \$15.4 million to support the facilities at Gary, Monument, and West Gary Lighthouse Charter Schools, and

pushed the schools to examine their practices to increase academic performance, resulting in three of the five schools served by the LAI Board making AYP for the first time in 2010.

When Mr. Ronan stepped down from the Board in 2010, Ms. Thakena Hogue became the Board President and she continues to serve in this role today. Under her direction, the Board continues to provide consistent and competent stewardship to the schools, focusing on finances, academic achievement, and increasing stakeholder involvement in the school. Additionally, Ms. Hogue is focusing the Board on self-assessment in an effort to help the Board and its members best utilize their strengths to the greatest benefits of the schools.

Organization Challenges

The biggest organization challenges faced by the Board and GLCS over the course of the charter have been the ability to find strong leadership when a principal has left the school, the ability of the school to make AYP, and the ability of the Board to come to an agreement with Ball State University on the governance structure.

When the school opened in 2005, it was located on two campuses and served by one principal. This did not prove to be successful in that the principal was not readily available to address student or teacher issues nor was the principal able to provide the instructional support necessary to ensure consistent academic success. A second principal was hired for the Pierce Street campus in 2006. However, this principal was only on staff for a short period of time and the search for a replacement took approximately six months. The candidate that was selected began working as the principal in 2007 and continues as the CPA principal today.

Between 2007 and 2010 GLCS had the same two principals. During this time each campus was able to create a culture of achievement and respect that led to increased academic success. Each year the school made incremental steps in achieving AYP targets. Through consistent leadership and continuous efforts towards closing the achievement gap, in 2010 the school made AYP for the first time.

Unfortunately, the school faced a leadership problem again in March of 2010 when the principal at the 41st Avenue campus left. The search for a replacement took approximately five months and the candidate that was hired had to leave the position in December 2010 due to a medical issue. This time it took approximately eight months to find a replacement. The short-term solution to the ongoing challenge to find a permanent school leader was for the RD or RVP to serve in the role. This was not the same as having a permanent leader at the school. During this time, there was limited support for ensuring strong instruction was taking place consistently and the result of this was apparent in the school's inability to make AYP in 2011.

Today both campuses have a stable leader in place and feedback from staff and families indicates increased levels in satisfaction due to consistent leadership. Additionally, academics at both campuses are on the rise, which can be attributed to having leaders on site that understand the school's

programs and who are readily available to work with the rest of the school's leadership team to provide the instructional support necessary to make academic strides towards making AYP. See *Question 18* for more information on how the school intends to ensure that these challenges do not continue in the next charter term.

In addition to the challenges at the school level related to finding strong leadership and achieving AYP, the Board has faced an ongoing challenge related to its structure. In 2004, when Lighthouse Academies Inc. (LHA) began conversations with Ball State University about opening charter schools in Northwest Indiana, the focus was on creating a structure that would allow LHA to invest several million dollars in the highest need area in Indiana. One of Lighthouse's funders recommended LHA create a governance structure similar to Aspire Charter Schools in California where a single entity held multiple charters. This would ensure quality control of the implementation of the program, allow lenders to invest in facilities, and create efficiencies for the recruitment and development of human capital. A parallel discussion on governance structure was held with the Mayor's Office in Indianapolis where Lighthouse was also considering opening schools. These discussions led to the creation of LAI.

LAI is an Indiana non-profit that has 501 (c) 3 status. LAI opened five K-5 schools in Indiana, three authorized by Ball State University and two by the Mayor's Office in Indianapolis. Each school has added one additional grade each year with all schools now enrolling high school students. The original LAI Board as approved by the authorizers included five (5) directors, three (3) appointed by LHA and one (1) local director from Northwest Indiana and one (1) from Indianapolis.

In August 2007, the LAI Board approved an amendment to their bylaws to add two additional Board members; one from NWI and one from Indianapolis. This amendment was made in response to a request from Dr. Larry Gabbert. The current LAI Board now consists of seven (7) directors. LHA currently holds two of the seven seats on the LAI Board.

Dr. Gabbert also required that Board meetings be held in close proximity to the Ball State authorized schools. That requirement resulted in the LAI Board alternating meetings between Northwest Indiana and Indianapolis. This made Board attendance difficult for the local directors. To address this issue the LAI Board proposed in 2009 creating two local LLCs under the LAI structure to promote more local involvement; one for Indianapolis to provide oversight to the schools authorized by the Mayor's office, and one in Northwest Indiana to provide oversight to the schools authorized by Ball State University. This proposal was approved by the Mayor's Office in Indianapolis in March 2010, but it has not approved by Ball State University. See *Question 18* for the Board's proposal for addressing this challenge so it does not continue in the next charter term.

Stakeholder Complaints

When complaints have been made to the Board, the Board and the administration have worked swiftly to address the issues. The first step in dealing with any issues has been to ensure the policies related to potential organization challenges or complaints are being followed. GLCS outlines its Non-

Discrimination and Bullying/Harassment Policies and Complaint Procedure in the *Scholar-Family Handbook* as well as its Anti-Harassment Policy, Workplace Violence, Student Safety and Mandatory Reporting Policy, Whistleblower Policy, and Acceptable Use Policy in the *LHA Personnel Handbook*. If a stakeholder moves forward with following one of these policies, the school requests the following steps be taken:

1. Contact the staff member directly involved with the issue to seek answers to questions and to reach a resolution.
2. If the stakeholder is not satisfied with the response or does not get a response, he/she is asked to contact the principal to discuss the issue over the phone or to make an appointment.
3. If the stakeholder is still not satisfied with the response, he/she may bring the issue before the Board of Trustees by writing to the Board chair and requesting to be added to the next month's agenda.

When a complaint or an issue comes before the Board, the members hear the situation in full and ask questions of the stakeholder. The Board has been addressed by stakeholders whom have concerns about school leadership, concerns about extra-curricular activities offered at the school, or whom have the desire to appeal student disciplinary action taken at the school level. Depending upon the situation, there are times when the Board is able to resolve the situation with the stakeholder immediately. At other times, the Board has asked the RVP or the principal to investigate the situation and bring information back to the Board so they can make a fully informed decision. The process followed by the Board has proven to be successful as evidenced by the fact that all issues brought to the Board are resolved either at the Board meeting when they arise or by the Board meeting held the following month.

X. Board Oversight

Administrative Evaluation

The Board works with the regional vice president to evaluate the school leader twice a year. The school leader evaluation system used by GLCS and the Board aims to generate important conversation, reflection and learning that yield constant growth for the principals that ultimately benefits the students. The School Leader Evaluation System (see *Attachment 10a: School Leader Evaluation System*) has three purposes. One is to clarify how school leaders are formally evaluated and to outline specific standards expected of exemplary leaders. A second, and perhaps more important, purpose is to articulate how school leaders, as a network of educators who share the same mission and goals, continually learn from each other to improve the quality of their leadership and learning. Based on school leader performance throughout the evaluation cycle, differentiated support is provided to foster professional growth. Lastly, the evaluation provides evidence for employment decisions including principal promotion, retention and supplemental compensation (as provided in the approved compensation policy).

The introduction to the school leader evaluation system happens within 15 days of a school leader's start, wherein the school leader reviews the system with the RVP and uses the principal performance rubric (PPR) to guide the creation of an IPDP. The IPDP creates the foundation of a school leader's development for the entire school year. Each principal's IPDP is shared with the Board so they are aware of their goals for the year and can provide support as needed.

In addition to regular bi-weekly check-ins with the RVP and through school and classroom walk-throughs between the RVP, RD, and school leader, the RVP will complete two formal evaluations (mid-year and end-of-year) of each school leader during the year. These evaluations are based on observations, the PPR, and school-wide student achievement data. Each of these evaluations include an opportunity for the school leader to complete a self-evaluation of her progress, a means for LAI Board members to provide feedback on the school leader's performance, an evaluation meeting between the school leader and RVP to outline strengths and areas for improvement moving forward, and an evaluation meeting between the LAI Board, the school leader and the RVP. Either evaluation may be used to determine continued employment of the school leader.

This comprehensive system allows each school leader ample self-reflection and input into the evaluation process, which increases buy-in. The system is thorough enough to allow for an accurate assessment of a school leader's performance by the Board and the RVP as well as to provide time and support for the school leader to improve practice over the course of the school year.

School Leaders and the Board

Each month the school leaders keep the Board members apprised of matters pertaining to the school through their principal reports which include the presentation of assessment data, organizational structure information, and other updates as applicable throughout the school year. Board members engage in a dialogue with each school leader regarding the information presented. The Board

meetings alternate every three months between the schools in Northwest Indiana and in Indianapolis to comply with the Indiana Public Access Policy. This provides the Board members with the opportunity to visit the schools and to see the day-to-day operations of the schools for which they provide stewardship. School leaders are present at these meetings when they are held in Northwest Indiana. In the months when the meetings are held in Indianapolis, the school leaders attend the meetings by teleconference.

In addition to the school leaders' report, representatives from LHA also participate in the Board meeting to keep Board members apprised of financial, technology, and facility matters affecting the school. Please see *Attachment 10b: Monthly Financial Letter*, *Attachment 10c: Technology Update*, and *Attachment 10d: Facilities Update* for examples of how this information is presented to the Board.

Board Training, Development, Assessment, and Evaluation

Board members are apprised of their responsibilities through annual Board training sessions held in the fall. New and returning Board members are asked to attend the training so everyone receives the same message regarding their work as a Board member. For a full overview of topics covered at the training, please see *Attachment 10e: Board Training Agenda*. Board members also receive a copy of and are expected to read *The Ultimate Board Member's Book* by Kay Sprinkle Grace and an overview of Board roles and responsibilities based on *The Ten Basic Responsibilities of Nonprofit Boards* by Richard Ingram. If someone joins the Board after the Board training has taken place, the Board chair and LHA RVP work together to ensure the new member receives all pertinent training documents and that these are reviewed in a timely manner.

The Board's ability to conduct ongoing assessment and evaluation of its own effectiveness is currently an identified area for growth. The Board Chair is in the process of researching tools that may be used to evaluate the Board's effectiveness, including self-assessment surveys given two or three times during the year, the establishment of procedures for families and staff to better communicate with the Board through a comment/suggestion box at the school, and through additional training for Board members through the Ball State University Office of Charter Schools, the Indiana Department of Education and/or the Indiana Public Charter Schools Association.

XI. Governance Policies

The key rules and policies outlining the composition of the governing board, the terms of its members, and the officers can be found in the LAI Board Bylaws (see *Attachment 11a: Bylaws of Lighthouse Academies of Indiana, Inc.*) and in subsequent policies adopted by the Board. The governing board is comprised of not less than five nor more than nine persons. Each Director shall hold office for an initial term of two years or until his/her successor has been elected. Directors may be re-elected for additional terms of service. The officers of the Board are the President and the Secretary, each of whom shall be elected by the Board of Directors for a period not to exceed two years. The current Bylaws do not reference committees. The Board's Conflict of Interest Policy (see *Attachment 11b: Conflict of Interest Policy*) further informs the governance and operation of the school.

Board policy changes or the addition of new Board policies are developed through suggestions by the school leaders, suggestions by the RVP, or suggestions by individual Board members. When a policy change/addition is suggested, the Board Chair will ask for quantitative and qualitative data to be presented to support the need for the change or addition of the policy. This data is shared with all Board members and a discussion is held at the Board meeting to ensure full understanding of the proposed policy. Once Board members have completed this process, a vote is held by the Board to approve the policy. The new policy is then shared with the appropriate stakeholders at the school site. Examples of policies discussed and approved by the Board include anti-bullying, information technology security, and staff compensation.

The Board follows the *Handbook on Indiana's Public Access Laws* to ensure compliance with the Indiana Open Door Law. Each month the school posts a notice of meeting on the main entrance door of each campus at least 48 hours prior to the actual meeting date (see *Attachment 11c: Notice of Meeting*). All meetings are held at a school site and are accessible by the public. The Board agenda is made available to the public prior to the meeting, both by posting at the meeting site and through distribution to meeting attendees. At the beginning of each meeting, the Board chair verifies the meeting has been properly posted and this verification is noted in the minutes.

The Board secretary takes minutes at each Board meeting. These minutes are then reviewed and approved at the next meeting. All minutes are kept on file and available for public review.

Executive sessions are held following the instances outlined in I.C. § 5-14-1.5-6.1. Notification of executive sessions is included on the notice of meeting postings, included as part of the agenda, and minutes are taken at these sessions.

XII. Student & Family Satisfaction

The original charter stated that the school would have a parent coordinator to coordinate community outreach efforts, a Board to foster community relations to enhance the public image of the school, and a principal to involve families and other community members in developing the vision, goals, improvement plans, and programs for the school and to promote partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction. Parental and community involvement at GLCS have evolved into key components of the school's well-rounded program. Staff at all levels is involved in ensuring the families and community voices are heard as integral stakeholders in the success of the school.

Family Coordinator

The plans for the parent coordinator position at GLCS shifted from a focus on someone working in the community to recruit students for the school to a focus on someone actively working to involve both families and the larger community in the work of the school. The position title has changed to family coordinator and the relationship between families and the school are the number one priority for this person. Given the waitlist of over 900 students at GLCS, the need for the family coordinator to focus significant amounts of time on community outreach efforts to recruit students is no longer necessary. Instead the family coordinator is able to focus her time on ensuring families are involved in their children's education. She focuses on maintaining high attendance numbers for all students, setting up and participating as needed in conferences between staff members at the school and families, planning and delivering family education workshops and events, and making contacts in the community to bring opportunities to GLCS (i.e., Afternoons R.O.C.K. through Geminus Head Start; gang prevention workshops and DARE program from the Lake County Police Department; Indiana University, Northwest student tutors).

Board

The original members of the Lighthouse Academies of Indiana (LAI) Board worked to make Gary Lighthouse Charter School a household name in NWI. This work was done through meeting with community members at businesses, churches, local non-profits, colleges, universities, and government organizations to tell them more about the public school choice GLCS offered to the families of Gary. This initial work by the LAI Board to enhance the public image of the school continues today, both through the work of LAI Board members and through the work of the local advisory board at the school site. LAI Board members have used their connection to the larger community to bring guest speakers to the school, to open up opportunities for visits to local colleges and universities, to establish partnerships with local arts organizations, and to provide resources to the school in terms of grants, instructional supports, and volunteering time at the school. Additionally, the local advisory board has established a partnership with a local bank so students can open savings accounts, garnered support from families and community members for extra-curricular activities (dance team, guitar club, sports teams) at the school, and brought in local organizations (Lake County Drug-Free Alliance, 21st Century Scholars) to provide educational opportunities to students and families. Both the LAI Board and the local advisory board work in the service of the school and members of both

boards are available to assist the school as needed to ensure the larger community is being fully utilized to the advantage of GLCS.

Principals

The principals at GLCS drive family and community involvement efforts. They ensure events planned by staff are directly aligned to the school's mission, vision, and goals. Additionally, the principals are constantly looking for new partnerships to benefit the schools. Resources secured by principals and their staff to enhance the GLCS program include invitations to local college fairs for students, tutoring services through work study programs and through Sylvan learning, discounts for student tickets to local theatrical and musical productions, visits to staff alma maters with special privileges such as meeting with selected professors, sitting in on classes, and visiting athletic facilities. The principals also work with their staff and Lighthouse Academies to investigate securing additional financial resources for their programs through grant opportunities. As a result of this work two Donors Choose grants have been awarded to teachers to support initiatives in classrooms, a Blended/Personalized Learning Grant from the Gates Foundation was awarded for the school's use of Achieve3000 to improve literacy instruction, 50 additional free licenses for students were provided from Achieve3000 to supplement the grant they received, and First Book has selected GLCS three different times to make distributions of brand-new books to students.

Family Involvement

Family involvement is a key component of the GLCS program. Maintaining family engagement on an ongoing basis throughout the school year helps reinforce the home-school connection necessary to fully support students as they prepare to graduate from college. The staff at GLCS works with families to educate and support their children by committing to:

- Providing a high quality curriculum in a supportive environment;
- Modeling the behaviors they expect of each student;
- Frequently informing families of their student's progress and needs;
- Providing families with many ways to be involved in their student's education; and
- Making themselves available to all families and address questions or concerns in a timely manner.

Prior to school opening, teachers are provided with training and time to make home visits. These visits help the school begin the process of family involvement by strategically building trust and providing a principal point of contact between the school and home. While home visits look slightly different depending upon the age of the student, common elements of the visit may include:

- Confirming enrollment
- Reviewing the *Scholar-Family Handbook* the terms of the Family/Teacher/Student Compact
- Answering questions from the student and from family members
- Reviewing of the dress code, attendance, homework, behavior expectations of a Lighthouse scholar, and the school's "non-negotiables"

- Discussing student learning styles and interests
- Discussing past successes and challenges in school
- Overview of the education program and expectations
- An introduction to or a review of the student's Individual Learning Plan

Home visits have an array of potential benefits for both the school and the families. They welcome families into the education process, educate teachers about their students and families, raise student achievement, lower student suspensions, improve student behavior and increase family participation at conferences.² By making this initial contact with families prior to the start of the school year, GLCS staff brings families on as partners to help achieve their mission to prepare students for college.

In addition to home visits, the school holds an orientation/open house for families before school starts. At this event, families meet all staff members, learn more about the school's full academic program, and have the opportunity to meet other families that are part of the GLCS community. All new students, families and staff participate in an orientation to welcome them to the Lighthouse community. Orientations often include the following elements:

- Public welcome to the school community
- Public presentation of uniforms
- Public recitation of student affirmation and pledge by families and students
- Public review of the key elements of the school (mission, core values, competencies, expectations/routines/procedures and policies that are in place to ensure we reach the mission, and bus procedures/rules if this applies at the school site)
- Activities that generate enthusiasm and build community among families
- Public welcome from school community; and
- Completion of required paperwork

Orientation time also allows families to visit student's classrooms where teachers review the curriculum, explain the homework procedures, discuss expectations for family involvement, and answer family questions. At this time families are also provided information about the PowerSchool Parent Portal. They learn how to access their student's grades and communicate with teachers online.

Once initial contact is made with families, communication continues consistent throughout the school year. Families are involved in their child's education and the larger school community through a number of avenues. Weekly communication is a standard part of the school-family agreement at GLCS. Families expect to receive folders or e-mail notifications each week with notices, weekly progress reports on student performance, and letters from the principal and/or teachers. The folder or e-mail includes a place for the parent/guardian's signature or response indicating that he/she has read the material. Communication is sent home the same day each week so families know to expect the communication on a regular basis. Teachers follow up with families that do not respond to weekly

² Ellen Delisio, *Education World*, 2008

communication to ensure the communication is making it home and to make sure there are no questions regarding student performance. This ongoing communication helps ensure student success is consistently monitored both at school and at home.

In addition to the common weekly communication that goes home to all families, all GLCS staff makes themselves available for individual communication with families. We believe reaching our mission is possible through the involvement of families and for this reason we have an open door policy. This demonstrates to families our commitment to them and their children. We strive to create a welcoming, open environment for families. Families are encouraged to visit the school and contact the staff when needed. Additionally, the school will reach out to families to recognize and acknowledge students for their hard work, effort and good choices as well as to follow up when expectations are not met by children.

Student academic success is essential for true preparation to graduate from college. To that end, the school sends home progress reports every two weeks in grades K-8 and every week in the CPA. These reports provide a brief statement regarding what is being studied and what will be covered for the rest of the marking period.

Teachers meet formally with families at least four times during the school year to review college readiness reports (report cards). At these family-teacher-student conferences families are presented work samples from each class, and hear about their student's successes and struggles in greater detail. The school has consistently had more than an 80% participation rate at conferences. The consistently high levels of family participation at conferences speak to the efforts of the school to include families in their students' education. If a family is not able to attend the conference on the day specifically scheduled in the calendar, teachers make every effort to reach the family and to hold the conference around their schedule. Ultimately, the school aims to have 100% of families attend at least 75% of the conferences over the course of the school year.

At the CPA level, students are also expected to show their progress at a more involved level twice a year through Exhibitions. At the end of each semester, CPA students publicly perform/present their work. The exhibitions are attended by family members, teachers, peers, and community members and provide students an opportunity to exemplify the core competency of effective communication while at the same time exhibiting mastery of material learned that quarter.

The work of the teachers to maintain strong family relationships is supplemented by the work of the family coordinator. She engages families in the school both as advocates for their own children as well as advocates for the school as a whole. The focus of the family coordinator's work is to help families realize their role in helping GLCS meet its mission. For a complete summary of the family coordinator's responsibilities, please see ***Attachment 12a: Family Coordinator Position Description***. One of the biggest components of the family coordinator's responsibility is to organize monthly family meetings. Because the GLCS vision for student success is that all students will attend

and graduate from a college or a university, we want to ensure families are our partners in this process. Potential monthly family meetings include:

- Math, Literacy, or Science Night
- Health and wellness fair
- What parents can do to support preparedness for college
- How parents can help supplement classroom instruction through homework assistance, additional reading, and home-based skill review
- Learning about ISTEP and ECAs and how to support students in passing these assessments
- Mapping out college application support at LHA (steps we'll help families take each year in order to be prepared upon graduation)
- Inviting local college alumni or families of college alumni speak about their experience with the college application process and with sending a child off to college
- Service learning and internships – how they help a student prepare for college
- Information about upcoming college trips
- Information about acquiring financial aid and scholarships to help pay for college

The family coordinator also serves as a liaison with the community. She reaches out to the larger community to recruit students, to market the school, and to maintain relationships and partnerships with other agencies and community-based organizations to further the mission of the school.

Family involvement efforts at GLCS have been successful in maintaining high levels of family satisfaction with the school. Table 12a shows the average family satisfaction percentages as they relate to family involvement at GLCS over the years. This data was collected using internal surveys administered by Lighthouse Academies and the goal was to have at least a 75% satisfaction rating.

Table 12a: Overall Family Satisfaction with GLCS, 2005-2011

	Average Family Satisfaction Percentage
2005-2006	<i>Data not available</i>
2006-2007	82.5%
2007-2008	87%
2008-2009	90%
2009-2010	94%
2010-2011	85% ³

Source: Lighthouse Academies Annual Family Satisfaction Survey

³ Family satisfaction rates shifted in 2010-2011 due to a change in the questions asked in the survey. New questions focused on specifics related to the arts at the CPA level revealed that families want more opportunities for students in terms of class offerings (64% satisfaction rate). At the K-7 level, families showed higher levels of satisfaction on this question with an average rate of 84%. The CPA has added art electives to its course offerings for the 2011-2012 school year.

The family survey results show that there has been a steady increase in the satisfaction levels of families over the years. As the staff at GLCS has worked to bring their family involvement efforts in line with the mission and the vision of the school, families have responded positively. In order to maintain these high levels of satisfaction, staff members will continue to implement the practices outlined above while at the same time reviewing the data collected each year in the satisfaction survey and working to address any areas where families are not satisfied.

Community Involvement

In addition to using data to maintain successful partnerships with families, GLCS also examines the effectiveness of their community partnerships and relationships with educational institutions each year to determine the impact on the school's program and the alignment of the partnerships to the school's mission. The partnerships listed below are categorized by the aspect of the school's program they serve.

Arts Partnerships

The purpose of these partnerships is to support arts infusion in the classroom and to expose students to different cultural experiences in the community.

- Dan and Shari Lemonier – K-8 arts partners who provide arts-infused, curriculum-aligned instruction and storytelling activities for students
- Northwest Indiana Symphony Orchestra – provide grants for students to take field trips
- Dance Excel – provide dance lessons for students at the school
- M&M Productions – provide discounted tickets for students to attend productions of musicals
- Northwest Indiana Excellence in Theatre Foundation – provide field trip opportunities

Academic Enrichment/Preparation for College

The mission of GLCS is for every student to be prepared for college through a rigorous, arts-infused program. We expect that every GLCS scholar will receive an acceptance letter to a four-year college/university. To this end, we work to provide students with ample opportunities to improve their academics and to participate in college-based activities.

- Indiana University, Northwest —tutoring
- Sylvan Learning Center – tutoring
- Salvation Army after-school program – tutoring
- Purdue University Calumet's Work Study Program – tutoring
- Junior Achievement
- Purdue University Calumet's African American Student Achievement Conference
- Colleges that Change Lives – college fair

College Visits and College Recruiters at GLCS

GLCS students begin talking about college when they enter the school as kindergarteners. Visits to college campuses begin in 6th grade and continue through high school. This year's class of 11th graders has visited approximately 16 colleges and will visit at least five more before the end of the school year. Additionally, the DCT brings college recruiters to GLCS CPA to give presentations and to meet with individual students to discuss their college options and to answer any questions that students may have about going to college.

Colleges Visited

- Boston College
- DePaul University
- DePauw University
- Georgetown University
- Georgia Tech
- Harvard University
- Howard University
- Kansas University
- Loyola University Chicago
- Morehouse College
- Notre Dame University
- Purdue University
- Roosevelt University
- Spelman College
- University of Chicago
- University of Illinois, Urbana-Champaign
- University of Notre Dame
- Valparaiso University

Recruiters at GLCS

- Ball State
- Valparaiso
- St. Joseph's
- Indiana University Bloomington
- Indiana Purdue Fort Wayne

Community Service

As a graduation requirement, all GLCS CPA scholars are required to complete community service. This work can be done on a regular basis (a certain number of hours each week)

and/or through a series of special events (annual canned food drives, annual art shows, etc.). Examples of community service organizations/projects include:

- American Greyhound (rescued Greyhound dog walking community service)
- Barnes and Noble (art showcase and volunteer work)
- Northwest Indiana Food Bank
- World Vision

Social Development

In order for GLCS scholars to truly be prepared for college, they need appropriate social development in addition to academic preparation. To this end, the school partners with community organizations to provide ongoing classes, annual student workshops, and workshops for parents on a variety of social development topics.

- Afternoons R.O.C.K., Geminus Head Start – provides alcohol, tobacco, and other drug abuse prevention activities in safe, supervised environments during after-school hours for students aged 10-14
- D.A.R.E., Lake County Police – provides 5th grade students the life skills they need to avoid involvement with drugs, gangs, and violence
- Gang Prevention, Lake County Police – workshops and trainings for staff and families on how to identify gangs and possible gang involvement
- Planned Parenthood – workshops for 8th grade students and their families discussing teen pregnancy
- A Positive Approach to Teen Health –workshops for 6th-8th grade students on making healthy choices
- Girls Talk Puberty – workshops for 6th grade girls and their families
- Professor Popcorn – presentations for students in grades 3-5 on eating the right foods
- Students Against Destructive Decisions (S.A.D.D.) – CPA student group that advocates providing students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, risky and impaired driving, and other destructive decisions
- Mobile Dentist – on-site dental exams and teeth cleaning for students

Teacher Training and Support

In addition to the partnerships that benefit our scholars, GLCS also maintains community partnerships that both benefit our teachers and provide opportunities to build our teaching pool. By providing ongoing support for our educators, we can ensure they are able to support our scholars in being prepared to graduate from college.

- Teach For America – corps members teach in our classrooms; professional development opportunities are provided by Teach For America for teaching staff; potential alumni conduct school visits at GLCS; partnership across the country provides our teachers the opportunity to observe best practices in a variety of school settings

- Indiana University, Northwest Urban Teacher Education Program – sponsor teachers at the school as they work towards their teaching license
- Northwest Indiana Teaching Fellows (part of the Indianapolis Teaching Fellows) – working with Indianapolis Teaching Fellows to launch this teacher training program in NWI; teachers will work in our schools; professional development opportunities will be made available to staff

XIII. Long-range Financial Plans

Gary Lighthouse Charter School does not have significant variances between its actual financial performance and the budgeted financial performance over the last five (5) years. The school has positive net assets from properly managing its budget and exercising financial prudence at all times. The school was the beneficiary of the new, federal ARRA revenue sources and has maintained and improved its programs in the face of state budget cuts and declining state revenues.

The changes GLCS will face in expenditures over the next five (5) years include increased staff costs at the high school level, facility costs, and potential material costs with the shift to the Common Core State Standards. Changes in revenue include a decline of state revenues each year as GLCS approaches the foundation amount, the elimination of federal grants, such as the EduJobs grant, and the Charter Facility Funding grant. The school plans to address these changes by maintaining full enrollment each year, analyzing staffing structures each year to ensure staff is being utilized to its fullest at all levels, and continuing to exercise fiscal prudence when making purchasing decisions.

Maximum enrollment projections for GLCS in the next five (5) years are as follows:

Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Kindergarten	40	40	40	40	40
1 st Grade	50	50	50	50	50
2 nd Grade	50	50	50	50	50
3 rd Grade	50	50	50	50	50
4 th Grade	50	50	50	50	50
5 th Grade	50	50	50	50	50
6 th Grade	50	50	50	50	50
7 th Grade	75	50	50	50	50
8 th Grade	50	75	50	50	50
9 th Grade	50	50	75	50	50
10 th Grade	75	50	50	75	50
11 th Grade	50	75	50	50	75
12 th Grade	50	50	75	50	50
Total # of Students:	690	690	690	665	665

Minimum enrollment projections for GLCS in the next five (5) years are as follows:

Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Kindergarten	40	40	40	40	40
1 st Grade	50	50	50	50	50
2 nd Grade	50	50	50	50	50
3 rd Grade	50	50	50	50	50
4 th Grade	50	50	50	50	50
5 th Grade	50	50	50	50	50
6 th Grade	50	50	50	50	50
7 th Grade	50	50	50	50	50
8 th Grade	50	50	50	50	50
9 th Grade	50	50	50	50	50

Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
10 th Grade	50	50	50	50	50
11 th Grade	50	50	50	50	50
12 th Grade	50	50	50	50	50
Total # of Students:	640	640	640	640	640

XIV. Financial Controls & Procedures

Purchasing Procedures

The purchasing procedures at GLCS follow the Lighthouse Academies procedures on procurement and purchase orders. These are standard procedures and incorporate requirements unique to Indiana School Corporations. If a planned purchase is being made by someone at the school, a purchase order (PO) is completed and signed by the principal and regional vice president. Expenses over \$25,000 must be approved by the LHA vice president of finance. Once a PO has been completed, the purchase is made. When the invoice is received for the purchased goods or services, this is submitted along with the PO and accounts payable voucher (APV) to the LHA staff accountant who prepares and submits a check for payment. The LAI Treasurer will sign checks only after approval by the Board of the monthly accounts payable vouchers (APV). Through a Board resolution, there are certain ongoing expenses for which the Board has approved the Treasurer to pay without waiting for the monthly APV register approval (i.e., utility and telecom bills, payroll debits, meal and transportation contracts).

For more specific details pertaining to purchasing procedures, please see *Attachment 14a: Purchasing Procedures*.

If there is an immediate need by the school to make a purchase (less than \$1000), they use their Imprest checking account for such purchases. They submit a PO, APV, receipt from the purchase, and copy of the check to the LHA staff accountant so that he can replenish the funds in the Imprest account.

Payroll Procedures

The payroll process is managed by the business manager (BM) at GLCS. She prepares the bi-weekly payroll, inputs it into the school's online payroll system, ADP, and then submits to the principals for final approval. Once the principals have signed off that the payroll is correct, it is submitted for processing. In order to appropriately monitor payroll trends, the BM, principals, and RVP meet bi-weekly with the LHA controller to ensure positions are coded correctly (i.e., staff paid with Title I funds, professional development substitutes paid with Title IIA funds) and to ensure salaries are not trending higher than expected. At the monthly LAI Board meeting, salaries and benefits are reviewed by the Board to monitor any fluctuations from the amounts budgeted and adjustments are made as needed.

Gary Lighthouse Charter School has staff employed by Lighthouse Academies, Inc. As such, they use payroll forms, handbooks, and a compensation policy adopted by LHA and reviewed and approved by the Board.

For more specific details pertaining to payroll procedures, please see *Attachment 14b: Payroll Procedures*.

Travel and Reimbursement of Travel Expenses

There are times when employees may need to travel while working at GLCS. If this is the case, the employee will work with their immediate supervisor to plan the necessary travel. Upon being hired at GLCS all staff members receive a copy of the Lighthouse Academies Expense Reimbursement and Travel Expense Reports Policy. GLCS will reimburse employees for reasonable business expenses, including travel, if approved in advance by their immediate supervisor. No expenses are reimbursed which violate the Travel and Reimbursement Policy. Staff is required to sign off on receipt of the travel reimbursement policy on an annual basis. See ***Attachment 14c: Travel and Reimbursement Policy and Procedures*** for more information on how employees request travel and are reimbursed for any expenses incurred.

Professional Development Activities

GLCS believes the education program is only as good as the teachers teaching it. Therefore we invest significant time both before and during the school year to provide intensive professional development (PD) opportunities for all staff members. A minimum of 160 hours of professional development are scheduled into the school year to address the needs of teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence – we continually strive to learn more. Each summer, the LHA network convenes in a central location to kick off the school year at the Network Summit. All instructional staff members participate in this week-long event, focusing on our LHA education model and excellent instructional practices.

Following the Summit, a professional development institute (PDI) is held at GLCS before students come for the first day of school. The school leadership team plans and implements the PDI. Topics for professional development, both at PDI and throughout the school year, are driven by both individual staff needs as identified through individual professional development plans (IPDPs) and through the school's Culture of Achievement Plan (CAP) that captures the school's goals for the year.

In addition to formal professional development days, ongoing opportunities for professional development happen throughout the school year in the following ways:

- Weekly learning walks by school leadership
- Weekly grade level meetings
- Weekly team meetings
- Individual coaching
- Collaboration within the school and across the Northwest Indiana Region
- Collaboration with schools across the LHA Network

There are times when staff may want to explore professional development activities with external organizations. These PD opportunities should align with staff members' individual goals and/or with the school's goals. In order to ensure school funds spent on PD activities, staff members are required to make formal requests for approval of PD and to provide feedback on the PD opportunity once it has been attended (see ***Attachment 14d: External Professional Development Request and Feedback***).

Student Field Trips

Teachers are encouraged to provide students with learning experiences outside of the school building. The trips may be as short as a couple of hours or as long as a week. The requirement for a field trip is that it is aligned to the standards being taught in the classroom. For an overview of the required procedures for field trips, both day trips and overnight trips, please see ***Attachment 14e: Field Trip Procedure***.

Fiscal Oversight

The LAI Board works in conjunction with the principals, NWI RVP, and the LHA Finance Team to oversee the school's finances. There are several financial functions for which the Board has worked with the school and LHA to create effective systems to ensure responsible fiscal oversight.

Financial Function	Oversight System
Yearly budget creation and approval	The Finance Team works with the principals and RVP to prepare the annual school budget and at that same time update the five (5) year financial projection. The annual budget is reviewed beginning at the February LAI Board meeting and discussions take place between the Board, the principals, and the LHA Finance Team until all questions are answered and the Board is ready to make the final budget approval. Once the new fiscal year budget is approved, any additional budget amendments made during the year are reviewed by the principals, RVP, and LHA Finance Team and discussed with the Board who then makes the final approval.
Payroll	The principals hire the staff subject to the resources allocated in the budget. The segregation of duties in payroll preparation provides the required internal controls. The Business Manager prepares the payroll and the principals sign the payroll. The employee handbook, offer letters and compensation policy are reviewed by attorneys and updated annually.
Employee Benefits	The Board reviews employee benefits annually as part of the budget process. Proposals for health, dental and disability insurance are solicited by LHA for the Network.
Management of Payroll and Benefits	Payroll and benefits will be managed by the school through web-based systems with the support of Lighthouse Academies.
Purchases	The school incurs expenses only as budgeted for in the approved budget. The school will follow the purchasing procedures found in the school accounting procedures. This includes principal approval of all requisitions, the creation of a PO with the appropriate signatures when there are sufficient unencumbered funds for payment, reconciliation of invoices to approved purchase orders, creation of APVs for each purchase, Board approval of APVs, and timely payment of all bills. The segregation of duties for purchasing preparation

Financial Function	Oversight System
	provides for the required internal controls.
Procurement	LAI has contracted with Charter Facilities Management (CFM) to oversee procurement for the school, including the administration of the RFP and contract processes for goods and services. The principals and RVP work with the CFM director of finance and procurement to identify the goods and/or services for which a RFP needs to be administered or for which the school would like to establish/continue a contract. State regulations around procurement are followed throughout the process. Contractual information is submitted to the Board for review before contracts are finalized. The segregation of duties for the procurement process provides for the required internal controls.

Audit Findings

SBOA FY06

In the school's first audit by the State Board of Accounts (SBOA) in 2006, there were several findings, including:

- Condition of records
- Federal and State agencies – compliance requirements
- Service and time records
- Receipt issuance
- Overdrawn cash balances
- School lunch receipts

Upon receiving the audit, the Treasurer issued an immediate response to address these issues. The full corrective action plan can be found in ***Attachment 14f: GLCS June 30, 2006 Audit Report.***

SBOA FY07, FY08, and FY09

One audit visit was conducted and two audit reports were issued for FY07, FY08, and FY09. The normal biennial audit for FY08 was postponed and a three-year audit with two reports was done. This was to put Gary Lighthouse on the same audit schedule as East Chicago Lighthouse and West Gary Lighthouse. The audits in 2008 and 2009 included the following findings which were issued simultaneously:

- *Internal controls and condition of records* – The finding noted differences between the ledgers and the Form 9's, issues with receipt books, and no code numbers on the vouchers. We have always had internal controls in place including maintaining dual accounting systems with maintenance of audit work papers, and monthly closing within three weeks each month. The citing in the two audit reports were improved when the dual accounting system became more centralized. The issues cited have also

been identified as software issues regarding the voiding of checks which has since been identified and corrected procedurally and by the software company. The issues with receipts have since been resolved by taking the auditors' recommendation to do away with multiple receipt books and have them central with the school business manager. The hiring of a controller and bookkeeper and the diligence of following internal procedures on account coding has mitigated the occurrences of vouchers not coded.

- *Allowable costs/activities allowed-meal counts* – This finding was present in 2008 but not 2009 because we were changing to a computer system from a manual system and counts for one month were not located. We have since kept PDF copies of the counts to support the claims.
- *Program income and reporting school nutrition programs* – This was of the opinion of the Lake County Auditor that we should prepare a fund transfer for the meals not charged as the school has a universal feeding program. We have made the transfer pursuant to the Lake County SBOA Auditor, although we did not incur this finding with our Marion County SBOA Auditor who recommended we contact the IDOE for a recommendation. We have made the transfer as the IDOE did not have a recommendation as whether it was required or not.
- *Allowable controls costs and compliance* – We are following our procedures on approving invoices for payment and coding. This will cut down on any possible errors in paying invoices twice or without support.
- *Cash management* – The IDOE implemented a new system of claims reimbursement which will alleviate the accumulation of cash and violation of federal regulations on excess cash.
- *Reporting* – We have implemented better grant tracking to allow us to file timely claims and monitoring reports.
- *Special tests and provisions-highly qualified* – The school has a requirement to employ licensed teachers and has either hired highly qualified teachers or provided the professional development to assist teachers to become highly qualified.
- *Agency funds* – We have set up separate agency funds and recorded the payroll per the Auditor's recommendation.
- *Record access* – We have pushed to have our CPA GAAP audit completed early enough so as to not have a scheduling conflict with the SBOA auditor.
- *Average daily membership (ADM)* – We now retain the detailed listing that is submitted to the IDOE for the SBOA.
- *Accounts payable voucher claims* – All vouchers are completed, signed and coded appropriately. The registers are presented to the LAI Board for approval.
- *Data Universal Numbering System (DUNS)* – The DUNS has been obtained.
- *Official bond* – The Bond was in place but not posted. The Bond has been posted.

Upon receiving the audit reports, the Treasurer issued an immediate response to address these issues. The full corrective action plan can be found in ***Attachment 14g: GLCS June 30, 2008 Audit and Attachment 14h: GLCS June 30, 2009 Audit Report.*** The Board also asked

the independent CPA to review the follow up on the action plan which is attached as ***Attachment 14i: GLCS Action Plan Review.***

In addition to the required audits completed by the SBOA, the Board also hires its own independent auditor to conduct annual audits. The audit reports began with the year June 30, 2008 and have continued annually to the present, June 30, 2011. Prior to June 30, 2008 the Board engaged the independent Certified Public Accountant firm to conduct a financial review. Reviews were conducted for the years June 30, 2006 and 2007.

The results of these reviews and audits were as follows:

- June 30, 2006, Review – no findings
- June 30, 2007, Review – no findings
- June 30, 2008, Audit – no findings
- June 30, 2009, Audit – no findings
- June 30, 2010, Audit – no findings; management letter issued comment on capitalizing repairs
- June 30, 2010/June 30, 2011 – no findings; management letter issued comment on revenue recognition (see ***Attachment 14j: GLCS June 30, 2011 and 2010 Audit Report***)

All audit reports and responses from the Treasurer are presented to and reviewed by the LAI Board. The Board asks clarifying questions of both the LHA finance team as well as of the school leaders in terms of how they are ensuring the corrective action plans are properly implemented. On the years that the Board has the independent auditor complete the audit, the accounting firm attends the Board meeting following the completion of the report so they may present the information to the Board members and make themselves available to answer questions.

Independent Contractors

The LAI Board has contracted with Charter Facilities Management (CFM) to oversee procurement for the school, including the administration of the RFP and contract processes for services. The principals and RVP work with the CFM director of finance and procurement to identify the services for which a contractor may be needed and whether or not a RFP needs to be administered to secure this contractor. The procurement process includes determining the best price and product. National and local bids are routinely performed before the start of each school year. Bidding and contracting services are provided by a third party vendor. State regulations for this process are followed at all times.

For a detailed overview of the procurement process see ***Attachment 14k: Procurement of Contracted Services.***

XV. Financial Reporting Compliance

The school maintains its accounting records and issues financial statements in accordance with Generally Accepted Accounting Principles using the Komputrol system. Financial statements are prepared by the LHA Finance Team and reviewed by the Board at the monthly meeting. The monthly statements include year-to-date revenues and expenditures, monthly revenues and expenditures, a cash flow projection, and a letter highlighting for the Board any areas for review, concern, and/or amendment (see *Attachment 15a: GLCS Monthly Finance Update Letter*). The LHA vice president of finance (VPF) serves as the school's treasurer and is available at each Board meeting to discuss the finances.

In addition to the reporting done to the Board each month, the school leaders and RVP hold bi-weekly calls with the VPF and the LHA staff accountant for Indiana to review weekly expenditures and revenues as well as payroll trend reports. Discussions at these meetings help ensure the accuracy of the monthly financial reports shared with the LAI Board. Principals and the RVP also receive weekly email updates of both the fiscal year budget to actuals and of the fiscal year profit and loss monthly trend.

The Board contracts with a certified public accountant for an annual audit. The annual audit is reviewed by the Board with the auditor available for questions. Additionally, the school's finances are reviewed bi-annually by the State Board of Accounts.

The school leadership and the Board are involved in financial decision making at all levels. The bi-weekly finance calls provide an opportunity for principals to make amendments to their budgets and, in the spring, begin planning their budget for the next fiscal year. All budget amendments and new fiscal year budget proposal are presented to the Board for discussion and final approval. In addition to financial decisions directly related to budget creation, the principal and the Board also make financial decisions at other points in the year. One way this is done is through the approval of contracts for vendor services such as transportation, food service, and landscaping. The principals and the Board have the opportunity to review RFPs submitted for these services and determine which vendor will provide the best services while at the same time meeting the school's budget. Financial decisions are also made when opportunities arise that the school may not have expected. For example, when the school received unexpected revenue through the ARRA stimulus funds, there were numerous decisions about the best way to spend this money. Discussions around these decisions took place at the Board meetings and in the bi-weekly budget meetings. The Board had final approval through budget amendments for how these funds were expended.

XVI. Financially Stable Operations

For each of the last six years, GLCS has experienced positive results on its statement of activities. As of June 30, 2011, the school has accumulated net assets equal to \$1,455,829 (see *Attachment 16a: Year-End Audited Financial Statements*).

The school's only debt, other than operating leases for facilities and a small amount for equipment, is the state advancement loan. The purpose of the state advancement loan is to alleviate the cash flow problem caused by the fact that per pupil funding is paid on a calendar year beginning six months after the start of each fiscal year. The loan balance at June 30, 2011 was \$2,685,220 with accrued interest from the moratorium of \$270,572. The loan is roughly offset by receivables on the book which represent the six months of per pupil funding caused by the calendar year versus fiscal year timing problem. The school plans to repay these loans over twenty years in accordance with the amortization schedule provided by the state where the repayment is deducted from per pupil payments beginning in 2013.

GLCS has always had adequate cash balances provided by the state advancements and the school has had a positive net income each year. The school has had little difficulty in managing its cash flow year to year and month to month. Budgeting, forecasting and following up on receivables are tools used to help manage the school's cash flow. Short-term cash flow statements are prepared and used internally as needed.

XVII. Academic Performance of Other LHA Schools

Academic Performance Summary Report

Lighthouse Academies, Inc. currently manages five schools in Indiana, one school in Illinois, two schools in Arkansas, two schools in New York, and one school in Washington D.C. The summary report of the academic performance for these schools can be found in ***Attachment 17a: LHA Summary Report***⁴. Highlights of this report include:

- In the 2010-2011 school year, 5 out of 9 eligible schools outperformed the local district in the percent of students meeting or exceeding standards in ELA.
- In the 2010-2011 school year, 7 out of 9 eligible schools outperformed the local district in the percent of students meeting or exceeding standards in math.
- Schools demonstrate growth more consistently in math than in ELA.
- Students in grades 3 and 4 typically perform at higher levels than students in the Upper Academy.
- Schools that opened in 2009 and later show higher levels of achievement than those that opened in the early years of Lighthouse Academies.

In analyzing this data, Lighthouse Academies has made adjustments to its academic model and to the practices implemented when new schools are opened. The adjustments made to the model include an explicit focus on teaching reading strategies, utilizing best practices in content-area literacy, implementing a Network-wide writing initiative at all grade levels, aligning curricular programs to state standards such that the standards drive instruction and not the textbooks. Additionally, Lighthouse Academies is proactively working to align curriculum maps at all grade levels to the Common Core State Standards (CCSS) while at the same time supporting schools that are in the process of transitioning between their state standards and the CCSS. In regards to Upper Academy student achievement, Lighthouse has also been working with schools and regions to faithfully implement the Developmental Designs (DD) social curriculum. This program promotes engagement and investment in learning, goal-setting, and character building. The goal is to better prepare and equip scholars with the necessary social and emotional skills necessary to be successful with the demands of middle school. To supplement the program adjustments, additional professional development has been provided to staff. This includes bringing in national experts to present on best practices in reading and writing instruction at the middle school level, providing ongoing workshop modules for staff on instructional practices to use with middle school students, and working with school leaders to implement professional development opportunities for Upper Academy staff so they can best meet the academic and social needs of students in grades 5-8.

In addition to the adjustments made to the Lighthouse program, there have also been adjustments made to the steps taken prior to a new school's opening and in the first year of a school's existence.

⁴ Pine Bluff Lighthouse Charter School opened in August 2011. At the time of this report, no assessment data is available to present.

When staff is hired, they participate in a three-month onboarding process. Each position at a school has a specific onboarding plan that provides the training necessary to do one's job successfully. Additionally, before new schools are opened, principals and DOIs are afforded the opportunity to observe and to work in other schools in the Network. These leaders work with their RD/RVP to identify best practices and to create a strategic plan for how these practices will be implemented once the new school opens. Once the school does open, there is additional "on-the-ground" support to address operational issues that may arise so the school's leadership team can focus on culture and instruction from the beginning. The implementation of these adjustments has yielded better academic results in the newest Lighthouse schools.

Lighthouse Academies Performance Goals

The school's success is evaluated by both school and Lighthouse Academies Network goals. The LHA Network goals include:

1. **College Acceptance:** 100% of 12th grade students will be accepted to at least one four-year college.
2. **College Success:** Less than 15% of high school graduates attending college are enrolled in remedial courses in English or math in the first semester of their freshman year.
3. **High School Graduation⁵:** More than 80% of students enrolled in a Lighthouse Academy in 9th grade will graduate within five full years.
4. **State Proficiency⁶ - School Target:** All LHA schools will make AYP.
5. **State Proficiency - Cohort Target:** 75% or more of students who enter a LHA school no later than grade 4 and have been in a LHA school for at least three full years will score "proficient/passing" or higher on their state-specific assessments.⁷
6. **Academic Skills & Knowledge:** For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on the NWEA's MAP assessment.
7. **Arts Infusion as a Lever for Student Engagement:** All schools receive an average score of 3 or better (1-4 scale) on the student satisfaction survey for the arts infusion and student engagement sections.
8. **Family Engagement:** All families will participate in at least three of four parent conferences.
9. **Attendance:** The average daily attendance will be at least 95%.
10. **Student Reenrollment:** 95% of K-11 students enrolled on count day will remain enrolled on the following year's count day with this exception; 75% of 8th grade graduates will reenroll in the College Prep Academy.

⁵ The LHA graduation rate will be calculated in accordance with the new Title I definition for the *extended-year adjusted cohort graduation rate*. A definition can be found at <http://www.ed.gov/print/policy/elsec/reg/proposal/uniform-grad-rate.html>.

⁶ Currently, science and social studies state assessments are not administered at each grade level, and science and social studies results are not a part of AYP determinations under the No Child Left Behind Act.

⁷ This target applies to cohorts of students who join a LHA school at any point during 4th grade or earlier.

These goals were adopted by the Lighthouse Academies National Board in June 2009 and are reported out each year in the LHA Annual Report. School progress towards meeting the goals is outlined in Table 17a.

Table 17a: Progress towards LHA Network Goals

Goal	2009-2010	2010-2011
1. College Acceptance	Not applicable until 2013	Not applicable until 2013
2. College Success	Not applicable until 2014	Not applicable until 2014
3. High School Graduation	Not applicable until 2013	Not applicable until 2013
4. State Proficiency - School Target	4 out of 8 eligible schools made AYP ⁸	2 out of 9 eligible schools made AYP
5. State Proficiency - Cohort Target	ELA = 55.5% of students scored proficient or higher Math = 66.3% scored proficient or higher	ELA = 55.7% of students scored proficient or higher Math = 66.3% scored proficient or higher
6. Academic Skills & Knowledge	ELA = 44.6% of students scored at or above national median Math = 47.8% of students scored at or above national median	ELA = 46% of students scored at or above national median Math = 46.9% of students scored at or above national median
7. Arts Infusion as a Lever for Student Engagement	Average score = 3.0 out 4.0	Average score = 2.9 out of 4.0
8. Family Engagement	86% of families participated in 3 out of 4 conferences	83% of families participated in 3 out of 4 conferences
9. Attendance	95% average daily attendance	95.4% average daily attendance
10. Student Reenrollment	Overall (K-10) = 84% re-enrollment 8 th grade to CPA = 76.5% re-enrollment	Overall (K-11) = 74% re-enrollment 8 th grade to CPA = 80% re-enrollment

Source: *Lighthouse Academies Annual Reports, 2009-2010 and 2010-2011*

In reviewing progress towards meeting each of these goals, Lighthouse Academies uses the data to drive professional development and strategic planning for all of the schools in the Network. With moving AYP targets in each of the states where Lighthouse schools are located, the organization has begun to shift the focus on using the Common Core State Standards (CCSS) to drive planning for the Network as a whole. In helping individual schools, RVPs/RDs work with the principals to examine

⁸ Illinois does not use a “safe harbor” designation when determining if schools make AYP while all other states with Lighthouse schools do use this designation. If they did, Bronzeville Lighthouse would have made AYP in both 2009-2010 and in 2010-2011.

best practices at the school(s) in the Network meeting the goals and determine how these best practices can be implemented locally.

Schools Not Meeting Network Goals

There are a number of factors to consider in terms of the role Lighthouse Academies plays when a school does not meet the academic performance goals. The first is the role Lighthouse plays in ensuring schools have been set up for success to meet the goals. Lighthouse evaluates the support provided to the school including the professional development for staff and leadership team, including leadership coaching and support. In addition, Lighthouse analyzes data and adjusts support as necessary to help schools who are not meeting the goals to change their practice so they may meet the goals in the future.

The service agreement between the individual school's Board and Lighthouse Academies and the charter contract between the school and the authorizer are also considered. At schools where Lighthouse Academies employs the principal, two different routes may be taken, either recommendations are made in the principal's evaluation to ensure goals are met or a principal is terminated due to an inability to meet Network goals. At schools where the principal is employed by the Board, the Board provides direction to the RVP/RD in terms of next steps to support the principal in reaching goals and/or takes their own actions in terms of the principal's employment.

Individual authorizers vary in their expectations regarding the role Lighthouse plays in ensuring schools meet the academic performance goals. Some authorizers require their own performance goals to be included in the charter contract and these are the goals by which they measure the school's performance. Other authorizers consider the Lighthouse goals to be the performance goals which need to be met and as such, when these goals are not met, it can affect the outcome of a school's application for charter renewal. Ultimately Lighthouse wants all of its schools to succeed and they work within the parameters set by the individual school Boards, the authorizers, and the LHA National Board in order to make this happen.

School Relationships with Lighthouse Academies

Since the inception of Lighthouse Academies in 2004, there have not been any schools closed within the Lighthouse Network. Four of Lighthouse Academies' schools have participated in the charter renewal process with authorizers. Three of these schools received full five-year renewals and one school received a three-year renewal. Lighthouse Academies has never been terminated or sued by a school or Board.

XVIII. Final Reflection

Community Need & Target Population

Gary Lighthouse Charter School (GLCS) is a K-12 school with a mission of preparing all children for college using a rigorous arts-infused curriculum. The school is organized into three academies: Lower Academy (LA), grades K-4; Upper Academy (UA), grades 5-8; and College Prep Academy (CPA), grades 9-12.

GLCS serves the same demographic population as the Gary School Corporation (GCSC). During the 2011-2012 school year, the comparative student populations of GLCS and GCSC were as follows:

Category	GLCS	GCSC
African American	99.2%	97%
Eligible for F/R Lunch	78%	67%
ELL Population	*(one student)	*less than 1%

In 2011, unemployment in Gary, Indiana stood at 10.5%, higher than both the national and the state averages. The national unemployment rate for college graduates in November 2011 was 4.2%. Only 10.1% of the adult population in Gary holds a college degree. As a result, 90% of the adults in Gary have a greater chance of being unemployed than the 10% with college degrees. This has a devastating impact economically on the city. Currently, the average income in Gary is less than \$25,000 (compared to the state average of \$45,000), and 34% of families are living in poverty. Our mission is to help change the future of the children in Gary by preparing them for college.

GLCS offers a college-focused program for grades K-12, currently serving grades K-11. The first class of seniors will graduate in 2013. GLCS projects that 100% of these students will receive letters of acceptance to a four year college or university. This contrasts with the 2010 graduation rate of 67% for the Gary School Corporation.

Strengths of Gary Lighthouse Charter School

High Academic Attainment & Improvement

As discussed in *Question 1*, GLCS has a record of strong academic performance. This is particularly true in grades K-4, demonstrating that students who begin their education at GLCS perform very well and achieve growth exceeding the expected annual growth rate for students in these grades as measured by NWEA and the ISTEP. Additionally, students in the CPA grades (9-11) have demonstrated impressive academic performance in comparison to the local school district. Currently, both the students' projected graduation rate and their performance on the Algebra I ECA far outpaces the local school district's rates. On a national level, GLCS CPA students demonstrate a faster rate of growth than the national average between the EXPLORE and PLAN exams.

With the exception of 2011, GLCS has demonstrated continued improvement in both ISTEP scores and NWEA growth percentages. On the ISTEP, not only did individual grades generally perform better year over year, the school as a whole consistently met a greater number of testing categories each year. This steady and consistent growth led to the school making AYP in 2010. As explained in *Questions 1 & 4*, GLCS is currently executing a very aggressive student & teacher assessment and data management plan as well as specific individual intervention plans in order to continue the upward trend of academic growth. Initial comparisons of data from 2010 and 2011 indicate that this plan is having the desired effect.

Based on the overall academic data we believe we are achieving our mission of preparing students for college; and doing so at a higher rate of success than the Gary School Corporation.

Responsive Educational Program & Environment

GLCS programs and environment are continuously strengthened as a result of being part of the Lighthouse Academies (LHA) network. The school is able to participate in professional and programmatic development, which draws on the personnel and experiential strengths of schools throughout the network.

The educational program utilizes research-based curricula, and the GLCS staff executes a wide variety of intervention plans and strategies to reach all students and target those students needing additional support to find academic success. *Questions 1-5* offer a full description of these efforts and their results.

The school has created a strong learning environment based on the LHA Culture Guide and the developmental philosophy of Responsive Classroom and Developmental Designs. We couple these social development programs with a strong and fair discipline system based on logical consequences, which sets high standards for behavior, while providing students with ample opportunity to correct their behavior and remain in the learning environment.

Responsible School Leadership, Governance, and Management

Overall the leadership team is stable and has been at the school for several years. The current K-8 principal at GLCS has been working at the school since it opened in 2005. She began as a classroom teacher, transitioned into the Title I coordinator position, and in August 2011 became the school's principal. The current CPA principal has been in this role since 2007. Additionally, the Lower Academy and Upper Academy DOIs joined GLCS in 2005 as founding teachers and the CPA DOI and Director of College Transitions began working at the school in 2007.

As a result of their time at the school and in the community, the school leadership team has established strong relationships with staff and families which are a significant strength and asset in achieving the school's mission. The leadership team is a group of dedicated

individuals committed to closing the achievement gap and preparing their scholars to graduate from college. This continuity of service and dedication to the success of all GLCS scholars has contributed to the school's academic growth.

Over the course of the term of the charter the school leaders have been supported by the Lighthouse Academies of Indiana Board. The Board's strength has been in its ability open schools, acquire the school's facilities, negotiate financing for the up-fit of existing facilities and new construction, and its oversight of the school's finances. Additionally, the Board has provided guidance to the school on concerns brought up in the monthly principal reports, such as adding extracurricular programs, expanding technology and working effectively with students and families. The Board provided suggestions for resources, brainstormed solutions with the principals, and established opportunities for principals to address their concerns in a safe and supportive environment. The relationship between the Board and the school leadership has been an ongoing area of strength.

The open lines of communication resulting from the strong relationship between the school's leaders and the Board in addition to the consistency of leadership team members have contributed to the responsible management of GLCS. The school has met its enrollment targets every year and currently has a waitlist in excess of 900 students. The school's average daily attendance has exceeded 95% since 2007. *Question 9* further illustrates the structures and systems in place which contribute to the responsible management of the school.

Financial Sustainability and Internal Controls

Through strong Board oversight, the support of LHA, and consistent fiscal prudence by school leaders, the financial sustainability of GLCS is a huge strength. The school currently has a budget surplus of \$1.4M. The school was able to establish this surplus by closely monitoring spending at all levels (salaries, supplies, vendor contracts, etc.) and by using one-time funds, such as the ARRA stimulus funds and the EduJobs grant, creatively. The school will reach its maximum enrollment capacity in the next fiscal year, which means that in FY14 and beyond they will not see the same increase in annual revenues as it has up to this point. The Board and school leaders are planning for this by taking steps to ensure the school's financial sustainability. Some examples of this are as follows:

- In 2009 the Board reached agreement with Charter Facilities Management LLC to lease the facility at 41st street for 20 years paying only the debt service on the loan used to acquire and expand the facility. The Board was able to do this without investing any capital.
- In 2010 the Board reached agreement with Lighthouse Academies to have LHA assume responsibility for employing all of the school staff. This has resulted in significantly lower health care costs.
- In the fall of 2011, the Board exercised its right to purchase the facility located at 3201 Pierce Street. The right to purchase was negotiated into the lease with the City in 2004 by establishing a fixed purchase price that was reduced by the annual rent paid each year. The purchase of this facility will free up approximately \$160,000 in annual rent payments to the City.

- The school is monitoring supply, utility, and ongoing costs for transportation and food service to ensure they have a true understanding of these costs each year. Through this close monitoring, the school can ensure that expenditures stay within a certain range that will help them maintain their strong financial standing.

The school's internal controls are monitored at several levels. The Regional Vice President works with the school leaders and business manager to ensure all financial procedures are followed. These procedures are also monitored by the LHA finance team. As part the service agreement between LAI and LHA, LHA oversees the school's accounting, bookkeeping, procurement, payroll, employee salaries, benefits and other financial functions. The LHA finance team and the school work together to provide LAI financial updates at the monthly Board meetings. At this time, the Board also exercises it monitoring of the school's internal controls through review of the monthly finances, review of the schedule of bills, and reviews of vendor contracts and renewals at different times of the year. The most recent unqualified audit of the school conducted by Fitzgerald-Isaac LLC showed no issues related to the school's internal controls or finances.

The levels of monitoring of internal controls and the procedures to support this monitoring (see *Question 14* for examples of procedures) are strengths for the school.

Strong Culture and Supportive Relationships

Culture and relationships are significant strengths at GLCS. The school has been commended for the strong culture and supportive relationships that exist. Annual staff satisfaction surveys conducted internally have indicated high levels of satisfaction, averaging between 75% and 80%. Staff retention rates have averaged 89% over the term of the charter, a very high rate for any urban charter school. This has allowed the school to focus on providing specific professional development to teachers each year, using lessons learned from one year to inform decisions for the next year. It also allows for families and students to develop and maintain relationships with the same staff members over the years, which contributes to the school's strong culture.

Family satisfaction surveys conducted annually have also indicated high levels of satisfaction, averaging between 81% and 94% over the term of the charter. Family satisfaction with the school has translated into student retention rates averaging 80%, which is very high for an urban school. These high levels of retention, coupled with the practice of looping, allows teachers to move forward with instruction each year as opposed to starting over with lessons because they have large numbers of new students each year.

External school reviews conducted by Cambridge Education have also recognized the strong culture at the school. Specific comments include:

- "Classrooms provide good learning environments and student work is celebrated."
- "Teachers provide a high level of personal care for their students."
- "There is an unwavering focus on achievement and respect at the school."

- “Students want to be at this school and their behavior and attitudes reflect this desire.”
- “The school places very high emphasis on building strong and positive relationships with parents.”

The chart below indicates the school’s rankings in this area since it was added as a review criterion in the 2007-2008 school year.

Table 18. Cambridge Education Culture of Achievement & Respect Rating

2007-2008	Grades K-2 = Exceeds standard	Grades 3-7 = Meets standard
2008-2009	Grades K-4 = Meets standard	Grades 5-8 = Approaches standard ⁹
2009-2010	Grades K-6 = Meets standard	Grades 7-9 = Meets standard
2010-2011	Grades K-7 = Meets standard	Grades 8-10 = Approaches standard

Source: Cambridge Education School Review Final Reports, 2008-2011

Responses to Organizational Challenges

GLCS has faced three organizational challenges during this charter period: 1) the ability to find strong leadership when a principal left the school in 2010; 2) the ability of the school to make AYP; and 3) the ability of the Board to come to an agreement with Ball State University on the governance structure. For a more detailed description of each of these challenges, please see *Question 9*. In terms of addressing each of these organizational challenges, the following changes have already begun or will take place with the renewal of the GLCS charter.

Strong Leadership

The school’s upward academic trend was reversed in 2010-2011 when a founding school leader left to become principal of another school closer to her home. The resulting search for a new principal took several months. The time taken was in part a result of the rigorous screening process used by LHA and the Board. The new principal began work in August 2010, but due to an injury, was on medical leave from December 2010 until her termination in March 2011. At that point, LHA and the Board opened a new search that resulted in the current principal’s appointment in August 2011. In hindsight we believe that the unforeseen leadership challenge in 2010-2011 were responsible for the school not making AYP as the supervision and coaching needed for grades 5-8 was not available at the level needed.

To prevent this situation from happening again the school and RVP are working with the LHA Director of Recruitment to build a pool of leadership candidates for the school. This process includes using resume books from partner organizations (Teach For America, Indianapolis Teaching Fellows, New Leaders for New Schools) to conduct cultivation calls that introduce people to Lighthouse Academies and GLCS and attending recruitment events in search of potential candidates. Since there are currently no open leadership positions at the

⁹The reflection on areas for improvement addresses issues in the Upper Academy grades (5-8) and describes next steps to ensure culture concerns raised by Cambridge Education for this age group are properly addressed.

school, these cultivation calls and attendance at recruitment events take the form of looking for strong teachers that may be interested in and/or are ready to enter the LHA leadership training program as a Teacher Leader Fellow. In addition to cultivating and recruiting potential candidates, the RVP and RD are working together to ensure the current leaders are receiving the necessary professional development to be successful in their work and to then share what they have learned with the teachers at the school so they too can be successful. “Stay conversations” take place at the mid-year and end-of-year evaluations to gauge how leaders are feeling about their work and to head off any potential issues. Through the implementation of these proactive steps, the goal is to ensure ongoing growth opportunities and support for current leaders so they continue to work at the school while at the same time increasing our ability to identify the potential loss of a leader sooner than in the past and to quickly take the necessary steps to find a replacement.

Making AYP

After making AYP in 2010 and failing to do so in 2011, a thorough examination of the reason for the drop in ISTEP scores was completed last summer. It was determined the lack of rigorous classroom instruction in grades 5-8 was the primary reason for the underperformance on ISTEP. Students were not prepared for applied skills questions, which required a higher level of thinking skills and the ability to analyze non-fiction passages. Grades that underperformed were identified for intervention this year using the Achieve 3000 program. Students in grades 5, 6, 7, and 8 are receiving 90 minutes of weekly instruction using the program, which teaches students to use non-fiction skills in reading comprehension. The web based program is available 24/7 to students. Through the new professional development program (see *Question 7*), teachers have the opportunity to review student testing data and differentiate instruction to close the skill gaps determined through the benchmark testing in Achieve 3000.

To address grade levels where growth has been lowest, the UA DOI is doing a significant amount of coaching in the 5-8 grades. The DOI reviews and provides feedback on weekly lesson plans utilized by classroom teachers. Weekly one-on-one coaching sessions with teachers helps focus on areas of growth and improvement. New teachers receive additional coaching around their subject matter. The Director of School Culture assists with classroom management to maximize instructional time and minimize disruptions.

The current Acuity data from 2011 are showing that students are making stronger academic progress when compared to last year’s data. The stability of the staff, combined with an increased focus on homework, classwork, parental involvement, and discipline shows that the school’s efforts are moving students in the right direction. Teachers are using ISTEP strategies in their instruction in the form of applied skills questions, short answer responses, QAR, and phrasing of questions on tests to mirror ISTEP language. GLCS, along with the Lighthouse Academies network, has an increased focus on writing across the curriculum than we have ever done before. Teachers are noticing an improvement in student writing due to

the increased focus, and students write for longer periods of time daily and in different content areas.

LAI Board Structure

As the schools governed by LAI have continued to grow, the challenge in overseeing five charter schools in Indiana has also grown. To ensure more local control and involvement the LAI Board proposes a change in the governance structure for the three NWI schools sponsored by Ball State University.

This proposal involves creating a new Indiana non-profit with 501 (c) 3 status, to be known as Lighthouse Academies of Northwest Indiana. The new Board will hold the charter for GLCS (in addition to West Gary Lighthouse Charter School and East Chicago Lighthouse Charter School). The new Board will assume the current major contracts and leases from LAI to ensure continuity of programs and services as well as the financial obligations that ensure cost effective facilities for the schools. The Board will have the final decision in all matters pertaining to the schools.

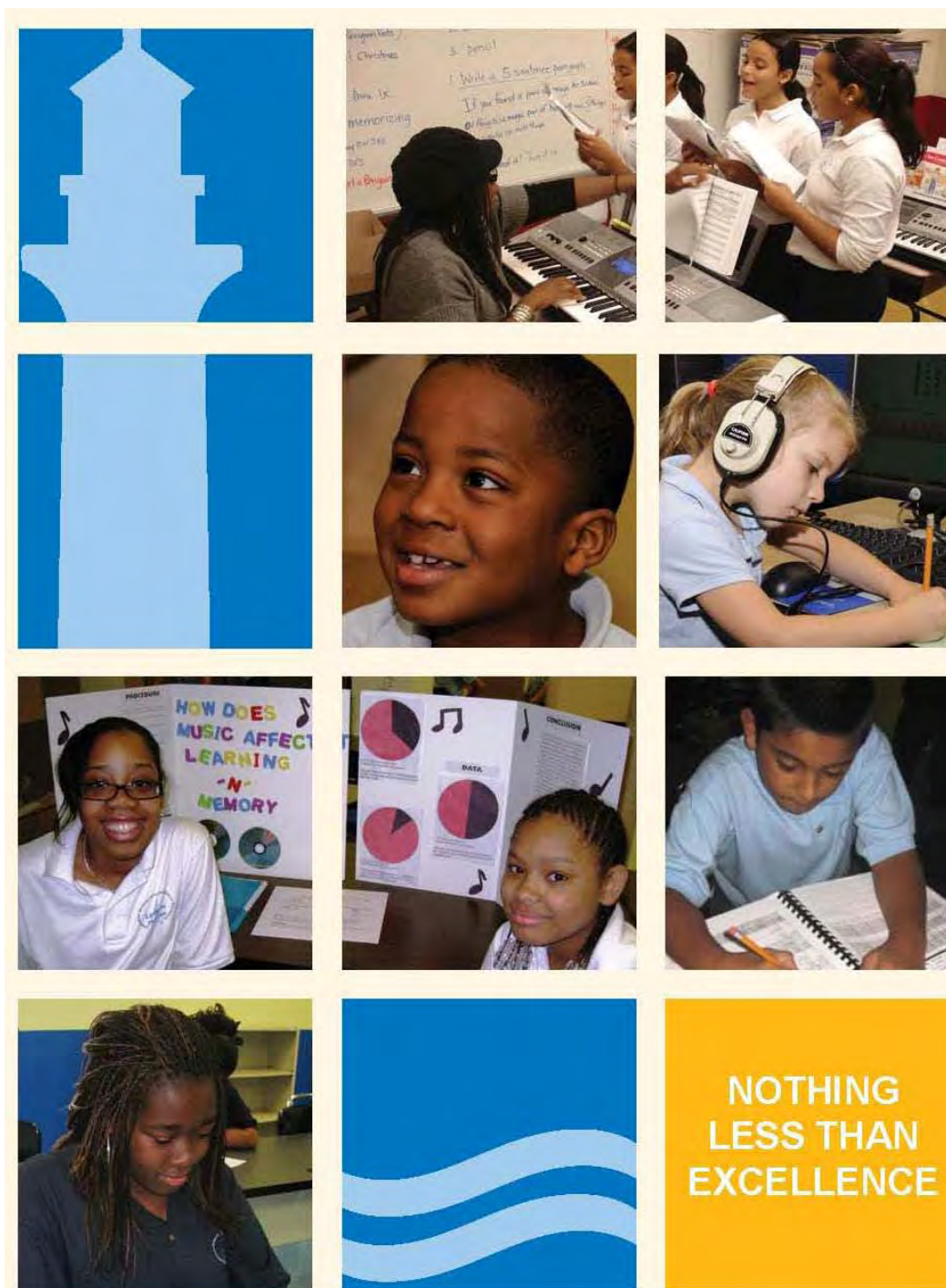
The Board shall consist of at least seven directors and no more than eleven directors. There will be at least one parent representative from GLCS, ECLCS, WGLCS, one member from the community-at-large from East Chicago and Gary, and one representative from Lighthouse Academies, Inc. The Board may elect additional representatives from the community-at-large. All parent representatives and members from the community-at-large shall be Indiana residents.

Upon receiving notice of approval, the LAI Board will begin this process with a goal of completing all of the required legal and accounting work by June 30, 2012, but no later than June 30, 2013. The Board recognizes that this is a significant and complex undertaking involving several financial institutions, bond holders, the Indiana Department of Education and the Internal Revenue Service. There will legal and accounting costs incurred that will be shared by the three schools.

Meeting the Barriers to Success

One potential barrier to success we have identified is the yearly decrease in state funding as we move closer to the foundation funding amount. This coupled with the fact the state has implemented additional funding cuts almost every year makes it a challenge to fully know our final revenue number. The school budgets conservatively each year, providing minimal amounts for budget lines furthest from the educational program. However, as the school adds it final grade level next year, they will reach their maximum enrollment. This means the school will need to be aware of costs that may increase each year (i.e., salaries, benefits, transportation costs due to rising gas prices) and they will need to have a plan of action for meeting rising costs with flat revenues. In preliminary discussions to address this potential barrier, the school has identified the need to think creatively about their costs. Using grants to pay for supplemental programs such as extra-curricular clubs and

sports is one option being explored. Another option is working with the other Lighthouse schools in NWI to share resources across campuses. The Board may propose additional steps to Ball State University that may involve restructuring across all three charters to better capitalize on our strengths.



Lighthouse Academies®

Arts Infusion Toolkit

June, 2010

Introduction to the Arts Infusion Toolkit

Arts-infused instruction is central to the Lighthouse Academies Education Model, therefore, as an organization we continuously strive to improve and build upon our arts infusion practices. This toolkit is designed to serve as a resource for all Lighthouse educators. The contents of the toolkit are as follows:

- Arts Infusion at Lighthouse Academies
The Lighthouse definition, rationale and essential components of arts-infused instruction
- Arts Infusion School Rubric
A tool to measure the strength of art- infused practices across a school
- Arts Infusion Self-Reflection Rubric
A tool to guide teachers in self-assessing their implementation of arts-infused practices
- A Week in an Exemplary Arts-Infused Classroom
A sample schedule from an exemplary arts-infused classroom
- Quick and Simple Tips for Infusing the Arts into Daily Instruction
A list of ideas for infusing the arts into everyday practices
- Process for Developing Arts-infused Lessons
A framework for approaching arts infusion lesson planning
- Sample Timeline for Rolling Out Arts Infusion Toolkit at Schools
Suggestions for how schools can introduce the different components of the toolkit to the staff
- Resources
A list of additional resources for developing arts-infused practices
- Sample Arts-Infused Lesson Plans
A collection of model arts-infused lessons

Lighthouse Academies®

Arts Infusion Toolkit

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Arts Infusion at Lighthouse Academies

Definition

At Lighthouse Academies, an arts-infused school is a place where the arts permeate school culture. Every day, visual arts, movement, music and other forms of creative expression¹ are integral parts of the teaching and learning processes. The Lighthouse Academies arts infusion model consists of two principles: 1) incorporating the arts into academic instruction and 2) daily exposure to master artists and works of art.

Incorporating the Arts Into Academic Instruction Example: Neighborhood Jobs	Daily Exposure to Master Artists and Works of Art Example: Music Appreciation Program
Objective: <i>SWBAT identify and explain the jobs of people in their community.</i>	Objective: <i>SWBAT identify and describe various musical genres and the musicians that had major impacts on the development of those genres.</i>
	
Students in first grade learned about neighborhood jobs as part of a social studies unit. After a tour of their community, students selected jobs and wrote about what a person in that job does, where they do it and what special tools or materials they need. Students created models of the people and places they wrote about. Each class worked together to paint a street scene backdrop on which to mount their work. Students' writing and artwork were combined and displayed as one large neighborhood scene that depicted community jobs.	Each day at Lighthouse Academies schools, students enter the building and hear the sounds of the musician of the week. The music appreciation program is reinforced through short, but regular classroom routines such as mini-lessons and listening time.

¹ Examples of creative expression include drama, poetry, speech.

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Rationale and Research

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education.² By providing students with creative ways of learning and applying core content knowledge, the arts enhance students' understanding and retention of skills and concepts. Research shows that the arts play a key role in brain development,^{3,4} and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.⁵ The arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at risk of disengaging from school.⁵

Based on the research, we believe arts-infused instruction is an effective method for activating student interest, a valuable way to engage students in learning and an alternative means of assessing student understanding of content and concepts. At Lighthouse Academies we put the power of the arts to work for our students through a comprehensive arts infusion program. This program is centered on three essential components – collaboration, instruction and student outcomes.

Essential Components

Collaboration Teachers collaborate regularly with other teachers to create, plan and co-teach arts-infused lessons. Teachers dedicate time to plan arts-infused instruction within and across grade levels. This collaboration provides an opportunity for teachers to learn from each other, develop their practice and enhance the overall practice of arts-infused instruction at the school.

Instruction Arts infusion fundamentally changes the nature of teachers' lessons. Teachers may use arts infusion to *activate, engage* and/or *assess* students in learning activities. These activities range from single lessons to longer projects developed over the course of an entire unit of material. In all cases, art provides students with creative means of learning and/or applying the skills and knowledge from the core curriculum. Furthermore, teachers regularly incorporate exposure to master works of art and artists in order to expand students' knowledge base of different cultures, artistic movements, and to increase their overall appreciation for different forms of expression.

Student Outcomes The efficacy of all instruction, including arts-infused instruction, is measured by student outcomes. Successful implementation of an arts-infused program should result in student mastery of learning objectives. Arts infusion provides a means to achieving this mastery, and it can also be used as an alternative way to assess students' ability to think critically about the content and concepts they are studying.

² E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at: <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

³ Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

⁴ Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

⁵ See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

Common Misconceptions about Arts Infusion

To infuse the arts into instruction I need to have special artistic talents.

- Arts infusion does not require specialized artistic talent, equipment, or funding. General classroom teachers can learn arts infusion best practices and incorporate them into their instruction without having any specific artistic capabilities.

Arts infusion takes away from instruction in the core academic subjects.

- The benefit of using arts infusion is that it actually supports student achievement in academic subjects. When arts infusion is implemented correctly, student achievement increases because students have the opportunity to access content through a variety of avenues.

Arts infusion makes classroom management more challenging.

- Arts infusion supports classroom management because it allows students to be active and creative in positive ways. Students who are traditionally disruptive during instructional time often respond well to arts infusion because they become more engaged and these activities may provide them the opportunity to be successful in subjects they usually struggle with.

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Arts Infusion Examples

Arts infusion takes many forms at Lighthouse Academies. A teacher may infuse art into a single lesson to give students creative freedom in applying the new skills and knowledge they learned that day (see examples of “Single Lesson Activities” below”), or a teacher may create a long-term project based on themes from a core content area (see examples of “Multi-Lesson Projects” below). In all arts-infused instruction, teachers and arts specialists aim to design lessons and projects in which the creative activity is meaningfully linked to the core content learning objective.

Single-Lesson Activities

Math & Painting:

Ms. Oakley’s Kindergarteners, dressed in their “painters’ smocks,” stand in front of large sheets of butcher paper posted throughout the room and use their fingers to paint compositions of colored numbers. They have just completed a Saxon math lesson on the numbers 1 through 10. Ms. Oakley has teamed up with the arts specialist to use art to reinforce both the concept of the numbers and the skill of writing them. After modeling the lesson, they instruct students to paint one “1”, two “2’s”, three “3’s”, etc. on the butcher paper, allowing students to choose the color, size and placement of each number. As the students work on their own number compositions, both the teacher and arts specialist circulate among the students to offer feedback and assistance. Once all of the compositions have been finished, the teacher, arts specialist and students discuss the correctness of the numerals and the aesthetics of each composition. This lesson is an example of how arts infusion can be used to better engage students.

Reading & Music:

Kindergarteners in Mr. Marshall’s class are learning that words are made up of syllables. After the Open Court Reading lesson on syllables, Mr. Marshall passes out the tambourines and maracas that the music teacher has been using to teach the students rhythm in music class. Then, as Mr. Marshall calls out single and multiple syllable words, students repeat the syllables in those words using their instruments. Mr. Marshall says, “pan-cakes” and then the class in concert, makes two maracas shakes and two tambourine beats. “Beautiful” – three maraca shakes and three tambourine beats. Mr. Marshall talks about how syllables create the rhythm of language and he demonstrates this by singing common children’s songs and having his students repeat the syllables with their instruments. Students are fully engaged in the instrumentation and singing while learning English in the process. The lesson also provides Mr. Marshall an alternative way to assess student understanding.

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Vocabulary and Drama

Ms. Finn's 8th grade class is learning Latin and Greek word parts. To review the meanings of the word parts, she breaks the class into four teams and they play 'word parts charades.' Students pick a word part out of a hat and have one minute to act out the meaning of the word part for their teammates to guess. Teams are given bonus points if they can name words that include the word part. For example, one student picks "geo" and uses gestures and movements to represent rotations and orbiting until his team members figure out he is acting as the Earth. In the remaining seconds of the round the teammates call out words that include geo for bonus points: "Geography! Geology!" Through this activity Ms. Finn has found a way to engage students in reviewing academic content.

Multi-Lesson Projects

History, Music and Paintings:

Mr. Wright's 10th grade class has been studying the Great Depression. Every day, Mr. Wright has opened his lessons by playing folk music from the time period. After repeated exposure, students have become familiar with songs like "Brother, Can You Spare a Dime?" and "Big Rock Candy Mountain." To assess students' understanding of the mood and experiences of Americans during the Depression, Mr. Wright provides students with the lyrics to these familiar songs as well as some prints of paintings from the time period. In small groups, students analyze the artwork and create PowerPoint presentations that explain how the songs and paintings reflect the Depression. After one week of working on the slideshows, students present their work to their classmates.

Reading & Drama:

Small groups of Mr. Kim's third grade students are sitting around tables, engrossed in discussions about the book they just finished reading. While normally it is difficult to keep all of the students engaged in literature discussions, this time it is different. This time, students have been asked to plan and perform a three-minute play based on the story they read. The assignment generates enthusiasm among the students not only for the final play, but for all of the activities leading up to the play. In the first activity, each group writes a summary of the story by dividing the story up into a beginning, middle and end – Acts I, II and III. Next, each group writes a list of words that describe the main characters. Students choose which character they will play and use the list of character traits they generated to inform their performance. Finally, the arts specialist coaches each group of students in the dramatic presentation of their play. This project helps Mr. Kim engage students in the learning process and provides him a way to assess students' understanding of a book.

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Science, Reading & Sculpture

In 9th grade, Ms. Jenkins' students are studying the hydrologic cycle. To assess students' understanding of the different phases of the cycle Ms. Jenkins has students create flip books on the computer that show the processes of evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration and transpiration. Ms. Jenkins determines whether students have mastered this concept by examining the accuracy of their visual representations of the hydrologic cycle.

Lighthouse Academies Arts Infusion School Rubric

Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
Collaboration	☐ The school does not dedicate formal planning time (e.g., grade level meetings, PDI sessions, etc.) for teachers to develop arts-infused practices. ☐ Staff members do not collaborate informally to develop arts-infused practices. ☐ There are no arts-infused school routines and no evidence of common arts-infused instructional practices within or across grade levels. ☐ The school has not established any partnerships with external organizations. ☐ The school has not sought out additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices.	☐ The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a year for teachers to develop arts-infused practices. ☐ Approximately half of the staff members collaborate informally to develop arts-infused practices. ☐ The collaborative efforts of the staff are evident in one or two arts-infused school routines, but there is little evidence of common arts-infused instructional practices within or across grade levels. ☐ The school has established at least one partnership with an external organization, but work with the partner does not always align to the LHA definition of arts infusion. ☐ The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in most grade levels.	☐ The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a semester for teachers to develop arts-infused practices. ☐ Approximately three-quarters of the staff members collaborate informally to develop arts-infused practices. ☐ The collaborative efforts of the staff are evident in several arts-infused school routines and several common arts-infused instructional practices within and across grade levels. ☐ The school has established at least one partnership with an external organization that provides students and teachers some opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion. ☐ The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels.	☐ The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) several times a semester for teachers to develop arts-infused practices. ☐ Almost all of the staff members regularly collaborate informally to develop arts-infused practices. ☐ The collaborative efforts of the staff are evident in many arts-infused school routines and many common arts-infused instructional practices within and across grade levels. ☐ The school has established at least two or three partnerships with external organizations that provide students and teachers frequent opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion. ☐ The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels.

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Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
Instruction	☐ Less than a quarter of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. ☐ Arts-infused instruction across the school incorporates one or two of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). ☐ School-wide events (performances, parent nights, Town Hall Meetings, etc.) are not arts-infused. ☐ Students are not exposed to significant works of art through school or classroom routines (music appreciation, featured artists, etc.). ☐ Less than a quarter of the students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).	☐ About half of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. ☐ Arts-infused instruction across the school incorporates most of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). ☐ School-wide events (performances, parent nights, Town Hall Meetings, etc.) are rarely (five to 10 times a year) arts-infused. ☐ Students are occasionally (about once a month) exposed to significant works of art through school and classroom routines (music appreciation, featured artists, etc.). ☐ More than three-quarters of students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).	☐ About three quarters of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. ☐ Arts-infused instruction across the school incorporates all of the following art forms (but one or two may be more heavily emphasized than others): visual arts, movement, music, and other means of creative expression (drama, speech, etc.). ☐ School-wide events (performances, parent nights, Town Hall Meetings, etc.) are sometimes (five to ten times a semester) arts-infused. ☐ Students are exposed to significant works of art through weekly school and classroom routines (music appreciation, featured artists, etc.). ☐ All students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play).	☐ All of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. ☐ Arts-infused instruction across the school incorporates all of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). ☐ School-wide events (performances, parent nights, Town Hall Meetings, etc.) are almost always arts-infused. ☐ Students are exposed to significant works of art through daily school and classroom routines (music appreciation, featured artists, etc.). ☐ All students are exposed to significant works of art through at least two field experiences (e.g., museum trips, attending a play).

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Student Outcomes	☐ Less than a quarter of the students identify the school as an arts-infused school and few can explain the purpose of arts infusion. ☐ There is little or no arts-infused work that demonstrates mastery of core academic content and skills posted in the school. ☐ Student engagement is an area of weakness across the school. ☐ Less than a half of the students do not participate in a public performance. ☐ Students cannot accurately identify and describe works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Approximately half of the school's students identify the school as an arts-infused school and can explain the purpose of arts infusion. ☐ Most hallways and about half of the classrooms examples of arts-infused work that demonstrates mastery of core academic content and skills are posted throughout the school. ☐ Student engagement is an area of strength in about three quarters of the classrooms in the school. ☐ More than three-quarters of students participate in one public performance over the course of the school year. ☐ About half of students can accurately identify and describe the works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Approximately three quarters of students identify the school as an arts-infused school and can explain the purpose of arts infusion. ☐ All hallways and approximately three-quarters of the classrooms feature examples of arts-infused work that demonstrates mastery of core academic content. ☐ Student engagement is an area of strength in almost every of classrooms in the school. ☐ All students participate in at least one public performance over the course of the school year. ☐ About three quarters of students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Almost all students identify the school as an arts-infused school and can explain the purpose of arts infusion. ☐ Arts-infused work that demonstrates mastery of core academic content and skills is posted in all hallways and almost all of the classrooms throughout the school. ☐ Student engagement is an area of strength in all classrooms in the school. ☐ All students participate in at least two public performances over the course of the school year. ☐ Almost all students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation).

Lighthouse Academies Arts Infusion Self-Reflection Rubric

Arts Infusion Component	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
Collaboration	☐ I do not meet with colleagues informally to share or develop arts-infused activities, lessons, or projects. ☐ I do not utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.	☐ I occasionally (once or twice a semester) meet informally with colleagues to share and plan arts-infused activities, lessons and projects. ☐ I occasionally (once or twice a quarter) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.	☐ I often (once or twice a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in some common practices within and across grade levels. ☐ I often (once a month) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction.	☐ I regularly (several times a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in common practices within and across grade levels. ☐ I regularly (more than once a month) utilize external resources, (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction. ☐ I serve as a model for the use of arts-infused instruction and formally and informally lead arts infusion-related professional development activities at my school.

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Instruction	☐ My instruction incorporates use of the arts once or twice a month (or less), but my use of the arts is not authentically connected to core academic content areas. ☐ I have not established any arts-infused activities as classroom routines. ☐ My instruction rarely (once a month or less) includes exposure to significant works of art. ☐ The learning environment I have created in my classroom does not reflect the importance of the arts (I have not posted student or professional artwork; I do not play music in the classroom, etc.).	☐ My instruction incorporates use of the arts at least once a week, but my use of the arts is not always authentically connected to core academic content areas. ☐ I have established one or two arts-infused activities as classroom routines. ☐ I am unable to determine why certain arts-infused activities promote academic achievement while others do not. ☐ When I incorporate the arts into my instruction, it is primarily short-term (confined to a single lesson). ☐ Over the course of the year, my arts-infused lessons tend to incorporate only one or two forms of art (e.g., movement and visual arts but not other forms). ☐ Scores on my assessments of students' concept mastery in arts-infused work products does not always align to student performance on other forms of assessment. ☐ My instruction incorporates exposure to significant works of art several times a month (through the Music Appreciation program and other classroom practices). ☐ The learning environment I	☐ I use arts-infused activities that are almost always authentically connected to the core curriculum to activate, engage and/or assess students several times a week. ☐ I have established several arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts. ☐ I can usually explain why certain arts activities promote academic achievement and I can use this understanding to select additional effective arts infusion activities. ☐ My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts. ☐ Over the course of the year, arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech), but I may not infuse certain forms of art as effectively as others. ☐ I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching	☐ I use arts-infused activities that are always authentically connected to the core curriculum to activate, engage and/or assess students on a daily basis. ☐ I have established many arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts. ☐ I can analyze why certain arts activities promote academic achievement and I can use this understanding to evaluate and expand my arts infusion repertoire by selecting new arts infusion activities. ☐ My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts. ☐ Over the course of the year, my arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech). ☐ I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching because my assessments of the arts-infused work products are almost always confirmed by student

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		have created in my classroom does not fully reflect the importance of the arts (e.g., I have little posted student and professional artwork; I do not play music most days, etc.)	because my assessments of the arts-infused work products are usually confirmed by student performance on other forms of assessment. ☐ My instruction incorporates exposure to significant works of art across genres on a weekly basis (through the Music Appreciation program and other classroom practices). ☐ The learning environment I have created in my classroom somewhat reflects the importance of the arts (e.g., I occasionally have posted student and professional artwork; I play music most days, etc.)	performance on other forms of assessment. ☐ My daily instruction incorporates exposure to significant works of art across genres (through the Music Appreciation program and other classroom practices). ☐ The learning environment I have created in my classroom strongly reflects the importance of the arts (e.g., I have posted student and professional artwork; I play music every day, etc.)
Student Outcomes	☐ There are no examples of arts-infused work in my classroom. ☐ Arts-infused activities (if any) do not increase student engagement. ☐ Students are unable to articulate the purpose for arts-infused activities. ☐ Students are unable to identify the works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Arts-infused student work may demonstrate mastery of academic objectives, but not consistently. ☐ Arts-infused activities moderately increase student engagement. ☐ Several students understand the connection between the arts and the core academic content they are studying. ☐ Several students can articulate a few works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Arts-infused student work usually demonstrates mastery of academic objectives. ☐ Most students are thoroughly and consistently engaged in arts-infused learning activities. ☐ Most students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying. ☐ Most students can accurately identify at least half of the works of artists they have been exposed to (e.g., the music selected for music appreciation).	☐ Arts-infused student work always demonstrates mastery of academic objectives. ☐ All students are thoroughly and consistently engaged in arts-infused learning activities. ☐ All students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying. ☐ All students can accurately identify and describe at least three-quarters of the works of artists they have been exposed to (e.g., the music selected for music appreciation).

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A Week in an Exemplary Arts-Infused Classroom

**Note that in an exemplary arts-infused classroom there are arts-infused activities taking place every day, but not every subject is arts-infused on a daily basis.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	The musician of the week plays as students enter the room.				
Morning Meeting	The morning message identifies the musician of the week and lists several 'fun facts' about the musician.	The morning message instructs students to listen for something special (e.g., a particular instrument, lyric, or musical technique) in the music of the musician of the week.	During the activity in Morning Meeting, student teams compete to identify all of the instruments they hear in a piece of music by the musician of the week.	During the share in Morning Meeting, students describe the mood of one of the musician of the week's pieces/songs using what they learned about describing mood in last month's poetry unit. During the activity in Morning Meeting, students play Pictionary to review the week's vocabulary words.	During the activity in Morning Meeting, the teacher explains what the Music Genome Project is and creates a new Pandora.com station based on the musician of the week. Students listen to some of the other pieces Pandora selects and try to determine why the Genome Project would link these pieces
Literacy	Students rehearse a tall tale play with actors from a local theater company (one of the school's arts partners) in preparation for performances at the Town Hall Meeting and upcoming Family Night.				Students perform the tall tale play for the rest of the school during the Town Hall Meeting.
Math	Students begin class by singing a song about polygons written by one of their classmates.				
	At the end of the class period, students spend a few minutes displaying geometric concepts (e.g., acute angles, parallel lines) with their bodies.			Students create a collage of polygons that have at least one common characteristic (e.g., at least one obtuse angle). Other students need to guess the 'rule' for each collage.	
Transitions	The musician of the week plays as students transition to new work stations, get in line, etc.				

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	Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies	Students listen to a piece of music from the Revolutionary War period as they complete their Do Now.				
		Students study Paul Revere's engraving of the Boston Massacre and pick out some of the historical facts that are visually represented in the engraving. For homework over the weekend, students are to create their own engravings (or drawings) of a historical event they studied that week. Students are responsible for ensuring their drawing includes representations of historical facts they have learned.			One of the actors from the theater company (see the literacy block) opens the social studies period by performing Patrick Henry's famous 'Give Me Liberty or Give Me Death' speech.
Science	Students read about the effects waves, wind, water and glacial ice have on the Earth's land surface. Then they create flip books to show what would happen over time to a coastline exposed to one of these elements.		For their Do Now, students participate in a gallery walk, viewing 'before and after' photographs of eroded coastlines.		
End of Day Routine	A student is selected to choose a former musician of the week the class will listen to during dismissal routines.				

Quick and Simple Ways to Infuse the Arts into Daily Instruction

Language Arts
Before writing a written summary of a text, have students act it out.
Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw.
Have students play charades or Pictionary to review vocabulary words.
Have students identify significant aspects of a text's setting by creating a physical model of the setting (e.g., a diorama).
Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing.
Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and identifies literary techniques (foreshadowing, flashback) as captions for the comic strip's frames.
Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture.
Math
Have students recite their math facts or information about a math concept to the tune of a familiar melody.
Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about.
Use masking tape to create a large grid on the floor and have students create a 'dance' based on a list of coordinate pairs.
Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.)
To practice converting units of measurement, have students draw pictures of large objects to scale.
Science
Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines).
To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step.
Have students write speeches from the perspective of famous scientists describing the significance of their work.
Have students demonstrate the concepts behind a topic of study by creating a work of animation on the computer.
Social Studies
To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing.
Have students create models/dioramas of famous moments in history with a written explanation of the details in their model.
Have students play charades or Pictionary to review vocabulary words.
Have students write a poem or speech from the perspective of a historical figure they are studying.
Play music from the time period students are studying.
Use a corner of the classroom to create a gallery of significant artwork from the period of study.
Have students create a travel brochure or commercial for a place they are studying.
Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).

Process for Creating Arts-Infused Lesson Plans

Step 1: *Start with the objective you are trying to teach and determine how students can demonstrate they have mastered the objective.**

Step 2: *Consider your students' learning styles and think about activities that align with their styles (e.g., kinesthetic learners can use dance to master objectives). Brainstorm how these activities could form a path to mastery that may differ from the standard approach your curriculum follows.*

Step 3: *Do some research for lesson ideas - don't try to reinvent the wheel!*

- *Reach out to your colleagues – you may find the arts specialist, arts partner or other general education teachers have some great ideas you can use.*
- *Sometimes state arts standards will help you make connections between arts skills and the objective you are trying to teach.*
- *There are many other resources that provide ideas for lessons – see the resources section in this toolkit.*
- *Look for arts infusion ideas in the curricula we already use at Lighthouse. Open Court Reading/Imagine It!, FOSS and Pearson's Core Knowledge offer ideas for activities that connect to the arts. Even if you feel that the idea as presented in the teacher's guide is not the best, it might spark an idea for an activity that is more in line with the Lighthouse Academies arts infusion model.*

***Note:** Not every topic or objective is conducive to arts-infused instruction. Do not try to infuse art into a lesson if it will not improve student mastery or engagement in learning.

Using the Process to Develop an Arts-Infused Lesson

Example 1: Primary Social Studies



Objective: *SWBAT explain the ideas behind the celebration of holidays from various cultures.*

Mr. Garcia has identified this learning objective based on state standards. At the end of the unit, he wants students to be able to describe at least 5 holidays from different cultures, but he realizes that simply reading about the holidays in their social studies textbooks could result in students confusing the holidays and losing interest due to the monotony of the instructional strategy.

Instead, Mr. Garcia decides to take advantage of the many visual learners in his class to introduce the Indian holiday, Diwali. After a brainstorming session with a colleague, he plans a lesson in which students will make *diyas*, the small lamps traditionally used to celebrate Diwali. Mr. Garcia leads a discussion about the meaning of Diwali, and then he instructs students to decorate their lanterns with images that express any of the themes of Diwali – triumph of good over evil, gratitude, love, etc. Once students have decorated their lamps, each student presents his or her lamp to the class, explaining the reasons behind his or her artistic choices. This approach results in higher levels of student engagement and students retain the academic content because they have participated in a learning experience that challenges them to use their individual creativity to take ownership of their learning.

Using the Process to Develop an Arts-Infused Lesson

Example 2: Upper Elementary Math



Objective: *SWBAT use division to find quotients with remainders.*

Ms. Marco's students are struggling to master this objective, despite the many hours they have spent practicing division problems. She realizes that part of the problem is that students feel disconnected from the concept and are becoming frustrated because they are unable to successfully complete their work.

Ms. Marco knows her students enjoy being active, so she thinks about how she might help them grasp the concept of division using movement. After consulting the dance troupe that partners with her school, she develops the idea of creating 'division dances.' She breaks students into groups and assigns them simple division problems such as $7 \div 5$. Seven students in this group are responsible for creating a dance that shows what happens when they break 7 into groups of 5. Students are free to choose any style of dance, so long as it demonstrates the process of dividing a number into groups. Students are soon able to see and feel how two people will not fit into the group of five and are thus considered remainders – this must be shown in the dance. Each group creates several dances and then presents them to the rest of the class. The class is responsible for determining the division equation each dance represents. Ms. Marco uses the activity to help students understand the meaning of remainders in more difficult division problems that use two- and three-digit numbers. Ms. Marco finds that student achievement on the next division quiz has dramatically improved.

Sample Timeline for Rolling Out Toolkit in Schools

School leaders may share this toolkit with their staff before the start of the school year. Leaders may choose to roll out the components of the toolkit in parts. For example, the rollout process could follow this timeline:

PDI

- Staff reads and discusses the Lighthouse Academies Arts Infusion Statement
- Staff uses the Arts Infusion School Rubric to discuss and reflect on the school's arts infusion practices and to set goals for the school year
- Teachers review sample lessons and collaborate in teams to incorporate ideas into long-term planning

Fall PD Day

- Staff revisits the school rubric and discusses progress towards goals
- Teachers complete the Self Reflection on Arts Infusion Practices and set individual goals
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop and refine arts-infused practices

Spring PD Day

- Staff revisits the school rubric to discuss progress towards goals and to set goals for the following school year
- Teachers complete the Self Reflection on Arts Infusion Practices and review individual goals from the fall
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop arts-infused practices
- Staff selects Arts Infusion Leadership Committee to set agenda for arts infusion PD during the following school year

Arts Infusion Resources

Books
<i>Lively Learning: Using the Arts to Teach the K-8 Curriculum</i> By Linda Crawford
<i>Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural Settings</i> By Merryl Goldberg
<i>Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers</i> By Claudia E. Cornett
<i>Dance as a Way of Knowing</i> By Jennifer Donohue Zakkai
<i>Visual Arts as a Way of Knowing</i> By Karolynne Gee
<i>Putting the Arts in the Picture: Reframing Education in the 21st Century</i> Edited by Nick Rabkin and Robin Redmond
<i>The Everyday Work of Art: Awakening the Extraordinary in Your Daily Life</i> By Eric Booth

Websites
American Alliance for Theatre Education www.aate.com/resources.html
Artyclopedia www.artcyclopedia.com
Artsonia www.artsonia.com
Bibliography of Art Lesson Plans and Games www.princetonol.com/groups/iad/links/artgames.html
Chicago Museum of Contemporary Art www.mcachicago.org
Cleveland Museum www.clemusart.com
Indiana's Fine Arts Standards http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx
Kennedy Center, DC www.artsedge.kennedy-ceneter.org
Museum of Fine Art Boston www.mfa.org/collections.htm
NYC's Blueprint for Teaching the Arts http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html
The Children's Museum of Indianapolis www.childrensmuseum.org
The Eric Carle Museum of Picture Book Art www.picturebookart.org
The National Gallery of Art www.nga.gov/kids/kids.htm
Theatre www.childdrama.com
Voices Across Time www.voicesacrosstime.org/

Educators may also seek out resources that community arts organizations (museums, dance troupes, etc.) offer to local schools.

Lower Academy Math Lessons

Number Books

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT represent the value of the numbers 1-10 using visual images.
Assessment Evidence
Performance task (arts-infused activity): Students will select a theme for a number book that will represent the values of the numbers 1- 10.
Learning Plan
Learning Activities: • This project can be done in one or two class periods. • Show a model number book and read it with the children. Explain to children that today they will make their very own number book. For example, students may select the theme of animals (one elephant, two birds, etc.) but any theme will work. • Hand out strips of paper to each student (each student should get 10 strips – the smallest being 1 inch wide and the largest being 10 inches wide). Explain that each page needs to include three things: the numeral, the number written as a word and a drawing that represents the value of the number. Guide them through the process of creating their first page. Write the numbers on the board for students to reference as they continue their work independently. • When students have completed all ten pages, they will use colored construction paper to make a title page. Show the students how to write “My Number Book” and review author and illustrator. Explain to children that they are the author and illustrator of their own book. • Help the children put their pages in a pile with the cover and back at the beginning and end. Punch two holes and tie the yarn loosely to bind the book. • Students will be very excited to share their books, so organize a time when they can read their books to each other. The students should be able to read their own books. Accommodation: Advanced students can write the name of what they drew (8 cats). Some students may need to use teddy bear counters as a manipulative to understand number value. The teacher may write the numbers and their written names on the board for students to reference. Assessment: Students can assess themselves during a class lesson on revision. The teacher can lead them through the process of checking each page to make sure that the students completed each part

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of the assignment. A large version of the number book can be displayed for children to check their work against.

Does each page include the number, the word for the number, and pictures that correspond to the number? Does the student's book demonstrate understanding of number value?

Extensions: Students can make a number book for the numbers 11-20. Students can read the book *The Very Hungry Caterpillar* by Eric Carle, which follows a similar model, and create a book in his style using tissue paper collage. Students could make up a story using numbers, and the teacher could record it or help the child to write it.

Materials:

- Two pieces of colored construction paper for each child.
- White paper in various sizes (8x10 paper held horizontally, cut into strips varying from 1 inch wide to ten inches.)
- Hole punch
- Yarn

*Teachers should align objectives to their state standards.

Painting Combinations of 10

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT identify the different combinations of addends that make sums of 10.
Assessment Evidence
Performance task (arts-infused activity): Students will create paintings that demonstrate combinations of addends that make sums of 10.
Learning Plan
Learning Activities: Prerequisite Knowledge - Children identify and understand numbers to ten. Children have experience combining addends to make sums. Procedure for Teaching: - In partners, present students with this story problem: <i>Malik has a pet store which sells dogs and cats. He only has room for 10 cages. Each cage fits one cat or dog. How many different ways could he fill his 10 cages with dogs and cats?</i> - Read the problem with the students. Ask, “What do we need to find out to solve this problem? What are some ways we can solve this problem?” Develop an understanding of the question with the students. Encourage them to think about all the different strategies they could use to solve the problem, such as drawing pictures, using manipulatives, or making a list. Give children time to work with their partners to explore the solutions to this problem on their own. - Ask students to share their answers. Assess informally through inquiry whether students were able to find all the combinations of cats and dogs that would fill the pet shop. - Share with students the idea of using linking cubes to show combinations. Use red to show dogs and blue to show cats. Create a blank table on the board with dogs written in red and cats written in blue. Model a first combination, 10 dogs and 0 cats. Show children how to record their combinations by coloring with crayons and writing the number sentence next to the row on the worksheet. Model a second combination, 9 dogs and 1 cat. Review the recording process with children. Ask children, “What

combination do you think you would do next? Why?”

- Allow children to find the remaining combinations with their partners. After completion, ask a pair to show their combinations to the class. Ask them to explain how they find all the combinations. Allow children to ask the demonstration pair other questions to clarify their thinking. Complete the blank table on the board as a class with all the ways to make 10. Talk with different pairs of children to assess their understanding. Ask questions to get children to explain their thinking.
- Tell children that they will now be creating a class pet store. Each pet will have 10 stripes, 10 spots, or a combination of stripes and spots. Give children a pre-cut paper dog or cat. On each cat or dog, ask children to create a combination of ten total spots and stripes. Encourage children to be creative, think big, and be imaginative about the kinds of stripes and spots the animals have. On the back of each cat or dog, ask students to write a number sentence that shows the number of spots and stripes on their pet.
- Ask children how they made 10 with the stripes and spots. Did we all have the same combinations? Did we make every combination as a class? How would this activity be different if we had to make 9 or 11?
- Tape children’s cats and dogs to a long string. Display the class pet store around the room. Ask children informal assessment questions like, who can find the pet with 8 stripes and 2 spots? Are there any pets with 8 stripes and 3 spots? Why or Why not?

Accommodations

- Children who have special needs might not be able to sequentially find all the combinations of addends that make 10. Partner students who need more help with students who are adept at working in a sequential fashion. Emphasize the visual cueing of the colored cubes to show how the combinations differ.
- For children who are already proficient in all the ways of making 10, ask them to consider how the problem would be different if there were 11 cages. What combinations of dogs and cats would there be then? Would you use a different strategy to find the answer?

Assessment

Walk around with a clipboard and write anecdotal notes as they watch children use different addends to make 10. What strategies do children use to make 10? Do they use the manipulatives? Do they use their knowledge of doubles or doubles-plus-one facts? Do children understand the concept of zero and consider it as another addend to use to make 10?

Tips

- The preparation process for this lesson can be tedious. You can fold a stack of regular printer paper in half and draw a dog or cat on one side, and then cut it out. For a class of 20 children, this would mean making 200 dogs and 200 cats so that all of the children would be able to choose. Consider having the students draw their cats and dogs in their favorite combination

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and cutting them out themselves.

- It is important to emphasize creativity and discuss different attributes of cats and dogs (possibly show pictures) before the children make their own. Many children may make 5 red dots and 5 blue dots and may not use their imagination to create unique animals. Other materials besides colored pencil might be more visually effective. Cutting and gluing construction paper or using stamps might work.

Materials:

- Red and blue linking cubes
- Crayons or markers
- Worksheet with 11 rows of ten 1 in. x 1 in. empty boxes
- 10 pre-cut paper dogs and cats for each student
- Colored pencils
- String
- Tape

*Teachers should align objectives to their state standards.

Connect the Dots: 1-100

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT write and identify numbers 1-100 in sequential order.
Assessment Evidence
Performance task (arts-infused activity): Students will create watercolor paintings that connect the numbers 1-100 in sequential order.
Learning Plan
Learning Activities: Pre Class Assignment As a class, students practice counting to 100 using a hundred chart. Individually, students fill in their own hundred charts. Prerequisites • Students should have an understanding of place value and be able to write their numbers. • The procedure for using watercolor paint (how to treat brushes kindly, how to rinse the brush between colors) should be specifically taught. Also, encourage students to create and discover new colors and to identify them. Procedure for Teaching • On large paper folded in half, students write the numbers 1-50 and one dot next to each numeral. Students may use their hundred charts as a reference. • Emphasize spreading the numbers across the page. Use rulers and crayons to connect the numbers. This way, the students will gain practice using rulers and they can even measure their lines. Without rulers, the shapes will mostly be organic and students won't be able to identify many geometric shapes (see Extension). • On the other side of the paper, students repeat the process with the numerals 51-100. • Using watercolor paint, students transform their connect-the-dots into works of art by filling in the shapes they created with their connected dots. When the watercolor paint is applied to the crayon, it creates a watercolor relief as the wax of the crayon rises to the surface. • Identify geometric and organic shapes. Emphasize using imagination to find images. Accommodation • Gifted students can be encouraged to write their numbers to create a picture or combination

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of shapes.

- Students who need extra help may need to write the numbers 1-10 and then connect them before moving on to the next ten numbers to avoid frustration. They may use their hundred charts as a reference.

Assessment

- Are the numbers 1-100 written correctly?
- Are the numbers connected in sequential order?

Extensions: After the students connect the dots, they could find and label each geometric and organic shape. Also, students could connect the numbers by twos, fives and tens, using different colors. Finally, this activity could also help to introduce the concept of congruent lines and measurement.

Materials:

- Large paper
- Watercolor paint and brushes
- Crayons
- Blank hundreds charts
- Pencils

*Teachers should align objectives to their state standards.

11-20 Collage

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT... • recognize the numbers eleven through twenty. • write the numbers eleven through twenty. • demonstrate the value of the numbers eleven through twenty.
Assessment Evidence
Performance task (arts-infused activity): Create a colorful collage that demonstrates students' ability to recognize, write, and understand the value of the numbers eleven through twenty.
Learning Plan
Learning Activities: Prerequisites :Students should have already mastered identifying, writing, and being able to display the value of the numbers one through ten. Students should also have had some exposure to the numbers eleven through twenty as this project is meant simply as a means of reinforcing their understanding of these numbers. Procedure for Teaching: • To set the room up for this activity, divide the room up into centers where the students can work in groups of four or five. At each center, place a variety of markers, a piece of paper divided into ten sections for each student, trays full of the collage materials, and bottles of glue. • Once the room is set up, model the activity for the students. Take a piece of paper broken up into ten sections just like the ones that have been laid out for each student. Ask the students if anyone knows what two digits make up the number eleven. After one of the students answers correctly, model how to write the number by picking up a magic marker and writing it in the corner of the first section on the large paper. After you have done that explain to the students that you are going to write all of the numbers consecutively from twelve to twenty in the corners of the remaining boxes on the paper. Now ask one of the students to come up and count out eleven pieces of whatever collage material you are working with. Once a student has done this model gluing down all eleven pieces of collage material in the section of the paper with the eleven written in it. Explain to the students that in each section of their paper they will glue down however many pieces of collage material corresponds to the number they have written there. It may be necessary to model this with a couple of numbers before the students fully understand the instructions. • Once you have completed the demo, divide the students among the work centers that have

been set up and let them begin the activity. Move around the room and watch as the students write numbers in the corner of each section of their paper. If you notice that a student is having trouble writing the numbers, or that a student is not writing the numbers in consecutive order help that student correct their work. Once a student has finished writing the numbers eleven through twenty correctly allow them to begin gluing down their collage materials. If you notice that the number of collage materials a student has glued down in a particular section doesn't correspond to the number written there try to help that student correct their work by adding or removing materials in that section.

Accommodation:

- Students who have not yet mastered the numbers one through ten may want to do this activity with those numbers before moving on to the numbers eleven through twenty.
- Students who complete this activity very quickly may want to try it with the numbers twenty-one through thirty, though it is recommended that they use either larger paper or smaller collage materials.

Assessment:

- Did the student form the numbers eleven through twenty correctly?
- Did the student write the numbers in consecutive order?
- Did the student correctly represent the value of each number with the collage materials?

Materials:

- Large pieces of paper divided into ten equal sections.
- A variety of colorful construction papers cut into small squares. There should be enough that every student can represent the value of each number between one and eleven.*
- Small bottles of glue for every student in the class.
- Trays to contain the cut up construction paper.
- Markers in a variety of colors.

** In place of construction paper teachers can provide a number of different materials for students to collage on their paper. For example, beans, beads, macaroni, string, or sequins.*

*Teachers should align objectives to their state standards.

Division Dance

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT explain and apply the concept of division.
Assessment Evidence
Performance task (arts-infused activity): Students will create and participate in a dance that illustrates what happens when one number is divided into another.
Learning Plan
Learning Activities: • Review the concept of division with the class. • Break the class into groups of six. Let the students know that the six students in each group are a dance troupe. Each dance troupe is responsible for choreographing a dance that they will perform in front of the class. • Ask for five volunteers to help you model working in a group to choreograph a dance. • Tell the students that to help them choreograph the dance they will receive a series of division facts. On the board write: $6 \div 2 =$, $6 \div 3 =$, $6 \div 6 =$ • Tell the students that each division fact represents how the members of the troupe should be grouped during each section of the dance. • Help your volunteers begin to work through choreographing the dance. Point out to them that on the board it says that in the first section of the dance your troupe of six should be divided into two groups. Ask them how many members should be in each group (three). • Tell them that for the first section, starting in their group of six, they will create a motion with a beginning middle and end that illustrates how a group of six can be divided into two groups. • Solicit ideas for the motion from the group members. Decide on one and perform it three times all together. • Tell the students that they now have the first section of their dance. Now it's time to come up with the second step. • Point out that the next division fact on the board is six divided by three. Tell them that this means we should divide the troupe of six members into three groups for the next section of the dance. Ask them how many members each of the three groups should have (two). • Have students come up with a motion with a beginning, middle and end that illustrates how a group of six can be divided into three groups. Practice this motion three times. The troupe now has the second section of their dance completed. • Help the model troupe choreograph the third and final section of their dance. Perform all three sections of the dance for the class. • After answering any clarifying questions that the class may have, give each troupe their own sequence of division facts and assign them a section of the room to work in.

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- Allow the class about fifteen minutes to choreograph their dances while you circulate the room and help each troupe individually.
- Once the dances have been choreographed, have each troupe perform in front of the class.
- While each troupe is performing have the students in the audience try to figure out and record the series of division facts the performing troupe was given.
- Have students write a few sentences explaining how the dances represent the concept behind division.
- To further connect the dance activity to the concept of division, have students write word problems for a given division equation or series of equations.

Materials:

- Instrumental music to play during dance performances (optional)
- Notebooks for the students to record division facts

*Teachers should align objectives to their state standards.

Butterflies for Doubles Facts Lesson Plan

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: Students will learn doubles to 18 addition facts.
Assessment Evidence
Performance task (arts-infused activity): Students working in small groups will decorate a set of nine butterflies, each one representing a double fact from 0-18.
Learning Plan
Learning Activities: To prepare for this lesson, set up the classroom so that students are working in small groups. Four is a good number of students to have per group - this way each student can do a butterfly for two of the ten facts and then they can create the remaining butterfly collaboratively. One of the butterflies will only need to be cut out because it represents $0 + 0$. Each groups' work area should be covered in newspaper and have the following materials: Five pieces of construction paper, one butterfly stencil cut from oak tag about the size of half a sheet of $8\frac{1}{2}$" by 11" paper, a variety of liquid tempera paints in containers suitable for finger-painting, scissors and pencils for each student, and paper towels for students to wipe off their hands. • Explain to the students what the doubles facts are and that we will be working in groups creating butterflies to show the double facts to 18. • Begin the activity by having students fold their $8\frac{1}{2}$" x 11" paper into $8\frac{1}{2}$" x $5\frac{1}{2}$" halves. • Next instruct the students to trace the butterfly stencil on to one half of the paper while keeping it folded and then pass it to the next person in their group. After all the students have traced the stencil instruct them to cut out the butterfly shape keeping the paper folded, cutting through both halves. • When they are done each student should have two butterflies. Tell the first student in each group that finishes to repeat this process with the remaining sheet of construction paper. Now each group should have a total of ten butterflies. • Next demonstrate for the students how the butterflies will help solve double fact problems. For example, using $5 + 5 = 10$ show students that if you dab five dots of paint on one of the butterflies wings and then while the paint is still wet, fold the butterfly in half, when you unfold the butterfly you will have five dots on each wing illustrating that five plus five is ten. • After the demo, pass out a worksheet that requires students to solve double facts problems (Saxon Math 2 Fact Master 5A works well for this) and assign each student two problems, excluding $9 + 9$, which they will do together as a group, and $0 + 0$. Instruct the students to create butterflies for their assigned problems.

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- Once all of the students have completed their two butterflies, have the group create the butterfly for $9 + 9$ together and share their butterflies with one another. Have students go on to complete the remaining sections of the worksheet on their own, referring to the butterflies if necessary.
- After the lesson is over, each set of butterflies can be strung together and hung in the classroom.

Accommodations

- Cut out extra butterflies, keeping in mind that certain students will have trouble completing this task in the allotted amount of time. Allow those you know will have trouble to attempt cutting in an effort to improve their skills, but do not let this hinder them from completing the rest of the activity.
- Make sure to vary the ability levels of the students in each group so that students with deficiencies in math can be assigned lower double facts such as $1+1$, $2+2$, $3+3$ and then they can benefit from the work of the more advanced students in the group.

Assessment:

- Did each student complete their butterflies with the correct number of dots on each wing?
- Did each student successfully complete the worksheet?
- Did each group successfully finish a complete set of double fact butterflies?

Extensions:

This activity may be utilized to teach doubling numbers greater than nine if so desired. However, it might be a good idea to have students use something finer than their finger to apply the paint as their will be a greater number of dots on each wing.

Materials:

- Saxon Math 2 lesson 5 or another double facts worksheet
- 8 1/2" by 11 construction paper in a variety of colors
- Liquid tempera paints
- Oak tag
- Pencils
- Smocks
- Newspaper

*Teachers should align objectives to their state standards.

Printmaking Multiplication

Connection to LHA Curriculum Program: <i>Saxon Math</i>
Desired Outcomes
Understandings (objectives)*: SWBAT explain and apply the concept of multiplication.
Assessment Evidence
Performance task (arts-infused activity): Students will use a simple printmaking technique to create a piece of artwork that helps them understand what happens when two numbers are multiplied together.
Learning Plan
Learning Activities: Part One • After reviewing the concept of multiplication with your students, tell them that they will be creating a piece of artwork that will help them visualize what is happening when they multiply two numbers together. Tell them that to do this they will be using an art form called printmaking and that printmaking is used to create multiples or to multiply the same image over and over again. • Give each student a piece of Styrofoam and an index card with a number between 1 and 12. • Model for the students how to pick a simple shape (circle, diamond, star etc.) and, using a pencil, carve the shape into the Styrofoam. Repeat carving the same shape into the Styrofoam until the number of shapes you've carved matches the number that's on your index card. For example, if you are carving triangles and your index card says five you should stop when you have carved five triangles. • Make sure to explain that if the children have a low number on their cards like one or two they will carve their shapes larger to fill the space. However, if they have a higher number like eleven or twelve they will carve their shapes smaller to make sure they don't run out of room. • It is also important that you explain to the students that they need to press hard enough with their pencils when carving into the Styrofoam to make a significant depression, but not so hard that they are pushing through to the other side. • Allow the students to begin carving while you circulate the room and assist them. Part Two • Once the blocks are carved, hand out watercolor paint (or washable markers), brayers (if you have them), a brush, cup of water, and paper towel to each student. Along with these supplies distribute paper that is big enough for them to print their block of shapes at least five times with a little room to spare. • Model covering the carved side of the Styrofoam with one color of paint, placing it face down on the paper and rolling the back of it with the brayer. If no brayers are available, simply press down with the back of your hand. • Lift the Styrofoam off the paper, wipe the remaining paint off its surface with a paper towel,

and wash and dry your paintbrush.

- Now that you have made your first print, record your first multiplication fact in a notebook or on a separate piece of lined paper. For example if you are still using the five triangles from part one you would record $5 \times 1 = 5$ because you have printed five triangles once on your paper.
- Coat the carved side of the Styrofoam with a new color of paint and print the shapes again right next to the first print and record the new multiplication fact ($5 \times 2 = 10$).
- Tell the students they will print their Styrofoam shapes a total of five times using a different color each time and stopping to record the new multiplication fact after each print.
- Allow the students to begin printing while you circulate the room providing assistance when needed.
- To encourage students to apply what they learned by making the prints, have students draw pictures based on a multiplication word problem before they solve the problem.

Note: If you are using washable markers instead of watercolors, the students will cover the face of the Styrofoam with marker, use the brush and water to dampen the paper in the area they are printing (not soak), and place the Styrofoam face down on the dampened area.

Materials:

- Styrofoam rectangles (If you can't find these at an art or craft store you can cut them from lunch trays or use the flat part of a Styrofoam plate)
- Large paper heavy enough for use with wet mediums
- Watercolor paint or washable markers
- Paint brushes
- Paper towels
- Brayers
- Pencils
- Notebook or loose-leaf paper

*Teachers should align objectives to their state standards.

Lower Academy ELA Lessons

Alphabet Art Lesson

Connection to LHA Curriculum Program: <i>Open Court Reading (K-1)</i>
Desired Outcomes
Understandings (objectives)*: SWBAT draw horizontal, vertical, and slanted lines to write and form the uppercase letters A, F, H, M, and N.
Assessment Evidence
Performance task (arts-infused activity): Students will practice writing uppercase letters using a variety of media.
Learning Plan
Learning Activities: • Begin the lesson by reviewing how we use lines to form some uppercase letters. Encourage all children to draw imaginary vertical lines from top to the bottom and imaginary horizontal lines from left to right. Explain that some lines we use to make letters are slanted. Have children draw imaginary slanted lines. • Show children the uppercase letter cards A, F, H, M, and N. Have children touch the slanted lines from top to bottom. Have children touch the horizontal lines from left to right. • Tell the children that they will practice writing and forming these uppercase letters using a variety of different materials. • Move around the room introducing each center (see Materials section) and modeling how to use the materials to form the letters displayed there. Tell the children that when they finish forming the letters at that center they should raise their hands so you can come around and provide feedback on their work. Explain that once a child has successfully completed all the letters at that center they should put the materials back the way they found them and wait for the signal to move to the next center. • Assign each of the children to a starting center and instruct them to begin the activity. • After each child has finished each center, call the children back together. Ask, "Look at the letter cards, where do you see a slanted line? Where do you see a horizontal line?" Put children in pairs. Have children write the letters on each other's backs. Encourage children to guess the letter. Accommodations: Children who need have special needs might not be able to transfer a visual cue to a piece of paper. For these children, provide a large copy of the letter for children to use the different materials to trace over. Children who are already proficient in writing these letters can explain the similarities and differences between the letters and can combine the letters to write and illustrate words.

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Assessment: The teacher should walk around with a clipboard and write anecdotal notes as they watch children create letters at each center. Does the child write the vertical lines from top to bottom? Does the child write horizontal lines from left to right? Does the child know how to make slanted lines? What uppercase letters have they mastered? What letters do they need more practice?

Extensions: Children will practice identifying A, F, H, M, and N by cutting these letters out from magazines and finger tracing the letters to show how to write the horizontal, vertical and slanted lines. Children will use their knowledge of horizontal, vertical and slanted lines to write the uppercase letters I, L, V, W, X, Y, Z.

Materials:

- large letter cards
- string
- sand
- shaving cream
- dough for sculpting
- water for use on chalkboard
- dry erase markers and dry erase boards
- beads
- beans
- trays to contain materials

These materials are suggested but you can use any child-friendly medium appropriate for writing and forming letters. To ensure student engagement, at least five or six materials are recommended, but the more materials the better. Also, it is recommended that children use as many new materials (those not commonly used in class) as possible because this will help to keep them engaged in the activity.

*Teachers should align objectives to their state standards.

Blends and Digraph Pictures

Connection to LHA Curriculum Program: Open Court Reading
Desired Outcomes
Understandings (objectives)*: SWBAT...identify common digraphs and blends in words in order to use this knowledge to decode new words.
Assessment Evidence
Performance task (arts-infused activity): Students will identify, decode and write common digraphs and blends. Students will demonstrate and apply their understanding of digraphs and blends to create a flipbook.
Learning Plan
Learning Activities: • Introduce the featured digraph or blend of the day. For example, write Sh on the board. Then ask, “Does anyone know what sound this special letter combination makes?” • In small groups, have students read a poem with the blend of the day. They will be word detectives and find all of the words with -sh. • As a class, compile a master list of -sh words and post the list. From the list, students will choose four words to illustrate. • Each student should have a piece of construction paper which they will fold in half once the long way and twice the short way. This will create a long book with four boxes. Using scissors, have students cut the boxes only to the middle of the book. This will create flaps that open. It is very important to clearly model the folding and cutting procedure. • On the front of each flap, students will draw each of their chosen words. On the inside, students will write the word and a sentence using that word. • Students will share their illustrations and play a guessing game. What –sh word is this? • Students can use their flipbooks as a reference to study digraphs and blends. Accommodations: For students who need extra help, the lists of class-generated words should be posted at the front of the room. For some students, writing the word and illustrating it may be challenging enough, and writing the sentence can be eliminated. Advanced students can be encouraged to use alliterations such as “short shark” or “shiny shell.” Assessment: Does the student’s work illustrate the digraph? Do the words correspond with the pictures? Is the digraph/blend used and spelled correctly in the student’s work? Materials: • Construction paper (1 sheet for each child.)

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- Colored Pencils
- Scissors
- Poems with diagraphs and blends (www.scholastic.com has some poems that can be used for this activity.)

*Teachers should align objectives to their s

Cause and Effect Machine

Connection to LHA Curriculum Program: <i>Open Court Reading or Imagine It!</i>
Desired Outcomes
Understandings (objectives)*: SWBAT identify the cause and effect of events within a story.
Assessment Evidence
Performance task (arts-infused activity): Students will work in groups to create Rube Goldberg Machines with their bodies that demonstrate cause and effect.
Learning Plan
Learning Activities: • Review the concept of cause and effect with the students, defining cause as “why something happens” and effect as “what happens.” • Give the students some pairs of related events where it’s obvious which event is the cause and which is the effect. For example, “The girl studied hard for the test. The girl got an A on the test.” or “The boy stayed up past his bedtime. The boy woke up late for school.” Ask the students to identify the cause and effect for each pair. • Show students examples of cartoonist Rube Goldberg’s work. Tell the students that Goldberg’s work often depicted very complicated machines that were designed to accomplish very simple tasks. Looking at one of Rube Goldberg’s machine cartoons, have the students try and figure out what the purpose or the effect of the machine is. • Tell the students that Rube Goldberg became so famous for his machines that whenever someone makes a complicated machine that completes a simple task it’s called a Rube Goldberg Machine. • Talk to the students about how Rube Goldberg Machines are great examples of cause and effect because within one machine we can find a number cause and effect relationships. • View video clips from the internet that show Rube Goldberg Machines in action. Ask the students to identify cause and effect at different points in each machine. • Tell the students that they will be working in groups to create Rube Goldberg Machines with their bodies. • Call five students to the front of the room to model creating a machine. Line them up side by side across the front of the room facing the rest of the class. • Tell the first student in the line that their job is to come up with a single motion, using a body part that ends by touching the student standing next to them. • At this point it would be a good idea to generate a list, with the class, of body parts that are okay to touch people with and body parts that are not okay to touch. You should also discuss the amount of force the students are allowed to use when touching each other. No student should feel like they are being hit by their teammates during this activity. • Allow the first student to demonstrate their motion. Ask the next student in line to think about how the first student’s motion might affect them. Ask the next student to come up

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with their own motion based on this. Continue in this manner until all five students have their own motion to add to the group's machine. Encourage the students by telling them that the more creative they are with their movements, the more interesting their machine will be in the end.

- Have the students perform their machine together as a group. Have the audience identify the cause and effect relationship between specific students in the performing group.
- Break up the rest of the class into groups of four or five students. Assign each group an area to work in the room. Allow the students about ten minutes to come up with their motions and rehearse their machines.
- Have each group perform their machine for the class. After each group performs, have students identify the cause and effect relationship between specific students in the performing groups.
- If there is time at the end of the activity, see if all the group machines can be linked together to create one, whole class, Rube Goldberg Machine.
- To help students transfer this activity to identifying cause and effect in literature, have students draw a cartoon that illustrates the cause of an event in the text they are reading.

Materials:

- Rube Goldberg cartoons (go to Google's image search and enter his name. This will provide you with many examples)
- Rube Goldberg Machine video clips (you can find many examples on You Tube but this Honda commercial is excellent: http://www.youtube.com/watch?v=_ve4M4UsJQo)

*Teachers should align objectives to their state standards.

Abstract Expressionist Compare and Contrast

Adapted from the Color and Environment lesson plan found in the MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969*

Connection to LHA Curriculum Program: <i>Open Court Reading or Imagine It!</i>
Desired Outcomes
Understandings (objectives)*: SWBAT use a completed graphic organizer to produce a piece of writing that compares and contrasts two things.
Assessment Evidence
Performance task (arts-infused activity): Students will create a Venn Diagram and a piece of writing that accurately compares and contrasts the elements of design found in two pieces of artwork.
Learning Plan
Learning Activities: • Review the concept of comparison and contrast with your students. Explain to them that when we compare and contrast two or more things, we are looking for the similarities and differences between them. • Tell the students that they will be comparing two pieces artwork from the abstract expressionist painters Mark Rothko and Barnett Newman. • Give the students some background information about abstract expressionism. Tell them that it was a style of painting that was developed by artists in New York City during the 1950's-60's and it was responsible for making New York City the most important city in the art world at the time. Inform the students that the abstract expressionists were not concerned with painting figures, landscapes, still-lives or anything "representational" (artwork that depicts something easily recognizable). They were more interested in painting abstract compositions of shapes colors and lines. Tell them that another painter they might know, Jackson Pollack, was also an abstract expressionist. • Display copies of Mark Rothko's <i>No.5/No.22</i> and Barnett Newman's <i>Vir Heroicus Sublimis</i>. • Take suggestions from the class to generate a list of the elements of design you can look at to compare and contrast the two paintings. If necessary, guide the class in creating a list that contains the following elements ○ Line (straight, curved, zigzag, etc.) ○ Shape (circular, rectangular, triangular, etc.) ○ Direction (vertical, horizontal, diagonal) ○ Size (big, small, thick, thin, etc.) ○ Texture (smooth, rough, flat, bumpy, etc.) ○ Color (warm colors, cool colors, amounts of specific colors) ○ Value (light, dark) • Have the students work alone or in groups to create a Venn Diagram or other graphic organizer that compares the similarities and differences between the two paintings.

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- Bring the class together to create a class Venn Diagram that collects ideas from all of the students.
- Model for the students how to use the class Venn Diagram to write a paragraph or paragraphs comparing the two paintings.
- Circulate the room while students work independently writing their paragraphs.

Materials:

- Color and Environment lesson from MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969* http://www.moma.org/modernteachers/files/MAI7_2.pdf
- Mark Rothko's *No.5/No.22*
- Barnett Newman's *Vir Heroicus Sublimis* (both images can be found by searching Google)
- Venn Diagram handouts
- Loose-leaf paper or writing notebooks

*Teachers should align objectives to their state standards.

Main Idea and Details Drawings

Connection to LHA Curriculum Program: <i>Open Court Reading or Imagine It!</i>
Desired Outcomes
Understandings (objectives)*: SWBAT write a paragraph that contains a topic sentence and supporting details.
Assessment Evidence
Performance task (arts-infused activity): Students will create a drawing that shows the details to support a topic sentence of their choosing. Students will use the drawing to write a well-organized paragraph with a topic sentence and at least three relevant supporting details.
Learning Plan
Learning Activities: • After reviewing the concept of main idea and details, tell the students that just like a paragraph can have a main idea and details, a picture can as well. Inform the students that they will be given a choice of main ideas in the form of topic sentences. They will then create pictures that include visual details to support their topic sentence. • Model this for the students by writing a topic sentence on the board. For example write, “On my road trip I saw some amazing cars.” Ask the students to tell you what kind of details would support the topic sentence (reasons why the cars were amazing). • Begin drawing a scene on the board that includes at least three cars. Solicit ideas from the students about how to make the cars “amazing” (a car with wings, a car with two levels, etc.). • Next, give the students a bank of topic sentences to choose from. Tell them to pick one that interests them and have them record it on a piece of paper or in a notebook. The topic sentences in the bank should leave room for the students to be very creative when coming up with supporting details. Here are some examples of topic sentences that can be used for this lesson: ○ The aliens were friendly, but they did many strange things. ○ All of my neighbors are really interesting people. ○ While visiting the far away land I witnessed the native people playing sports I had never seen before. ○ My favorite zoo has many weird, exotic animals in it. ○ The acrobats in the performance I saw last night did the most amazing tricks. • Once students have recorded their topic sentences ask them to close their eyes and visualize the details they will include in their picture. • Next, have the students begin their drawings while you circulate the room answering questions and checking on student progress. The amount of time you allot for the students to complete the drawing is up to you. However, if you are going to give the students a very limited amount of time, you should explain to them that the point of this activity is to do the drawing quickly and get the visual information on the page as fast as possible. • After the drawings have been completed, use your model drawing to show students how to

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write a paragraph about their picture that includes the topic sentence and at least three detail sentences to support it.

- Have students write paragraphs based on their own drawings.
- Have students use a rubric to evaluate their own paragraph and a partner's paragraph before collecting students' work.

Materials:

- Drawing materials (pencils, colored pencils, drawing paper)
- Notebook or loose-leaf paper for writing

*Teachers should align objectives to their state standards.

Making Inferences

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT make inferences about the material they read.

Assessment Evidence

Performance task (arts-infused activity):

Students will make inferences by looking at the art of Norman Rockwell. They will then create skits with embedded clues that will allow their classmates to make inferences about their performance.

Learning Plan

Learning Activities:

Part 1

1. Briefly give the students some background information about Norman Rockwell's life and career. You can find information on the Norman Rockwell Museum website, <http://www.nrm.org>.
2. Inform the students that they will be using Rockwell's work to practice making inferences. If needed, provide the students with a review of what this means.
3. Show the students one of the Norman Rockwell pieces listed in the materials section. Ask the students to give a one or two sentence explanation of what is going on in the picture. Ask them to list the clues that led them to make that inference.
4. Show the students the three remaining images listed below, give them time to make an inference about what is happening in each one and provide at least three clues that show why they made that inference.

Part 2

1. Discuss what it means to mime. Tell the students that a mime gives the audience clues using their movement so the audience can make inferences about what they are acting out.
2. Show clips of Marcel Marceau performing, which can be found on YouTube, and have the children make inferences about what he is acting out.
3. Tell the students that they will now be performing their own mime routine for the class to make inferences/ draw conclusion about.
4. Model picking an activity to mime. (*Ex: walking your dog*) and coming up with the visual clues you will give during your performance (*Ex: "Okay so first I'll pretend I'm picking up the leash and straightening it out. Next I'll call the dog by kneeling down and tapping my hands on my knees. Then I'll clip the leash on the dog's collar, pat it on the head, stand up and open the door. Then I'll pretend that the dog is pulling me out the door...etc."*)
5. Give the students about seven minutes to prepare their performance while you circulate the room and help individual children.
6. Establish a space in the room where the performances will take place and go over the expectations for both the performers and the members of the audience.
7. After each student performs, call on audience members to make inferences about what

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activity the performer was miming and what clues they used to make that inference.

Part 3

1. To help students transfer the skill of making inferences back to comprehending a text, select a passage from their reading that lends itself to making inferences. Have students discuss what inferences they can make based on the reading and what clues they used to make the inference.

Materials:

Art by Norman Rockwell-

The Runaway

The Shiner

No Swimming

Girl Reading The Post

All these images can be found easily on the internet by searching Norman Rockwell and the title of the piece. I would recommend projecting these for the class if you have that option. If not than you could print the images out or get a book of his work.

Clips of Marcel Marceau performing from You Tube

*Teachers should align objectives to their state standards.

Sequence Dance

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT record the sequence in which a series of events takes place. They will also know that changing a sequence affects our understanding of the events that happen within it.

Assessment Evidence

Performance task (arts-infused activity):

Students will choreograph a dance and record the sequence of movements that happen in it. They will also learn, perform and re-sequence a dance choreographed by another group. Finally they will watch and record the steps in the re-sequenced version their dance.

Learning Plan

Learning Activities:

- Review the concept of sequence with the students. Tell them that in a story, a sequence is a series of events that happen in a particular order. Remind them that if one were to change the sequence of events in a story, the story would change and maybe not make sense. Demonstrate this for them by changing the sequence of events from a well-known story such as Goldilocks and discussing how this changes the story.
- Tell the students that we use sequencing in many things - not just in stories. Inform them that in dance the choreographer puts together a series of movements in a sequence to create a dance, and just like in a story, if the sequence of movements is changed, so is the dance.
- Explain to the students that today they will be working with a partner to choreograph a dance that they will then teach to another pair of students to perform. They, in turn, will also be expected to learn and perform the dance the other pair choreographed.
- Define “movement” to the students as a motion that has a beginning middle and end. Ask them to think of it as two poses and the motion you make to move from one to the other. Model a movement for the children. Pause during each phase of the movement to define its beginning, middle, and end.
- Give students examples of different types of movement. Show them low movements, high movements, fast movements, slow movements, smooth movements, sharp movements, etc.
- Give the children time to pair up or assign them partners. Ask each pair to move to a spot in the room where they are visible and have enough room to move safely.
- Once they are settled, tell them that each group will create five different movements. Each of the five movements must be given a one-word name. Suggest that the children use adjectives that describe the movement, as they will probably be easier to remember.
- Give the students time to create, name, and practice their five movements.
- Now instruct the students that they must put the movements into a sequence. Once they have their sequence, ask them to record the sequence on a piece of paper by writing the names of the movements in the order they should be performed. Have them use sequencing words such as first, next, then, etc.
- Have each pair teach their sequence of movements, or dance, to another pair of students

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along with the names of the individual movements.

- Have each pair perform the dance they learned for the group that taught it to them.
- Then have each pair re-sequence the movements they were taught into a new dance
- Have the groups perform their re-mixed version for their partner pair while the partner pair records the new dance sequence using sequencing words.
- Bring the class back together into a whole group and ask the students to explain how changing the sequence of movements affected the dances they choreographed.
- To help students transfer their understanding of sequence to reading, you may have students create a dance that represents the sequence of events in a story they are reading.
- To further challenge students, have them select one event from the story to put out of order in their dance and see if the rest of the class can identify the sequencing problem.
- If your students are learning about flashback, you can adapt this activity to help students represent flashback through dance.

Materials:

*Teachers should align objectives to their state standards.

Lower Academy Science

Balance and Motion Mobiles Lesson Plan

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: SWBAT apply the principles of motion and balance to create mobiles.
Assessment Evidence
Performance task (arts-infused activity): Students will use weights and counterweights to balance their mobiles.
Learning Plan
Learning Activities: Day One • Begin by asking students what they know about balance. Explain to students that artists also use balance. • Show examples of work by Alexander Calder and explain that a mobile is a type of art that balances. • Give each child a package of clay and allow them to experiment and discover the different shapes they can make. You may want to demonstrate methods of rolling and working with the clay. Direct the students to make more than four shapes, because they will be balancing them. • Once they have made their shapes, they will poke holes through them with their sticks. The teacher should string the shapes since most first graders will have difficulty tying and stringing. Day Two: • The students will paint their shapes. Optional: Discuss color balance and how artists use color to balance an artwork. Show examples of balanced color schemes: warm and cool colors, etc. Day Three: • The students will balance their shapes. The teacher should tie a pipe cleaner or string to the middle of each popsicle stick. On each child's desk, tape another popsicle stick for the students to balance their mobile on. Each shape should be tied to a paper clip. Students will use the paper clips to fasten their shapes onto their stick.

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- Before students begin, the teacher should demonstrate balancing, calling on children to help balance the model mobile. Review prior knowledge and balance vocabulary before allowing students to experiment and balance their mobiles.

Accommodation: To make the balancing more challenging, encourage students to make shapes of dramatically different sizes. For a student who struggles with the concept of balance, guide them to create shapes of similar sizes in even number.

Materials:

Crayola model magic: one package per student

Watercolor paints and brushes

String or yarn in bright colors

One stick (popsicle sticks work well) per student.

One pipe cleaner per student

Paper clips

*Teachers should align objectives to their state standards.

Classification Creatures

Connection to LHA Curriculum Program: <i>Literacy and/or science</i>
Desired Outcomes
Understandings (objectives)*: SWBAT group things into fixed classes based on predetermined criteria.
Assessment Evidence
Performance task (arts-infused activity): Students will produce a design template that shows animal names correctly paired with their classification. Also, students will produce a piece of artwork that represents body parts from animals in four distinct classes.
Learning Plan
Learning Activities: • Review classification with your students, reminding them that when we classify we are organizing things into fixed groups based on predetermined criteria. • Introduce students to, or remind them of, the different classes of animals. Ask them to name some and make a list on the board. • Tell the students that for this activity they will be working with four animal classifications, mammals, birds, reptiles, and amphibians. • Generate a list of attributes with the students for each classification of animal (birds have wings, lay eggs etc.) • Display for students a large assortment of animal pictures that contain a number of images of animals in each classification. The images should be labeled with the names of the animals. • Inform the students that in the mythology of many cultures there are stories of creatures with the body parts of multiple animals mixed together. Show them examples like the chimera, griffin or sphinx. • Tell them that today they will be creating their own creature by combining the body parts of animals from different classes. • Give them a handout to help them design their animal. The handout should have a grid composed of four rows and five columns. Label the rows with the animal classifications: mammal, bird, amphibian and reptile. Label the columns with body parts: head, body, arms or wings, legs, and tail. Students must use at least one body part from an animal in each classification. They will write the name of the animal in the box that corresponds to the correct body part and animal classification. • Once the students have completed the design grid, provide them with paper and a variety art supplies to create a drawing, painting or sculpture of their animal. Allow them to use the animal photos you provided as reference for the different body parts. • As an extension, once the artwork is finished you can hand out blank copies of the same grid the students used to design their creatures. Have each student pick another student's work that interests them and ask them to use the grid to identify the animals each of the body parts came from.

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Materials:

- Animal pictures (in books, printouts, or projected)
- Examples of mythical mixed up creatures (sphinx, chimera, griffin)
- Art materials (either varied or limited depending on how much choice you want to provide the students with, but it might be a good idea to include at least one 2-D and one 3-D option)

*Teachers should align objectives to their state standards.

Lower Academy Social Studies

Geography Mosaics

Connection to LHA Curriculum Program: Social Studies
Desired Outcomes
Understandings (objectives)*: SWBAT identify and describe distinguishing features of geographical areas (lesson example: Canadian provinces).
Assessment Evidence
Performance task (arts-infused activity): Students will produce a mosaic depicting a scene specific to a certain territory or province in Canada
Learning Plan
Learning Activities: • After reading through lesson 3 of the Core Knowledge Canada unit, list the Canadian provinces and territories on the board and have students name examples of things found in each one. • Assign or have students pick a province and inform the students that they will be making a mosaic image of something specific to their province or territory. (Students should have been introduced to the term mosaic in the previous lesson but explain exactly what a mosaic is again and show them a couple of examples of mosaics.) • Model for the students how to create a simple pencil sketch of their image on their chipboard. As the students are doing this, circulate and make sure that all students are creating images specific to their province or territory. For example if a student is supposed to be doing a mosaic about Ontario, an image of the CN Tower would be appropriate while an image of a cowboy probably would not. • Once students have completed their sketch, pass out strips of construction paper in the colors that they need to complete their image. It might be a good idea to limit the students to three or four colors to begin with as this is probably a new medium for them and too many colors at first might be overwhelming. • Show the students how to cut their long strips of paper into small squares. The next step is to have the students apply glue to small areas of their chipboard using their glue sticks and applying their tiles. Make sure students are not trying to apply glue to each separate tile before applying them this will take forever and create a huge mess. As a finishing touch to the mosaics, give each student a small handful of tiles in assorted colors so they can add any small details they wish.

Assessment:

- Did the student create an image specific to their chosen or assigned Canadian province or territory?
- Did the student follow the directions on how to construct their mosaic?
- Could the student match his or her mosaic back to the province it was intended to represent?

Extensions: As a review of the lesson, have students present their mosaics to the class and demonstrate their knowledge of their province or territory. Another option for this extension would be to have students pair up and teach their partner about their province or territory and then have the partner present one thing about that province or territory to the class.

Materials:

- One small rectangular piece of cardboard or chipboard for each student to create their mosaic on
- A variety of colors of construction paper cut into strips that the students can cut down further to use as tiles
- Glue sticks
- Pencils
- Use Google Image Search to find visual references of the items discussed in the Pearson text
- Scissors

*Teachers should align objectives to their state standards.

Fantasy Map

Connection to LHA Curriculum Program: Social Studies
Desired Outcomes
Understandings (objectives)*: SWBAT read a physical map and identify its parts.
Assessment Evidence
Performance task (arts-infused activity): Students will create a physical map of an imaginary landmass that has all the features of a physical map of an actual place.
Learning Plan
Learning Activities: • Distribute one piece of copy paper and a small index card to each student. • Have each student orient the paper horizontally, place the index card vertically on top of the paper in the bottom right hand corner and trace it. The area inside the outline of the index card will be the map key. • Next, instruct the students to draw three to five simple shapes (circle, triangle, square etc.) that take up almost all of the remaining space on the paper, leaving at least an inch between the drawing and the edge of the paper on each side. Each shape should be connected to at least one other. The reason to start with these shapes is because it helps the students create a coastline for their landmass that feels less contrived than if they were to draw an outline freehand. • Now demonstrate for the students how to loosely draw an organic outline around the mass of shapes, leaving about an eighth of an inch between the shapes and the outline. Explain to students that by organic line, you mean a line that appears natural. It may be helpful if the students see examples of actual coastlines before attempting this step. • Hand out another piece of copy paper to each student and ask them to copy the outline as well as the area set aside for the map key. Make sure that they do not trace the simple shapes. The students now have their landmass and their map key on a new piece of paper. • Now it is time to have the students start defining the land and adding bodies of water to their map. • First have the students place at least one lake and one river on their map. The lake should be placed so that there is some space between the shore of the lake and the coastline of the landmass. Have the students color in the lake with a blue colored pencil. Rivers should be indicated by a blue line that runs from a lake to some point on the coastline. • Next, have students indicate the elevation of the land through color. Have the students pick some areas toward the center of the landform and color them dark brown to indicate the highest elevations or mountain tops. The area around the coast should be colored dark green to indicate the lowest elevations. Fill the rest of the map light brown for lower high elevation areas and light green for higher low elevation areas.

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- Adding in cities and roads is the next step. Have the students use small black dots to show cities and a black star for the capital city. Highways can be shown with thick black lines and secondary roads with thin black lines.
- The water around the landmass can be colored blue.
- Have the students fill in the symbols and labels in the map key.
- The students can come up with names for their cities and label them on the map.
- The title as well as the scale and the compass rose can be placed on the map around the outside of the landform.
- To assess whether students can transfer their knowledge of physical maps to other settings, have students read and answer questions about a physical map of the U.S. or of their state.

Materials:

- Copy paper
- Colored pencils
- Index cards
- Examples of physical maps

*Teachers should align objectives to their state standards.

Sculptures of Hindu Gods

Connection to LHA Curriculum Program: Social Studies

Desired Outcomes

Understandings (objectives)*:

SWBAT...

- Identify Hinduism as an important world religion.
- Identify aspects of Hinduism that separate it from other major world religions.
- Identify the three major Hindu gods by creating sculptures of them.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a sculpture of one of the three main Hindu gods, Brahma, Vishnu, or Shiva. The sculptures will contain three physical characteristics or symbols unique to that god. Students will write a brief description of the god they chose to accompany their sculptures. The written descriptions will explain important facts about the god.

Learning Plan

Learning Activities:

- After reading about Hinduism (Core Knowledge Ancient India lesson 2 works well) with the students and presenting any supplementary materials you may have found relating to Hinduism, review the three major Hindu gods: Brahman, Vishnu, and Shiva. Focus on each god's specific physical attributes as well as the powers and responsibilities assigned to them and the symbols that represent these powers and responsibilities. Use reference materials such as statues and pictures of the gods while reviewing with the students.
- Explain to the students that they will be sculpting their own representations of one of the three main Hindu gods that include at least three physical attributes and/or symbols specific to the god that they choose.
- Pass out the sculpting materials and begin a guided discovery with the students where they practice making basic shapes such as spheres, cylinders, cubes, and wedges. Next, show the students what body parts can be made from these simple shapes, for example, a sphere can be easily formed into a head and a long cylinder can be bent into an arm.
- Once the students have gotten a chance to experiment with the materials, have them begin their sculptures. As they work circulate around the room and conference with each student about which of the gods they are sculpting and which attributes or symbols they are including to indicate their choice.
- While students wait for the sculptures to harden, have them write descriptions of the god to accompany their work. Make sure descriptions include the god's powers and responsibilities and the artistic choices they made to represent these powers and responsibilities.
- Once the sculptures have hardened, have students paint their sculptures with paint suitable for use with your modeling material.

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Accommodation: Help students who are having difficulty create the basic shapes necessary to sculpt their god and then have the student create the details.

Assessment:

- Did the student create a sculpture of a Hindu god?
- Has the student included three physical characteristics or symbols unique to the god they have chosen?

During the classroom share does the student demonstrate a basic understanding of the three main Hindu gods (For example a student should be able to tell you that Brahma is the main god of the Hindu religion and is also the god of creation)?

Materials:

- Modeling material (Crayola Model Magic works well because it is self-hardening and can be painted with watercolors)
- Materials for painting (watercolor paint, brushes, cups of water, paper towels, etc.)

Info and visual references for each of the three main Hindu gods can be found at <http://www.sanatansociety.org>

*Teachers should align objectives to their state standards.

Upper Academy Math Lessons

Percentage Increase and Decrease of a Quantity

Mini-Advertisements

Connection to LHA Curriculum Program: UA-Mathematics

Desired Outcomes

Understandings (objectives)*: SWBAT calculate the percentage increase or decrease of a quantity

Assessment Evidence

Performance task (arts infused activity): Students will create thumbnail sketches that advertise a percentage increase or decrease of some quantity related to fictional product of their creation. The advertisement will include the original amount, the new amount and the percentage increase /decrease.

Learning Plan

- Introduce students to the formulas used to calculate percentage increase/decrease of a quantity.
 - Percentage increase= (new amount - original amount)/ original amount
 - Percentage decrease=(original amount – new amount)/ original amount
- Have the students practice using the formulas by working through a couple practice problems on the board.
- Explain to the students that advertisers often use percentages to highlight positive changes in their products or changes in the price of a product that benefit the consumer.
- Show students a few examples of advertisements that highlight percentage increase/decreases.
- Tell the students that they will be given a list of eight original amounts and eight new amounts that reflect an increase or decrease in the quantity of the original amount. They will then use these amounts to create small sketches, known as thumbnails, which advertise a percentage increase/decrease of a quantity related to products they make up.
- For example, when creating a thumbnail for a quantity increase students may want to advertise a percentage increase in the amount of product a customer gets for their money. If they are calculating a percentage decrease they may want to advertise a drop in the price of the product or a reduction in some unhealthy aspect of the product like fat or salt.
- Show students how to divide a sheet of drawing paper into eight equal rectangles arranged in two rows of four.

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- Explain to students that they will create an advertisement in each of the eight rectangles, one for each of the quantity increases/decreases on their list. Each advertisement must have a drawing of the product, the original quantity, the new quantity and the percentage increase/decrease calculated.
- Once students have finished all eight advertisements they can go back and add color to each using colored pencils.

Materials:

- Drawing Paper
- List of eight quantity increases/decrease
- Examples of advertisements highlighting percentage increase/decreases
- Colored Pencils

*Teachers should align objectives to their state standards.

Artistic Data Visualization

Connection to LHA Curriculum Program: UA-Mathematics
Desired Outcomes
Understandings (objectives)*: SWBAT analyze, interpret and display data using an appropriate graph.
Assessment Evidence
Performance task (arts infused activity): Students will research or collect data on a topic of their choosing. They will then use this data to create a graph. The design and presentation of the graphs basic elements should aid in the understanding of the graph
Learning Plan
Learning Actives: - Review the different types of graphs that are commonly used to display information and the types of information each graph is best suited to display. - Line graph- best for tracking changes in data over time - Bar graph- best for compare data between different groups - Pie graph- best for comparing parts to a whole - Show the students an example of a basic bar graph, for example, a bar graph that compares the number of touchdowns scored by three different NFL teams in three different seasons. Discuss the graph with the students. Does the graph clearly display the information? Is it very interesting to look at? Could you tell what information this graph is displaying if we take away the title and the labels? The students will probably think that the graph is clear but not very interesting to look at. They will also probably say that they couldn't tell what information the graph is displaying without the title and labels. - Explain to them that there are graphic designers who specialize in creating what are known as "infographics" or charts and graphs that present information in a way that is both easy to read and interesting to look at. Many times these infographics are designed to make it more immediately apparent to the viewer what data is being displayed. If you google "infographics" and go to images you will be presented with a number of great examples to show the class. - Next, have the students brainstorm how they could redesign your example graph so that it's more visually pleasing and more immediately decipherable. In the case of the NFL graph, the students might suggest that you fill each bar with the logo and colors of the team it represents, or maybe the background and X and Y axis are labeled to look like the markings on a football field. Discuss the student's ideas by deciding which ones might improve the presentation of the data and which might just make the graph more confusing. - Inform the students that they will be creating their own artistically enhanced graph based on data of their choosing that they either collect (ex. surveying people) or research. The students should choose to create either a bar, line or pie graph depending on which type of graph is

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best suited to present the data they are working with. Data collection or research can take place outside of class time.

- Once the students have got their data they can begin creating their graphs. Supply the students with a variety of art supplies (colored pencils, markers, paint, paper for collage etc.) as well as rulers and graph paper for those that need it.
- When the graphs are complete have the students do a gallery walk of the graphs and critique each others work.

Materials:

- Example graphs
- Examples of creatively executed infographics
- Art supplies such as colored pencils, markers, collage paper etc.
- Graph paper
- Rulers

*Teachers should align objectives to their state standards.

Finding the Area of Complex Shapes

Connection to LHA Curriculum Program: UA-Mathematics
Desired Outcomes
Understandings (objectives)*: SWBAT compute the area of complex shapes by dividing them into more basic shapes.
Assessment Evidence
Performance task (arts infused activity): Students will construct and trace a complex shape using tangram pieces. Using the appropriate formulas to calculate the area of the basic shapes that make them up, they will find and record the total area of their complex shape as well as a shape created by another student.
Learning Plan
• Explain to students that they will be learning how to compute the area of complex shapes constructed from more basic shapes by their classmates. Tell them that to do this they must first know how to compute the areas of the more basic shapes they will be assembling. • Review with the students how to find the area of the basic shapes found in a standard set of tangram pieces. ○ Square: $\text{area} = \text{length} \times \text{width}$ ○ Triangle: $\text{area} = \text{base} \times \frac{1}{2} (\text{height})$ ○ Parallelogram: $\text{area} = \text{base} \times \text{height}$ • Next give each student a piece of drawing paper and a set of tangram pieces. • Instruct the students to create a complex shape on top of the paper using exactly five pieces from the seven-piece tangram set. • Once they have completed constructing their complex shape have them use a pencil to trace the outline of the shape onto their drawing paper. • Now give everyone another sheet of paper and a ruler. Have the students use this to trace each separate basic shape they used, calculate the area of each using the proper formula, and add them up to find the area of their complex shape. Make sure students show their work. • The students will now trade the outlines of their complex shapes for someone else's. • Using their tangram pieces they will try to reconstruct the complex shape they have been given inside the outline on the paper. • After they have reconstructed the complex shape have them find and add together the areas of the basic shapes that make it up. Again, Make sure that each student shows their work. • Now that they have the complex shapes total area they can check their work against the calculations of the shapes creator.

Materials:

- Pencils
- Drawing paper
- Tangram set for each student

It seems standard tangram sets contain seven pieces: two large triangles, one medium triangle, two small triangles, one square and a parallelogram. Sets can be cut out of cardboard by the students using templates found online if necessary.

- Rulers

*Teachers should align objectives to their state standards.

Upper Academy ELA Lessons

Change of Setting

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT analyze the influence of setting on the problem and resolution in a story.
Assessment Evidence
Performance task (arts infused activity): Students will produce a series of drawings that depict major events from a well known story taking place in a setting that is different from the commonly known version.
Learning Plan
• Review the definition of setting with the students as it relates to a story. • Tell the students that for this project they will be doing a series of three drawings based on a commonly known story, such as a fairy tale. They will, however, be changing the setting of the story so that it takes place in a time or place that is vastly different from the one that is commonly known. Because of this they will need to alter many of the details in their drawings so that they fit in with the new setting. • Give the students an example by altering a familiar story, like <i>Goldilocks and the Three Bears</i>. • Inform the students that while there are a number of versions of the story, there is a setting for the story that is commonly recognized. Ask the students what that setting is. The students should reach the conclusion that the story takes place in the woods, outside of a small village, during a pre-modern era. • Have the class generate a list of two major events that take place in the story and the story's resolution. ○ Goldilocks tries all three bowls of porridge and eats the one that's the right temperature. ○ Goldilocks tries sitting in three chairs and settles on the smallest one breaking it to pieces. ○ Goldilocks runs, screaming, out of the house and into the woods after the three bears discover her sleeping in their beds. • Ask the students to come up with a new setting for the story by giving you a new time and place for the events of the story to happen. Tell them to make sure and pick an actual time and place from the past to the presents but not a time in the future because we won't be able to research a place that doesn't exist yet. • Walk the students through the process altering the details of the pictures to fit the new setting. For example, if the students wanted to set the story in ancient China, the animals in the story could be pandas or tigers, the bowls could be full of rice, etc. (To help students make

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connections to content they have learned earlier in the year, encourage students to select a new setting they have studied in social studies or during another literacy unit.)

Extension:

Follow up by having students write an explanation of how setting affects various plot elements in a story students are reading in class.

Materials:

Drawing materials

*Teachers should align objectives to their state standards.

Structure of Text PSA

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT Identify and analyze the structures of texts (e.g., textbooks, newspapers, technical manuals, novellas, novels, short stories, biography, essays, etc.)
Assessment Evidence
Performance task (arts infused activity): Students will create a satirical PSA that delivers accurate information about the structure of a particular type of text.
Learning Plan
Learning Activities: • Discuss the structure of texts with the students. Talk about the different types of text that exist and why they are structured the way they are. • Tell the students that they will be working in groups to deliver the information to the class in way that is as entertaining as it is informative. • Break the class up into groups or let them choose a group of students they feel they will work well with. • Once groups have been established, assign each group a type of text to research. Explain that after the groups have researched their text and found examples to share with the class they will be creating what's known as a PSA or public service announcement. Ask the students if anyone has seen one and can explain what it is. If no one knows tell them that a PSA is a television or radio advertisement created for the benefit of the public and designed to change people's attitudes about important issues. For example they may have seen Public Services Announcements designed to get people to stop smoking or be more environmentally conscious. You may find it helpful to show the class an appropriate PSA, which can be easily found on You Tube. • Tell them that while a PSA is generally about a serious topic, and they certainly want to deliver the correct information about their groups text, sometimes if we assign life or death seriousness to something that is not a life or death situation it produces comical results. For example it might be funny if you, very seriously, told the class about someone who walked to school in a t-shirt and shorts in a snow storm because they didn't know where to locate the date on a newspaper and ended up reading the weather in the previous day's issue. • Distribute information to each group about their assigned text and a couple of examples for them to look at. • When they have had a chance to look at and discuss the materials you've given them, allow the groups time to come up with their PSA skits and rehearse them. When the skits are ready have each group perform them in front of the class.

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Materials:

- Handouts with information about the different types of texts and their structures
- Examples of different types of text
- Examples of a PSAs from You Tube
- Video camera for recording performances (optional)

*Teachers should align objectives to their state standards.

Word Choice Relay

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT use varied word choice to make writing more engaging.
Assessment Evidence
Performance task (arts infused activity): Students will participate in an improvisational theater game during which they will replace words in lines of dialogue, spoken by their classmates, with synonyms.
Learning Plan
Learning Activities: • Talk to the students about the importance of varying the words they use in their writing. Explain to them that using the same words over and over when writing makes the writing seem repetitive and boring to the reader. Choosing synonyms instead of repeating words makes the writing more engaging. • Tell students that to practice varying their word choices they will be playing a theater game involving improvisation, or acting without a script where the actors make up the scene as they go along. • Break the class up into two groups. One group will be playing character A and the other will be playing character B. Give each student a number corresponding to the order in which they will perform. It's okay if there are an uneven number of students. • Inform the students that even though this is improvised and they are making it up as they go along, they will need a setting and a situation to use as a starting point. Solicit ideas from the students. Try to settle on one that will allow the students a lot of room to be creative. For example, two scientists about to test the world's first time machine. • Explain to the students that you will start them off by saying a line of dialogue as each of the characters. After you say your lines the first student in each group will come up and repeat the line you said for each of their respective characters, with the exception of one word of their choosing, which they will replace with a synonym. For example, if you start off by saying, "Ahoy, fellow scientist, the idea of traveling through time is so <u>exciting</u>, isn't it?" The student who's next in line for character A could come up and say "Ahoy, fellow scientist, the idea of traveling through time is so <u>exhilarating</u>, isn't it?" • Once both students have repeated your lines, switching out one word for a synonym, they will each have a chance to continue the conversation by responding with their own original lines. The students should make sure to always answer with another question, this helps to keep the conversation moving. They will then be replaced by the next members in their groups who will repeat the process. • After all of the students have had a chance to participate, end by discussing the activity and charting some of the sets of synonyms that were used.

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- Have students revisit a piece of writing they are working on to revise their word choice to make their writing more engaging.

Materials:

- If a student gets stuck and can't think of a synonym you may want to have a thesaurus on hand for them to use.
- You may also want to pass out index cards so the students can write down the line the group member ahead of them spoke.

*Teachers should align objectives to their state standards.

“How-To” Pamphlet

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT understand that authors write for different purposes, one of those purposes being to explain. SWBAT write an expository text.
Assessment Evidence
Performance task (arts infused activity): Students will create a “how-to” pamphlet clearly explaining in ten steps how to make a sculpture of an animal of their choosing. (Consider having students construct sculptures of objects that relate to things they are studying in other subjects. For example, students might create sculptures of a simple machine, or an event they have studied in social studies.)
Learning Plan
Learning Activities Part One - Briefly review with the students the different purposes for which an author might write. - Tell them that in this activity they will be writing an expository text, or a text that’s purpose is to explain something. Tell them that the expository text they will be writing will take the form of an illustrated “how-to” pamphlet that tells the reader how to create a sculpture. Pass out some examples of manuals and discuss the format and features of how-to writing. - Inform the students that in order to write the pamphlet they first must make the sculptures themselves. - Provide the students with a number of different reference photos of objects they can choose from. Also, give them paper to take notes about each step. - Give the students the following tips for sculpting and note taking before they begin: - The first step in any “how-to” should always be to gather materials. Make a list of all the materials someone will need to make this sculpture. - To begin your sculpture, look at the reference photo. Look at all the parts of the animal’s body and their sizes. Break your sculpting material up so that you have one piece of sculpting material of the appropriate size for each body part plus another piece set aside for smaller details. - Look at the basic shapes made by each of the animal’s body parts. Sculpt these shapes, add them to the sculpture and add the details at the end. Also, make note of these shapes to help describe each step in the “how-to.” - When taking notes on each step, make sure to use adjectives to be more clear and descriptive in your “how-to.” - Use adverbs in your notes to help describe how people should complete each step. - Once you’ve given students the sculpting and note taking tips, pass out the sculpting materials and allow the students to begin their sculptures. - While the students are sculpting circulate the room and give them feedback on their notes. Part Two

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- After the students have completed their sculptures, it's time to have them begin the final copies of their pamphlets.
- Show the students how they should lay out their pamphlet. On the board draw two horizontal rectangles that have been divided into three columns each. In each of the three columns in the first rectangle, which represents the front of their paper, there should be space set aside for two steps, one on top of the other, descriptive text and illustration. The first two columns in the second rectangle, which represents the back of the paper, should be broken up in the same way. The last column on the right should be reserved for the cover.
- Tell the students that when they are illustrating each step in their pamphlet, it is important that they draw exactly what they are describing in each step. For example, if they are describing rolling a piece of sculpting material into a ball they should draw hands rolling a ball. They should not include too much or too little visual information as it might be confusing to the reader.
- Distribute large pieces of white paper. Have the students hold the paper horizontally and then fold the paper into thirds so that it is divided into three columns.
- Allow the students to begin working on their final copies.
- Once all the steps have been written and illustrated, have the students make a cover with a title that describes what will be created, and a picture of what the final sculpture will look like.
- When the pamphlets are complete, as an extension, have the students trade their "how-to" with a classmate to see if they can use their instructions to recreate their sculpture.

Materials:

- Sculpting materials (Crayola Model Magic or air drying modeling clay)
- Loose-leaf or notebook paper of note taking
- Large, medium weight to heavy weight, plain white paper
- Animal reference images

*Teachers should align objectives to their state standards.

See CPA ELA Lessons: Picture Book Narrative

Connection to LHA Curriculum Program: CPA (Any core subject area with a suitable picture book)
Desired Outcomes
Understandings (objectives)*: SWBAT demonstrate comprehension by explaining a concept in greater detail.
Assessment Evidence
Performance task (arts-infused activity): Picture Book Narrative

See CPA ELA Lessons: Character Trait Monologue

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions. SWBAT identify evidence of these traits in a dramatic performance.
Assessment Evidence
Performance task (arts-infused activity): Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters.

See CPA ELA Lessons: Greek and Latin Word Part Picto-Charades

Connection to LHA Curriculum Program: Upper Academy Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT define commonly used Greek and Latin word parts.
Assessment Evidence
Performance task (arts-infused activity): Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture.

See CPA ELA Lessons: Digital Analogy Collage

Connection to LHA Curriculum Program: Upper Academy Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT write analogies and identify the relationships between the things being connected within the analogy.
Assessment Evidence
Performance task (arts-infused activity): Students will create an analogy by pairing images which correctly represent a relationship of their choosing.

See CPA Lessons: Flashback/Foreshadowing Comic Strip

Connection to LHA Curriculum Program: Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.)
Assessment Evidence
Performance task (arts-infused activity): Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story.

See CPA Lessons: Point of View Photos

Connection to LHA Curriculum Program: Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view.
Assessment Evidence
Performance task (arts-infused activity): Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view.

Upper Academy Science Lessons

See CPA Science: Scientist Speeches

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the significance of a scientific concept.
Assessment Evidence
Performance task (arts-infused activity): Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study.

See CPA Science: Digestive System Movement

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the process of digestion in humans.
Assessment Evidence
Performance task (arts-infused activity): Students will act out the digestive process.

See CPA Science: Hydrologic Cycle

This lesson can be adapted to fit other types of cycles.

Connection to LHA Curriculum Program: Earth Science
Desired Outcomes
Understandings (objectives)*: SWBAT identify and explain the stages of the hydrologic cycle.
Assessment Evidence
Performance task (arts-infused activity): Students will create flip books to represent stages of the hydrologic cycle.

Upper Academy Social Studies Lessons

See CPA Social Studies: History Theatre

Connection to LHA Curriculum Program: CPA (or UA), primarily ELA or Social Studies
Desired Outcomes
Understandings (objectives)*: SWBAT create dramatic representations of a text or concept they are learning about.
Assessment Evidence
Performance task (arts-infused activity): Dramatic interpretation of a historical event.

See CPA Social Studies: Comprehension 4 Square

Connection to LHA Curriculum Program: Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well)
Desired Outcomes
Understandings (objectives)*: SWBAT analyze a work of art to make connections to a historical event or period.
Assessment Evidence
Performance task (arts-infused activity): Viewing Comprehension 4-Square

See CPA Social Studies Lessons: Music Connections

Connection to LHA Curriculum Program: CPA History
Desired Outcomes
Understandings (objectives)*: The music from a particular time period can reveal a great deal about what the world was like at that time.
Assessment Evidence
Performance task (arts-infused activity): Use period songs to learn about conditions or feelings during a given time period.

College Prep Academy ELA

Picture Book Narrative

Connection to LHA Curriculum Program: CPA (Any core subject area with a suitable picture book)
Desired Outcomes
Understandings (objectives)*: SWBAT demonstrate comprehension by explaining a concept in greater detail.
Assessment Evidence
Performance task (arts-infused activity): Picture Book Narrative
Learning Plan
Learning Activities: Find a young children’s picture book that relates to the topic in a unit of study. (Especially in the 1950s and 1960s, for example, it was common to have picture books about folk heroes like Daniel Boone or Lewis & Clark – these are ideal for history, but today there might be many connections possible to science, as well as obvious ELA parallels). Have students use their more in-depth knowledge to write words/captions (or if there are simple words, to augment them with greater detail and knowledge). The finished book should have text that is high school level to accompany the pictures.
Materials: Picture books relevant to the content or subject matter; materials for students to develop their own captions (possibly using post-it notes to “insert” captions).

*Teachers should align objectives to their state standards.

Character Trait Monologue

Connection to LHA Curriculum Program: Upper Academy literacy
Desired Outcomes
Understandings (objectives)*: SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions. SWBAT identify evidence of these traits in a dramatic performance.
Assessment Evidence
Performance task (arts-infused activity): Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters.
Learning Plan
Learning Activities: • Give students the definition of a monologue. Tell them that they will be creating a character from a list of character traits and using that list of traits to write a monologue where that character is telling a story about something that happened to them. • Provide the students with a list of possible traits they could incorporate into their character. This link takes you to a rather extensive list of possible traits: http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html • Allow the students time to look over the list and encourage them to look up at least five words that they are unfamiliar with. • Distribute a character planning sheet to the students. The sheet should have room for the character's name, age, a brief description of their background and room for five traits that describe the character. If you want you can also provide a space where the students can draw the character's picture. • Tell the students to pick five traits from the list to fill out the planner. Make sure they know not to pick two traits that are the exact opposites of one another, for example: polite and rude. • Model picking your own five character traits and giving examples that display evidence of them. For instance, if your character is supposed to be thoughtful, talk about how you could tell a story about helping an elderly person carry their groceries home from the store. If the character is patient, talk about how the elderly person was unable to walk very fast, but your character didn't mind and used the extra time to get to know them better. • Once they have completed the planning sheet, have students begin writing their monologue. The monologue should be at least a page in length, relate a series of events that happened to the character and provide evidence of all five character traits without providing evidence to the contrary. • Conference with individual students as the class works on the monologues. • When the monologues are completed, have the students perform them for the class. Ask the

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students to pay particular attention to the tone of their voice and the body language they are using during their performance. They should make sure that both are consistent with their character's traits.

- At the start of each performance, have each student announce the traits that their character will display during the monologue. The audience members should take note of this on a sheet that you provide them with that also contains a space for them to record any evidence of these traits they witness during the performance. Have the students share out what they saw at the end of each performance.

Materials:

Computers

Paper/pencils

*Teachers should align objectives to their state standards.

Greek and Latin Word Part Picto-Charades

Connection to LHA Curriculum Program: Upper Academy Literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT define commonly used Greek and Latin word parts.

Assessment Evidence

Performance task (arts-infused activity):

Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture.

Learning Plan

Learning Activities:

- Give the students a selection of Greek and Latin word parts along with their definitions. Allow them time to look it over.
- Tell them that today they will be playing a game like Charades or Pictionary where their job is to draw and/or act out a word while the other students guess what it is.
- Give each student an index card with a Greek or Latin word part and a couple examples of words constructed using that word part. Make sure the students know not to share what's on their card with anyone else.

-audi-
(Latin, root)

audible, audience

- Tell the students that they will be given one minute to, silently and without writing words, draw and/or act out the meaning of both their example words while the other students try to guess the word part that the two examples have in common.
- Inform the students that before they begin their performance they can tell audience the word parts origin and what type of word part it is. For example; "Latin, root"
- Give the students a few minutes to think about the clues they want to give. As they are doing this, circulate the room to see if anyone needs clarification on the definition of either of their example words.
- Once everyone has had time to think about their clues begin letting the students come to the front of the room to draw and/or act them out. As they are doing this have the other students call out their guesses. Make sure that the performers know that once a minute is up or the

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correct answer is given the performance stops.

- If the students are only seeing the word parts for the first time that day you may want to allow the audience to hold on to their list of definitions. However, if the students have worked with the word parts before you may want them to guess the answers from memory.

Materials:

- Index cards
- Chart paper or white board for drawing
- Markers
- List of word parts with their definitions and origin

*Teachers should align objectives to their state standards.

Digital Analogy Collage

Connection to LHA Curriculum Program: Upper Academy Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT write analogies and identify the relationships between the things being connected within the analogy.
Assessment Evidence
Performance task (arts-infused activity): Students will create an analogy by pairing images which correctly represent a relationship of their choosing.
Learning Plan
Learning Activities: - Review analogies with the students. Tell them that analogies help us make connections between two things that may seem very different. Inform the students that in order to make an analogy we have to be able to establish the relationship between two things. Give the students an example where the relationship between the two things is obvious, like day is to night as up is to down. Ask the students to identify the relationship (the relationship is that the things are opposites). - Give some more examples that establish the following relationships commonly found in analogies: - Similar - Part/whole - Members of a group - Group name/group member - Change (one thing that changes into another) - Function - Quantity Have the students establish the relationship for each example and list them on the board. - Tell the students they will be picking one of the common relationships listed on the board and building an analogy that demonstrates that relationship using pictures. The students will be using an internet search engine such as Google and a program that allows the students to paste images into a layout like Microsoft publisher. - To model the activity for the students, first pick a relationship. For example, function. - Next pick two things that have similar functions. Two things that are used for hitting are a hammer and a bat. Show the children how to search for images of these things using Google image search (make sure that it's set to "safe search" under preferences to keep inappropriate images from popping up). When you find each image copy and paste them into a publisher document one on top of another. Show them how to resize the images so that they can fit everything on one page. - Now find images of a nail and a ball because these are the things that you would hit with a hammer and a bat. Have the students copy and paste these images to the left of their partner images in the publisher document.

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- Next show the students how to insert text boxes into the document so that they can add “is to” in between the pictures in each pair and “as” in between the two pairs.
- Encourage students to find images for as many pairs as they can think of that demonstrate the same relationship.
- Allow the students time to complete this activity while you circulate the room monitoring their image searches and answering questions.
- Once the analogies are complete, either print or display the images. Ask the students to identify the relationship present in each analogy.

Materials:

- Computers with internet access.
- Microsoft Publisher or a program with similar capabilities.
- Printer (optional)

*Teachers should align objectives to their state standards.

Flashback/Foreshadowing Comic Strip

Connection to LHA Curriculum Program: Literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.)

Assessment Evidence

Performance task (arts-infused activity):

Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story.

Learning Plan

Learning Activities:

- Review the concepts of flashback and foreshadowing. Allow the students to give examples of flashback or foreshadowing they may remember from books they have read or movies they have seen.
- Tell the students that they will be creating a one-page, nine panel comic that utilizes either a flashback sequence or foreshadowing to tell the story.
- Inform the students that if they are creating flashback comics it's as if they are beginning with the end of the story and then going back to tell how they got to that point. For example, if the students wanted to tell the story of a racecar driver winning an important race, they might start with a scene of the racecar driver being carried on the shoulders of the other members of his racing team, holding a large trophy while confetti falls all around him and the crowd cheers in the stands. The panel could feature a text box displaying the driver's internal monologue, saying something like, "As the crowd roared I couldn't help but smile to myself and think, just a short time ago I didn't even think I was going to finish the race - let alone lead my team to victory!" The second panel could show the driver blowing a tire and spinning out on the track. Explain to the students that they would use the other seven panels on the page to tell how the driver went from blowing a tire to squeaking out a first place victory.
- For those students creating foreshadowing comics, explain to them that foreshadowing can take a number of different forms. Foreshadowing can happen in dialogue. For example, if two characters were taking a trip somewhere and at a fork in the road one character says to the other, "Do you think we should check the map?" and the other character replies "Map? Who needs a map when you have my keen sense of direction?" This would foreshadow that the characters are probably going to go the wrong way. The narrator of a story can also create foreshadowing in their description of characters' surroundings. For example, if the narrator mentions that a character walks past a bush containing a pair of glowing red eyes this would foreshadow the character running into whatever creature those eyes belonged to later

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in the story. In a movie or a comic book this type of foreshadowing is usually not done by a narrator but rather by giving the viewer or reader visual clues like showing the glowing red eyes. Have the students decide, before they begin their comics, what type of foreshadowing they will use.

- Have the students create rough drafts of their comics where they plan out what will take place in each panel.
- Once students have produced a satisfactory rough draft allow them to take drawing paper and begin their final product.
- To connect this activity to a specific text, have students use a graphic organizer to identify the elements of flashback or foreshadowing in the text.

Materials:

- Drawing paper
- Rulers
- Drawing materials
- Erasers

*Teachers should align objectives to their state standards.

Point of View Photos

Connection to LHA Curriculum Program: Literacy
Desired Outcomes
Understandings (objectives)*: SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view.
Assessment Evidence
Performance task (arts-infused activity): Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view.
Learning Plan
Learning Activities: - Review point of view with the students. Tell them that a story's point of view is determined by who the narrator of the story is. If a story is being told from a first person point of view, the narrator is a character in the story. It's like we are seeing the world through that character's eyes. If the story is being told from a third person point of view the narrator is someone outside of the story. This means that the narrator can tell us about what any or all of the characters are thinking and feeling. (Upper Academy students may distinguish omniscient and limited third person points of view.) - Tell the students that in this activity they will be using photography to represent point of view visually. - Break the class into pairs and give each one a scenario. For example: <i>Two children are fighting over a piece of recess equipment.</i> - Allow the pairs to spread out around the room and explain to them that they should read their scenario and show the scene by posing in a tableaux, or frozen picture. Tell them to use the position of their bodies and facial expressions to convey what is going on and the emotions the characters are feeling. - Set up a station in the room where you can photograph each pair in their tableaux when they are ready. - When each group comes to the photo station take a picture of the pair in their tableaux. Then remove one of the characters from the scene and take a picture of the remaining character from what would be the removed character's point of view. - Print both photos side by side on a single sheet of paper and give a copy to both students in the pair. - Above the photo showing one character, have the students write "First Person Point of View" - Above the photo showing both characters, have the students write "Third Person Point of View" - Explain to the students that they will be writing a caption for each picture using words appropriate for the point of view shown. - Review pronouns associated with the first person point of view (I, we, etc.) - Review pronouns associated with the third person point of view (he, she, etc.)

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- Make sure the students understand that in the picture labeled third person point of view, they can tell us what both characters are feeling. However, in the picture labeled first person point of view, they can only tell us what the character whose eyes we are seeing through is thinking and feeling.
- Give the students time to write their captions under each picture.
- When the students are finished display the photos and allow the students the constructively critique each other's work. Discuss how changing point of view affects the story that's being told.
- To have students transfer their understanding of point of view back to their work in literacy, ask students to identify the point of view the story they are currently reading is told in and to explain how that affects the reader's perception of the events and characters.

Materials:

- Digital camera
- Computer
- Printer (if it is not possible to immediately print the photographs, this lesson may be adjusted to using preprinted photographs supplied by the teacher)

*Teachers should align objectives to their state standards.

College Prep Academy Social Studies

Song Parody

Connection to LHA Curriculum Program: CPA (all Core Subject areas)
Desired Outcomes
Understandings (objectives)*: SWBAT write a parody to demonstrate understanding of a concept.
Assessment Evidence
Performance task (arts-infused activity): Song Parody
Learning Plan
Learning Activities: This activity could apply to all grade levels, since having students change the lyrics to a song they know to incorporate learning or themes from the unit is a pretty straightforward technique. This is a commonly used activity, but too often it occurs without structure (pick any song and write lyrics about a topic from class). Have students spend time brainstorming the content that belongs in the song before writing it. Create a rubric for students to use to understand the expectations for the completed song.
Materials: Blank song sheets and/or karaoke versions of selected tunes, if desired.

*Teachers should align objectives to their state standards.

Music Connections

Connection to LHA Curriculum Program: CPA History
Desired Outcomes
Understandings (objectives)*: The music from a particular time period can reveal a great deal about what the world was like at that time.
Assessment Evidence
Performance task (arts-infused activity): Use period songs to learn about conditions or feelings during a given time period.
Learning Plan
Learning Activities: Play music from a time period students have been learning about. Provide students with the lyrics to the music and have them analyze the lyrics in small groups. Create a graphic organizer for students to fill in the big ideas of the song/time period and the lyrics that reveal these ideas. This lesson can also be conducted using visual arts instead of music. Extension: Have students consider how contemporary music or art reveals information about present-day life.
Materials: Art or music that will be used as the basis for content instruction

*Teachers should align objectives to their state standards.

College Prep Academy Math

Art and the Golden Ratio

Connection to LHA Curriculum Program: CPA Math
Desired Outcomes
Understandings (objectives)*: explain the properties of the Golden Ratio and identify examples of it in nature.
Assessment Evidence
Performance task (arts-infused activity): SWBAT identify works of art that incorporate the Golden Ratio and create their own work of art that uses the Golden Ratio.
Learning Plan
This lesson was adapted from a lesson listed at http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm Learning Activities: • Show the PowerPoint presentation (see reference to website in materials section) to review the Golden Ratio and discuss its presence in nature and art. • Tell students they will choose a Golden Ratio pattern in nature (see examples in PowerPoint) and create a work of art that includes the pattern. • Students may use the layouts provided in the handout at the website listed below. • Model tracing one of the styles of the Golden Ratio onto a sheet of large paper and then determine how to use it as a focal point in your work of art. • Have students trace a Golden Ratio pattern and design their own pieces of art around it. • Once they have finished their drawings, have students write an explanation of what the Golden Ratio is and how they used the Golden Ratio in their drawing.

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Materials:

A large sheet of cardstock (or other large paper) for each student.

Markers/paints/crayons or any drawing instruments

PowerPoint presentation at <http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

Make transparencies with the 4 different styles of the Golden Mean (see handout on website above) by either tracing them on transparencies, or by using a copy machine.

Other web resources:

- Golden Number.net <http://www.goldennumber.net/>
- The Golden Ratio: <http://cuip.net/~dlnarain/golden/>
- Phi and the Golden Section in Art- Resources by the "Phi Guy."
- Golden Mean Art- All the art on this blog was created using the golden mean.
- Fibonacci Numbers and The Golden Section in Art
- Golden Mean Explained- Wet Canvas' page with explanation and painting samples.
- Golden Ratio in Art and Architecture- The Golden Mean, Phi, the Divine Section, The Golden Cut, The Golden Proportion, The Divine Proportion, and tau(t) are covered.
- Timeless by Design site by Valrie Jensen - set of design templates (of which the golden section is one).
- The Golden Age and the Golden Mean- A page of excerpts from the book, String, Straight-Edge, and Shadow

*Teachers should align objectives to their state standards.

Tessellations

Connection to LHA Curriculum Program: CPA Math
Desired Outcomes
Understandings (objectives)*: analyze examples of tessellations to identify mathematical properties.
Assessment Evidence
Performance task (arts-infused activity): SWBAT create and analyze the properties of tessellations.
Learning Plan
This lesson was adapted to a lesson listed at http://www.shodor.org/interactivate/lessons/Tessellations/ Learning Activities: • Review the definition of a tessellation and show students some examples. • Explore tessellations on the pages of the website listed above. • Challenge students to analyze different properties of tessellations: geometric patterns, symmetry, etc. • Have students use the data table worksheet found on the website listed above to determine which regular polygons can and cannot tessellate. Have students explain their answers for each polygon.
Materials: Computer access Activities and Worksheets from http://www.shodor.org/interactivate/activities/Tessellate/

*Teachers should align objectives to their state standards.

College Prep Academy Science

Scientist Speeches

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the significance of a scientific concept.
Assessment Evidence
Performance task (arts-infused activity): Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study.
Learning Plan
Learning Activities: • Assign/have students choose a scientific concept they have been studying (consider posting a bank of choices for students to select from). • Explain that students will be writing speeches from the perspective of the scientists who introduced these concepts and that it is their job to convince the audience of the significance of the breakthrough. • Review the elements of persuasive writing. • Review the elements of a good speech (consider collaborating with the ELA teacher and/or referring to the websites below). • Allow students time in class or at home to research the scientist they will be acting as. • Provide students with a rubric of expectations for their speeches. • Have students work on their speeches in class, and give them time to rehearse with a partner. • Set aside time for students to deliver their speeches in class. Have audience members use the rubric to assess their classmates' speeches. • Consider having students deliver their speeches at a Town Hall Meeting or to a class of younger students.
Materials: Samples of well-known and powerful speeches: http://www.americanrhetoric.com/top100speechesall.html Speech-writing tips: http://www.speechtips.com/ http://teacher.scholastic.com/writewit/speech/index.htm

*Teachers should align objectives to their state standards.

Digestive System Movement

Connection to LHA Curriculum Program: Science
Desired Outcomes
Understandings (objectives)*: Students will be able to explain the process of digestion in humans.
Assessment Evidence
Performance task (arts-infused activity): Students will act out the digestive process.
Learning Plan
*This activity was adapted from a lesson posted at: http://www.accessexcellence.com/AE//AEC/AEF/1995/cave_digest.php Set-up: • Use tape to make two parallel lines (to represent the esophagus) on the floor, about 3 feet wide and the length of the classroom • Create a food particle: place snacks in small Zip-loc bags (enough so the whole class can have one at the end of the lesson). Fill a large garbage bag with the snacks as well as newspaper and any other filler until the bag is full. • Put the food particle at one end of the esophagus and a trash bin at the other. Learning Activities: PERISTALTIC MOVEMENT: • Have students line up on both tape lines, face each other, and pass the bag to squeeze the food (filled large plastic bag) the length of the esophagus. DIGESTION. Label and/or (instruct) the players: • Molars (tear food apart-break plastic bag). • Saliva (use spray bottle to squirt on food). • Pancreatic juices (spray on food). • Small intestines (absorb food, find plastic bags of candy and pass to blood). • Blood (transports food, distribute the food to every cell/participant). • Large intestine (reabsorbs moisture, sponge up water on the floor). • Rectum (puts the waste papers in the trash can). Suggestions: Every student should have a part. Several students can play the same part or other parts can be

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created. As the food comes to them, have the students tell what they are about to do, or narrate the action ("I am a grinding tooth and I crush food like I break this bag.") Limit the degree of destruction at each organ. Have the "nutrients" (M&M's) passed to the "blood" given to teacher when found and then returned to the "blood" for distribution to all participants after clean up.

Extension/Reinforcement:

It can be abbreviated and repeated with new "food "particles" until each has played every role. More details can be added for advanced students. Discussion can follow with the further explanations of diarrhea, constipation, gas, ulcers, appendicitis, bulimia, polyps, other conditions or foods.

Materials:

- Garbage bag
- Newspapers
- Ziploc bags
- Snacks
- Masking tape
- Markers and paper to label students (optional)
- Sponges
- Labeled spray bottles of water
- Trash can

*Teachers should align objectives to their state standards.

Hydrologic Cycle

This lesson can be adapted to fit other types of cycles.

Connection to LHA Curriculum Program: Earth Science
Desired Outcomes
Understandings (objectives)*: SWBAT identify and explain the stages of the hydrologic cycle.
Assessment Evidence
Performance task (arts-infused activity): Students will create flip books to represent stages of the hydrologic cycle.
Learning Plan
Learning Activities: Prerequisites : Students should have already learned about the hydrologic cycle and its stages. This activity can be used to assess their understanding of the cycle. Procedure for Teaching: • Inform students that their understanding of the stages of the hydrologic cycle will be assessed based on flip books they will create on the computer (if this activity is not going to be used as an assessment, lead a brief discussion about the hydrologic cycle at the start of the lesson. • Introduce the computer program they will use to create the flip books (see Materials for suggestions). • Model and guide students in how to create a simple flip book using the program. • Have students work on their hydrologic cycle flip books. Students should use both text and illustration in their books. • When students finish their books, have them print and assemble them. • Consider having students use a rubric assess each others' books. Students' scoring and feedback comments can provide an additional form of assessment. Assessment: • Did the student include all stages of the hydrologic cycle in their flip book? • Did the student accurately represent the stages in both drawings and text? • Does the flip book effectively show an animated representation of the cycle (when printed and flipped)?

Materials:

- A computer for each student.
- A program for creating flip books. ReadWriteThink has a good one.
<http://www.readwritethink.org/files/resources/interactives/flipbook/>

If there are not enough computers for each student to create a flip book, students may create books by hand.

*Teachers should align objectives to their state standards.

College Prep Academy Social Studies

History Theatre

Connection to LHA Curriculum Program: CPA (or UA), primarily ELA or Social Studies
Desired Outcomes
Understandings (objectives)*: SWBAT create dramatic representations of a text or concept they are learning about.
Assessment Evidence
Performance task (arts-infused activity): Dramatic interpretation of a historical event.
Learning Plan
Learning Activities: Have students act out a scene from a novel, an important event from history, or demonstrate a scientific principle kinesthetically. This is similar to Tableaux, but instead of a single pose, it might require a brief dialogue or acting out a scene. Students can either act out scenes literally or interpretatively.
Materials: Anchor text and any props desired during skits

*Teachers should align objectives to their state standards.

Comprehension 4 Square

Connection to LHA Curriculum Program: Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well)
Desired Outcomes
Understandings (objectives)*: SWBAT analyze a work of art to make connections to a historical event or period.
Assessment Evidence
Performance task (arts-infused activity): Viewing Comprehension 4-Square
Learning Plan
Learning Activities The instructor should select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Ask students to draw a T-shape on a blank piece of paper. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).
Materials: Image on projector, divided into four quadrants that can be viewed together or separately; students will need to write in notebooks

*Teachers should align objectives to their state standards.



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Kindergarten

Welcome to the Lighthouse Academies Lower Academy!

The Lighthouse Academies Lower Academy serves students in pre-kindergarten through fourth grade. The emphasis of the Lower Academy is to provide students with a solid academic and social foundation that prepares them for the Upper Academy, the College Prep Academy and college. The following curriculum guide is one of several resources available to support instructional success in your classroom. This guide is also available on the Prism under Ed Resources/Guides.

Contents of this Guide

Overview of LHA Instructional Resources

This overview provides information about key components of the LHA instructional resources for the Lower Academy.

Literacy at Lighthouse Academies

This section lays out LHA's expectations for literacy instruction.

Schedule for the First Three Weeks

This section includes a detailed plan for establishing classroom culture during the first three weeks of school.

Pacing Guide and Writing Units

The pacing guide and writing units provide an overview of the objectives and key content that should be taught over the course of the school year.

Appendix

The appendix contains resources to support implementation of the LHA Education Model.

Overview of LHA Instructional Resources

Instructional Resource: Curricular Programs

Core Programs

The programs selected and instructional methods utilized within the LHA Education Model are research-based and when implemented well have been proven to be effective with students. Core curricular programs utilized within the LHA Lower Academy model include:

- *Open Court Reading or Imagine It!* (See the Literacy at LHA section for more information.)
- *Saxon Math*
- *FOSS* (science)
- *Core Knowledge* (social studies)
- *6+1 Trait Writing Framework* (See the Literacy at LHA section for more information.)

Supplemental Programs

Schools have some flexibility in selecting supplemental resources and programs to meet the needs of each school. LHA encourages schools and teachers to supplement and support these programs. The following supplemental resources are available and currently being used in schools across the network:

- *iOpeners* – leveled nonfiction readers
- *Supplemental Open Court or Imagine It! Resources – Intervention Guides, Reteach Blackline/Workbook, Challenge Blackline/Workbook and English Language Learners Guide*
- *AIMS* math problem solving books
- *Read It! Draw It! Solve It! Workbooks*
- Software resources including: *BoardMaker*, *Jumpstart Phonics*, *Froggie Phonics*, *PixWriter*, *KidWriter*, *MathBlaster*.

See your DOI to find out about other supplemental resources your school uses.

Fidelity to the Core Program

It is essential that your instructional practices are faithful to the LHA Education Model. In order for us to best meet the needs of our students as well as ensure effectiveness of programming, it is critical for teachers to implement the programs with fidelity. However, fidelity may look different for reading and math than it does for social studies and science, as the design and intended instruction for reading and math is very different than social studies and science.

Reading and Math

Reading and math instruction requires very specific and systematic skill instruction which builds upon previous skills. Our core reading and math programs are designed to deliberately introduce, reinforce and practice specific skills in a systematic manner. Deviating from this explicit sequence compromises the effectiveness of the program. Therefore it is critical to teach the lessons presented in the curriculum guides and then supplement instruction as needed. As mentioned above, supplementing and supporting these programs to meet the needs of students is encouraged, but these supports *are in addition* to the core programs.

A few scenarios of supplementing and staying faithful to the core academic program for reading and math:

- In a 3rd grade math class, while students complete the guided practice section, the classroom teacher works with 5 students who are struggling with specific skill development, as indicated on NWEA. The teacher uses a released open response item from the 3rd grade state assessment to provide guided practice with this skill. When they are done, the students return to the guided practice section of their lesson while the teacher circulates to another group to provide support.
- In reading class, after the core reading instruction, students are given a series of “must dos” and “can dos.” During this time, students may be on the computer completing phonics activities with *Froggie Phonics* or another group of students may be participating in a guided reading group with the Title 1 teachers using iOpeners nonfiction leveled readers.

These are activities *that supplement* core instruction.

Social Studies and Science

It is important to note that unlike reading and math (which requires explicit, systematic instruction as designed), social studies and science instruction have more flexibility in regards to pace, content and scheduling. In the Lower Academy, we recommend that social studies and science are each scheduled at least three days a week. In addition, due to state-specific requirements, you may decide to rearrange social studies and science units and teach them at different times within the year

(different from what is presented here in this curriculum guide) and/or you may decide to use alternative assessments and resources to teach to your state's specific content standards.

A few scenarios for supplementing and staying faithful to social studies and science:

- During a 1st grade social studies unit on Ancient Egypt, students participate in guided reading groups using *iOpeners*, magazine articles and even brochures from the local museum focused on the artifacts of Ancient Egypt. Over the course of the unit, students select one artifact from Ancient Egypt to become the 'expert' on and create a replica of the artifact. In addition, the students gather all the information they can on the artifact and write an explanatory paragraph. The replicas and explanations are put on display – similar to museum displays with an artifact and information card. The museum exhibit is put on display in the school entryway as a "Museum of Ancient Egyptian Art" for all families and visitors to view.
- In a 4th grade science class studying the human body, students become experts on specific body systems. Through independent research and planning, they answer specific questions about their systems, compile the data and design and write a brochure for their system which is printed and displayed in the school's nursing office. In addition, students learn about proper oral presentation skills and host a 'Health Night' for their families.

Instructional Resource: School and Network Support

School Leadership

Our leadership design is one of the distinguishing elements of the LHA Education Model. Recognizing that many small school principals balance a heavy load of education, managerial and community responsibilities, we invest resources to create leadership teams that focus on teaching, learning and student achievement. The principal is the instructional leader of the school and the director of instruction (DOI) works alongside the principal to implement, support and assess the education program.

The DOI is a critical resource. Your DOI observes, team teaches, models lessons and provides feedback. The DOI also facilitates grade level meetings, provides one-on-one coaching and plans professional development. Teachers should feel comfortable reaching out to him or her at any time for support. We believe the DOI is an invaluable resource and asset to your development as a successful teacher.

Network Support: Education Team

Curriculum & Instructional Support –The Ed Team provides instructional tools – such as curriculum guides, pacing frameworks, an arts infusion toolkit and assessment guidelines in tandem with professional development and strategic planning to support schools and teachers with the implementation of the Ed Model.

Professional Development – On a network level, we provide ongoing, sustained professional development throughout the school year to both school leaders and instructional staff. Lighthouse Academies also plans and delivers a weeklong **Network Summit** annually for instructional staff and school leaders. On a school level, we provide support to school leadership on the planning and implementation of school-based professional development for their summer institutes as well as throughout the year.

Assessment and Data Analysis – We provide a comprehensive framework and guide for all network schools in order to best administer and analyze varied interim and curricular assessments to monitor student achievement and inform instruction. Each school administers the NWEA Measures of

Academic Progress (MAP) three times per year to gather achievement and norm data about students as well as weekly curricular assessments which are monitored to identify skills and students who need re-teaching or to be challenged.

Additional Instructional Resources

Lighthouse Academies School Culture Guide

This guide provides a detailed framework of the instructional methodologies, routines and procedures you will find both within the Lower and Upper Academies.

Where to find it: Ask your DOI for a hard copy or go to the Prism under Ed Resources/Guides.

Standards

As a national network of charter schools, we provide an academic program that aligns with more than 90 percent of your state standards (with the exception of some social studies content). However, there are some gaps between our national program and your specific state's standards. With that in mind, it is critical for you to use both the curriculum guides and state standards to plan instruction. We recommend that you use this curriculum guide in conjunction with specific state standards addressed each week to strategize how to supplement the core curriculum lessons.¹ All LHA Curriculum Guides will be fully aligned to the Common Core State Standards by the fall of 2012.

Where to find them: Visit your state's department of education website or go to www.corestandards.org for the Common Core State Standards.

Assessments

LHA uses a comprehensive assessment system, consisting of a variety of standardized tests and other assessments, to provide a more complete picture of student learning. These assessments include:

- ☐ Frequent checks for understanding – oral and written: every student, every lesson, every day
- ☐ Curricular assessments (Saxon, OCR/Imagine It! or teacher-created quizzes and tests)
- ☐ Authentic student work products – tied to learning objectives and assessed with a teacher-created rubric
- ☐ LHA Writing assessment – prompt-based exercise assessed with the LHA Writing Rubric

¹ It is important to note that Saxon Math, FOSS Science and Open Court Reading have documents that show the alignment of their programs for each state within the network. Please see your DOI if you are interested in reviewing these documents.

- ☐ NWEA – computer-adaptive tests measuring progress in math, reading and language
- ☐ State assessments and college readiness assessments

Where to find them: Ask your DOI for details about each of these types of assessment.

Arts Infusion Toolkit

The arts infusion toolkit provides a detailed description of arts infusion at LHA and includes a wide variety of resources including suggestions for arts-infused routines and lesson plans.

Where to find it: Go to the Prism under Ed Resources/Arts Infusion Docs/Arts Infusion Toolkit.

Literacy at Lighthouse Academies

Literacy at Lighthouse Academies refers to our scholars' ability to use language proficiently. This includes their ability to read, write, listen and speak to gain understanding and knowledge as well as to effectively communicate their own understanding, thoughts and beliefs. This is the cornerstone of all academic learning.

College Readiness Standards for Literacy

The Common Core State Standards were drafted and published by the Council of Chief State School Officers and the National Governors Association in 2010. All of the states and districts LHA serves have formally adopted the standards and have plans for full implementation by 2014.

The Common Core standards emphasize a shared responsibility for literacy instruction among ELA and content area teachers because college ready students must be able to read complex nonfiction text across a variety of subjects. The literacy standards build steadily across the grade levels toward a set of college readiness standards. Literacy instruction at LHA is guided by these standards.

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

*Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Literacy Programming at Lighthouse Academies

While *all* teachers at LHA are teachers of literacy, students receive formal instruction in English language arts on a daily basis from their classroom teacher (Lower Academy) or their ELA teacher (Upper Academy and College Prep Academy). ELA is taught in daily 120-minute blocks in the Lower Academy, daily 90-minute blocks in the Upper Academy and a total of 300 minutes per week in the CPA. The following tables provide an overview of reading and writing programming at LHA.¹

READING			
	Pre-K-6	7-8	CPA
Core Resources	<i>Open Court</i> or <i>Imagine It!</i> LHA Curriculum Guides	Anchor/whole class reading texts (see Reading Workshop section for the complete list of texts) LHA Curriculum Guides	Anchor/whole class reading texts (see Reading Workshop section for the complete list of texts) LHA Course Guides
Class Structure	<i>Open Court</i> or <i>Imagine It!</i> - Preparing to Read (“green section”) - Reading and Responding (“red section”) - Workshop (independent/small group skills practice, investigations and independent reading)	Reading Workshop - Mini-lesson - Independent Practice - Share	Reading Workshop - Mini-lesson - Independent Practice - Share
Supplemental Instruction	Guided reading groups	Literature circles	Literature circles
Intervention	<i>Open Court</i> or <i>Imagine It!</i> intervention programs <i>Corrective Reading</i> (grades 3 and 4) For additional suggestions, see Recommended Supplemental Resources (Appendix)	<i>Corrective Reading</i> For additional suggestions, see Recommended Supplemental Resources (Appendix)	<i>Corrective Reading</i> For additional suggestions, see Recommended Supplemental Resources (Appendix)
Assessment²	Class work Conferences Weekly assessments ³ NWEA Primary Grades Assessment K-1 NWEA MAP 2-6 State assessments 3-6	Class work Conferences Weekly assessments NWEA MAP Performance tasks State Assessments	Class work Conferences Standards-based weekly assessments Performance tasks Mid-terms Final

¹ Speaking and listening skills instruction is woven into reading and writing lessons, as well as lessons in all other content areas.

² Schools may administer additional assessments according to state or charter authorizer requirements and additional school needs.

³ Pre-K-6 teachers base reading assessments on those provided by *Open Court* or *Imagine It!* but they may omit, add or change items to better align to the standards and the strategies and skills the class focused on that week.

WRITING			
	K-6	7-8	CPA
Core Resources	LHA Curriculum Guides LHA 6 Traits Writing Rubric	LHA Curriculum Guides LHA 6 Traits Writing Rubric	LHA Course Guides LHA 6 Traits Writing Rubric
Class Structure	Writing workshop	Writing workshop	Writing workshop
Supplemental Resources	• <i>Open Court</i> or <i>Imagine It!</i> (“blue section”) • See Recommended Supplemental Resources – Appendix	• <i>Lessons that Change Writers</i> • See Recommended Supplemental Resources – Appendix	• See Recommended Supplemental Resources - Appendix
Intervention	Small group instruction and conferencing	Small group instruction and conferencing	Small group instruction and conferencing
Assessment	Writing process pieces LHA Writing Assessment State assessments (grades 3-6 and varies by state)	Writing process pieces Performance tasks LHA Writing Assessment State assessments	Writing process pieces Performance tasks LHA Writing Assessment State assessments SAT/ACT

Overview of *Open Court Reading/Imagine It!* at LHA

Open Court Reading and *Imagine It!*⁴ are research-based reading programs for grades Pre-K-6 that focus heavily on decoding, comprehension, inquiry and investigation, and writing.

Expectations for Implementing <i>Open Court/Imagine It!</i> at LHA		
Open Court/Imagine It! Strand	Implementation Expectations	Suggested Adjustments
Green Strand: <i>Focuses on the foundations of reading, including: phonemic awareness, phonics, fluency, and word knowledge</i>	Grades Pre-K–3: Implement this section exactly as it is laid out in the programs. According to the National Reading Panel, systematic and explicit instruction in phonics improves students’ word recognition, spelling and reading comprehension skills. Grades 4-6: If most of the class is more than a year below grade level, implement this section daily, and supplement with the intervention guides. Otherwise, teach this section 2-3 times a week to ensure students have a strong understanding of word structure.	Grades Pre-K – 3: None. Grades 4-6: Modify Developing Oral Language activities according to student needs and time constraints. Have students complete skills practice sheets for homework.
Red Strand: <i>Focuses on reading for understanding with comprehension, inquiry and investigation, and practical reading applications</i>	Pre-K-3: Teach every lesson in this section with few or no exceptions so students are exposed to multiple genres and selections that provide good opportunities for students to develop specific reading strategies and skills. Grades 4-6: Base the majority (about 75%) of ELA instruction on <i>Open Court/Imagine It!</i>	All grades: Continue to develop students’ ability to use reading <u>strategies</u> (e.g., asking questions, visualizing, predicting) but choose just one or two of the <u>skills</u> (e.g., determining author’s purpose, identifying cause and effect) to teach for each reading selection. Modify weekly assessments to focus on the selected strategy and revise questions to ensure they meet the rigor level of state standards. All grades: Use the inquiry/investigation portion of each <i>OCR/Imagine It!</i> unit, which allows students to cultivate higher order thinking skills as they engage in projects related to the theme. The inquiry section also provides students with academic choice as they work on a project that is meaningful to them while building a more robust understanding of the theme. Grades 4-6: Replace some lessons with instruction based on full-length books (fiction and nonfiction) that align to the <i>Open Court/Imagine It!</i> theme. If possible, use the reading workshop structure for these lessons so that students will be prepared to fully transition to workshop in 7th grade. Work with a DOI to plan these units.
Blue Strand: <i>Focuses on communication skills such as spelling, vocabulary, writing process strategies, writer’s craft, English language conventions, listening and speaking</i>	Grades Pre-K – 3: Teach grammar, usage and mechanics and spelling lessons as delineated in the programs. Grades 4-6: Teach grammar, usage and mechanics and spelling lessons 2-3 times a week, more if students need additional explicit instruction on these topics. All grades: Schools are not required to implement the <i>writing process</i> portion of the blue strand, but may draw on it as a resource. If schools do not use this section of the blue strand, they must develop their own year-long writing plan.	Grades 4-6: Since state standards on grammar and usage are varied, supplement instruction for this topic as needed. All grades: Work with grade level partners and DOIs to design a year-long writing plan that includes units for opinion, informational and narrative writing and uses the 6 Traits framework. See below for specific alignment between the Traits and the Common Core standards.

⁴ In 2009 LHA adopted the *Imagine It!* program, which is the latest edition of Open Court Reading.

Tips for Aligning *Open Court* and *Imagine It!* to State Standards or Common Core State Standards

1. **Identify Power Standards:** Identify the standards that...
 - Will help students be successful in other subjects
 - Address enduring understandings and
 - Are essential for the next level of learning.
2. **Align Instruction with Power Standards:** Note which lessons in *Open Court* or *Imagine It!* have objectives that address these power standards and ensure that they are heavily emphasized throughout the year.
3. **Adjust as necessary:** If there are any standards *Open Court* or *Imagine It!* do not address at all, plan supplementary instruction.
4. **Increase Rigor:** Compare the rigor level of the standard to the way the objective is taught in *Open Court* or *Imagine It!* If the state standard is more rigorous, modify the lessons by raising the level of questioning during reading and increasing the rigor of the response activities and assessments.

Writing Workshop

All LHA teachers follow the workshop format for writing instruction.

Writing Workshop Lesson Structure (based on a 60-minute block)	
Mini-Lesson 10 - 15 min.	Connection (1 min.) Introduce the objective by briefly explaining how what you will teach them today connects to something they already know. Explicit Instruction (5 – 10 min.) Teach. If teaching a strategy, demonstrate how to use the strategy by modeling or thinking aloud. If teaching a workshop procedural routine, demonstrate exactly what to do. If explaining a concept (e.g. introducing a new genre or text structure), explain it and show examples. This is <i>not</i> a time to ask students questions, assess what they know, or try to lead them to figure it out on their own. Guided Practice (5 – 10 min.) Give students a <i>quick</i> opportunity to practice what they have just been taught. As they do this, watch and listen to assess understanding. Prompt and support students as needed. If necessary, bring the class back together to clear up misconceptions. Send Off (to Independent Practice) (1 – 2 min.) Bring class back together and remind students of what they just learned and how they will use it in their independent reading or writing. Give students explicit procedural instructions for independent practice.
Independent Practice 30 - 40 min.	Independent writing (30-40 minutes) Students practice what they learned during the mini-lesson as they work on their writing. Conferences (40 min.) Conference with students for about 5 minutes at a time to monitor their progress towards meeting the lesson and unit objectives.
Share 5-10 min.	Gather as a whole class Bring the class back together to discuss how they used what they learned during independent practice. Share When time allows, have one or two students share something they worked on during the lesson.

Conferences

The teacher spends the majority of the independent practice time of the writing workshop to confer one-on-one with students. This time should not be spent reading a student's paper, as that is time consuming and typically not interactive. Rather, the teacher should focus on helping the student develop a particular trait or other aspect of the writing process.

Organizational Strategies for Writing Workshop

As in the reading workshop, organization is extremely important for the successful execution of the writing workshop. Some effective organizational tools include:

Writing Folders

Students should keep their work organized in writing folders. One folder should contain writing from current projects while another can house past work.

Portfolios

Several finished and polished pieces of writing that represent the student's best efforts should be placed in a writing portfolio. While the writing folders document the process by which finished products are developed, the portfolio is a compilation of a student's best work and may be referenced during subsequent writing classes, parent conferences or CPA exhibitions.

Assessment

Process Pieces

The teacher uses the work students create during the writing process as a formative assessment that enables teachers to monitor student progress and adjust instruction appropriately. Students' final drafts may be used for summative assessment.

LHA Network Writing Assessment

Research shows that high-performing schools have several common characteristics, including frequent assessment of student progress, an emphasis on nonfiction writing, and collaborative scoring of student work.⁵ The purpose of the Lighthouse Academies Writing Assessment is to provide teachers the opportunity to engage in each of these practices. Furthermore, this assessment serves to initiate conversations about the status of students' writing achievement and the establishment of common, consistent, high expectations for student work. Most importantly, teachers will use the results of this assessment to inform and improve writing instruction. Student responses are scored using the LHA writing rubric (see below) and tracked by schools.

State Assessments

State assessments in writing vary both in content and grade level. DOIs provide teachers with information about their state assessments.

⁵ Reeves, Douglas B. "The 90/90/90 Schools: A Case Study." *Accountability in Action*. Advanced Learning Press, 2004.

6+1 Traits

The 6 + 1 Traits Model

At LHA all teachers use the 6 + 1 Traits framework for writing instruction. This is not a program with scripted lesson plans; it is a tool teachers use to help students learn how to incorporate the qualities of good writing into their work. Using the Traits framework enables teachers to establish a common, consistent language for talking about writing with students. This language helps teachers establish clear expectations for student work and makes providing written and verbal feedback more effective.

The 6+1 Traits of Writing	
Ideas	The meaning and development of the message
Organization	The internal structure of the piece
Sentence Fluency	The way words and phrases flow throughout the text
Word Choice	The specific vocabulary the writer uses to convey meaning
Voice	The writer's tone and unique perspective
Conventions	The mechanical correctness of the piece
Presentation	The overall appearance of the work

Understanding the Traits

The 6+1 Traits framework is a way of breaking writing down into distinct characteristics or “traits.” This framework establishes a systematic way of teaching individual aspects of writing, assessing student writing and providing clear and focused feedback to students. The framework helps students understand what good writing is and what they need to work on to improve their writing.

To use the Traits effectively, both teachers and students must share a common understanding of each of the Traits. This understanding should be rooted in the following:

1. LHA 6 Traits Writing Rubrics

All teachers at Lighthouse Academies use the LHA 6 Traits Writing Rubrics. Each rubric identifies 6 levels of achievement for each of the 6 Traits. These rubrics should be used as both instructional and assessment tools to help students understand the traits of quality writing.

2. Common Core State Standards for Writing

To understand what proficiency in each Trait requires at a particular grade level, a teacher must use the specific requirements of the Common Core State Standards that are associated with that Trait. The unit overviews in the Curriculum and Course Guides provide guidance on how to align the Traits with the Common Core State Standards.

3. Writing Exemplars

In order to establish a concrete, detailed vision of what proficient writing looks like at each grade level, teachers should analyze how student writing exemplars exhibit the standards and Traits. A proficient score (at least a “4”) on the LHA Writing Rubric will not look the same in all grades. For example, well developed ideas in kindergarten might involve stating the topic and supplying one or two facts about it, while in 6th grade students are expected to support ideas with facts, definitions, concrete details, quotations and other information. It is critical that teachers understand these distinctions by analyzing the Common Core State Standards and samples of proficient writing.

4. Instructional Resources

Because the 6+1 Traits is a framework and not a curricular program, schools determine the details of how to teach the Traits over the course of the year. Teachers have a variety of

resources to guide their writing instruction, including the LHA Curriculum and Course Guides and external resources such as *The 6+1 Traits of Writing Complete Guides*, Nancie Atwell's *Lessons that Change Writers*, and other professional books. See your DOI for more information about these resources.

Genres

All genres include the 6+1 Traits, so teachers will refer to the Traits throughout the year.

The Common Core State Standards identify three major genres of writing that students in all grade levels are expected to be able to produce: opinion, informational, and narrative. Over the course of the school year, students will write several pieces in each of these genres. The major pieces of writing students produce are identified in the units in the Curriculum Guides (K-8) and Course Guides (CPA). Teachers also work with their DOI and grade level or content area team to plan lessons for the genre(s) in each unit.

Using the 6+1 Traits in Writing Workshop

At the beginning of the year mini-lessons focus on workshop procedures, introducing the Traits and learning the steps of the writing process. Once these foundational components of the workshop are established, teachers teach genre-based units of study. Throughout these units teachers plan lessons that will help students develop the Traits within the given genre.

Example of Traits topics that may be taught in different genres:

	Opinion	Informative/Explanatory	Narrative
Ideas	• Write a clear thesis statement	• Use facts to develop the main idea	• Use sensory details to enhance a description
Organization	• Organize paragraphs by supporting reason	• Write a conclusion that summarizes the main idea	• Use sequential order to describe events
Sentence Fluency	• Use varied sentence openings for introducing new pieces of evidence	• Use sentences that contain lists/series to provide examples	• Use dialogue to add sentences of varying length
Word Choice	• Use superlative words when appropriate	• Use domain-specific words	• Use vivid adjectives to enhance descriptions
Voice	• Identify the audience the writer is trying to persuade	• Establish a formal tone	• Incorporate dialect
Conventions	• Cite sources accurately	• Use commas and colons correctly	• Punctuate dialogue correctly

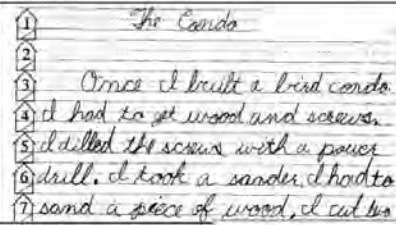
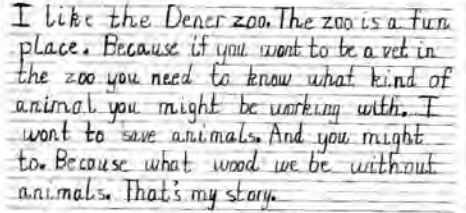
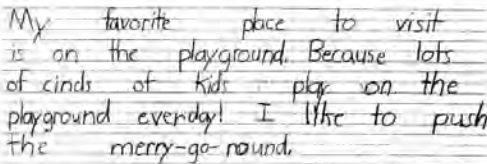
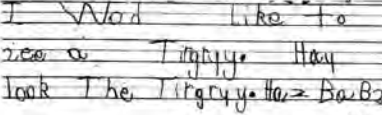
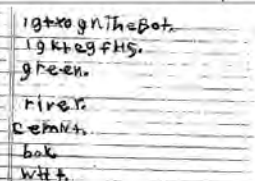
Lighthouse Academics 3-8 Writing Rubric

Notes:

1. The rubric may be used for any genre of writing.
2. The rubric is used for grades 3-12, but a “4” in 3rd grade will look very different from a “4” in 12th grade. Teachers determine what each descriptor means at their grade level based on state standards and their judgment.
3. When trying to decide between two scores (e.g., a 3 or a 4) for a given trait in a piece of student work, only choose the higher score if all of the criteria for that level are present.

		Ideas	Organization	Sentence Fluency	Word Choice	Voice	Conventions
Exceeds Expectations	6	- presents clear main idea (or plot) and powerful message - ideas are fully developed and enriched through use of accurate and relevant supporting details - provides thought-provoking insights	- thoughtful, logical structure - exceptionally engaging opening and conclusion - smooth, almost seamless transitions	- easy to read with an inflection that brings out voice - variety in sentence style and length adds interest and enhances meaning	- demonstrates command of a very sophisticated vocabulary - uses everyday language in original ways - consistent use of exceptionally powerful verbs - uses precise nouns and modifiers	- a unique voice is present throughout the piece - the writer’s voice is engaging and well-suited for the topic - demonstrates thorough awareness of audience	- demonstrates exceptional command of capitalization, punctuation, grammar, usage and spelling conventions - few or no errors - use of standard writing conventions enhances meaning and voice
	5	- presents clear main idea (or plot) and message - ideas are supported and well-developed through use of accurate and relevant details - provides one or two interesting or unexpected insights	- logical structure - engaging opening and conclusion - transitions effectively connect ideas	- natural phrasing - variety in sentence style and length adds interest	- demonstrates command of an extensive vocabulary - contains interesting phrasing throughout the piece - uses strong verbs - uses thoughtfully chosen nouns and modifiers	- the writer’s perspective is present through most of the piece - voice is appealing and well-suited for the topic - demonstrates awareness of audience	- demonstrates strong command of capitalization, punctuation, grammar, usage and spelling conventions - several minor errors - use of standard writing conventions supports meaning
Meets Expectations	4	- presents clear main idea (or plot) - ideas are supported and well-developed by accurate and relevant details	- logical structure - functional opening and conclusion - transitions usually connect ideas	- mostly natural phrasing - some variety in sentence style and length	- demonstrates command of a strong vocabulary - occasionally uses interesting phrases - some strong verbs - some interesting nouns and modifiers	- features moments of individuality - voice is pleasant and mostly suited for the topic - demonstrates awareness of audience	- demonstrates command of capitalization, punctuation, grammar, usage and spelling conventions - several minor errors
Approaching Expectations	3	- main idea (or plot) is present, but too simplistic - some ideas are supported by accurate and relevant details	- logical structure with one or two confusing moments - formulaic opening and conclusion - limited use of transitions	- mechanical but readable - sentence structures are repetitive	- uses several interesting words - few strong verbs - overused modifiers and nouns	- voice emerges sporadically, but changes - parts seem mechanical - demonstrates awareness of audience	- several errors in basic conventions - errors do not interfere with the message
Does Not Meet Expectations	2	- main idea (or plot) is confusing - few ideas are supported by accurate and relevant details	- attempts logical structure, but reader must work to follow the main idea - ineffective opening or conclusion - transitions are unclear or not present	poorly-constructed sentences (run-ons, choppy sentences, fragments, awkward phrasings) sometimes interfere with readability	- demonstrates limited vocabulary - weak verbs - few or no modifiers	- writing is generally flat or lifeless - demonstrates limited awareness of audience	- many distracting errors in basic conventions - errors do not interfere with the message
	1	- no discernible main idea (or plot) - ideas not supported by accurate and relevant details	no discernible logical structure	hard to read due to poorly-constructed sentences or frequent missing words	some words make the piece confusing and/or are used incorrectly	voice is inappropriate for purpose/mode	- many distracting errors in basic conventions - errors interfere with the message

K-2 ILLUSTRATED BEGINNING WRITER'S RUBRIC

	IDEAS	
EXCEPTIONAL 6	- The Big idea is clear and original; the topic is narrowed - Supporting details are relevant, accurate and specific - Pictures, graphs, charts (if present) enhance the text - Focus: The writing stays on topic - Development is generous and complete	
EXPERIENCED 5	- The Big idea is clear; the topic is narrowed - Supporting details are relevant, logical and mostly accurate - Pictures, graphs, charts (if present) clarify the text - Focus: Usually stays on topic - Development is complete	
CAPABLE 4	- The Big idea is clear, but general—a simple story or explanation - Support is present in the text - Pictures (if present) support the text - Focus: Generally on topic, with a few missteps - Development is adequate	
DEVELOPING 3	- The Big idea is stated in text - Support is minimal - Pictures (if present) offer supporting details - Focus: Limited to one sentence (or repeats the same idea) - Development is simplistic	
EMERGING 2	- Idea(s) are conveyed in a general way through text, labels, symbols - Support: Not present in the text - Pictures: Connect with a word, label, symbol - Focus: Unclear or extremely limited - Development: Not present	
BEGINNING 1	- Ideas are unclear; print sense is just beginning - Support: Not present - Pictures: Not clear - Focus: Not present - Development: Not present	

ORGANIZATION

EXCEPTIONAL 6	- The structure showcases the main idea - Pictures (if present) enhance the text - Transitions are smooth and varied - Sequencing shows planning for impact - An inviting lead and a developed ending are present - Format assists reader orientation		I went to Yellowstone National Park. It was so cool. When I went I saw Buffalo and one Grizzly Bear. It was funny when we saw the Grizzly Bear cause he was sitting down asleep. I like Yellowstone National Park. Do you want to know why I like Yellowstone National Park? Cause you can learn about wild life and the woods.
EXPERIENCED 5	- The structure is easy to follow - Pictures (if present) clarify the text - Transitions are somewhat varied - Sequencing is sound - An inviting lead and a concluding sentence are present - Format is clear	Soft Chinchilas my favret animal is a gray chinchila becuas thay are very very soft and thay are littl I like them becuas Thay are soft thay have big ers so when scary animals arad Thay no to go the uthter way chinchiles lev in the moutens	
CAPABLE 4	- Structure is clearly present and complete in a predictable manner - Pictures (if present) show thoughtful placement of elements - Transitions work in a predictable fashion - Sequencing may take a circuitous route, but reader can follow - A beginning, middle and predictable ending are present ("The end") - Format is generally accurate in placement of elements	 I like dogs. I like dogs that are soft. They are cute. They are good. They are nice. I like dogs. They are fun.	When KeAnna Me was playing out side on the Simms KeAnna Me went high KeAnna Me went slow KeAnna Me stop KeAnna Me went high. The End
DEVELOPING 3	- A structure is present - Picture elements are placed logically - Transitions are missing or rely upon connectives ("and" "and then") - Sequencing: Not present or confusing - A bare beginning and middle are present—no end - Text and pictures are generally formatted correctly on the page	 My favorite place is the canal	
EMERGING 2	- Structure is starting to emerge - Pictures show attempts to order /balance elements - Transitions: Not present - Sequencing: Not present - A beginning is attempted—no middle or end - Formatting signs emerging (left-right orientation, picture and text placement, spacing)		
BEGINNING 1	- Structure is not present - Picture elements are random, scattered or unbalanced - Sequencing and transitions not present - Beginning or ending not present - Format clues: Not present	 My favorite place is the canal	

SENTENCE FLUENCY

EXCEPTIONAL 6

- Several sentences are present that vary in structure and length
- Sentence beginnings are varied
- Rhythm is fluid and pleasant to read aloud
- Connective words work smoothly

Underwater for ever
Samon are incredible animals for two
reasons. First, when samon are born they start
out in the ocean. Then when it is time
to spawn they move up to rivers and streams
jumping out of the water swimming as fast
as they can. Clearly they take spawning
seriously. Second, when spawning season
is over it starts all over again.

The End
One day I was building
a boat. I knew I would
make a boat with two
rooms. One room had a
kitchen and in the
same room was a kitchen.
I made a couch out of
a big blanket and I
put fake food in the
kitchen.
The second room was
the bedroom. It had
a cushion blanket bed. It

slpt on the bed for a
week
I wish I had a
fake bed, and a
bottle. Then I would
have a bathroom.
Today is Wednesday
I just made water. I
just at five.
Now I want go
to bed. I have a
trampoline from the
couch. Goodnight

EXPERIENCED 5

- Several sentences are present and employ more than one sentence pattern
- Sentence beginnings are varied
- Rhythm is more fluid than mechanical—easy to read aloud
- Connective words do not interfere with the fluency

CAPABLE 4

- The writing provides a limited sampling of sentence patterns
- Sentences do not always begin the same way
- Rhythm is more mechanical than fluid
- Connectives words show some variation

I like my garden because my fuses are so
I play. I go out sat. I play ball. I ride bike
We go driving. I will read at pass the
I like my gram.

DEVELOPING 3

- Most of a sentence is present, decodable in the text ("Like bunne becuz ther rree Fas")
- Sentences begin the same way ("I like . . .")
- Rhythm is choppy and repetitive
- Connective transitions serve as links between phrases ("and" "then" etc.)

Like bunne becuz ther rree Fas
as.

EMERGING 2

- Part of a sentence may be present ("Cus it is clu")
- A word or phrase may be repeated across the page to form the text
- Rhythm is not present
- Connective words may appear in sentence parts

Cus it is clu. Peer

BEGINNING 1

- No sentences or sentence parts are present in the text
- The marks, lines or scribbles may imitate writing from left to right
- Words stand alone
- Connectives: Not present

+

WORD CHOICE

WORD CHOICE	
EXCEPTIONAL 6	- The text is comprised of words that convey a complete message - Word choice includes striking, memorable phrases - Vocabulary reflects precision and accuracy - Repetition is rarely present
EXPERIENCED 5	- The text alone conveys the message in several words - Word choice contains moments of sparkle; everyday words used well - The vocabulary is expanding - Repetition occurs infrequently
CAPABLE 4	- The words stand on their own to convey a simple message - Words are basic and used correctly - Vocabulary is mostly routine, with a few experiments - Some repetition is present
DEVELOPING 3	- Word groups, phrases convey the topic with some help from pictures - Word choice makes sense - Vocabulary is limited to "known" or "safe" words - Repetition of "safe" words and phrases
EMERGING 2	- A few words begin to emerge - Word choice is difficult to decode - Vocabulary relies upon environmental print - Repetition: May repeat letters, alphabet, name, etc.
BEGINNING 1	- No words are present (imitative writing) - Word choice: Not present - Vocabulary: Not present - Repetition: Inconsistent letter shapes, imitative writing or none

VOICE

EXCEPTIONAL 6	• Exceptional expression of feeling, commitment to topic • Pictures (if present) enhance the mood, atmosphere, point of view • Exceptional audience awareness is present; compelling to read • Unmistakably individual, sincere—unique expression	<u>My Dearest Dog Franki</u> I have a dog his name is franki he is so funny because he loves his funnyballllll take it and hide it so nobody can find it What he most like to do is sit on the couch all day and watch TV. Franki is really lazy. Franki is a golden retriever, so that means the color of him is golden. He absolutely loves getting brushed. All the	time he wants to get brushed it's very annoying. When you pet him for a long time he will just freeze and in two or three seconds Franki will run very fast around the house and get all hiccups. I think everybody should have a dog like Franki because he's fun, nice, gentle, funny, and most of all he's very, very, I mean very, cute.
EXPERIENCED 5	• The writer's feelings about the subject are loud and clear • Pictures (if present) enrich the mood, atmosphere • Engages the audience ("Did you know?") • Individual and sincere expression	<u>The Day I Met Ellen</u> When I walked in the room there was a girl named Ellen. She was so But Ellen had strait hair. We talked outside with each other. After that we ate lunch. I was so happy today. Then we had cupcakes because it was the first day of school. One of my friends I had seen before. Then I said good bye to Ellen. Then I said I said hey! The end	 <u>the dog is my ferbit!</u>
CAPABLE 4	• Identifiable feeling(s) are present in the writing • Pictures (if present) capture the atmosphere or mood in a general way • Audience awareness is present • The individual emerges from the text		 <u>I like dogs do bit and Bekos do bit</u>
DEVELOPING 3	• Feeling is expressed in a few words /punctuation ("fun"- "like"- "favorite", underline exclamation point) • Pictures show expression in faces and details • Audience awareness is present in a general way • Individual expression is present		 <u>I like dogs do bit and Bekos do bit</u>
EMERGING 2	• A general feeling is captured in words and/or pictures • Pictures capture a mood, simple emotion or action • Audience awareness: Not yet present or clear • Individual expression is emerging		 <u>I like dogs do bit and Bekos do bit</u>
BEGINNING 1	• Not enough text is present to convey a mood or feeling • Pictures are hard to interpret • Audience awareness is not yet present • Individual expression is not present		 <u>I like dogs do bit and Bekos do bit</u>

CONVENTIONS

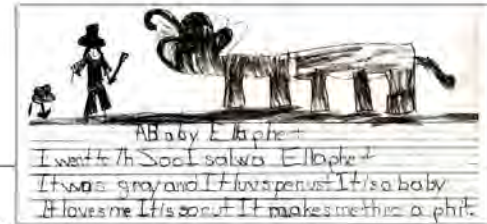
Friends are Always Shy when you!
A friend is someone you play with at recess.
You need to have at least one or two friends in
common. They need to share toys and if you are
at recess and your friend wants to play it is not
nice to say you can't play. A friend is someone
who does not cheat on games or is not a
poor sport. Almost everyone who loses a
game or gets out of a game they start winning a
calling you names and say "I AM NOT PLAYING
WITH YOU AM MORE!" One of my
favorite things is a friend makes you giggle at
jokes that they say, but the bad part is if you giggle
at school you can get in trouble by the teachers.
You don't have to copy your friend's example if they like
chocolate chip cookies and you don't. You should not
say "me too!" This is what my friends and I like.
What is your friend like?

EXCEPTIONAL 6

- Capitalization: Accurate for sentence beginnings, proper names, titles
- Punctuation: End punctuation, commas in series, other varied uses for stylistic effect
- Spelling: Grade level words and "hard" words spelled logically, if not accurately
- Grammar and usage: Accurate
- Paragraphing: Consistent indentation for paragraphs

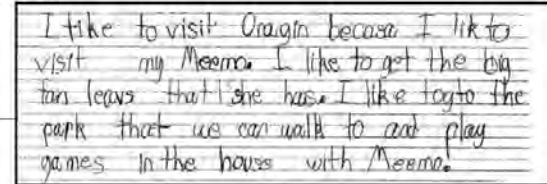
EXPERIENCED 5

- Capitalization: Capitals for sentence beginnings, proper names, titles usually correct
- Punctuation: End punctuation usually correct—some varied uses present
- Spelling: Usually accurate for grade level words
- Grammar and usage: Usually accurate
- Paragraphing: First line indented



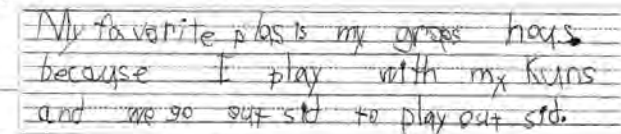
CAPABLE 4

- Capitalization: Capitals for beginning sentence, names, titles in evidence
- Punctuation: End punctuation is present
- Spelling: High use grade level words mostly correct; phonetic spelling easy to decode
- Grammar and usage: subject/verb agreement, tense, still spotty
- Paragraphing: spotty, or not present



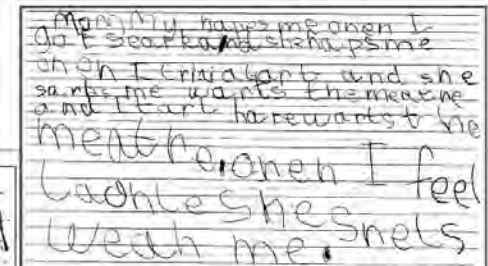
DEVELOPING 3

- Capitalization: Beginning sentence, names, title still inconsistent
- Punctuation: Period or other punctuation is present somewhere
- Spelling: Phonetic spelling decodable; accurate spelling of some words
- Grammar and usage: A grammatical construction is present, but missing parts
- Paragraphing: Not present



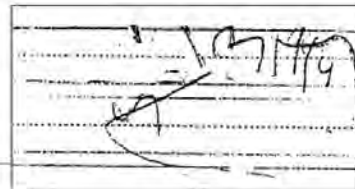
EMERGING 2

- Capitalization: Random use of upper and lower case letters
- Punctuation: None or random
- Spelling: Phonetic, some decodable and/or simple words spelled correctly
- Grammar and usage: Part of a grammatical construction is present
- Paragraphing: Not present



BEGINNING 1

- Capitalization: Print sense still emerging
- Punctuation: None
- Spelling: Pre-phonetic or not present
- Grammar and usage: Not present
- Paragraphing: Not present



Lower Academy Pacing

The pacing noted in this guide is a framework. You may work with your grade level team and DOI to adjust it to meet the needs of your students, your school academic calendar as well as unforeseen events that may arise.

Marking Periods

Although each school and state have a different calendar and are required to administer state assessments at different times of the year, the following chart serves as a guide for how the curriculum guide aligns with the designated marking periods each year – *keep in mind that this is approximate*. You will notice marking periods 1 and 4 have one less week to accommodate your school's testing schedule.

Marking Period	Approximate Weeks in Curriculum Guide
Marking Period 1	Weeks 1 - 7
Marking Period 2	Weeks 8- 17
Marking Period 3	Weeks 18 – 27
Marking Period 4	Weeks 28 - 35

First Three Weeks

The first three weeks of school are outlined very differently than the rest of the year. The first three weeks of school will serve to establish a scholarly and structured tone for the remainder of the school year. Therefore, we have paced these weeks differently in order to provide a strong base to support your classroom instruction and culture. Activities and lessons during these weeks focus on establishing routines, rules, and acclimating your students to the core values and expectations of the school. Policies and practices specific to LHA's Culture of Achievement and Respect as specified in the *LHA School Culture Guidebook* are also introduced during these first three weeks. The overarching goals and intentions of the first three week of school are¹:

- Create a climate and tone of warmth and safety.

¹ Ibid

- Teach the schedule, routines and behaviors of the school day
- Introduce students to and teach them how to use and care for the physical environment and classroom materials.
- Establish expectations about ways we will learn together for the year ahead.

During the first several weeks of school, science and social studies lessons will not be addressed. We believe the teaching of science and social studies is equal in importance to the teaching of English/language arts and math, and these topics align with the English language arts content where appropriate. However, waiting until the classroom and school culture and expectations are set gives you an opportunity to establish academic routines and to continue integrating community building and Lighthouse practices into your day.

In addition to setting the culture during the first three weeks, it is also a time to assess your students and collect data. For students in grades 1-3, the first several weeks of math instruction are a review. As such, the lessons are condensed, focusing on pre-assessment and key skill review. You will use program assessments from the first several weeks of the program to serve as the pre-assessment. Using this data will help you determine which beginning lessons need to be directly taught. Full lesson instruction will begin in week 4.

Writing Units

The writing units provided in this guide serve as a yearlong plan for writing instruction. Teachers may base their daily lesson plans on the objectives identified in the units. Whether the school follows the units in this guide or uses units developed locally, students should be producing full-length opinion, informative/explanatory and narrative pieces over the course of the year.

Reading, Math, Social Studies and Science Pacing

Weekly objectives and activities for reading, math, social studies and science are laid out in a separate table. These objectives and activities reflect those in the core curricular programs and provide additional ideas for infusing the arts into instruction.

Core Value: WORK HARD, GET SMART, GRADUATE FROM COLLEGE							
	8:00 – 8:30	8:30 – 9:00	9:00 – 9:15	9:15 – 9:45	9:45 – 10:30	10:30 – 11:30	11:30 – 12:00
Day 1	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning Message</u> on chart <u>Cubbies/hooks</u> labeled for each student <u>Explain</u> routine for breakfast (Including clean up and transition)	Morning Activities <u>Name</u> tag decorating and label making <u>Arrival</u> activities (crayons and paper, manipulatives, etc.) <u>Take Attendance</u> <u>Play Music</u> (Classical) <u>Model</u> clean up signal <u>Give</u> a five, three and one minute warning before clean up signal	Clean Up Time <u>Explain</u> signal for children to clean up and show them where things get put away (Give five, three and one minute warning before clean up time) <u>Model</u> how to walk to Morning Meeting as soon as clean up is completed	Morning Meeting <u>Model</u> signal for silence <u>Greeting</u> : OCR/II <u>Unit 1</u> -Unit Introduction <u>Activity</u> : Warming up Names (T24) <u>Song</u> : <u>Teach</u> morning chart: write each child's name <u>Review</u> Schedule for the Day <u>Introduce</u> SHINE Quality Self Discipline <u>Model</u> bathroom procedure	Guided Discovery: Crayons ☐ <u>Introduce</u> Crayons ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u> (Be sure to always give a five, three and one minute warning before any transition throughout your day)	Tour of School <u>Talk</u> about parts of school. <u>Model</u> and practice lining up <u>Talk</u> about rules for walking the halls. <u>On</u> your tour focus on areas of the school that the students will use. <u>Be</u> sure to include important people they will see around the school. If time, discuss tour have students draw pictures.	Lunch with Teacher Teach Lunch Routines Explicitly teach, model and practice all week: ☒ Lining up and walking in the hall ☒ Washing Hands ☒ Lunch routines ☒ Entering the cafeteria ☒ Eating ☒ Cleaning up ☒ Lining up at end of lunch
Day 2	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning Message</u> on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Put</u> out simple open-ended arrival activities (such as crayons and paper etc.) <u>Play Music</u> (classical) <u>As</u> students finish breakfast they can clean up, put their things away, etc and move on to one of these activities. <u>Take Attendance</u> .	Clean Up Time <u>Give</u> clean up signal (and five, three and one minute warning) <u>Review</u> clean up procedures <u>Model</u> how to walk to Morning Meeting as soon as clean up is completed	Morning Meeting <u>Model</u> signal for silence <u>Introduce</u> Morning Meeting <u>Generate</u> meeting rules <u>Greeting / Song</u> OCR/II <u>Unit 1</u> – Warming up Names (T41) <u>News</u> and Announcements <u>Review</u> Schedule for the Day <u>Review</u> SHINE Quality	Guided Discovery: Pattern Blocks ☐ <u>Introduce</u> Patter Blocks ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u> (Be sure to always give a five, three and one minute warning before any transition throughout your day)	Teach and Practice Fire Drills <u>Follow</u> the format of your school. Show children where the fire drill procedure is posted in your classroom.	<u>*It is critical that each of these procedures is explicitly taught step by step as well as revisited each day.</u>
Day 3	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning Message</u> on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Put</u> out simple open-ended arrival activities (such as crayons and paper, manipulatives, etc). <u>Take Attendance</u> <u>Play Music</u> (Classical)	Clean Up Time <u>Give</u> clean up signal (and five, three and one minute warning) <u>Remind</u> about clean up procedures <u>Proceed</u> to Morning Meeting as soon as clean up is completed	Morning Meeting <u>Greeting</u> OCR/II Warming up Names (T62) <u>Sharing / Song</u> <u>News</u> and Announcements: <u>Read</u> morning chart <u>Review</u> Schedule for the Day <u>Review</u> SHINE Quality <u>Review</u> Core Value "Work Hard, Get Smart, Graduate from College"	Guided Discovery: Pencils and Paper <u>Review</u> procedure for getting pencils and whether or not children can sharpen them themselves ☐ <u>Introduce</u> : Paper ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u> (Be sure to always give a five, three and one minute	Math <u>Introduce</u> math studies with discussion questions such as, "What are numbers for?" and "What do mathematicians do?" <u>Read</u> a counting picture book like Anno's Counting Book or alternate. <u>Sing</u> an active counting song, such as "This Old Man"	
Day 4	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning Message</u> on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Put</u> out simple open-ended arrival activities (such as crayons and paper, manipulatives, etc) <u>Take Attendance</u> <u>Play Music</u> (Classical)	Clean Up Time <u>Give</u> clean up signal (and five, three and one minute warning) <u>Remind</u> about clean up procedures <u>Proceed</u> to Morning Meeting as soon as clean up is completed	Morning Meeting <u>Greeting</u> OCR/II <u>Warming up Names</u> (T82) <u>Sharing / Song</u> <u>News</u> and Announcements <u>Review</u> Schedule for the Day <u>Review</u> SHINE Quality <u>Review</u> bathroom procedure and other daily routines, list of class rules/expectations <u>Review</u> Core Value "Work Hard, Get Smart, Graduate from Collene"	Math: Activities with math manipulative. <u>Provide</u> containers of manipulatives (one not yet been explored such as Teddy Bears) on tables. <u>Introduce</u> at meeting area & provide time for open exploration. <u>Regroup</u> and ask for observations (things noticed or learned)	Guided Discovery: Clay ☐ <u>Introduce</u> : clay (or other common material you have in the classroom) ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u>	
Day 5	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning Message</u> on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Put</u> out simple open-ended arrival activities (such as crayons and paper, manipulatives, etc) <u>Take Attendance</u> <u>Play Music</u> (Classical)	Clean Up Time <u>Give</u> clean up signal (and five, three and one minute warning). <u>Remind</u> about clean up procedures. <u>Proceed</u> to Morning Meeting	Morning Meeting <u>Greeting</u> using OCR/II <u>Unit 1</u> – Warming up Names (T90) <u>Sharing</u> Hopes and Dreams <u>News</u> and Announcements <u>Review</u> Schedule for the Day <u>Review</u> bathroom procedure and other daily routines; list of class rules/expectations	Math: New math manipulatives ☐ <u>Introduce</u> : new math manipulative ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u>	Activity Time <u>Children</u> work in small groups at activities designated by the teacher. <u>The</u> teacher explains the rules for Activity Time and models each activity first. <u>A</u> sign up chart helps students work toward independence and self-directed learning	

Grade K
Week One
M
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G

Core Value: WORK HARD, GET SMART, GRADUATE FROM COLLEGE					
	12:00 – 12:30	12:30 – 1:30	1:30 – 2:30	2:30 – 3:15	3:15 – 4:00
Day 1	Recess with Teacher Introduce Outside Time Model lining up Walk playground boundaries Review rules & expectations Teach and play a game Model Transition from Outside Time Signal for lining up, how to line up, how to reenter school, etc	12:30 – 12:45 D.E.A.R (read-aloud) 12:45-1:30 Quiet Time Model Quiet Time routines and expectations Model transition out of Quiet Time	Guided Discovery: Pencils and Paper ☐ Introduce: Pencils ☐ Model exploration/Generate Ideas (i.e. pencil grip, how to sharpen etc) ☐ Exploration by students ☐ Share their observations/exploration ☐ Clean Up	SHINE Quality Activity Self-Discipline – read a story that addresses the idea of self-discipline in a way meaningful to young children. Discuss the story and write children’s responses and ideas on chart paper. If time, assign an extension activity which utilizes drawing	Clean up and Dismissal ☒ Teach rules for appropriate bus behavior and safety ☒ Model clean up routines ☒ Model Dismissal Routines ☒ Model Closing Circle ☒ (packing up, lining up, checking out, etc) ☒ Dismissal
Day 2	Recess with Teacher Review rules and expectations. Play game. Review how to line up and transition back into school	12:30 – 12:45 D.E.A.R (read-aloud) 12:45 – 1:30 Quiet Time Review Quiet Time routines and expectations. Review transition out of Quiet Time	1:30 – 2:00 Guided Discovery: books (classroom library)/drawing assignment ☐ Introduce: books ☐ Model exploration/Generate Ideas ☐ Exploration by students ☐ Share their observations/exploration ☐ Clean Up 2:00 – 2:30 Introduce Core Value “Work Hard, Get Smart, Graduate from College” Share the college campus name, your college and any	Introduce the Arts “What are the arts”, “what does art mean” Brainstorm and list ideas. Show examples (objects, music, videos, and photos.) Explore arts activities in small groups – music, painting, drawing, clay, dancing, drama, picture books about artists, art books Limit the size of each group.	
Day 3	Recess with Teacher Review rules and expectations Introduce “safe tagging” Play “Octopus” and “Fish Gobbler” with children taking turns as taggers. (or alternate game) Review how to line up and transition back into school	12:30 – 12:45 D.E.A.R (read-aloud) 12:45 – 1:30 Quiet Time Review Quiet Time routines and expectations. Review transition out of Quiet Time	Begin work on “hopes and dreams”: Model, discuss, and then draw a picture of an important hope for school this year. Model: “this summer I...” Then while the students watch, illustrate what that looked like. Next brainstorm a list of what we might do in school. List them out. The child chooses one they are most excited about and draws a picture of what that would look like. ** these activities must be achievable in school.	Introduce activity time and assign each child to one of three activities: pattern blocks, crayons, or independent project (scissors and paste) Remember to review and model for children the use of classroom materials.	
Day 4	Recess with Teacher Review rules and expectations “Fish Gobbler” “Category Tag” (or alternate game) Review how to line up and transition back into school	12:30 – 12:45 D.E.A.R (read-aloud) 12:45 – 1:30 Quiet Time Review Quiet Time routines and expectations Review transition out of Quiet Time	Hopes and dreams Continued... drawings: Complete, mount, and assist children in writing captions for their drawings Students will share these hopes and dreams during share time in morning meetings on subsequent days. Hopes and dreams are posted and visible to the class and school and revisited throughout the year.	Activity Time (add clay or playdough to activities, if available)	
Day 5	Recess with Teacher Review rules and expectations “Captain’s Coming” (or alternate game) Review how to line up and transition back into school	12:30 – 12:45 D.E.A.R (read-aloud) 12:45 – 1:30 Quiet Time Review Quiet Time routines and expectations Review transition out of Quiet Time	School tour: Classrooms Remember to review and model for children how to line up and walk through the halls.	Hopes and Dreams Model work-sharing, and students share hopes and dreams Fire Drill Fire Drill practice with entire school	Clean up and Dismissal 3:15-4:00 ☒ Introduce the Friday Weekly Folders ☒ Pass out any student work to go home in Friday Weekly Folders ☒ Review bus rules ☒ Review clean up routines ☒ Review Dismissal Routines ☒ Closing Circle ☒ Dismissal

We will prepare our students for college through a rigorous arts infused program.

Core Value: HIGH EXPECTATIONS EQUAL RESULTS						
	8:00 – 8:30	8:30 – 9:00	9:00 – 9:30	9:30 – 10:30	10:30 – 11:30	11:30 – 12:00
Day 6	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take Attendance</u> <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities <u>Review</u> Clean up signals and routines <u>Give</u> clean up signal (and five, three, one minute warning)	Morning Meeting <u>Greeting</u> <u>Sharing</u> Hopes and Dreams <u>News</u> and Announcements <u>Review</u> Schedule for the Day <u>Teach</u> the Honor Pledge <u>Teach/discuss</u> raising hand, taking turns talking, sitting <u>Review</u> , briefly, classroom routines and expectations	Math <u>Revisit</u> pattern block activities <u>Provide</u> containers of pattern blocks on tables. <u>Introduce</u> and provide time for open exploration. <u>Regroup</u> and ask for observations about things noticed or learned. <u>You</u> may want to add a second math material to use in conjunction with the pattern blocks.	Rule-making session/activity time <u>Follow</u> your rule making session with activity time. <u>A</u> full hour is too long for children to sit. <u>Move</u> on to activities after about 30 minutes even if not finished with rules (you can revisit this topic throughout the week, if necessary)	Lunch with Teacher Teach Lunch Routines Explicitly teach, model and practice all week: ☒ Lining up and walking in the hall ☒ Washing Hands ☒ Lunch routines ☒ Entering the cafeteria ☒ Eating ☒ Cleaning up ☒ Lining up at end of lunch
Day 7	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take Attendance</u> <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities <u>Review</u> Clean up signals and routines <u>Give</u> clean up signal (and five/three/one minute warning)	Morning Meeting <u>Greeting</u> , Message, Schedule, Song, etc <u>Introduce</u> sharing <u>News</u> and Announcements <u>Review</u> bathroom procedure and other daily routines <u>Review</u> rules/expectation <u>Reteach</u> Honor Pledge <u>Review</u> Core Value “High Expectations Equal Results”	Math: <u>Guided</u> Discovery of multilink cubes ☐ <u>Introduce</u> : multilink cubes ☐ <u>Model exploration/Generate Ideas</u> ☐ <u>Exploration</u> by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u>	Rule-making completion and activity time <u>Follow</u> rule making session with activity time. <u>A</u> full hour is too long for children to sit at this time of the year. <u>Move</u> on to activities after about 30 minutes even if you are not finished with rules (you can revisit this topic throughout the week, if necessary)	<u>*It is critical that each of these procedures is explicitly taught step by step as well as revisited each day.</u>
Day 8	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take Attendance</u> <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities <u>Review</u> Clean up signals and routines <u>Give</u> clean up signal (and five/three/one minute warning)	Morning Meeting <u>All</u> four components in place <u>Continue</u> with established routines <u>Review</u> bathroom procedure and other daily routines such as clean up signal, lining up, walking in hall, raising hand <u>Review</u> rules/expectations <u>Reteach</u> Honor Pledge <u>Review</u> Core Value “High Expectations Equal Results”	Math: Multilink cubes <u>Provide</u> containers of multilink cubes on tables. <u>Introduce</u> the materials and provide time for open exploration at the tables <u>Regroup</u> at the end of math time and ask for observations about things they noticed or learned while using them.	Language Arts (Open Court) <u>Unit 1</u> – Unit Introduction Activities: Phonological and Phonemic Awareness (T25)	
Day 9	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take Attendance</u> <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities <u>Review</u> Clean up signals and routines <u>Give</u> clean up signal (and five/three/one minute warning)	Morning Meeting <u>Continue</u> with established routines <u>Review</u> bathroom procedure and other daily routines such as clean up signal, lining up, walking in hall, raising hand <u>Review</u> rules/expectations <u>Practice</u> Honor Pledge <u>Review</u> rules/expectations <u>Review</u> Core Value “High Expectations Equal Results”	Begin class quilt project Each student is given a piece of construction paper or fabric of equal size. Students decorate it based on your criteria (i.e. name, family, favorite food, favorite song etc)	Language Arts (Open Court) <u>Unit 1</u> – Unit Introduction Activities: Read Aloud Concept/Question Board generation Alphabetic Knowledge (T26 – T27)	
Day 10	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take Attendance</u> <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities <u>Review</u> Clean up signals and routines <u>Give</u> clean up signal (and five/three/one minute warning)	Morning Meeting <u>Continue</u> with established routines <u>Review</u> bathroom procedure and other daily routines such as clean up signal, lining up, walking in hall, raising hand <u>Review</u> rules/expectations <u>Practice</u> Honor Pledge <u>Review</u> rules/expectations <u>Review</u> Core Value “High Expectations Equal Results”	Quilt project Continue w/individual quilt pieces and join them together as they are completed. Have each student share their quilt piece with the group.	Language Arts (Open Court) <u>Unit 1</u> – Unit Introduction Activities: Reading the Big Book <i>Pickled Peppers</i> (T28)	

Grade K
Week TWO

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Core Value: HIGH EXPECTATIONS EQUAL RESULTS						
	12:00 – 12:30	12:30 – 1:00	1:00 – 1:30	1:30 – 2:30	2:30 – 3:30	3:30 – 4:00
Day 6	Recess with Teacher <u>Review</u> playground boundaries. <u>Review</u> playground rules and expectations <u>Open</u> ended play time with teacher supervision. <u>Review</u> Transition from Outside Time. <u>Signal</u> for lining up, how to line up, how to reenter school, etc	D.E.A.R (read-aloud)	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Guided Discovery: Paint ☐ <u>Introduce:</u> Paint <u>Be</u> sure to provide guidance and instruction regarding set-up, wearing smocks, protecting surfaces, clean-up, etc. ☐ <u>Model exploration/Generate Ideas</u> Exploration by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u>	Activity Time: add new classroom material (to activities of previous week)	Clean up and Dismissal ☒ <u>Review</u> bus and safety rules. ☒ <u>Review</u> clean up routines ☒ <u>Review</u> Dismissal Routines ☒ <u>Closing Circle</u> ☒ <u>Assign</u> Homework (if any) ☒ <u>Dismissal</u>
Day 7	Recess with Teacher <u>Review</u> rules and expectations Allow for open ended play with teacher supervision. <u>Review</u> how to line up and transition back into school	D.E.A.R (read-aloud)	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Music Appreciation Genre Activity What is Music? <u>What</u> is music? <u>What</u> do you know about music? <u>Write</u> responses. <u>Give</u> time at end to draw something they know about music. <u>As</u> they work circulate, and write their idea at the bottom of the paper. <u>If</u> time regroup at the end to share work	Activity Time Complete an activity where students can use scissors to practice their fine motor skills.	
Day 8	Recess with Teacher <u>Review</u> rules and expectations Allow for open ended play with teacher supervision. <u>Review</u> how to line up and transition back into school	D.E.A.R (read-aloud) Lesson 1: Fiction <i>Chrysanthemum</i> Read-Aloud and Discussion (T36 – T37)	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Guided Discovery: Markers ☐ <u>Introduce:</u> Markers ☐ <u>Model exploration/Generate Ideas</u> Exploration by students ☐ <u>Share</u> their observations/exploration ☐ <u>Clean Up</u>	SHINE Quality: Self Discipline Invite your school leaders to come to your class to formally introduce the SHINE quality to your students.	
Day 9	Recess <u>Review</u> rules and expectations <u>Review</u> how to line up and transition back into school	D.E.A.R (read-aloud) <u>Lesson 1:</u> Fiction <i>Chrysanthemum</i> Language Arts Overview (T38 – T39)	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Music Appreciation Genre Activity <u>What</u> is a musician? Brainstorm ideas Then ask “What does a musician do?” <u>Give</u> a brief explanation. Share photos of musicians Ask if they know any musicians <u>Provide</u> blank paper or paper with “A Musician is” As they work write in their ending to “A Musician is.....	Activity Time Perform an activity where students can both cut and paste.	
Day 10	Recess <u>Review</u> rules and expectations <u>Review</u> how to line up and transition back into school	D.E.A.R (read-aloud) <u>Lesson 1:</u> Fiction <i>Chrysanthemum</i> <u>Finish</u> any parts of previous lessons not completed or revisit lessons.	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Guided Discovery: <u>Choose</u> a classroom material not yet reviewed or review one previously used	Activity Time Find an art activity where students will need to perform a process. Ex. Color, Cut, and Paste.	Clean up and Dismissal ☒ <u>Review</u> Friday Weekly Folder Routine ☒ <u>Review</u> clean up routines ☒ <u>Review</u> Dismissal Routines ☒ <u>Closing Circle</u> ☒ <u>Assign</u> Homework (if any) ☒ <u>Dismissal</u>

Grade K
Week TWO
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Core Value: NOTHING LESS THAN EXCELLENCE						
	8:00 – 8:30	8:30 – 9:00	9:00 – 9:30	9:30 – 10:30	10:30 – 11:30	11:30 – 12:00
Day 11	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take</u> Attendance <u>Do Now</u> Students practice writing name <u>Simple</u> arrival activities Review Clean up signals and routines (remember five/three/one minute warning)	Morning Meeting <u>Continue</u> with Morning Meeting routines(<u>Review</u> the Honor Pledge <u>Teach</u> the Daily Affirmation <u>Intro</u> logical consequences with song “I’m Gonna Tell” <u>Review</u> daily routines such as clean up signal, lining up, walking in hall, raising hand <u>Review</u> rules/expectations	Math: <u>Reteach</u> <u>Sing</u> a Counting song <u>Open</u> exploration with math materials. <u>Review</u> materials as a group. <u>Place</u> small containers of materials on each table and allow time for exploration. <u>Regroup</u> and ask if they discovered anything while working	Introduce and Practice Take A Break. <u>Model</u> how to walk to Take a Break, how to sit ,, and how to re-enter the learning community. <u>Give</u> every child a chance to practice Take a Break <u>Administer</u> Reading Diagnostic	Lunch with Teacher Teach Lunch Routines Explicitly teach, model and practice all week: ☒ Lining up and walking in the hall ☒ Washing Hands ☒ Lunch routines ☒ Entering the cafeteria ☒ Eating ☒ Cleaning up ☒ Lining up at end of lunch <i>*It is critical that each of these procedures is explicitly taught step by step as well as revisited each day.</i>
Day 12	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart Review breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) <u>Take</u> Attendance <u>Do Now</u> Students practice straight line letters – Blackline Master 1 (OCR/II) <u>Simple</u> arrival activities <u>Assist</u> children in writing idea on morning message	Morning Meeting <u>Continue</u> with Morning Meeting routines <u>Recite</u> the Honor Pledge <u>Reteach</u> and practice the <u>Daily Affirmation</u> <u>Introduce</u> activity – “Zoom” <u>Review</u> rules/expectations	Math <u>Lesson: 1</u> Exploring Teddy Bear Counters Free Exploration with Teddy Bear Counters at Centers, Tables, or Desks after group lesson (do not keep children too long at group area – move to open exploration if they cannot focus	Language Arts (Open Court) <u>Teach</u> <u>Administer</u> the Open Court Diagnostic <u>Lesson 2:</u> Alphabetic Knowledge, Reading the Big Book Pickled Peppers (T42-43)	
Day 13	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) playing <u>Take</u> Attendance <u>Do Now</u> Students practice slanting line letters – Blackline Master 2 (OCR/II) <u>Simple</u> arrival activities	Morning Meeting <u>Teach</u> new greeting: “Buenos Dias” <u>Activity:</u> “Hot and Cold” <u>Continue</u> with Morning Meeting routines <u>Recite</u> the Honor Pledge <u>Practice</u> the Daily Affirmation <u>Review</u> rules/expectations	Math: <u>Allow</u> time for open exploration with math manipulatives and materials. <u>Review</u> materials as a group. <u>Place</u> small containers of materials on each table and allow time for exploration. <u>Regroup</u> at the end and ask children if they discovered anything while working	Language Arts (Open Court) Lesson 3: Phonological and Phonemic Awareness, Alphabetic Knowledge, <i>Pickled Peppers</i> (T63-65)	
Day 14	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) playing <u>Take</u> Attendance <u>Do Now</u> Students practice curved line letters – Blackline Master 3 (OCR/II) <u>Simple</u> arrival activities	Morning Meeting <u>Continue</u> with Morning Meeting routines <u>Activity:</u> play “Follow the Sound” <u>Recite</u> the Honor Pledge <u>Practice</u> the Daily Affirmation <u>Review</u> rules/expectations	Math <u>Lesson: 2</u> Exploring Teddy Bear Counters Free Exploration with Teddy Bear Counters at Centers, Tables, or Desks after group lesson (Do not keep children too long at group area. Move to open exploration if they cannot focus	Language Arts (Open Court) <u>Lesson 4:</u> Phonological and Phonemic Awareness, Alphabetic Knowledge, <i>Pickled Peppers</i> (T83-85)	
Day 15	Arrival and Breakfast <u>Greet</u> each child at the door <u>Play Music</u> (classical) <u>Morning</u> Message on chart <u>Review</u> breakfast routine and clean up <u>Remind</u> students about cubby/hook expectations	Morning Activities <u>Play Music</u> (Classical) playing <u>Take</u> Attendance <u>Do Now</u> Students practice curved line and circle letters – Blackline Master 4 (OCR/II) <u>Simple</u> arrival activities	Morning Meeting <u>New</u> greeting: “Hello” with handshake <u>Activity:</u> “Coseeki” <u>Continue</u> with Morning Meeting routines <u>Recite</u> the Honor Pledge <u>Practice</u> the Daily Affirmation <u>Review</u> rules/expectations	Math: Open exploration with math manipulatives and materials. <u>Review</u> materials as a group. Place small containers of materials on each table and allow time for exploration. <u>Regroup</u> at the end and ask children if they discovered anything while working.	Language Arts (Open Court) Lesson 5: Phonological and Phonemic Awareness, Alphabetic Knowledge, <i>Pickled Peppers</i> (T91-93) <u>Finish</u> any parts of previous lessons not completed or revisit lessons.	

Grade K
Week Three

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Core Value: NOTHING LESS THAN EXCELLENCE						
	12:00 – 12:30	12:30 – 1:00	1:00 – 1:30	1:30 – 2:30	2:30 – 3:30	3:30 – 4:00
Day 11	Recess with Teacher ☒ <u>Review</u> playground boundaries ☒ <u>Review</u> playground rules and expectations ☒ <u>Review</u> Transition from Outside Time ☒ <u>Signal</u> for lining up, how to line up, how to reenter school, etc	D.E.A.R (read-aloud)	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Language Arts: Self portraits <u>Read</u> short book about individual differences such as <i>All About Me</i> . <u>Provide</u> small mirrors and multicultural markers or crayons if available. <u>Be</u> clear about your expectations for the portraits	Workshop: Introduction ¹ : <u>Introduce</u> Open Court Workshop Model to students. <u>Post</u> and review workshop rules. <u>Give</u> students practice Must Do's only, 5-7 minutes working independently on a skill already introduced, such as line practice, Teacher only monitors <u>Clean up</u> and <u>debrief</u> afterward, talking about what worked and what didn't	Clean up and Dismissal ☒ <u>Review</u> bus and safety rules. ☒ <u>Review</u> clean up routines ☒ <u>Review</u> Dismissal Routines ☒ <u>Closing Circle</u> ☒ <u>Assign</u> Homework (if any) ☒ <u>Dismissal</u>
Day 12		D.E.A.R (read-aloud) Lesson 2 Reading & Responding/ Language Arts: <i>Look Out Kindergarten, Here I Come!</i>	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Language Arts: What I Want to Learn in Kindergarten Generate a class list of things students want to learn in Kindergarten (brainstorm – all ideas are OK). <u>Each</u> child will illustrate a page with their idea. <u>Collect</u> the pages and bind into a class book	Workshop: Role-play working independently while teacher is busy <u>Post</u> and review workshop rules. Must Do's, 5-7 minutes working independently on a skill already introduced, Teacher only monitors <u>Clean up</u> and debrief	
Day 13		D.E.A.R (read-aloud) Lesson 3 Reading & Responding/ Language Arts: <i>Look Out Kindergarten, Here I Come!</i>	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Language Arts Friendship. <u>What</u> does it mean to be a friend? <u>Read</u> short book on friendship, and discuss what it means to be a friend. <u>Ask</u> children to draw a picture of them being a friend. <u>Use</u> half-size sheets of paper. <u>Create</u> a class display or attach them to large mural paper and display	Workshop: <u>Post</u> and review workshop rules. Must Do's, 5-7 minutes working independently, Teacher only monitors <u>Clean up</u> and debrief	
Day 14		D.E.A.R (read-aloud) Lesson 4 Reading & Responding/ Language Arts: <i>Look Out Kindergarten, Here I Come!</i>	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Language Arts: Family Portraits <u>Read</u> a short book on different kinds of families. <u>Each</u> child will create a picture of their family (let individual children decide who they consider family). <u>Provide</u> multicultural marker and crayons if available	Workshop: <u>Post</u> and review workshop rules. Must Do's, 5-7 minutes working independently on a skill already introduced, Teacher only monitors	
Day 15		D.E.A.R (read-aloud) Lesson 5 Reading & Responding/ Language Arts: <i>Look Out Kindergarten, Here I Come!</i>	Quiet Time <u>Review</u> Quiet Time routines and expectations <u>Review</u> transition out of Quiet Time	Language Arts "What are some things we've done in Kindergarten so far?" "What do you remember?" "What was your favorite activity?" "How did you feel on the first day of school?" <u>Provide</u> paper with "In Kindergarten I....." <u>As</u> children work, write their words. <u>Share</u> , if time.	Workshop: <u>Post</u> and review workshop rules. Must Do's, 5-7 minutes working independently on a skill already introduced, Teacher only monitors	Clean up and Dismissal ☒ <u>Review</u> Friday Weekly Folder Routine ☒ <u>Review</u> clean up routines ☒ <u>Review</u> Dismissal Routines ☒ <u>Closing Circle</u> ☒ <u>Assign</u> Homework (if any) ☒ <u>Dismissal</u>

Grade K
Week Three

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¹ It is important to note that a more detailed guide to Introducing Workshop is in the Appendix of the Pacing Guide. Suggested timeline is flexible, yet it is important that a very clear, consistent format and expectation is set at the beginning of the year, which is why such time is set aside to establish this foundation.

We will prepare our students for college through a rigorous arts infused program.

Kindergarten Writing

Kindergarten Writing Units Overview

	Unit 1 Informative 2 weeks	Unit 2 Informative 2 weeks	Unit 3 Narrative 2 weeks	Unit 4 Narrative 2 weeks	Unit 5 Opinion 2 weeks	Unit 6 Informative 1 week	Unit 7 Informative 1 week	Unit 8 Informative 2 weeks	Unit 9 Poetry 2 weeks
<i>Imagine It! Theme</i>	<i>Off to School</i>	<i>Off to School</i>	<i>Patterns</i>	<i>Finding Friends</i>	<i>Finding Friends</i>	<i>By the Sea</i>	<i>By the Sea</i>	<i>Stick to It</i>	<i>Stick to It</i>
<i>OCR Theme</i>	<i>School</i>	<i>School</i>	<i>Shadows</i>	<i>Shadows</i>	<i>Finding Friends</i>	<i>The Wind</i>	<i>The Wind</i>	<i>The Wind</i>	<i>Stick to It</i>
Writing Portfolio Entry	Description of a person	Description of a place	Personal narrative	Personal narrative	Book review	Invitation	Thank you note	Description of an activity	Poems
	Unit 10 Opinion 2 weeks	Unit 11 Opinion 2 weeks	Unit 12 Opinion 2 weeks	Unit 13 Informative 2 weeks	Unit 14 Informative 2 weeks	Unit 15 Narrative 2 weeks	Unit 16 Narrative 1 week	Unit 17 Narrative 2 weeks	Unit 18 Poetry 1 week
<i>Imagine It! Theme</i>	<i>My Shadow</i>	<i>Teamwork</i>	<i>Teamwork</i>	<i>Ready, Get Set, Grow!</i>	<i>Red, White and Blue</i>	<i>Red, White and Blue</i>	<i>Windy Days</i>	<i>Windy Days</i>	<i>Windy Days</i>
<i>OCR Theme</i>	<i>Stick to It</i>	<i>Red, White and Blue</i>	<i>Red, White and Blue</i>	<i>Teamwork</i>	<i>Teamwork</i>	<i>Teamwork</i>	<i>By the Sea</i>	<i>By the Sea</i>	<i>By the Sea</i>
Writing Portfolio Entry	Book review	Statement of preference	Statement of preference	Social studies report	Science report	Personal narrative	Diary entry	Personal narrative	Poems

Kindergarten Writing

Unit 1: Informative Writing

2 weeks

Performance Task: Description of a Person

Imagine It! theme: Off to School

OCR theme: School

Common Core Writing Standard 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Identify the steps of the writing process - Identify the purpose of informative writing - Identify the purpose of brainstorming - Explain why “Ideas” is one of the 6 Traits of quality writing - Generate ideas for people to describe - Select a person to write about - Draw a picture of the person - Add details to the picture that show important information about the person	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization	- Identify the purpose of drafting - Explain why “Organization” is one of the 6 Traits of quality writing - Explain how this piece of writing should be organized - Write or dictate a sentence introducing the person - Write or dictate a sentence that provides details about the person and matches the picture	W2. See above. L1f. Produce and expand complete sentences in shared language activities.

Kindergarten Writing

2 days	Revising	Sentence Fluency	• Identify the purpose of revision • Explain why “Sentence Fluency” is one of the 6 Traits of quality writing • Explain that complete sentences are part of good Sentence Fluency • Revise sentences to ensure they are complete	W2. See above.
1 day	Editing	Conventions	• Identify the purpose of editing • Explain why “Conventions” is one of the 6 Traits of quality writing • Edit writing for conventions (focus on capitalizing first word in each sentence)	L2a. Capitalize the first word in a sentence and the pronoun I.
2 days	Publishing	Presentation	• Identify the purpose of publishing/presenting • Identify the elements of quality presentation • Write final drafts	W2. See above.

Kindergarten Writing

Unit 2: Informative Writing

2 weeks

Performance Task: Description of a place

Imagine It! theme: Off to School

OCR theme: School

Common Core Writing Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Identify the steps of the writing process - Identify the purpose of informative writing - Identify the purpose of brainstorming - Explain that using details one of the elements of well-developed ideas - Identify the purpose of informative writing - Generate ideas for places to describe (tie in with <i>Open Court/Imagine It!</i> theme) - Select a place to write about - Draw a picture that represents the place - Add details to the picture to show more about the place	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization	- Identify the purpose of drafting - Explain why “Organization” is one of the 6 Traits of quality writing - Explain how this piece of writing should be organized - Write or dictate a sentence identifying the place - Write or dictate a sentence providing details about the place	W2. See above. L1f. Produce and expand complete sentences in shared language activities.

Kindergarten Writing

2 days	Revising	Ideas Organization	• Identify the purpose of peer revision • Ask classmates questions about their writing to give them ideas for additional details to include • Add details to writing based on peer feedback	W2. See above. W5. See above.
1 day	Editing	Conventions	• Identify the purpose of editing • Edit writing for conventions (focus on capitalizing first words in sentences and using prepositions correctly)	L1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L2a. Capitalize the first word in a sentence and the pronoun I.
2 days	Publishing	Presentation	• Identify the purpose of publishing/presenting • Identify the elements of quality presentation • Write final drafts	W2. See above.

Kindergarten Writing

Unit 3: Narrative Writing 2 weeks				
Performance Task: Personal narrative <i>Imagine It! theme: Patterns</i> <i>OCR theme: Shadows</i>				
Common Core Writing Standard 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				
Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Identify the steps of the writing process - Identify the purpose of informative writing - Identify the purpose of brainstorming - Identify the purpose of narrative writing - Generate ideas for personal narratives (tie in with <i>Open Court/Imagine It!</i> theme) - Select an experience to write about - Draw a picture that represents the experience - Explain that using details one of the elements of well-developed ideas - Add details to the picture to show more about the experience	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization	- Identify the purpose of drafting - Explain why “Organization” is one of the 6 Traits of quality writing - Explain how this piece of writing should be organized - Write or dictate a sentence describing the experience - Write or dictate sentences providing details about the experience	W3. See above. L1f. Produce and expand complete sentences in shared language activities.

Kindergarten Writing

2 days	Revising	Ideas Organization Word Choice	• Identify the purpose of revising • Explain why this piece should be written in sequential order • Revise sentences to ensure they are in sequential order • Identify “Word Choice” as one of the 6 Traits of quality writing • Revise sentences to include descriptive words	W3. See above.
1 day	Editing	Conventions	• Edit writing for conventions (focus on capitalizing the beginning of sentences, the pronoun, <i>I</i> and end punctuation)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2 days	Publishing	Presentation	• Identify the purpose of publishing/presenting • Identify the elements of quality presentation • Write final drafts	W3. See above.

Kindergarten Writing

Unit 4: Narrative Writing

2 weeks

Performance Task: Personal Narrative

Imagine It! theme: Finding Friends

OCR theme: Shadows

Common Core Writing Standard 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Review the purpose of narrative writing - Generate ideas for personal narratives (tie in with <i>Open Court/Imagine It!</i> theme) - Select an experience to write about - Draw a picture that represents the experience - Add details to the picture to show more about the experience	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization	- Write or dictate a sentence describing the experience - Write or dictate sentences providing details about the experience	W3. See above. L1f. Produce and expand complete sentences in shared language activities.
2 days	Revising	Ideas Organization Word Choice	- Ask classmates questions about their writing to give them ideas for additional details to include - Add details based on peer feedback - Revise sentences to include descriptive words	W2. See above. W5. See above.
1 day	Editing	Conventions	Edit writing for conventions (focus on capitalizing the beginning of sentences, the pronoun, <i>I</i> and end punctuation)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2 days	Publishing	Presentation	Write final drafts	W3. See above.

Kindergarten Writing

Unit 5: Opinion Writing 2 weeks

Performance Task: Book Review
Imagine It! theme: Finding Friends
OCR theme: Finding Friends

Common Core Writing Standard 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Time	Writing Process	Traits	Objectives	Common Core Standards
2 days	Pre-writing	Ideas Organization	- Define opinion - Identify the purpose of a book review - Brainstorm books to write reviews about (tie into <i>Imagine It!</i>/OCR themes and other class readings) - Select a book to review - Reread the book - Discuss opinions about the book(s) - Brainstorm reasons for opinions	W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W7. Participate in shared research and writing projects W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3 days	Drafting	Ideas Organization Voice	- Write a clear opinion statement about the book - Identify “Voice” as one of the 6 Traits of quality writing - Explain how to develop Voice in opinion pieces - Add specific details to support the opinion statement	W1. See above W8. See above.
1 day	Revising	Sentence Fluency	Revise sentences to ensure they are complete	W5. See above. L1f. Produce and expand complete sentences in shared language activities.
2 days	Editing	Conventions	Edit for conventions (focus on representing sounds with letters)	L2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
2 days	Presentation	Publishing	- Write a final draft - Post book reviews to a class or school website (with assistance from an adult)	W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten Writing

Unit 6: Informative Writing 1 week

Performance Task: Invitation

Imagine It! theme: By the Sea

OCR theme: The Wind

Common Core Writing Standard 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Time	Writing Process	Traits	Objectives	Common Core Standards
1 day	Pre-writing	Ideas	- Identify the purpose and format of invitations - Discuss which details of the upcoming event (e.g., publishing party) to include on the invitation	W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 day	Drafting	Ideas	Use a graphic organizer to draft the invitation	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1 day	Revising	Ideas Organization	Revise the invitations for details about the event	W2. See above. W5. See above.
1 day	Editing	Organization Conventions	Edit invitations for conventions (focus on capitalizing names, correct date format)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1 day	Publishing	Presentation	Write final drafts	W2. See above.

Kindergarten Writing

Unit 7: Informative Writing 1 week				
Performance Task: Thank you note <i>Imagine It! theme: By the Sea</i> <i>OCR theme: The Wind</i>				
Common Core Writing Standard 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				
Time	Writing Process	Traits	Objectives	Common Core Standards
1 day	Pre-writing	Ideas	- Identify the purpose and format of thank you notes (tie into thanking guests for attending previous week's event) - Brainstorm details to include in the note	W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 day	Drafting	Ideas	Draft the thank you note	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1 day	Revising	Ideas Organization	Revise the note for details about the event	W2. See above. W5. See above.
1 day	Editing	Conventions	Edit the note for conventions (focus on capitalizing names, correct date format)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1 day	Publishing	Presentation	Write final drafts on cards	W2. See above.

Kindergarten Writing

Unit 8: Informative Writing

2 weeks

Performance Task: Description of an activity

Imagine It! theme: Stick to It

OCR theme: The Wind

Common Core Writing Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Review the purpose of informative writing - Generate ideas for descriptions (focus topics – description of an activity and/or tie in with <i>Open Court/Imagine It!</i> theme) - Select an activity to write about - Draw a picture that represents the activity - Add details to the picture to show more about the activity	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization	- Write or dictate a sentence stating the topic (activity) - Write or dictate a sentence providing details about the activity	W2. See above.
2 days	Revising	Ideas Word Choice Voice	Revise the sentences to include interesting words	W2. See above. W5. See above.
1 day	Editing	Conventions	Edit writing for conventions (focus on spelling)	L2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
2 days	Publishing	Presentation	Write final drafts	W2. See above.

Kindergarten Writing

Unit 9: Poetry 2 weeks				
Performance Task: Poems <i>Imagine It! theme: Stick to It</i> <i>OCR theme: Stick to It</i>				
Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Discuss the definition of poetry - Identify different types of poems - Generate ideas for poems (tie in with <i>Open Court/Imagine It!</i> theme) - Select topics to write poems about - Brainstorm details to include in the poems	W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3 days	Drafting	Ideas Organization Sentence Fluency	Compose drafts of several different types of poems (using graphic organizers)	W5. See above.
2 days	Revising Editing	Ideas Organization Word Choice Voice	- Revise the poems for descriptive details - Edit writing for conventions (focus on spelling)	W5. See above.
2 days	Publishing	Presentation	Publish final drafts on the computer	W5. See above.

Kindergarten Writing

Unit 10: Opinion Writing 2 weeks				
Performance Task: Book Review <i>Imagine It! theme: My Shadow</i> <i>OCR theme: Stick to It</i>				
Common Core Writing Standard 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.				
Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas Organization	- Review the definition of opinion - Review the purpose of a book review - Brainstorm books to write reviews about (focus on several books by the same author) - Reread the books - Discuss opinions about the book(s) - Brainstorm reasons for opinions	W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3 days	Drafting	Ideas Organization	- Write or dictate a clear opinion statement about the books - Add supporting details to opinion statement	W1. See above W5. See above. W8. See above.
1 day	Revising	Sentence Fluency	Revise sentences to ensure they are complete	W5. See above. L1f: Produce and expand complete sentences in shared language activities.
1 day	Editing	Conventions	Edit for conventions (focus on capitalizing titles and end punctuation)	L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2 days	Presentation	Publishing	Write a final draft	W5: See above.

Kindergarten Writing

Unit 11: Opinion Writing 2 weeks

Performance Task: Statement of Preference

Imagine It! theme: Teamwork

OCR theme: Red, White and Blue

Common Core Writing Standard 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Time	Writing Process	Traits	Objectives	Common Core Standards
2 days	Pre-writing	Ideas Voice	- Review the definition of opinion - Identify the purpose of stating an opinion - Identify the audience - Brainstorm topics to express opinions about (tie into <i>Imagine It!</i> or <i>OCR</i> theme) - Brainstorm reasons for opinions	W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3 days	Drafting	Ideas Organization	- Write or dictate a sentence that introduces the topic - Write or dictate a clear opinion statement - Add supporting details to the opinion statement	W1. See above W5. See above. W8. See above.
1 day	Revising	Sentence Fluency Word Choice Voice	- Revise sentences to ensure they are complete - Revise writing to include persuasive language	W1. See above W5. See above. L1f: Produce and expand complete sentences in shared language activities.
1 day	Editing	Conventions	Edit for conventions (focus on spelling)	L2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
2 days	Presentation	Publishing	Write a final draft with few or no errors	W5. See above.

Kindergarten Writing

Unit 12: Opinion Writing 2 weeks				
Performance Task: Statement of Preference <i>Imagine It! theme: Teamwork</i> <i>OCR theme: Red, White and Blue</i>				
Common Core Writing Standard 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.				
Time	Writing Process	Traits	Objectives	Common Core Standards
2 days	Pre-writing	Ideas Voice	- Review the definition of opinion - Identify the purpose of stating an opinion - Identify the audience - Brainstorm topics to express opinions about - Brainstorm reasons for opinions	W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
4 days	Drafting	Ideas Organization	- Write or dictate a sentence that introduces the topic - Write or dictate a clear opinion statement - Add supporting details to the opinion statement - Add persuasive language	W1. See above W5. See above. W8. See above.
1 day	Revising	Sentence Fluency	Revise sentences to ensure they are complete	W5. See above. L1f: Produce and expand complete sentences in shared language activities.
1 day	Editing	Conventions	Edit for conventions (focus on spelling and capitalization)	L2a. Capitalize the first word in a sentence and the pronoun I. L2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
2 days	Presentation	Publishing	Write a final draft with few or no errors	W5. See above.

Kindergarten Writing

Unit 13: Informative Writing 2 weeks

Performance Task: Social studies report

Imagine It! theme: Ready, Set, Grow!

OCR theme: Teamwork

Common Core Writing Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas Voice	- Review the purpose of informative writing - Identify the purpose of social studies reports - Identify the audience - Generate ideas for reports (tie in with something students are learning about in social studies) - Select a topic to write about - Research ideas for details to include in the report	W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization Sentence Fluency Voice	- Write a sentence stating the topic - Write sentences providing information about the topic	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1 day	Revising	Ideas Organization Word Choice	Revise the sentences for precise (domain-specific) word choice	W2. See above. W5. See above.
1 day	Editing	Conventions	Edit writing for conventions (focus on end punctuation)	L2b. Recognize and name end punctuation.
3 days	Publishing	Presentation	Type final drafts	W6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten Writing

Unit 14: Informative Writing

2 weeks

Performance Task: Science report

Imagine It! theme: Red, White and Blue

OCR theme: Teamwork

Common Core Writing Standard 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas Voice	- Review the purpose of informative writing - Identify the purpose of science reports - Identify the audience - Generate ideas for descriptions (tie in with something students are learning about in science) - Research ideas for details to include in the report	W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
3 days	Drafting	Ideas Organization Sentence Fluency	- Identify audience - Write a sentence stating the topic - Write sentences providing information about the topic	W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
2 days	Revising	Ideas Organization Voice Word Choice	Revise the sentences for precise (domain-specific) word choice	W2. See above. W5. See above.
1 day	Editing	Conventions	Edit writing for conventions (focus on end punctuation)	L2b. Recognize and name end punctuation.
3 days	Publishing	Presentation	Type final drafts	W6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten Writing

Unit 15: Narrative Writing 2 weeks

Performance Task: Personal Narrative
Imagine It! theme: Red, White and Blue
OCR theme: Teamwork

Common Core Writing Standard 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas Organization	- Review the purpose of narrative writing - Generate ideas for personal narratives (tie in with <i>Open Court/Imagine It!</i> theme) - Select an experience to write about - Brainstorm details about the experience - Review the sequential organization of narratives - Plan narrative (using a graphic organizer)	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization Sentence Fluency	Draft the personal narrative	W3. See above.
2 days	Revising	Ideas Organization Word Choice Voice	- Revise the narrative to include sensory details - Revise the narrative to ensure the writer includes his/her reaction to the events in the narrative	W3. See above. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1 day	Editing	Conventions	Edit writing for conventions (focus on capitalizing the beginning of sentences, the pronoun, <i>I</i> and end punctuation)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2 days	Publishing	Presentation	Write final drafts with few or no errors	W3. See above.

Kindergarten Writing

Unit 16: Narrative Writing 1 week

Performance Task: Diary entry
Imagine It! theme: Windy Days
OCR theme: By the Sea

Common Core Writing Standard 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Time	Writing Process	Traits	Objectives	Common Core Standards
2 days	Pre-writing	Ideas Organization	- Identify the purpose and format of diary entries - Generate ideas for diary entries (tie in with <i>Open Court/Imagine It!</i> theme) - Select an experience to write about - Brainstorm details about the experience - Plan diary entry (using a graphic organizer)	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 days	Drafting	Ideas Organization Sentence Fluency	Draft the diary entry	W3. See above.
1 day	Revising	Ideas Organization Word Choice Voice	- Revise the diary entry to ensure the diary entry includes the writer's feelings about the entry topic - Edit writing for conventions (focus on diary entry format, the pronoun, <i>I</i> and end punctuation)	W3. See above. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1 day	Publishing	Presentation	Write final drafts with few or no errors	W3. See above.

Kindergarten Writing

Unit 17: Narrative Writing 2 weeks				
Performance Task: Personal Narrative <i>Imagine It! theme: Windy Days</i> <i>OCR theme: By the Sea</i>				
Common Core Writing Standard 3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				
Time	Writing Process	Traits	Objectives	Common Core Standards
3 days	Pre-writing	Ideas	- Review the purpose of narrative writing - Generate ideas for personal narratives (tie in with <i>Open Court/Imagine It!</i> theme) - Select an experience to write about - Brainstorm details about the experience - Review the sequential organization of narratives - Plan narrative (using a graphic organizer)	W3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 days	Drafting	Ideas Organization Sentence Fluency	Draft the personal narrative	W3. See above.
2 days	Revising	Ideas Organization Word Choice Voice	- Revise the narrative to ensure the narrative includes sensory details - Revise the narratives for sentence fluency (focus on complete sentences)	W3. See above. W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1 day	Editing	Conventions	Edit writing for conventions (focus on spelling and end punctuation)	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2 days	Publishing	Presentation	Write final drafts	W3. See above.

Kindergarten Writing

Unit 18: Poetry

1 week

Performance Task: Poems

Imagine It! theme: Windy Days

OCR theme: By the Sea

Time	Writing Process	Traits	Objectives	Common Core Standards
2 days	Pre-writing	Ideas	- Review the definition of poetry - Review different types of poems - Generate ideas for poems (tie in with <i>Open Court/Imagine It!</i> theme) - Select topics to write poems about - Brainstorm details to include in the poems	W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 day	Drafting	Ideas Organization Sentence Fluency	Compose drafts of several different types of poems (using graphic organizers)	W5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1 day	Revising Editing	Ideas Organization	- Revise the poems for descriptive details - Edit writing for conventions (focus on spelling)	W5. See above.
1 day	Publishing	Presentation	Write final drafts	W5. See above.

Music Appreciation: _____

Week 4 – Kindergarten

SHINE: _____

Core Value: TODAY IS THE DAY WE MAKE IT HAPPEN*

Week of:		Weekly Assessments				
English/ -Language Arts Arts Infusion	OCR Unit 1 School Lessons: 6-10 WORKSHOP implementation – (see appendix)					
	Phonemic Awareness/Phonics Objective: SWBAT listen and rhyme (look on aqua planning pages in TE)				Comprehension Objective: SWBAT predict (Boomer Goes to School)	
	Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters Aa-Dd				Assessment(s) for week: Have students read <i>The Park</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>	
Arts Infusion: SWBAT create alphabet book pages: A “apple” (1/2 apple print with red paint) B “Blue Balloon” (using a film canister, dip the solid end in blue paint and add a blue line down for string) C “Corn” (glue dried corn to page) D “Diamonds and Dots” (glue diamonds and dots on the page—dots are hole punch scraps) Students can look through magazines/newspapers for the letters Aa-Dd and cut/glue them to a poster size piece of paper.				SWBAT sing and pantomime (to the tune of “The Farmer in the Dell”): The A says /a/, the A says /a/, every letter makes a sound the A says /a/ (put up hands in surprise: “aah!”) The B says /b/, the B says /b/, every letter makes a sound the B says /b/ (bounce a basketball) The C says /c/, the C says /c/, every letter makes a sound the C says /c/ (click a pretend camera) The D says /d/, the D says /d/, every letter makes a sound the D says /d/ (dip hands up and down in the shape of a dancing dinosaur)		
Math Arts Infusion	Saxon Mathematics					
	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Review/Reteach/Enrich	Assessment(s) for week:
	Objective: SWBAT count to 10 with 1-to-1 correspondence	Objective: SWBAT create pattern-block designs	SWBAT cover designs using pattern blocks	Objective: SWBAT sort by color	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	☐ Lesson 10: Oral Assessment 1 identifying and naming shapes
Arts Infusion: SWBAT dramatize counting to 10 with teddy bear counters and their bodies OR SWBAT sing One Elephant Went Out to Play SWBAT sort tissue paper pieces by color and use them to create a collage SWBAT dramatize story problems with their bodies SWBAT sing Ten Little Speckled Frogs SWBAT sing Ten Little Ducks						

* As with previous weeks in Morning Meeting, this core value should be introduced in the Morning Meeting and reinforced (along with the previous 3 core values) throughout the week.

Music Appreciation: _____

Week 5 – Kindergarten

SHINE: _____

Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 1 School Lessons: 11-15 WORKSHOP implementation – (see appendix)				
	Phonemic Awareness/Phonics Objective: SWBAT listen and rhyme Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters Ee-Hh				Assessment(s) for week: Have students read <i>Lunch</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT create alphabet book pages: E: "Egg" (cut out egg shape and decorate with egg shells) F: "Feathers" (glue feathers) G: "Green glue and glitter" (color glue green using food coloring and sprinkle with green glitter) H: "Hand" (painted handprint)		SWBAT sing and pantomime (to the tune of "The Farmer in the Dell"): The E says /e/? the E says /e/? Every letter makes a sound the E says /e/? (pull on ear like you are hard of hearing) The F says /f/, the F says /f/, every letter makes a sound the F says /f/ (fan self) The G says /g/, the G says /g/, every letter makes a sound the G says /g/ (form lowercase g with one hand and place on throat to feel the /g/ vibrations) The H says /h/, the H says /h/, every letter makes a sound the H says /h/ (mimic running with arms)		
Math Arts Infusion	Saxon Mathematics				
	Lesson 17 SWBAT sort by color and create a real graph	Lesson 18 Objective: SWBAT act out story problems	Lesson 19 Objective: SWBAT identify circles and rectangles	Lesson 20 – 21 Objective: SWBAT identify and order the numbers 1-5 and identify the missing number	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching
	Assessment(s) for week: ☐ Lesson 20: Oral Assessment 2 counting by 1s to 100 ☐ Finish assessing any students not yet assessed for Oral Assessments 1				
Social Studies or Science Arts infusion	Arts Infusion: SWBAT finger-paint the numbers 1-5 in order on butcher paper on the wall SWBAT graph their favorite color on a real graph using a post-it; SWBAT draw or paint 1-5 objects and have a partner match a number card to it OR SWBAT count 1-5 small objects in a bag (such as buttons) and glue them to paper to form a dot-to-dot picture that forms the number of objects that was in the bag; SWBAT dramatize story problems with their bodies				
	FOSS Guiding Questions "Trees"				
	What do trees need? What are the parts of a tree? ✓ Comprehension Objective: SWBAT visualize				Assessment(s) for week: ☐ Assessment checklist, student science journals
	Investigation 1: Fall Trees Part 1: Looking at Schoolyard Trees Objective: SWBAT visualize the different uses for trees Fall Trees Part 2: A Tree Comes to Class Objective: SWBAT visualize tree parts after listening to a FOSS Science Story read aloud describing trees :Fall Trees Part 7: Adopt Schoolyard Trees Objective: SWBAT visualize the different features they learned about their tree Fall Trees Part 8: Plant a Class Tree Objective: SWBAT visualize different ways they will care for their tree				
Social Studies or Science Arts infusion	Arts Infusion: SWBAT create a drawing or painting of their adopted tree SWBAT record drawings of their observations in a science journal SWBAT collect bark and fallen leaves to glue on construction paper to make their own tree.				

Music Appreciation: _____

Week 6 – Kindergarten

SHINE: _____

Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 1 School Lessons: 16-20 WORKSHOP implementation – (see appendix)				
	Phonemic Awareness/Phonics Objective: SWBAT listen and rhyme Say a word and ask students for a rhyming word in return.		Comprehension Objective: SWBAT ask questions, (Annabelle Swift, Kindergarten)		Assessment(s) for week: ☐ Have students read <i>School</i> pre-decodable individually to assess fluency and print concepts ☐ Unit 1 assessments: - o rhyming words; - o differentiating words, numbers and letters; - o print and book awareness; - o Letter recognition - o high frequency words;
	Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters li-LI				
Arts Infusion: SWBAT create alphabet book pages: I: "Ink stamps" (use a variety of rubber stamps and ink) J: "Jewels" (Ellison letter J with glitter glue dots for jewels) K: "Keys" (colored chalk rubbings of keys) L: "Lace" (2' piece of lace or a lacey paper doily)			SWBAT sing and pantomime (to the tune of "The Farmer in the Dell"): The I says /i/, the I says /i/, every letter makes a sound the I says /i/ (itch nose) The J says /j/, the J says /j/, every letter makes a sound the J says /j/ (jump rope) The K says /k/, the K says /k/, every letter makes a sound the K says /k/ (click a pretend camera) The L says /l/, the L says /l/, every letter makes a sound the L says /l/ (lick imaginary lollipop)		
Math Arts Infusion	Saxon Mathematics				
	Lesson 22 Objective: SWBAT place an object on a real graph and identify most and fewest on a graph,	Lesson 23 SWBAT name a shape piece using three attributes(shape color&size)	Lesson 24 Objective: SWBAT match a number card (1-5) to a set of objects	Lesson 25 and 26 Objective: SWBAT create and read an AB color pattern Suggestion: teach the concept whole-group then rotate students through 3-4 'AB Patternmaking Centers"	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching
	Assessment(s) for week: ☐ Finish assessing any students not yet assessed for Oral Assessments 1-2				
Arts Infusion: SWBAT count 1-5 small objects in a bag (such as buttons) and glue them to paper to form a dot-to-dot picture that forms the number of objects that was in the bag; SWBAT create and read AB "kid patterns" (such as boy/girl/boy/girl) OR SWBAT create and label/read an AB pattern using stamps, stickers, paint, drawings or glued objects SWBAT dramatize story problems with their bodies SWBAT look for natural AB in the classroom (floor tiles, rugs, ceiling tiles, etc)					
Social Studies or Science Arts infusion	FOSS Guiding Questions "Trees"				
	How are leaves alike and different? ✓ Comprehension Objective: SWBAT ask questions and predict				
	Investigation 2: Leaves Part 1 Leaf Walk Objective: SWBAT observe and collect leaves to press Part 3: Comparing Leaves Objective: SWBAT compare leaves they find on a leaf hunt with a paper reference leaf Part 6: Leaf Books Objective: SWBAT make a leaf book * Read <i>Our Very Own Tree</i>				Assessment(s) for week: ☐ Assessment checklist, student science journals
	Arts Infusion: SWBAT press leaves to make a collage OR SWBAT create leaf rubbings to compare the size, shape and texture of different leaves SWBAT record drawings of their observations in a science journal				

Music Appreciation: _____

Week 7 – Kindergarten

SHINE: _____

Week of:					Weekly Assessments		
English/ -Language Arts Arts Infusion	OCR Unit 2 Shadows Lessons: 1-5 WORKSHOP implementation – (see appendix)						
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about Shadows. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about Shadows and place on the board. Throughout the unit, refer to and revisit these concepts and questions. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT identify spoken sentences and word order in sentences <i>Count the number of words in a sentence. Read a sentence that is written on note cards and ask “does this make sense?”</i> <i>Letter Recognition/Print Awareness Objective:</i> SWBAT recognize and form letters Mm-Pp					<i>Comprehension Objective:</i> SWBAT ask questions SWBAT identify cause and effect (<i>What Makes a Shadow?</i> and <i>Shadows</i>) <i>Play cause and effect theater. Put on small skits where there is a cause and effect to what happens in the skit.</i>	<i>Assessment(s) for week:</i> ☐ Have students read <i>We See</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT create alphabet book pages: M: “Macaroni” (glue macaroni pieces into the shape of M) N: “Newspaper numbers” (numbers cut from the newspaper) O: “Orange” (orange print with ½ orange) P: “Purple potato” (potato print made with purple paint)		SWBAT sing and pantomime (to the tune of “The Farmer in the Dell”): The M says /m/, the M says /m/, every letter makes a sound the M says /m/ (rub tummy) The N says /n/, the N says /n/, every letter makes a sound the N says /n/ (pinch end of nose) The O says /o/, the O says /o/, every letter makes a sound the O says /o/ (open wide for the doctor) The P says /p/, the P says /p/, every letter makes a sound the P says /p/ (flick fingers upward like popping popcorn)				
Math Arts Infusion	Saxon Mathematics						
	Lesson 27 <i>Objective:</i> SWBAT act out story problems	Lesson 28 <i>Objective:</i> SWBAT identify ordinal position to fourth	Lesson 29 <i>Objective:</i> SWBAT cover designs using pattern blocks	Lesson 30 – 31 <i>Objective:</i> SWBAT identify triangles and squares	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	<i>Assessment(s) for week:</i> ☐ Lesson 30: Oral Assessment 3 identifying the numbers 0-10 and sequencing the numbers 0-10	
Social Studies or Science Arts infusion	FOSS Guiding Questions “Trees”						
	<i>What comes from trees?</i> ✓ <i>Comprehension Objective:</i> SWBAT ask and answer questions; identify cause and effect						
	Investigation 3: Trees through the seasons Part 1 “What Comes from a Fall Tree? <i>Objective:</i> SWBAT observe what falls from trees Part 2: Food from Trees <i>Objective:</i> SWBAT search for, observe, compare and eat seeds that come from trees					<i>Assessment(s) for week:</i> ☐ Assessment checklist, student science journals	
Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT sort fruits/vegetables that grow on trees or on plants.							

Music Appreciation: _____

Week 8 – Kindergarten

SHINE: _____

Week of:					Weekly Assessments		
English/ -Language Arts Arts Infusion	OCR Unit 2 Shadows Lessons: 6-10 WORKSHOP implementation – (see appendix)						
	Phonemic Awareness/Phonics Objective: SWBAT identify order in sentences and create spoken sentences		Comprehension Objective: SWBAT monitor and clarify when listening to stories; SWBAT draw conclusions (<i>Bear Shadow</i>)		Assessment(s) for week: ☐ Have students read <i>A Trunk</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>		
	Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters Qq-Tt						
English/ -Language Arts Arts Infusion	Arts Infusion: SWBAT create alphabet book pages: Q: "Quilt" (wallpaper squares glued into a quilt pattern R: "Ribbon rectangles and rice" (rectangular pieces of ribbon and rice glued to paper) S: "Sand" (make a capital S with white glue and sprinkle with sand or salt) T: "Triangle" (glue 3 toothpicks in a triangle shape)		SWBAT sing and pantomime (to the tune of "The Farmer in the Dell"): The Q says /q/, the Q says /q/, every letter makes a sound the Q says /q/ (make quacking duck with your hand) The R says /r/, the R says /r/, every letter makes a sound the R says /r/ (do the robot) The S says /s/, the S says /s/, every letter makes a sound the S says /s/ (write a big letter S in the air)				
	Saxon Mathematics						
	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Review/Reteach/Enrich	Assessment(s) for week: ☐ Finish Oral Assessment 3 identifying the numbers 0-10 and sequencing the numbers 0-10	
Math Arts Infusion	Objective: SWBAT name a shape piece using three attributes (shape, color, and size),		Objective: SWBAT identify and create AB sound and movement patterns		Objective: SWBAT sort a collection of objects	Objective: SWBAT order the numbers 1-10 and identify a missing number	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching
	Arts Infusion: SWBAT create a collage by gluing groups of small objects (such as buttons or beans) into designs once they have been sorted SWBAT cut and paste numbers 1-10 from the newspaper to create a connect-the-dots picture OR SWBAT finger-paint the numbers 1-10 in order on butcher paper on the wall SWBAT make a picture out of different size triangles only and tell about their picture. SWBAT make AB patterns by using sounds. (claps, taps, dings, etc.)						
	FOSS Guiding Questions "Trees"						
Social Studies or Science Arts infusion	How do trees change? ✓ Comprehension Objective: SWBAT monitor and clarify when listening to stories; SWBAT draw conclusions						
	Investigation 3: Trees through the seasons Part 3: Visiting Adopted Trees in Fall Objective: SWBAT observe and compare changes in their tree's features *Read Science Stories: <i>Trees</i>					Assessment(s) for week: ☐ Assessment checklist, student science journals	
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT create a crayon drawing or painting of their adopted tree SWBAT create a collage of items fallen from trees.						

Music Appreciation: _____

Week 9 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 2 Shadows Lessons: 11-15					
	Phonemic Awareness/Phonics Objective: SWBAT recognize and perform word substitution		Comprehension Objective: SWBAT make predictions and visualize. (<i>The Wolf and His Shadow</i> and <i>My Shadow</i>)			Assessment(s) for week: ☐ Have students read <i>A Farm</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters Uu-Xx					
	Arts Infusion: SWBAT create alphabet book pages: U: "Upside-down" (magazine pictures glued upside down) V: "Velvet valentine hearts" (sponge print or cut out hearts from velvet) W: "Wall paper" (cut the letter W from wall paper scraps X: "Extra X's" (draw a tic tac toe board with more x's than o's)		SWBAT sing and pantomime (to the tune of "The Farmer in the Dell"): The U says /u/, the U says /u/, every letter makes a sound the U says /u/ (pretend to lift something heavy) The V says /v/, the V says /v/, every letter makes a sound the V says /v/ (run a pretend vacuum) The W says /w/, the W says /w/ every letter makes a sound the W says /w/ (circle arms around like they're in a washing machine) The X says /x/, the X says /x/, every letter makes a sound the X says /x/ (form big letter x with forearms)			
Math Arts Infusion	Saxon Mathematics					
	Lesson 36 Objective: SWBAT order the numbers 1-10 and count backward from 10	Lesson 37 Objective: SWBAT identify ordinal position to fourth	Lesson 38 Objective: SWBAT order the numbers 0-10 and identify a missing number	Lesson 39 and 40 Objective: SWBAT identifying the numbers 0-9	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 40: Oral Assessment 4 counting objects in a set and matching sets of objects using 1-to-1 correspondence
	Arts Infusion: SWBAT cut their numbers 1-10 collages up and reassemble in backwards order (10-1) under a "space shuttle liftoff" picture SWBAT create a 0-10 "numbers puzzle" using a sentence strip, cut up so that the numbers fit together again like puzzle pieces SWBAT form the numbers 0-9 using their bodies SWBAT recite the poem "Penny Penny, easily spent, copper brown and worth one cent", SWBAT create crayon rubbings of pennies SWBAT use pennies as counters for how many days of school there have been. SWBAT run races to see which position they finished in.					
Social Studies or Science Arts Infusion	Social Studies "Exploring America - Columbus"					
	What did Columbus think he may find by sailing west? What did people think about Columbus going on his journey? ✓ Comprehension Objective: SWBAT make predictions.					
	Lesson 1 – Christopher Columbus and his Dream Geography Connection (introduce globe): Objective: SWBAT visualize the globe as a model for earth and Columbus' route Read Aloud <i>A New Way to the Indies</i> : Objective: SWBAT visualize what it was like long ago Lesson 2 – Columbus Sails West Objective: SWBAT understand why Columbus' trip was special					Assessment(s) for week: ☐ Teacher observation: do students verbalize an understanding of what it was like long ago? Why Columbus sailed west?
	Arts Infusion: SWBAT create a mini globe by drawing with a pen on the outside of an orange (the peel can be removed in one piece to demonstrate how maps are made of the earth) OR SWBAT create a globe out of papier-mâché SWBAT make sailing ships out of tissue boxes.					

Music Appreciation: _____

Week 10 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 2 Shadows Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT identify word length Use sight word cards to differentiate length in words		Comprehension Objective: SWBAT make connections, (Nothing Sticks Like a Shadow)			Assessment(s) for week: ☐ Have students read <i>This Is</i> pre-decodable individually to assess fluency and print concepts ☐ Unit 2 Assessments: ☐ Counting words in sentences; ☐ High frequency words; ☐ Word length; ☐ Letter recognition; ☐ Alphabet sequence; ☐ Matching capital & small letters;
	Letter Recognition/Print Awareness Objective: SWBAT recognize and form letters Yy-Zz and review alphabet					
Arts Infusion: SWBAT create alphabet book pages: Y: "Yellow yarn" (make the letter Y out of yellow yarn) Z: "Zipper" (crayon rubbing of a zipper)						
Math Arts Infusion	Saxon Mathematics					
	Lesson 41 Objective: SWBAT identify pennies and count pennies	Lesson 42 Objective: SWBAT match a number card (0-10) to a set of objects	Lesson 43 Objective: SWBAT name a shape piece using three attributes (shape, color, and size) and identify a missing piece in a matrix	Lesson 44 Objective: SWBAT act out story problems using pennies	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Problem Solving 40A ☐ Performance Task 40B
	Arts Infusion: SWBAT create a penny stamping or rubbing that matches the number of pennies in their cup, then match it to a number card SWBAT create a class mural of shape pieces that can be manipulated (pulled off with Velcro backing) or covered with a flap to guess the missing piece					
Social Studies or Science Arts infusion	Social Studies "Exploring America - Exploration"					
	How was the new land like the old land that Columbus had left? How does the new land compare to the land that we know it as today? ☒ Comprehension Objective: SWBAT make connections					
	Lesson 3 Exploring the Americas Objective: SWBAT describe Columbus' landing and what he found here					Assessment(s) for week: ☐ Teacher observation: does student dramatization indicate an understanding of events?
Arts Infusion: SWBAT dramatize Columbus' landing and interaction with native peoples SWBAT to act out if they could not communicate with one another						

Music Appreciation: _____

Week 11 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 3 Finding Friends Lessons: 1-5					
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about Friends and Finding Friends Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about Finding Friends and place on the board. Throughout the unit, refer to and revisit these concepts and questions. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT blend word parts orally <i>Comprehension Objective:</i> SWBAT compare and contrast (Ginger) <i>Letter Recognition/Print Awareness Objective:</i> SWBAT associate a sound and shape with the letters Bb, Dd, Ff, Hh, Ll, Mm, Nn, Pp, Rr, Ss, and Tt SWBAT identify capital letters, exclamation marks, question marks and high-frequency words					<i>Assessment(s) for week:</i> ☐ Have students read We Go pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT relate a motion or pose with a letter sound Line students up as if they were words in a sentence, the last representing the punctuation mark.					
Math Arts Infusion	Saxon Mathematics					
	Lesson 45	Lesson 46	Lesson 47	Lesson 48	Review/Reteach/Enrich	<i>Assessment(s) for week:</i> ☐
	<i>Objective:</i> SWBAT identify time to the hour <u>Suggestion:</u> Read aloud <i>The Grouchy Ladybug</i> by Eric Carle	<i>Objective:</i> SWBAT identify ordinal position to fourth	<i>Objective:</i> SWBAT show time to the hour on a clock <u>Suggestion:</u> Read aloud <i>The Grouchy Ladybug</i> by Eric Carle while children follow along with Judy clocks (borrow from 1st grade)	<i>Objective:</i> SWBAT identifying the numbers 0-10 and identify before, after and between	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	
Arts Infusion: SWBAT show time to the hour with their bodies using their arms as clock hands SWBAT make clocks using paper plates						
Social Studies or Science Arts infusion	FOSS : Trees					
	<i>How do different types of trees change throughout the Spring, Summer, and Fall? Do any trees always stay the same?</i> ✓ <i>Comprehension Objective:</i>, SWBAT compare and contrast					
	Investigation 3: Trees through the seasons Part 3: Visiting Adopted Trees in Fall <i>Objective:</i> SWBAT observe and compare changes in their tree's features <i>*Read Science Stories: Trees</i>					<i>Assessment(s) for week:</i> ☐ Assessment checklist, student science journals
Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT create a crayon drawing or painting of their adopted tree						

Music Appreciation: _____

Week 12 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 3 Finding Friends Lessons: 6-10					
	Phonemic Awareness/Phonics Objective: SWBAT blend word parts orally, SWBAT identify compound words, SWBAT clap syllables		Comprehension Objective: SWBAT monitor and clarify comprehension, (The Lonely Prince)		Assessment(s) for week: ☐ Have students read <i>Who Has A Hat?</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>	
	Letter Recognition/Print Awareness Objective: SWBAT recognize the importance of letter order in words SWBAT identify capital letters, exclamation marks, question marks and high-frequency words					
Arts Infusion: SWBAT make a poster with 2 pictures that represent the two words in a compound word. Use objects in the classroom that can create compound words.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 49 and 50 Objective: SWBAT write money amounts to 10¢ and order money amounts to 10¢;	Lesson51 Objective: SWBAT pay for items to 10¢ using pennies	Lesson 52 Objective: SWBAT copy patterns and identify an AB pattern Problem Solving 50 A Performance Task 50 B	Lesson 53 Objective: SWBAT compare objects by weight (mass)	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 50: Oral Assessment 5 matching sets and numbers ☐ Problem Solving 50 A ☐ Performance Task 50 B
	Arts Infusion: SWBAT write money amounts to 10¢ in salt trays or finger paints while class price tags are being labeled SWBAT create and label/read an AB pattern using stamps, stickers, paint, drawings or glued objects OR SWBAT dramatize AB patterns using sound and movement (clap/snap/clap/snap) SWBAT dramatize how they think the balance will lean with 2 objects by acting as "human balances" using their arms for the different sides of the balance					
Social Studies or Science Arts Infusion	Social Studies "Exploring America - Pilgrims"					
	What would be difficult about being a Pilgrim? Why and what did the Pilgrims leave behind in Europe?					
	✓ Comprehension Objective: SWBAT monitor and clarify comprehension.					
	Lesson 4 The Pilgrims in America Objective: SWBAT identify pilgrims and understand why they sailed on the <i>Mayflower</i> to America The Pilgrims in America Objective: SWBAT describe what the <i>Mayflower</i> voyage was like Lesson 4 The Pilgrims in America Objective: SWBAT describe what it was like for the settlers when they got to the New World					Assessment(s) for week: ☐ Teacher observation: does student dramatization indicate an understanding of events?
Arts Infusion: SWBAT dramatize the voyage and landing of the Pilgrims SWBAT make their own Mayflower ship out of milk cartons.						

Music Appreciation: _____

Week 13 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 3 Finding Friends Lessons: 11-15					
	Phonemic Awareness/Phonics Objective: SWBAT clap and count syllables Comprehension Objective: SWBAT visualize (Making Friends)					Assessment(s) for week: ☐ Have students read <i>The Pot</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT match a sound to each letter					
	Arts Infusion: SWBAT put 1, 2, and 3 syllable words on a graph					
Math Arts Infusion	Saxon Mathematics					
	Lesson 54	Lesson 55	Lesson 56 and 57	Lesson 58	Review/Reteach/Enrich	Assessment(s) for week:
	Objective: SWBAT name a shape piece using two attributes (shape and color) and identify a missing piece in a matrix	Objective: SWBAT copy patterns and identify AB and ABB patterns	Objective: SWBAT explore a geoboard and make shapes on a geoboard	Objective: SWBAT place an object on a real graph	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	☐ Finish assessments from previous week
	Arts Infusion: SWBAT copy, create and label/read an AB and ABB pattern using stamps, stickers, paint, drawings or glued objects OR SWBAT copy and dramatize AB and ABB patterns using sound and movement (clap/snap/snap/clap/snap/snap) SWBAT clap out the number of dots they see on the top face of the dot cube as it rolls SWBAT copy their geoboard designs onto paper using watercolor OR SWBAT recreate their geoboard designs using playdough on a mat SWBAT graph their favorite fall activities SWBAT make letters on the geoboards					
Social Studies or Science Arts infusion	Social Studies “Exploring America - Thanksgiving”					
	Why did the Pilgrims need the Indians help? What might a Pilgrim or Indian village look like? What may have the Pilgrims done to assist the Indians?					
	✓ Comprehension Objective: SWBAT visualize					Assessment(s) for week: ☐ Teacher observation: do students demonstrate an understanding of how native peoples helped the Pilgrims in class discussion?
Lesson 5 The First Thanksgiving Objective: SWBAT understand how the Indians helped the Pilgrims Objective: SWBAT describe the first Thanksgiving						
	Arts Infusion: SWBAT create Pilgrim and Indian costumes from paper grocery sacks					

Music Appreciation: _____

Week 14 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 3 Finding Friends Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT blend and segment word parts, SWBAT delete syllables in words		Comprehension Objective: SWBAT make connections, compare and contrast (Don't Need Friends)			Assessment(s) for week: ☐ Have students read <i>The Bug, the Duck and the Frog</i> pre-decodable individually to assess fluency and print concepts ☐ Unit 3 Assessments: ☐ Blending word parts; ☐ High frequency words; ☐ Deleting syllables; ☐ Blending initial sounds;
	Letter Recognition/Print Awareness Objective: SWBAT create a letter collage					
	SWBAT identify capital letters, exclamation marks, question marks, periods and high-frequency words					
	Arts Infusion: SWBAT draw two pictures and make comparisons between the two and also point out their differences as well.					
Math Arts Infusion	Saxon Mathematics					
	Lesson 59 and 60	Lesson 61	Lesson 62	Lesson 63	Review/Reteach/Enrich	Assessment(s) for week:
	Objective: SWBAT identify ordinal position and pay for items using pennies	Objective: SWBAT identify a cube and count with 1-to-1 correspondence	Objective: SWBAT match a number card (0-10) to a set of objects	Objective: SWBAT copy line segments, shapes, and designs on a geoboard	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	☐ Lesson 60: Oral Assessment 6 sorting and identifying the sorting rule
	Arts Infusion: SWBAT copy their geoboard designs onto paper using watercolor OR SWBAT recreate their geoboard designs using playdough on a mat SWBAT graph their favorite fall activities SWBAT make letters on the geoboards					
Social Studies or Science Arts infusion	Social Studies “Exploring America – Thanksgiving ”					
	How does Thanksgiving compare to a Independence Day celebration? How may a Pilgrim Thanksgiving compare to a modern Thanksgiving? What inventions have made cooking easier?					
	✓ Comprehension Objective: SWBAT make connections, compare and contrast					
	Lesson 5 The First Thanksgiving Objective: SWBAT reenact the first Thanksgiving and compare it to their own Thanksgiving celebrations					Assessment(s) for week: ☐ Teacher observation: do they play their parts appropriately?
	Arts Infusion: SWBAT dramatize the first Thanksgiving SWBAT make a turkey and put his feathers in numerical order 10-20					

Music Appreciation: _____

Week 15 – Kindergarten

SHINE: _____

Week of:						Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 4 The Wind Lessons: 1-5					
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about the Wind. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about the Wind and place on the board. Throughout the unit, refer to and revisit these concepts and questions. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i>					Assessment(s) for week: ☐ ☐ Have students read <i>What Can We Do?</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Phonemic Awareness/Phonics Objective: SWBAT blend orally, SWBAT listen for long vowel sounds (a, e) Students can blend letter sounds in CVC words by using motions. Note that long vowels say their own names.		Comprehension Objective: SWBAT monitor and clarify for comprehension. SWBAT identify cause and effect (<i>Gilberto and the Wind</i>)			
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters S and M and associate a sound with each letter, SWBAT identify end punctuation					
Arts Infusion: SWBAT create wind chimes OR SWBAT create paper windmills SWBAT find pictures in magazines to attach to their alphabet books.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 64 Objective: SWBAT estimate collections and count by 10's	Lesson 65 Objective: SWBAT identify dimes and count by 10's Problem Solving 60 A Performance Task 60 B	Lesson 66 Objective: SWBAT identify and create ABB sound and movement patterns	Lesson 67 Objective: SWBAT count dimes to 50¢	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Finish assessing any students not yet assessed on Oral Assessments 5-6; reassess any students who did not demonstrate mastery on Oral Assessments 1-4 before the next progress report. ☐ Problem Solving 60 A ☐ Performance Task 60 B
	Arts Infusion: SWBAT add a double-handprint (10 fingers) to a class mural one-at-a-time as the rest of the class counts by 10's to 100 out loud SWBAT recite the poem, "dime, dime, little and thin, I remember, you're worth ten!", SWBAT create dime crayon rubbings SWBAT create and label/read an ABB pattern using stamps, stickers, paint, drawings or glued objects, SWBAT dramatize ABB patterns using sound and movement SWBAT create musical ABB patterns using a piano, keyboard or rhythm instruments					
Social Studies or Science Arts infusion	FOSS Science "Fabric"					
	What are the properties of fabric? ✓ Comprehension Objective: SWBAT monitor and clarify for comprehension. SWBAT identify cause and effect					
	Investigation 1: Fabric All Around Part 1: Exploration and feely boxes Objective: SWBAT compare different fabrics by touch, SWBAT match fabrics Part 2: Fabric Hunt Objective: SWBAT match fabrics Part 3: Fabric Collage Objective: SWBAT create a fabric collage					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT create a fabric collage depicting a scene from a read aloud SWBAT to tie/glue/connect yarn together to see how fabric is made.					

Music Appreciation: _____

Week 16 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 4 The Wind Lessons: 6-10					
	Phonemic Awareness/Phonics Objective: SWBAT orally blend, SWBAT listen for long vowel sounds (i, o, u) Note that long vowels say their own names		Comprehension Objective: SWBAT monitor and clarify comprehension, (What Happens When Wind Blows?)			Assessment(s) for week: ☐ Have students read <i>What Do We See?</i> pre-decodable individually to assess fluency and print concepts *Note: weekly skills assessments are available but listed to be administered at the end of the unit.
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters S, M, D, and P and associate a sound with each letter, SWBAT identify end punctuation SWBAT identify that questions always end with a question mark					
Arts Infusion: SWBAT dramatize different types of wind and storms (gentle breeze, hurricane, etc) with sound and movement						
Math Arts Infusion	Saxon Mathematics					
	Lesson 68 Objective: SWBAT pay for items to 50¢ using dimes	Lesson 69 and 70 Objective: SWBAT match a number card (0-10) to a set of objects Problem Solving 70 A Performance Task 70 B	Lesson 71 Objective: compare sets of objects comparing numbers through 6	Lesson 72 Objective: SWBAT weighing objects using nonstandard units and order objects by weight	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 70: Oral Assessment 7 copying and extending patterns ☐ Problem Solving 70 A ☐ Performance Task 70 B
	Arts Infusion: SWBAT create a “counting with dimes” book using a dime stamp, dime rubbings or dime drawings (page one: 10¢, page two: 20¢, and so on)					
Social Studies or Science Arts infusion	FOSS Science “Fabric”					
	How is fabric made? ✓ Comprehension Objective: SWBAT monitor and clarify comprehension.					
	Investigation 1: Fabric All Around Part 4: Taking Fabric Apart Objective: SWBAT describe how fabric is made Investigation 1: Fabric All Around Part 5: Weaving Objective: SWBAT weave Investigation 1: Fabric All Around Part 6: Sewing Objective: SWBAT sew fabric together					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT weave a construction paper quilt with long vowel words on the patches.						

Music Appreciation: _____

Week 17 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 4 The Wind Lessons: 11-15					
	Phonemic Awareness/Phonics Objective: SWBAT blend orally, SWBAT listen for long vowel sounds (u)				Comprehension Objective: SWBAT visualize (The Wind)	Assessment(s) for week: ☐ ☐ Have students read <i>We Can Have a Team</i> pre-decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters P, H, T, and associate a sound with each letter, SWBAT produce long A and short A sounds and associate them with the letter					
Arts Infusion: SWBAT make pretend flutes out of paper towel tubes.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 73 Objective: SWBAT combine sets by counting on	Lesson 74 Objective: SWBAT identify the numbers 0-20 and order the numbers 0-20	Lesson 75 Objective: SWBAT identify the numbers 0-20 and identify before, after, and between,	Lesson 76 Objective: SWBAT identify the numbers 10-20	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐
	Arts Infusion:					
Social Studies or Science Arts infusion	FOSS Science “Fabric”					
	What types of fabric do we see in the classroom? What types of fabrics are our clothes made out of? ✓ Comprehension Objective: SWBAT visualize					
	Investigation 2: Fabric Interactions Part 1: Water and Fabrics Objective: SWBAT describe what happens when different fabrics get wet Investigation 2: Fabric Interactions Part 2: Soiling and Washing Fabric Objective: SWBAT observe stains and the effectiveness of different removal methods					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT judge which fabrics are best for warmth, strength, comfort, etc.					

Music Appreciation: _____

Week 18 – Kindergarten

SHINE: _____

Week of:						Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 4 The Wind Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT blend orally Blend letters orally on the board and continue to use body movements to blend the letter sounds.		Comprehension Objective: SWBAT make predictions (<i>Wind Says Good Night</i>) Make predictions that will happen in the near future and in the distant future.		Assessment(s) for week: ☐ Unit 4 Assessments: ☐ High frequency words; ☐ Letter sounds; ☐ Word pairs; ☐ Long vowel sounds Have students read <i>We Can Have a Band</i> pre-decodable individually to assess fluency and print concepts	
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters T, O and N and associate a sound with each letter, SWBAT identify end punctuation					
Arts Infusion: SWBAT make a web diagram of predictions that could happen if they win the lottery.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 77	Lesson 78	Lesson 79 and 80	Lesson 81	Review/Reteach/Enrich	Assessment(s) for week:
	Objective: SWBAT identify a 1-cup measuring cup following a recipe	Objective: SWBAT identify full, half-full, and empty containers, SWBAT identify a quart container	Objective: SWBAT cover a design in more than one way	Objective: SWBAT pay for items to \$1.00 using dimes	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	☐ Lesson 80: Oral Assessment 8 identifying ordinal position ☐ Problem Solving 80 A ☐ Performance Task 80 B
Arts Infusion: SWBAT dramatize "before, after and between" with their bodies using a number line 0-20 taped to the floor SWBAT follow a recipe for playdoh: Mix 1 c. flour, 1 c. water, 1/2 c. salt, 2 tbsp. cream of tartar, 1 tbsp. oil, Food coloring: Cook on low temperature stirring constantly. Cook until it is "slick" and moves away from edge of pan. Cool. Keep sealed in Ziplock bag. SWBAT construct plaster sculptures by carving 2 reliefs into a sandbox or cookie tray full of sand: fill one relief full of plaster and the other half-full of plaster. Let dry one hour and pull out: dust off with paint brushes and compare						
Social Studies or Science Arts infusion	FOSS Science "Fabric"					
	What fabric would we use to make t-shirts? Parachutes? Shoes? Swimming suits? Would we need a bigger or smaller piece of fabric to make a blanket? T-Shirt? Flag? Curtain? ✓ Comprehension Objective: SWBAT make predictions.					
	Investigation 2: Fabric Interactions Part 3: Dyeing Fabric Objective: SWBAT dye fabric different colors					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
Arts Infusion: SWBAT create a tie-dye t-shirt; SWBAT record drawings of their observations in a science journal SWBAT to mix colored dyes to make other colors.						

Music Appreciation: _____

Week 19 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 5 Stick to It Lessons: 1-5					
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about Stick to It as a theme. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about the theme and place on the board. Throughout the unit, refer to and revisit these concepts and questions. You will need to model this explicitly for them. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT isolate initial and final consonants <i>Comprehension Objective:</i> SWBAT predict, SWBAT sequence (<i>The Great Big Enormous Turnip</i>) <i>Students can sequence their events in a day.</i> <i>Letter Recognition/Print Awareness Objective:</i> SWBAT identify the letters S, M, A and associate a sound with each letter, SWBAT identify the setting of a story Arts Infusion: SWBAT make a collage of pictures that end with a certain sound.					Assessment(s) for week: ☐ Have students read <i>Sam Sat</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
Math Arts Infusion	Saxon Mathematics					
	Lesson 82	Lesson 83	Lesson 84	Lesson 85	Review/Reteach/Enrich	Assessment(s) for week:
	<i>Objective:</i> SWBAT place a tag on a pictograph	<i>Objective:</i> SWBAT compare length and identify shorter and longer	<i>Objective:</i> SWBAT order 4 objects by length	<i>Objective:</i> SWBAT name a shape piece using three attributes (shape, color and size)	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	☐ Finish assessing any students not yet assessed on Oral Assessment 8; reassess any students who did not demonstrate mastery on Oral Assessments 1-7 before the next progress report.
Arts Infusion: SWBAT compare shorter and longer sounds on a keyboard or metal rhythm instrument; Create pictograph of weather, favorite food, animal, artist etc.						
Social Studies or Science Arts infusion	FOSS Science “Fabric”					
	<i>When, where, and why might you need more fabric or less fabric?</i> ✓ <i>Comprehension Objective:</i> SWBAT ask predict, SWBAT sequence					
	Investigation 2: Fabric Interactions Part 4: Graphing Fabric Uses <i>Objective:</i> SWBAT identify different uses for fabric					Assessment(s) for week:
	Arts Infusion: SWBAT create (cut out or sew) doll clothes that represent the different types of fabrics used by people for different uses					☐ Assessment checklist ☐ Student science journals

Music Appreciation: _____

Week 20 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 5 Stick to It Lessons: 6-10					
	Phonemic Awareness/Phonics Objective: SWBAT identify phoneme positions in words		Comprehension Objective: SWBAT make connections for comprehension. SWBAT compare and contrast (<i>Tillie and the Wall</i>)			Assessment(s) for week: ☐ Have students read <i>Hat</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters A and T and associate a sound with each letter, SWBAT identify quotation marks, ellipses and end punctuation					
Arts Infusion: SWBAT identify which punctuation mark is needed when a sentence is read to them						
Math Arts Infusion	Saxon Mathematics					
	Lesson 86 Objective: SWBAT copy line segments, shapes and designs on a geoboard	Lesson 87 Objective: SWBAT order objects by length SWBAT measure length using nonstandard units	Lesson 88 Objective: SWBAT make an ABC pattern using pattern blocks Suggestion: teach the concept whole-group then rotate students through 3-4 'ABC Patternmaking Centers"	Lesson 89 and 90 Objective: SWBAT act out "some, some more" and "some, some went away" stories	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 90: Oral Assessment 9: creating a real graph
	Arts Infusion: SWBAT measure the length of different body parts (legs, arms, hands, fingers, etc) using cubes SWBAT create and read ABC "kid patterns" (such as stand/sit/kneel/stand/sit/kneel) OR SWBAT create and label/read an ABC pattern using stamps, stickers, paint, drawings or glued objects SWBAT dramatize story problems with their bodies					
Social Studies or Science Arts infusion	FOSS Science "Trees (revisit Winter)"					
	How do trees change? ✓ Comprehension Objective: SWBAT make connections for comprehension. SWBAT compare and contrast					
	Investigation 3: Trees Through the Seasons Part 4: Winter Evergreen Hunt Objective: SWBAT hunt for evergreen trees that match needles sampled from schoolyard trees Part 5: Winter Twigs Objective: SWBAT observe the inside of tree twigs (growth rings, buds and leaf scars) Part 6: Visiting Adopted Trees in Winter Objective: SWBAT observe changes in their adopted tree					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
Arts Infusion: SWBAT create a sketch of what they observe in their science journals OR SWBAT create a model of tree twig observations using clay or playdoh SWBAT create a crayon drawing or painting of their adopted tree SWBAT identify symmetry in folded paper snowflakes						

Music Appreciation: _____

Week 21 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 4 Stick to It Lessons: 11-15					
	<i>Phonemic Awareness/Phonics Objective:</i> SWBAT isolate initial and final consonants Have one student be a vowel sound and other students make the sound of consonants that surround the vowel. <i>Letter Recognition/Print Awareness Objective:</i> SWBAT identify the letters H, P and I and associate a sound with each letter				<i>Comprehension Objective:</i> SWBAT.visualize (To Catch a Fish)	<i>Assessment(s) for week:</i> ☐ ☐ Have students read <i>Sit, Lil</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT create a poster or baseball (collectors) card of themselves.					
Math Arts Infusion	Saxon Mathematics					
	Lesson 91 <i>Objective:</i> SWBAT identify nickels and count by 5s	Lesson 92 <i>Objective:</i> SWBAT count nickels to 25¢	Lesson 93 <i>Objective:</i> SWBAT identify a cylinder and order objects by height	Lesson 94 <i>Objective:</i> SWBAT pay for items to 25¢ using nickels	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	<i>Assessment(s) for week:</i> ☐
	Arts Infusion: SWBAT dramatize addition/subtraction stories by acting them out OR SWBAT sing 10 Elephants and 10 Little Speckled Frogs OR SWBAT draw addition/subtraction stories SWBAT recite the poem, “nickel, nickel, thick and fat, you’re worth 5 cents, I know that!”, SWBAT create nickel crayon rubbings SWBAT create cylindrical nesting dolls SWBAT put themselves in smallest to tallest height order.					
Social Studies or Science Arts infusion	Social Studies “Presidents”					
	<i>Where do we see pictures of Presidents in our daily life? What important jobs does the President have?</i> ✓ <i>Comprehension Objective:</i> SWBAT visualize.					
	Lesson 1: Four Great Presidents <i>Objective:</i> SWBAT identify the Mount Rushmore presidents <i>Objective:</i> SWBAT identify the White House as the President’s home <i>Objective:</i> SWBAT identify the current President of the United States					<i>Assessment(s) for week:</i> ☐ Teacher observation: do students identify former presidents' names by sight? Do they know where the president lives and can they name the current president?
	Arts Infusion: SWBAT carve and label a class model of Mount Rushmore from clay or form from papier-mâché SWBAT create a President fun facts books SWBAT replicate a coin or piece of money with a President on it.					

Music Appreciation: _____

Week 22 – Kindergarten

SHINE: _____

Week of:					Weekly Assessments	
English/ -Language Arts Arts Infusion	OCR Unit 4 Stick to It Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT identify phoneme positions in words, SWBAT isolate initial and final consonants		Comprehension Objective: SWBAT draw conclusions (<i>Wanda's Roses</i>) <i>Tell stories that could have multiple endings</i>		Assessment(s) for week: ☐ Unit 5 Assessments: - o Beginning and ending sounds; - o High-frequency words; - o Letter sounds (l, short a, short i) - o Sounds in words Have students read <i>Sam and Matt</i> decodable individually to assess fluency and print concepts	
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters L and I and associate a sound with each letter, SWBAT identify the setting of a story, SWBAT identify punctuation					
Arts Infusion: SWBAT create tissue paper roses						
Math Arts Infusion	Saxon Mathematics					
	Lesson 95 Objective: SWBAT identify and create ABC sound and movement patterns	Lesson 96 Objective: SWBAT pay for items to 50¢ using nickels	Lesson 97 Objective: SWBAT divide by sharing <u>Suggestion:</u> read <i>The Doorbell Rang</i> by Pat Hutchins and let students act out the story with Cookie Crisp cereal	Lesson 98 Objective: SWBAT identify and order numbers	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐
	Arts Infusion: SWBAT create and label/read an ABC and ABBC pattern using stamps, stickers, paint, drawings or glued objects, SWBAT dramatize ABC and ABBC patterns using sound and movement SWBAT create musical ABC and ABBC patterns using a piano, keyboard or rhythm instruments SWBAT fair share a given set of items or stickers by gluing onto 2 plates: one for a portrait of themselves and one for a portrait of a friend					
Social Studies or Science Arts infusion	Social Studies "Presidents"					
	Who in the school shares the same duties with the President? How does someone become the President? ✓ Comprehension Objective: SWBAT draw conclusions and make connections.					
	Lesson 2: George Washington Objective: SWBAT recognize George Washington as the first President of the U.S. Lesson 2: Thomas Jefferson Objective: SWBAT recognize Jefferson as an important President and author of the Declaration of Independence					Assessment(s) for week: ☐ Teacher observation: do students name Washington and Jefferson by sight? Recall their accomplishments?
Arts Infusion: SWBAT create crayon rubbings of George Washington from quarters, SWBAT create crayon rubbings of Thomas Jefferson from nickels SWBAT make replica coins out of tin foil and wax paper						

Music Appreciation: _____

Week 23 – Kindergarten

SHINE: _____

Week of: _____						Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 6 Red, White and Blue Lessons: 1-5					
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about the theme. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about the theme and place on the board. Throughout the unit, refer to and revisit these concepts and questions. You will need to model this explicitly for them. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT replace initial consonant phonemes Create word families and show students how they relate <i>Letter Recognition/Print Awareness Objective:</i> SWBAT identify the letters N, D, and O and associate a sound with each letter, SWBAT identify capital letters <i>Arts Infusion:</i> SWBAT create a group mural of the American flag from paint or torn paper collage SWBAT create a word family tree and compare it to their family tree					<i>Assessment(s) for week:</i> ☐ Have students read <i>The Nap</i> decodable individually to assess fluency and print concepts *Note: weekly skills assessments are available but listed to be administered at the end of the unit.
	Saxon Mathematics					
	Lesson 99 and 100 <i>Objective:</i> SWBAT compare numbers through 10 Problem Solving 100A Performance Task 100B	Lesson 101 <i>Objective:</i> SWBAT make an ABBC pattern using pattern blocks	Lesson 102 <i>Objective:</i> SWBAT divide by sharing and compare numbers through 10	Lesson 103 <i>Objective:</i> SWBAT identify right and left	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	<i>Assessment(s) for week:</i> ☐ Lesson 100: Oral Assessment 10 naming the days of the week and copying geoboard designs ☐ Problem Solving 100A ☐ Performance Task 100B
Math Arts Infusion	Arts Infusion:					
	Social Studies “Presidents”					
	<i>What would be a good question to ask the President if he came to our classroom?</i> ✓ <i>Comprehension Objective:</i> SWBAT ask questions. SWBAT identify main ideas and details					
Social Studies or Science Arts infusion	Lesson 4: Abraham Lincoln <i>Objective:</i> SWBAT recognize Lincoln as an important President and know why he was known as “Honest Abe” Lesson 5: Theodore Roosevelt <i>Objective:</i> SWBAT recognize Roosevelt as an important president, SWBAT know that he overcame childhood illness and worked for nature conservation					<i>Assessment(s) for week:</i> ☐ Teacher observation: do students name Lincoln and Roosevelt by sight? Recall their accomplishments?
	<i>Arts Infusion:</i> SWBAT create crayon rubbings of Abraham Lincoln from pennies, SWBAT create a “Teddy Bear” using modeling clay or construction paper SWBAT craft a log cabin made from rolled up construction paper and milk cartons SWBAT count by 5’s and 10’s using play money					

Music Appreciation: _____

Week 24 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 6 Red, White and Blue Lessons: 6-10					
	<i>Phonemic Awareness/Phonics Objective:</i> SWBAT replace final and initial consonant phonemes <i>Letter Recognition/Print Awareness Objective:</i> SWBAT identify the letters O, B and C and associate a sound with each letter, SWBAT identify capital letters in text					<i>Comprehension Objective:</i> SWBAT draw conclusions (Hats off to the Fourth of July) <i>Assessment(s) for week:</i> ☐ Have students read <i>A Bib</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT dramatize a real parade in the hallway by lining up and marching, singing patriotic songs such as <i>This Land is Your Land</i> , <i>America the Beautiful</i> , and <i>Yankee Doodle</i> SWBAT make an American Flag out of construction paper rings					
Math Arts Infusion	Saxon Mathematics					
	Lesson 104 and 105 <i>Objective:</i> SWBAT explore tangrams, SWBAT sort and identify tangram pieces and identify small and large shapes and cover designs using tangrams	Lesson 106 <i>Objective:</i> SWBAT measure length using nonstandard units and estimate and measure length and width using nonstandard units	Lesson 107 <i>Objective:</i> SWBAT graph a picture on a pictograph	Lesson 108 <i>Objective:</i> SWBAT cover designs using tangrams and explore slides, turns and flips	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	
	Arts Infusion: SWBAT					
Social Studies or Science Arts infusion	FOSS Science “Wood, Paper”					
	<i>Where does wood come from? What is made of wood? What happens when wood gets wet? Besides wood, what other materials could people use to make boats?</i> ✓ <i>Comprehension Objective:</i> SWBAT draw conclusions					
	Investigation 1: Getting to Know Wood Part 1: Introduction to Wood Samples <i>Objective:</i> SWBAT identify where wood comes from and compare wood samples Part 2: Wood Hunt <i>Objective:</i> SWBAT identify objects made of wood Part 3: Wood and Water <i>Objective:</i> SWBAT observe how wood and water interact Part 4: Sink the Pine and the Plywood <i>Objective:</i> SWBAT compare the floatability of 2 types of wood Part 5: Sinking Investigation <i>Objective:</i> SWBAT compare the floatability of different types of wood					<i>Assessment(s) for week:</i> ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT go to a body of water and see which items float and sink					

Music Appreciation: _____

Week 25 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 6 Red, White and Blue Lessons: 11-15					
	Phonemic Awareness/Phonics Objective: SWBAT replace initial and final consonant phonemes and medial vowel phonemes				Comprehension Objective: SWBAT visualize (<i>America the Beautiful</i>)	Assessment(s) for week: ☐ Have students read <i>Sad Dot</i> and <i>Run, Ron</i> decodables individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters R and U and associate a sound with each letter					
Arts Infusion: SWBAT sing <i>America the Beautiful</i> SWBAT to create their own school map and compare it to the map of the United States						
Math Arts Infusion	Saxon Mathematics					
	Lesson 109 and 110 Objective: SWBAT identify the relationship between larger and smaller numbers and count forward and backward on a number line	Lesson 111 Objective: SWBAT identify the numbers 11-30	Lesson 112 Objective: SWBAT identify and sphere and order objects by size	Lesson 113 Objective: SWBAT sort coins, identify which of two activities takes more or less time, and identify a quarter and a dollar	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 110: Oral Assessment 11 identifying a penny, a nickel and a dime and acting out addition and subtraction stories
	Arts Infusion:					
Social Studies or Science Arts infusion	FOSS Science “Wood, Paper”					
	How does wood change? How is particleboard made? How is plywood made? ✓ Comprehension Objective: SWBAT visualize					
	Investigation 2: Changing Wood Part 1: Sanding Wood Objective: SWBAT sand wood and record their observations Part 2: Sawdust and Shavings Objective: SWBAT compare sawdust and wood shavings Part 3: Making Sawdust Wood Objective: SWBAT make particleboard and compare Part 4: Making Sandwich Wood Objective: SWBAT make plywood and compare					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
Arts Infusion: SWBAT record drawings of their observations in a science journal; SWBAT create a sculpture or shape from their particleboard; SWBAT create a sculpture of shape from their plywood						

Music Appreciation: _____

Week 26 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 6 Red, White and Blue Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT perform phoneme replacement with menial vowels, long vowels, initial consonants and final consonants		Comprehension Objective: SWBAT make connections (The American Wei)		Assessment(s) for week: ☐ Unit 6 Assessments: o Letter sounds (n, d, b, c) o Letter sounds (r, g, j) o High-frequency words Have students read Hug a Bug and Gus decodables individually to assess fluency and print concepts	
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters G and J and associate a sound with each letter, SWBAT identify punctuation					
	Arts Infusion: SWBAT					
Math Arts Infusion	Saxon Mathematics					
	Lesson 114 Objective: SWBAT cover designs using tangrams and explore slides, turns and flips	Lesson 115 Objective: SWBAT identify largest and smallest shapes and identify and cover half of a shape Problem Solving 110A Performance Task 110B	Lesson 116 Objective: SWBAT pay for items using pennies, nickels, dimes or a quarter	Lesson 117 and 118 Objective: SWBAT identify and match equivalent sets and identify doubles	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Problem Solving 110A ☐ Performance Task 110B
	Arts Infusion: SWBAT create spheres of varying sizes out of clay or playdough, SWBAT dramatize a sphere's shape and movement with their bodies SWBAT draw 1-3 classroom objects that are shaped like spheres in a "Classroom Shapes" book SWBAT glue half of a picture from a magazine onto a paper and draw the missing half themselves (half of a face, half of a car, etc)					
Social Studies or Science Arts infusion	FOSS Science "Wood, Paper"					
	What are the properties of paper? ✓ Comprehension Objective: SWBAT make connections					
	Investigation 3: Getting to Know Paper Part 1: Paper Hunt Objective: SWBAT observe and compare properties of paper Part 2: Writing and Drawing on Paper Objective: SWBAT observe and compare properties of paper Part 3: Folding Paper Objective: SWBAT observe and compare properties of paper Part 4: Paper and Water Objective: SWBAT observe and compare properties of paper Investigation 4: Changing Paper Part 1: Paper Recycling Part 2: Papier-mâché Objective: SWBAT observe and compare properties of paper *Note: follow-up on papier-mâché project.					Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal; SWBAT make a collage, SWBAT create Papier-mâché sculptures					

Music Appreciation: _____

Week 27 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 7 Teamwork Lessons: 1-5					
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about the theme. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about the theme and place on the board. Throughout the unit, refer to and revisit these concepts and questions. You will need to model this explicitly for them. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT replace initial consonant phonemes, SWBAT segment and count phonemes <i>Comprehension Objective:</i> SWBAT identify main ideas and details (<i>Team Time!</i>) <i>Letter Recognition/Print Awareness Objective:</i> SWBAT identify the letters F, E and X and associate a sound with each letter, SWBAT identify capital letters and punctuation					<i>Assessment(s) for week:</i> ☐ Have students read <i>Ten Men</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT make a group mural or collage of what “teamwork” is all about using magazine clippings or drawings SWBAT create a class poetry book					
Math Arts Infusion	Saxon Mathematics					
	Lesson 119 and 120 <i>Objective:</i> SWBAT act out “some, some more” stories Problem Solving 120A Performance Task 120B	Lesson 121 <i>Objective:</i> SWBAT draw pictures for “some, some more” stories	Lesson 122 <i>Objective:</i> SWBAT record the answer to a question on a chart and determine questions for a 2-choice survey	Lesson 123 <i>Objective:</i> SWBAT identify a cone and sort three-dimensional objects	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	<i>Assessment(s) for week:</i> ☐ Lesson 120: Oral Assessment 12 counting by 10s to 100 and comparing and measuring length ☐ Problem Solving 120A ☐ Performance Task 120B
	Arts Infusion: SWBAT act out “some, some more” stories with a group; SWBAT to create a graph with answers from their survey. SWBAT create cones (and other 3-D shapes) using clay or playdoh, SWBAT draw 1-3 classroom objects that are shaped like cones in a “Classroom Shapes” book					
Social Studies or Science Arts infusion	FOSS Science “Trees (revisit Spring)”					
	<i>How do trees change?</i> ✓ <i>Comprehension Objective:</i> SWBAT identify main ideas and details					
	Investigation 3: Trees Through the Seasons Part 7: Forcing Spring Twigs <i>Objective:</i> SWBAT observe twigs as they bloom Part 8: Spring Bark Hunt <i>Objective:</i> SWBAT observe and compare bark Part 9: Visiting Adopted Trees in Spring <i>Objective:</i> SWBAT observe changes in their adopted tree					<i>Assessment(s) for week:</i> ☐ Assessment checklist ☐ Student science journals
Arts Infusion: SWBAT record drawings of their observations in a science journal; SWBAT create a crayon sketch or painting of their adopted tree using pointillism to represent forming buds						

Music Appreciation: _____

Week 28 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 7 Teamwork Lessons: 6-10					
	Phonemic Awareness/Phonics Objective: SWBAT replace initial consonant phonemes, SWBAT segment and count phonemes		Comprehension Objective: SWBAT predict, SWBAT compare and contrast (Swimmy)			Assessment(s) for week: ☐ Have students read <i>Liz Wins</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters X, Z and W and associate a sound with each letter, SWBAT recognize capital letters, sentences and punctuation					
Arts Infusion: SWBAT create a red fish decorated with capital letters and punctuation. Add to a Swimmy class mobile to form the giant fish from the book.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 124	Lesson 125	Lesson 126	Lesson 127	Review/Reteach/Enrich	
	Objective: SWBAT identify the time of day as day or night, morning, afternoon or evening, identify the likelihood of events	Objective: SWBAT count by 2s and identify even and odd numbers to 10	Objective: SWBAT measure distance using nonstandard units	Objective: SWBAT act out “some, some went away” stories	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	
Arts Infusion: SWBAT finger paint the numbers 19-23 on butcher paper on the wall or outside with sidewalk chalk Have students run races to see where they will finish place wise and time wise						
Social Studies or Science Arts infusion	Social Studies “Continents and Maps”					
	Compare neighborhoods in the city and in the country? What facets does a community need to exist? ✓ Comprehension Objective: SWBAT predict, SWBAT compare and contrast					
	My Neighborhood Objective: SWBAT identify features of their neighborhood by going on a neighborhood walk Objective: SWBAT map their neighborhood on a class mural Objective: SWBAT identify important community jobs Objective: SWBAT create paper dolls representing important community jobs and place them on the class neighborhood mural					Assessment(s) for week: ☐ Teacher observation: can students name important neighborhood features? Represent them in the class mural project?
Arts Infusion: SWBAT create and label important neighborhood features (houses, school, post office, stores, roads, etc) using milk cartons or boxes to construct the buildings: glue to a class mural to make an interactive map. Include paper dolls to represent important community jobs (firefighter, teacher, police officer, etc).						

Music Appreciation: _____

Week 29 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 7 Teamwork Lessons: 11-15					
	Phonemic Awareness/Phonics Objective: SWBAT restore initial consonant sounds		Comprehension Objective: SWBAT visualize (<i>Cleaning Up the Block</i>) <i>Who and where can we get help? What can we do to help?</i>			Assessment(s) for week: ☐ Have students read <i>Fix It</i> and <i>Quint and Kit</i> decodables individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters K and Q and associate a sound with each letter					
	Arts Infusion: SWBAT create a photographic journal of their own community clean-up project (remember to give each child latex gloves) SWBAT make an illustrated book of a clean planet and a dirty planet					
Math Arts Infusion	Saxon Mathematics					
	Lesson 128 Objective: SWBAT draw pictures for “some, some went away” stories	Lesson 129 Objective: SWBAT identify and make symmetrical designs	Lesson 130	Lesson 131 Objective: SWBAT use indirect comparisons to compare the heights or lengths of objects	Review/Reteach/Enrich Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	Assessment(s) for week: ☐ Lesson 130: Oral Assessment 30: counting by 5s to 50, identifying geometric solids, covering designs using tangrams
	Arts Infusion:					
Social Studies or Science Arts infusion	Social Studies “Continents and Maps”					
	How is the Earth much like a basketball? How is the Earth different from a football? ✓ Comprehension Objective: SWBAT visualize					
	Lesson 1: Our World Objective: SWBAT understand that Earth is a sphere Objective: SWBAT name the seven continents and four oceans Objective: SWBAT understand the rotation of Earth					Assessment(s) for week: ☐ Teacher observation: can students distinguish between continents (land) and oceans (water)? Do they name 3-7 continents?
	Arts Infusion: SWBAT “Map the World by Heart” using hand motions as a map: (may extend to paint map using temptra on children’s hands) North America: flat sideways left hand in upper left matrix South America: flat vertical left hand under North America Europe: fist in middle upper matrix Africa: flat vertical right hand under Europe Asia: flat sideways right hand to the right of Europe Australia: fist in lower right matrix					

Music Appreciation: _____

Week 30 – Kindergarten

SHINE: _____

	Week of:					Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 7 Teamwork Lessons: 16-20					
	Phonemic Awareness/Phonics Objective: SWBAT restore final consonant sounds				Comprehension Objective: SWBAT sequence (<i>The Little Red Hen</i>)	Assessment(s) for week: ☐ Unit 7 Assessments: o Counting phonemes; o Letter sounds (f, x, z, w, e) o Letter sounds (k, q, y, v, e) ☐ Have students read <i>The Quiz</i> and <i>Vic in the Van</i> decodables individually to assess fluency and print concepts
	Letter Recognition/Print Awareness Objective: SWBAT identify the letters Y and V and associate a sound with each letter					
Arts Infusion: SWBAT dramatize the story of <i>the Little Red Hen</i> using props and costumes. Leave in dramatic play area for use during appropriate times.						
Math Arts Infusion	Saxon Mathematics					
	Lesson 132	Lesson 133	Lesson 134	Lesson 135	Review/Reteach/Enrich	Assessment(s) for week: ☐
	Objective: SWBAT identify hot and cold objects	Objective: SWBAT measure length using inches Suggestion: read aloud <i>Inch by Inch</i> by Leo Leoni	Objective: SWBAT identifying halves and fourths	Objective: SWBAT place a tag on a pictograph	Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching	
Arts Infusion:						
Social Studies or Science Arts infusion	Social Studies "Continents and Maps"					
	What steps does it take to move an object from point A to point B? ✓ Comprehension Objective: SWBAT sequence.					
	Lesson 2: Maps and Directions Objective: SWBAT understand that a map shows a land area *Draw a simple map on an orange or apple: cut the peel off in one piece in front of class to demonstrate how maps are made Objective: SWBAT recognize the four directions (N, S, E, W) Objective: SWBAT recognize a map of the United States					Assessment(s) for week: ☐ Teacher observation: can students indicate the directions North, South, East and West during Simon Says? Do they show an understanding of maps in class discussion?
Arts Infusion: SWBAT play Simon Says to dramatize the directions North, South, East, West SWBAT locate states by moving E,N,S,W on a map						

Music Appreciation: _____

Week 31 – Kindergarten

SHINE: _____

Week of:		Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 8 By the Sea Lessons: 1-5	
	<i>You will begin a new unit this week. On Day 1 is the unit opener, allowing time for students to interact with the Concept – Question Board. After Listening to the unit opener Read Aloud, ask students what they know about the theme. Scribe for them on index cards or sticky notes and put on the C/? board. Ask them preliminary questions about the theme and place on the board. Throughout the unit, refer to and revisit these concepts and questions. You will need to model this explicitly for them. Ask other adults to do the same (art teacher, principal, DOI etc when they come to visit your classroom. Let them know what your theme is and invite them in to model for students.</i> <i>Phonemic Awareness/Phonics Objective:</i> SWBAT orally blend, SWBAT add phonemes to make word changes <i>Comprehension Objective:</i> SWBAT predict (<i>The Ocean</i>) <i>Letter Recognition/Print Awareness Objective:</i> SWBAT work with sounds, SWBAT link sounds to letters, SWBAT blend	Assessment(s) for week: ☐ Have students read <i>A Bump</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT create a class Ocean mural: create a watercolor backdrop in small groups. Then individuals create fish and other sea creatures to glue onto the mural. Label whole-group.	
	Saxon Mathematics	
Math Arts Infusion	RETEACH, REVIEW AND ENCRICHMENT WEEK Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching Use state standards to determine which state specific standards needs explicit teaching and/or reteaching. Review, reteach and enrich skills/concepts covered through end of the Saxon Program AIMS K-1 Problem Solving Activity – <i>AIMS Solve It! K-1: Seashore Stories</i> p. 48 – 52 (<i>whole number operations</i>) ☒ Student Math Projects ☒ Math Center Activities ☒ AIMS problem solving activities (see your DOI for these resources) ☒ Computer lab activities	Assessment(s) for week: ☐ Problem Solving 130A ☐ Performance Task 130B ☐ AIMS Seashore Stories
	Arts Infusion:	
Social Studies or Science Arts infusion	FOSS Science Guiding Questions “Animals”	
	<i>What do eggs need to hatch into chicks? What are the parts of goldfish? What do fish need to live? Who are guppies and goldfish different?</i> ✓ <i>Comprehension Objective:</i> SWBAT predict	
	Investigation 5: Eggs and Chicks Part 1: Setting the Eggs <i>Objective:</i> SWBAT set up the incubator and monitor conditions for 21 days until eggs hatch Investigation 1: Goldfish and Guppies Part 1: The Structure of Goldfish <i>Objective:</i> SWBAT identify the parts of a fish Part 2: Caring for Goldfish <i>Objective:</i> SWBAT describe how to take care of fish Part 3: Goldfish Behavior <i>Objective:</i> SWBAT observe fish behavior Part 4: Comparing Guppies to Goldfish <i>Objective:</i> SWBAT compare 2 types of fish	Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal; SWBAT make their own paper aquariums to model fish behavior they observe SWBAT construct fish from paper or modeling clay; SWBAT dramatize fish behavior	

Music Appreciation: _____

Week 32 – Kindergarten

SHINE: _____

	Week of:	Weekly Assessments
English/-Language Arts Arts Infusion	OCR Unit 8 By the Sea Lessons: 6-10	
	<i>Phonemic Awareness/Phonics Objective:</i> SWBAT orally blend, SWBAT add phonemes to make word changes <i>Letter Recognition/Print Awareness Objective:</i> SWBAT work with sounds, SWBAT link sounds to letters, SWBAT blend	<i>Comprehension Objective:</i> SWBAT ask questions (<i>Humphrey the Lost Whale</i>) <i>Who would you need to question to help or save the life of an animal?</i> Assessment(s) for week: ☐ Have students read <i>A Ramp</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT listen to a CD of ocean sounds and/or whale songs. Encourage children to close their eyes and imagine they are at/in the ocean.	
Math Arts Infusion	Saxon Mathematics	
	RETEACH, REVIEW AND ENCRICHMENT WEEK Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching Use state standards to determine which state specific standards needs explicit teaching and/or reteaching. Review, reteach and enrich skills/concepts covered through end of the Saxon Program AIMS K-1 Problem Solving – <i>AIMS Solve It! Sea Shapes (AIMS) p. 21 - 27</i> ☒ Student Math Projects ☒ Math Center Activities ☒ AIMS problem solving activities (see your DOI for these resources) ☒ Computer lab activities ☒ Math journals;	Assessment(s) for week: ☐ Solve It! Sea Shapes (AIMS)
	Arts Infusion: SWBAT	
Social Studies or Science Arts infusion	FOSS Science Guiding Questions “Animals”	
	<i>What are the parts of a land snail? How are land and water snails alike and different</i> ✓ <i>Comprehension Objective:</i> SWBAT ask questions.	
	Investigation 2: Land and Water Snails Part 1: Land Snails <i>Objective:</i> SWBAT identify the parts of a land snail Part 2: Snail Races <i>Objective:</i> SWBAT predict what will get snails to move Part 3: Observing Water Snails <i>Objective:</i> SWBAT compare water and land snails Part 4: Shells <i>Objective:</i> SWBAT sort shells	Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT construct snails from paper or modeling clay	

Music Appreciation: _____

Week 33 – Kindergarten

SHINE: _____

	Week of:	Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 8 By the Sea Lessons: 11-15	
	<i>Phonemic Awareness/Phonics Objective:</i> SWBAT blend <i>Comprehension Objective:</i> SWBAT visualize (<i>There Once Was a Puffin</i>) <i>Letter Recognition/Print Awareness Objective:</i> -----SWBAT distinguish between nouns, verbs, and adjectives.	<i>Assessment(s) for week:</i> ☐ Have students read <i>The Quilt</i> decodable individually to assess fluency and print concepts <i>*Note: weekly skills assessments are available but listed to be administered at the end of the unit.</i>
	Arts Infusion: SWBAT perform a reader's theater version of <i>There Once Was a Puffin</i> in parts SWBAT to mimic a magazine advertisement	
Math Arts Infusion	Saxon Mathematics	
	RETEACH, REVIEW AND ENCRICHMENT WEEK Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching Use state standards to determine which state specific standards needs explicit teaching and/or reteaching. Review, reteach and enrich skills/concepts covered through end of the Saxon Program AIMS K-1 Problem Solving Activity– <i>AIMS Number Story Theatre</i> p. 105 - 110 ☒ Math centers ☒ Math projects ☒ Arts infused math activities ☒ Complete any Performance Tasks and/or Problem Solving Activities ☒ AIMS problem solving activities (see your DOI for these resources) ☒ Computer lab activities	<i>Assessment(s) for week:</i> ☐ AIMS Number Story Theatre ☐
	Arts Infusion:	
Social Studies or Science Arts infusion	FOSS Science "Animals"	
	<i>What are the parts of a worm? How are worms different?</i> ✓ <i>Comprehension Objective:</i> SWBAT visualize the differences and similarities between worms, snakes, and caterpillars	
	Investigation 3: Big and Little Worms Part 1: The Structure of Redworms <i>Objective:</i> SWBAT identify the parts of a redworm Part 2: Redworm Behavior <i>Objective:</i> SWBAT observe redworm behavior Part 3: Comparing Redworms to Night Crawlers <i>Objective:</i> SWBAT identify the parts of a redworm	<i>Assessment(s) for week:</i> ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT construct worms from paper or modeling clay SWBAT wriggle and more like worms to slow music	

Music Appreciation: _____

Week 34 – Kindergarten

SHINE: _____

	Week of:	Weekly Assessments
English/ -Language Arts Arts Infusion	OCR Unit 8 By the Sea Lessons: 16-20	
	<i>Phonemic Awareness/Phonics Objective:</i> SWBAT blend letter sounds to spell and write CVC words <i>Letter Recognition/Print Awareness Objective:</i> SWBAT recognize boldfaced text <i>Why do we boldface items in text?</i>	<i>Comprehension Objective:</i> SWBAT visualize (<i>Hello Ocean</i>) <i>Visualize what it might be like in a place you have never been, only heard of</i> <i>Assessment(s) for week:</i> ☐ <i>Unit 8 Assessments:</i> ☐ Words in context; ☐ Word building; ☐ Long vowel review; ☐ Short vowel review Have students read <i>Puff</i> decodable individually to assess fluency and print concepts
	Arts Infusion: SWBAT visualize a portion of <i>Hello Ocean</i> by closing their eyes, then drawing what they saw on a post-it to add to a class mural SWBAT to create a picture from only the descriptions that the teacher gives	
Math Arts Infusion	Saxon Mathematics	
	RETEACH, REVIEW AND ENCRICHMENT WEEK Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching Use state standards to determine which state specific standards needs explicit teaching and/or reteaching. Review, reteach and enrich skills/concepts covered through end of the Saxon Program ☒ Math centers ☒ Math projects ☒ Arts infused math activities ☒ Complete any Performance Tasks and/or Problem Solving Activities ☒ AIMS problem solving activities (see your DOI for these resources) ☒ Computer lab activities	<i>Assessment(s) for week:</i> ☐
	Arts Infusion: SWBAT finger paint the numbers 42-45 in sand trays or with "tummy writing" (students lie on their stomachs and write with one hand outstretched in front of them on the floor) SWBAT use chicken mouths or duck mouths to show which number is greater in a pair of numbers	
Social Studies or Science Arts infusion	FOSS Science "Animals"	
	<i>How do chicks hatch? What are the parts of a chick? How do chicks behave?</i> ☒ <i>Comprehension Objective:</i> SWBAT visualize.	
	Investigation 5: Eggs and Chicks Part 2: Watching Eggs Hatch <i>Objective:</i> SWBAT observe how chicks hatch Part 3: The Structure of Chicks <i>Objective:</i> SWBAT identify the parts of a chick Part 4: Chick Behavior <i>Objective:</i> SWBAT observe what chicks do	<i>Assessment(s) for week:</i> ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT construct chicks from paper or modeling clay SWBAT dramatize chicks hatching with their bodies OR SWBAT dramatize chicks hatching by pecking blown eggs with chopsticks	

Music Appreciation: _____

Week 35 – Kindergarten

SHINE: _____

Week of:		Weekly Assessments
English/ -Language Arts Arts Infusion	OCR : Re-teach / Review	
	RETEACH, ENRICH and REVIEW week Use this week to review tracking sheets and student progress. Reteach, review and re-test skills as needed. Other possible activities include: - o Literacy projects - o Student Performances - o Individual Student Assessments	Assessment(s) for week: ☐ *Re-test students who scored below mastery on previous unit assessments from now until the end of the year.
	Arts Infusion: SWBAT	
Math Arts Infusion	Saxon Mathematics	
	RETEACH, REVIEW AND ENCRICHMENT WEEK Use NWEA data and Saxon assessments (Saxon tracker) for small group work and whole class reteaching Use state standards to determine which state specific standards needs explicit teaching and/or reteaching. Review, reteach and enrich skills/concepts covered through end of the Saxon Program ☒ Math centers ☒ Math projects ☒ Arts infused math activities ☒ Complete any Performance Tasks and/or Problem Solving Activities ☒ AIMS problem solving activities (see your DOI for these resources) ☒ Computer lab activities ☒ Math journals;	Assessment(s) for week: ☐ ☐
	Arts Infusion: SWBAT	
Social Studies or Science Arts infusion	FOSS Science Guiding Questions “Animals”	
	What are isopods? How are pill bugs and sow bugs alike and different? What do animals need? ☒ Comprehension Objective: SWBAT compare and contrast	
	Investigation 4: Pill Bugs and Sow Bugs Part 1: Isopod Observations <i>Objective:</i> SWBAT identify idopods Part 2: Identifying Isopods <i>Objective:</i> SWBAT compare pill bugs and sow bugs Part 3: Isopod Races <i>Objective:</i> SWBAT observe how isopods move Part 4: Animals Living Together <i>Objective:</i> SWBAT observe several animals living together	Assessment(s) for week: ☐ Assessment checklist ☐ Student science journals
	Arts Infusion: SWBAT record drawings of their observations in a science journal SWBAT construct isopods from paper or modeling clay	

Lighthouse Academies Culture Checklist

The following is a list of values, routines, and procedures that should be established at the beginning of the year, then continuously remodeled and practiced during the following months.

LHA Culture

- ☐ Hopes and Dreams
- ☐ College Focus
- ☐ Arts Infusion
- ☐ Habits of Scholars
- ☐ SHINE
- ☐ Core Values
- ☐ Honor Pledge and Affirmations
- ☐ BEAMing
- ☐ Classroom rules and consequences
- ☐ How to settle a conflict
- ☐ Uniform policy
- ☐ Goal setting
- ☐ BBC
- ☐ Music appreciation

Beginning of Class

- ☐ Breakfast expectations (whether in room or cafeteria)
- ☐ Entering the classroom (including backpack and homework folder)
- ☐ Turning in homework
- ☐ Do now
- ☐ Signal for silence
- ☐ Behavior during Morning Meeting/CPR
- ☐ Moving furniture (i.e. moving chairs to small group tables, or for the Upper Academy, moving chairs to the circle for CPR)
- ☐ Morning Meeting transition
- ☐ Arriving late
- ☐ Getting materials

During Class

- ☐ Sharpening pencils
- ☐ Paper headings
- ☐ Passing papers in and out
- ☐ Movement within the room
- ☐ Movement to/from carpet
- ☐ Getting a drink
- ☐ Using the restroom
- ☐ Handing in late work

- ☐ Raising your hand during discussions
- ☐ Behavior/expectations when work is finished
- ☐ Using the Take a Break space
- ☐ Absence/make-up work
- ☐ Getting a tissue
- ☐ Asking for help
- ☐ What to do if there is a visitor
- ☐ Transitions between lessons and/or activities

Working

- ☐ Independent work
- ☐ Partner work
- ☐ Small group work
- ☐ Whole class work
- ☐ Experiments of science activities
- ☐ Reflecting
- ☐ Getting working materials (including resource materials)
- ☐ Asking for help

End of class

- ☐ Moving furniture
- ☐ Organizing materials (putting away materials)
- ☐ Cleaning up
- ☐ Getting homework
- ☐ Leaving the classroom
- ☐ Packing bags/getting folders

Outside of classrooms

- ☐ Hallway movement
- ☐ Cafeteria procedures
- ☐ Playground procedures
- ☐ Town Hall Meeting procedures
- ☐ Busing/Dismissal procedures
- ☐ Bathroom procedures
- ☐ Office/nurse procedures

Goal Setting Worksheet

My goal is:	Completion date:
What is the first step?	Target completion date:
What is the second major step?	Target completion date:
What is the third major step?	Target completion date:
Next step?	Target completion date:
Final step?	Target completion date:

Arts Infusion Resources

Lighthouse Academies

Books
<i>Lively Learning: Using the Arts to Teach the K-8 Curriculum</i> By Linda Crawford
<i>Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural Settings</i> By Merryl Goldberg
<i>Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers</i> By Claudia E. Cornett
<i>Dance as a Way of Knowing</i> By Jennifer Donohue Zakkai
<i>Visual Arts as a Way of Knowing</i> By Karolynne Gee
<i>Putting the Arts in the Picture: Reframing Education in the 21st Century</i> Edited by Nick Rabkin and Robin Redmond
<i>The Everyday Work of Art: Awakening the Extraordinary in Your Daily Life</i> By Eric Booth

Websites
American Alliance for Theatre Education www.aate.com/resources.html
Artcyclopedia www.artcyclopedia.com
Artsonia www.artsonia.com
Bibliography of Art Lesson Plans and Games www.princetonol.com/groups/iad/links/artgames.html
Chicago Museum of Contemporary Art www.mcachicago.org
Cleveland Museum www.clemusart.com
Indiana's Fine Arts Standards http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx
Kennedy Center, DC www.artsedge.kennedy-center.org
Museum of Fine Art Boston www.mfa.org/collections.htm
NYC's Blueprint for Teaching the Arts http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html
The Children's Museum of Indianapolis www.childrensmuseum.org
The Eric Carle Museum of Picture Book Art www.picturebookart.org
The National Gallery of Art www.nga.gov/kids/kids.htm
Theatre www.childdrama.com
Voices Across Time www.voicesacrosstime.org/

Educators may also seek out resources that community arts organizations (museums, dance troupes, etc.) offer to local schools.

Quick and Simple Ways to Infuse the Arts into Daily Instruction

Language Arts
Before writing a written summary of a text, have students act it out.
Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw.
Have students play charades or Pictionary to review vocabulary words.
Have students identify significant aspects of a text's setting by creating a physical model of the setting (e.g., a diorama).
Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing.
Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and labels literary techniques (foreshadowing, flashback) as captions for the comic strip's frames.
Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture.
Math
Have students recite their math facts or information about a math concept to the tune of a familiar melody.
Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about.
Use masking tape to create a large grid on the floor and have students create a 'dance' based on a list of coordinate pairs.
Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.)
To practice converting units of measurement, have students draw pictures of large objects to scale.
Science
Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines).
To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step.
Have students write monologues from the perspective of famous scientists describing the significance of their work.
Find a young children's picture book that relates to the topic in a unit of study. Have students use their more in-depth knowledge to write words/captions (or if there are simple words, to augment them with greater detail and knowledge). The finished book should have text that is high school level to accompany the pictures.
Social Studies
To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing.
Have students create models/dioramas of famous moments in history with a written explanation of the details in their model.
Have students play charades or Pictionary to review vocabulary words.
Have students write a poem or speech from the perspective of a historical figure they are studying.
Play music from the time period students are studying.
Use a corner of the classroom to create a gallery of significant artwork from the period of study.
Have students create a travel brochure or commercial for a place they are studying.
Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).

Lighthouse Academics

Instructional Strategies for English Language Learners

Instruction:

Overall instructional methods and strategies to be employed to meet the needs of all students, but in particular to support ELL students:

Use of realia	Props, objects related to content; manipulatives (i.e.
Total Physical Response (TPR)	Dramatize speech; facial expressions, gestures, acting out meanings of words; body movement; pantomime
Use of visuals	Photographs, pictures, drawings, graphic organizers, maps (maintaining picture files; BoardMaker (see below))
High Quality Oral Language	Teachers need to use clear expression and articulation Require all students to orally answer with complete sentences Echo and Choral Reading
Teacher modeling	Think alouds
Reading Strategies	Activate prior knowledge; set purpose for reading; provide frequent comprehension/ summarizing check ins; leveled reading (similar content)
Environment	Content and Print rich environment; word wall, content specific visuals/resources

It is important for teachers to understand and recognize the stage of English language acquisition of their student(s). The chart below provides an overview of the stages. In particular, it is important for teachers to acknowledge and recognize students in the ‘silent’ stage of preproduction.

Stages of Second Language Acquisition¹

<i>Stage</i>	<i>Characteristics</i>	<i>Approximate Time Frame</i>	<i>Teacher Prompts</i>
Preproduction	The student: • Has minimal comprehension • Does not verbalize • Nods ‘yes’ and ‘no’ • Draws and points	0-6 months	• Show me....? • Circle the ...?. • Where is...? • Who has ...?
Early Production	The student: • Has limited comprehension • Produces one and two word responses • Participates using key words and familiar phrases • Uses present tense verbs	6 months – 1 year	• Yes/no questions • Either/or questions • One or two word responses • Lists • Labels
Speech Emergence	The student: • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes	1-3 years	• Why...? • How...? • Explain... • Phrase or short sentence answers
Intermediate Fluency	The student: • Has excellent comprehension • Makes few grammatical errors	3-5 years	• What would happen if...? • Why do you think...?
Advanced Fluency	The student has near native level of speech	5-7 years	• Decide if... • Retell...

¹ Hill, Jane D., Flynn, Kathleen M., *Classroom Instruction That Works With English Language Learners*. ASCD 2006

Questioning for Higher Order Thinking

	Useful Verbs		Question Stems (sample)	Potential activities/Products
Knowledge Demonstrate knowledge of previously learned material by recalling facts, terms, basic concepts and answers	tell list describe relate locate	write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Can you tell me why...?	☐ List the story's main events. ☐ Make a timeline of events. ☐ Make a fact chart. ☐ Recite a poem. ☐ Make a chart showing...
Comprehension Demonstrate understanding of facts and ideas by organizing , comparing , translating, interpreting, giving descriptions and stating main idea	explain interpret outline discuss describe	distinguish predict restate translate compare	What do you think could have happened next? Who do you think...? What was the main idea? Can you provide an example of what you mean by...	☐ Cut or draw pictures to show a particular event. ☐ Illustrate the main idea. ☐ Make a cartoon strip showing the sequence of events.
Application Demonstrate ability to solve problems by applying acquired knowledge, facts, concepts and strategies in new and different contexts	solve show use illustrate calculate	construct complete examine classify	Do you know another instance in which...? Could this have happened in...? What factors would you change if...? What questions would you ask...? Would this information be useful if you had a...?	☐ Construct a model to demonstrate how it will work. ☐ Make a diorama to illustrate an important event. ☐ Make a paper mache map showing information about an event.
Analysis Demonstrate ability to examine and break information or concepts into parts by identifying different components, making inferences and finding evidence to support generalizations	analyze distinguish examine compare contrast investigate	categorize identify explain separate advertise	If...happened, what might the ending be? How was this similar to ...? Can you distinguish between....? What was the underlying theme of...? What do you see as other possible outcomes? Can you compare your...with that presented in ...?	☐ Design a questionnaire to gather information ☐ Write a commercial for a new product ☐ Review a work of art in terms of form, color, and texture. ☐ Construct a graph to illustrate selected information. ☐ Write a biography.
Synthesis Demonstrate ability to compile information in a different way by combining concepts or parts in a new pattern or proposing alternative solutions	create invent compose predict plan construct	imagine improve propose devise formulate design	What is a possible solution to...? What would happen if...? How would you devise your own way to...? Can you develop a proposal that would...? How would you compose a song about...?	☐ Invent a machine to do a specific task. ☐ Design a building. ☐ Write a tv show, puppet show, role play about... ☐ Design a CD, book or magazine cover for... ☐ Compose a rhythm or put new words to a familiar melody.
Evaluation Demonstrate ability to present and defend opinions by making judgments about information, the validity of ideas or quality of work based on criteria	judge select choose decide justify	debate verify argue recommend discuss	Is there a better solution to...? Defend your position about... Do you think...is a good or bad idea? Why? How would you have handled...? What changes to... would you recommend? How would you feel if...?	☐ Conduct a debate ☐ Form a panel to discuss a topic. ☐ Write a letter to...advising changes needed. ☐ Prepare arguments to present your view about...

Lighthouse Academies
Useful Websites – 2008-09

	Website	Comments/Notes
Reading ELA	www.ferr.org/Curriculum/SCAindex.htm	- Florida Center for Reading Research - Specific student center activities for literacy by grade level
	www.greece.k12.ny.us/instruction/ela/	- Greece NY school district website - Significant ELA resources for teachers and students including rubrics, organizers etc. - Understanding by Design resources for middle school
	www.nwrel.org/assessment	Writing rubrics, organizers, prompts, lessons using 6+1 Framework
	www.teacher.depaul.edu	- Depaul University Center for Urban Education - An array of lessons, activities and resources to support classroom instruction
Math	http://illuminations.nctm.org/lessons.aspx	- PreK – 12 lessons - Search by grade and NCTM standard
	www.teacher.depaul.edu/	- Depaul University Center for Urban Education - An array of lessons, activities and resources to support classroom instruction
Social Studies	www.archives.gov/education	- National Archives website - Specific lessons for given time periods (data base) - Worksheets for using primary sources (also available in curriculum guide appendix)
	www.k12.wa.us/assessment/WASL/socialstudies/default.aspx	- Washington State Department of Education - Classroom Based Assessments by grade
Science	www.fossweb.com	- Provides FOSS resources; database search by kit - Audio books for K-2 available online
	http://www.pbs.org/teachers/sciencetech/	PBS resources: videos, lesson etc. Also for other disciplines
Assessment	It is important to note that the state department of education websites listed below, contain a variety of resources beyond just released test items and testing rubrics. These may be used to reinforce specific content skills and test taking strategies, however many sites contain standards based lessons, performance tasks and assessments which can supplement your classroom instruction.	
	www.floridahotteachers.org	NWEA Data Ladders!!
	www.nces.ed.gov/nationsreportcard/itmrls/	- National Center for Educational Statistics - Provides a data base of questions aligned to the NAEP which can be compiled by grade, content strand, question type etc. (ALL

		DISCIPLINES)
	www.doe.mass.edu	- Massachusetts State DOE website. - Search MCAS Test Items. Library contains full released tests for the past 6 years by content area and grade level. - Excellent reading selections - Excellent Open Response math problems
	www.doe.state.in.us/istep/welcome.htm	- Indiana State DOE - Sample Test Items by grade and content area
	www.indianastandardsresources.org	- Indiana State DOE - Lessons and assessment data base - Search by content area, grade level and specific standard
	www.k12.dc.us/dcps	- District of Columbia Public Schools Website - Lesson and unit planning templates and guides
	www.isbe.state.il.us/assessment/iafindex	- Illinois State Department of Education - State assessment resources, rubrics and released items
	www.ode.state.oh.us	- Ohio State Department of Education - Diagnostic assessments for K-3 - State assessment resources - Kindergarten Readiness Assessment - Practice items
	www.nysed.gov	New York State Department of Education
	www.nwea.org	- Northwest Evaluation Association - Teacher reports, class by RIT reports - Descartes Continuum to target skill instruction

Arts Websites	www.artcyclopedia.com	• Artcyclopedia
	www.mcachicago.org	• Chicago Museum of Contemporary Art
	www.picturebookart.org	• The Eric Carle Museum of Picture Book Art
	www.clemusart.com	• Cleveland Museum
	www.princetonol.com/groups/iad/links/artgames.html	• Bibliography of Art Lesson Plans and Games
	www.nga.gov/kids/kids.htm	• The National Gallery of Art
	www.childrensmuseum.org	• The Children's Museum of Indianapolis
	www.mfa.org/collections.htm	• Museum of Fine Art Boston • Online exhibits
	www.aate.com/resources.html	• American Alliance for Theatre Education
	www.childdrama.com	• Theatre
	www.artsedge.kennedy-center.org	• Kennedy Center, DC • Many integrated arts lessons by grade/content area

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State Assessment Instructional Guide

Components of State Assessments

Each state has specific guidelines and components of their state assessments. However, in general these assessments consist of a combination of the following:

Mathematics

- multiple choice items
- short-response items
- extended response items

Reading

- Short passages (combination of expository and literary passages)
- Longer passages (combination of expository and literary passages)
- Multiple choice
- Extended response (open response)

Science

Social Studies

How do we prepare for state assessments?

Through your deliberate instructional planning and use of your state standards, you are preparing for the state assessments. This preparation begins in Kindergarten! The chart below illustrates how, throughout the day, you can be more deliberate and targeted with preparation within the core programs we currently use. It is important to keep in mind simple instructional techniques and strategies which can be utilized during the day, across the curriculum, to build students' proficiency with state assessments.

1. **Higher Order Questioning:** To ensure that you are asking students a variety of higher order questions, there is a list of "Questions Based on Learning First Assessment" included in this packet. These can be cut and pasted onto cardstock and you can reference them throughout the day when facilitating discussion in reading, math, science and SS. These question starters will guide you to ask a variety of questions and encourage higher order thinking. These questions can be added to any shorter reading selections within reading, science and social studies class (as well as iOpeners assessment which are all multiple choice) to provide opportunities for extended response.
2. **Graphic Organizers:** When you are reading aloud, teaching SS or SCI, using curricular resources or trade books, always couple your reading with a graphic organizer. For example, if you are reading aloud a fictional story to the class – create a story map on chart paper to

organize the story for them. Or if reading an excerpt from your SS text, provide students with a Venn Diagram or main idea organizer to help focus their reading and make the connections.

3. **Complete Sentences:** Require students to answer with complete sentences orally and in writing when answering your questions. This includes restating the question and extending responses. Explicitly make the connection between oral and written language will assist them with their extended responses on assessments.
4. **Assessment Connections:** Explicitly make connections to the assessments in all of your work. In math, if you are completing a problem on graphing, talk about how this might be the type of question on your state assessments. OR remind them when they are completing journal entries or OCR question responses, “Remember, on our state assessments, if you don’t restate the question, you will not get full credit.”
5. **“Pump up the Prep”** – Have state assessment countdown for students. Get them excited about showing everyone HOW SMART THEY ARE! They need to see this as an opportunity to show us what they know and how hard they have worked this year. Involve parents – communicating the countdown, what they can do at home to help – including having parents assess student writing using the student friendly rubrics.
6. **Testing Environment**

Creating the conditions that each child needs to be successful

Set up an environment in your classroom (and throughout the school!) that emphasizes the importance of testing and creates an environment that will allow students to do their best. To do this encourage:

- **Quiet Times/Zones:** Focus the school and class on specific times which are ‘quiet times’ preparing for testing. Make sure this is explicit to students. For example, at the beginning of DEAR time each day explain that the class is a ‘Quiet Zone’ and that we are practicing for testing. That means no talking, no restrooms, no moving around etc.; building stamina for test taking.
- Ensure that you have established a routine for students to ask for another pencil and for completing the test (double-check one’s work and then read a book at his/her desk while waiting for others to complete testing).
- Students should ALWAYS have a book to take out and read throughout the day when done with work, waiting for transitions etc.
- Create a schedule for “pumping students and families up” before testing. (Countdown in weekly letters and in classroom; notes on how parents can help at home; parent meeting to discuss components of the state assessments)

Prior to testing, ask yourself:

1. Is the student’s work station orderly?
2. Is there enough space for this particular student?
3. Is the space conducive to the student’s dominant writing hand?
4. Is the lighting appropriate for this student’s working style?
5. Does the location of the work station have any adverse effects on student performance?

Daily instructional practices to support students with state assessments

	Purpose	Frequency	Resources
<i>Do Now</i>	Consistent, ongoing targeted skill practice aligned w/state assessments (Specific problems/skills based on NWEA data, teacher observation, state standards)	Daily Morning Work and/or at the beginning of each	Saxon Problem Solving, Investigations; state education website, iOpener Assessments
<i>DEAR</i>	Increase students' stamina to attend to text silently for extended periods of time; stamina for maintaining testing environment; Targeting Reading Comprehension skills	3x/week minimum 15 – 20 minutes	Leveled readers (classroom library) School Library iOpeners Public Library Reading Log
<i>Math and Reading Workshop</i>	Specific skill instruction based on needs-based grouping during OCR Workshop and scheduled math small group instruction time	daily	Leveled readers OCR Intervention Guide iOpeners AIMS resources Saxon resources Descartes/NWEA resources
<i>Homework</i>	Continued practice and reinforcement of skills and strategies necessary for success on assessments	daily	iOpener reading assessments; OCR Intervention alternate readings; state assessment sample problems, Reading Logs Math flash cards/fact practice
<i>Other</i>	Targeted test prep instruction: ▪ Testing format ▪ Test taking strategies ▪ Skill practice and development ▪ Combination of teacher modeled guided practice with independent student work	TBD	State website (see list which follows) State Sample selections/problems OCR Intervention Guide iOpeners (readers, lessons and assessments) Saxon resources AIMS Math Problems

Common traps for students when testing

- Losing one's place in the passage when pausing to circle an answer or mark notes
- Skipping over important directions
- Being inattentive to graphics and pictures
- Responding to test passages in the same way as to novels read for pleasure (not necessarily helpful in testing situations which requires its own mindset)
- Progressing out of order when moving from booklet to bubble sheet causing disorientation
- Relying on memory for details in the passage and never checking back with the passage to confirm
- Over-relying on background knowledge (schema) to answer questions
- Consuming too much time to confirm answers in passages
- Becoming overwhelmed by too much text or too little print
- Jumping from passage to passage so quickly that content becomes mixed or confused
- Being overly methodical or perfectionistic



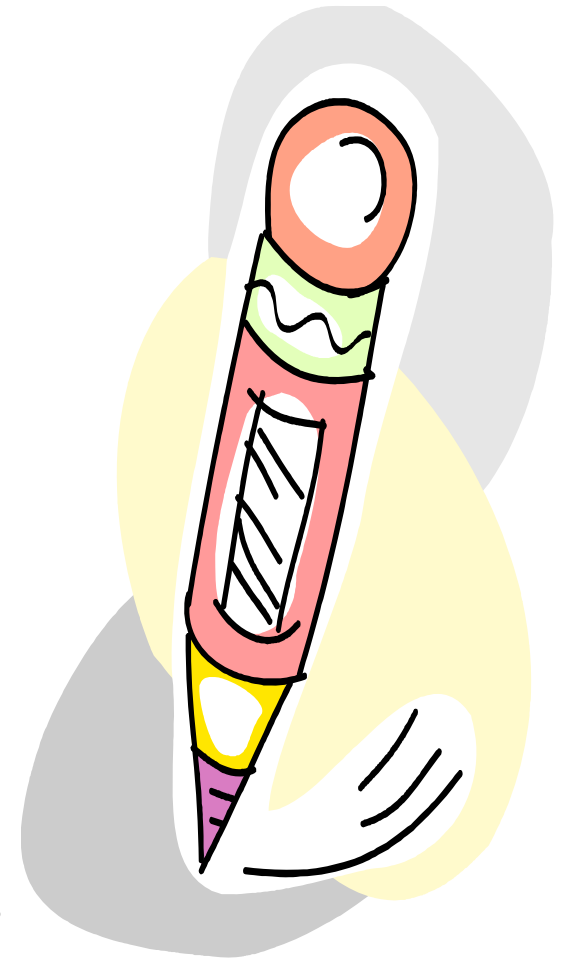
BE TEST SMART!

Be sure you are prepared for testing. Here are some practices and strategies that if you follow before, during and after testing, you will surely be successful!

BEFORE	DURING	AFTER
• Rest • Eat • Bring Materials • Plan your time	• Pace Yourself • Position your answer sheet • Select good thinking strategies • Answer all questions • Make thoughtful guesses	• Use extra time to check your responses • Feel a sense of accomplishment

Strategic Test Taking: Reading

1. Read the title/subtitles. Predict what the passage is about.
2. Carefully study any charts, graphs and/or diagrams.
3. Number the paragraphs.
4. Read the questions carefully circling the key words. **MAKE SURE YOU UNDERSTAND WHAT THE QUESTION IS ASKING!**
5. Begin with the title, read the passage thoroughly at least 2 times. Make a mental picture of what is being read.
6. Read the first question and answer choices getting an idea of what the answer might be. Do not bubble in your answer choice.
7. Return to the passage and identify the answer or clues that support the possible answer.
8. Return to the question and eliminate the wrong answers.
9. Bubble in the correct answer and find the paragraph's number the answer/clues were located in. Remember you have to prove your answer is correct!
10. Repeat steps 6-9 for the remainder of the questions.
11. Check to make sure all answers are answered reasonably.



What Does a Trait-Based Curriculum Look Like?

Oh, if this were only an easy question! Students bring different experiences to the table, and curriculum must meet children where they *are* to help them move to the next level. That being said, there are practices we see surfacing again and again in trait-rich classrooms. Think about incorporating these ideas:

1. Maintain WORKING FILES for writing pieces in progress.

Allow students some choice regarding which pieces to revise, edit, and publish.

2. READ ALOUD to students - of all ages - every day.

It's so important to *hear* language used well, especially for students new to the English language or those who haven't grown up surrounded by books.

3. Once or twice a week, ASSESS PAPERS on the overhead.

Practice scoring using an age-appropriate version of the trait rubrics or simply discuss qualities using trait language.

4. USE TRAIT LANGUAGE from the scoring guides in teacher comments.

Build and reinforce common vocabulary and a shared vision for quality writing.

5. Make time for REAL WRITING several times a week.

Include *all* subjects and contexts - students need practice writing for a range of audiences and purposes.



6. EDUCATE YOUR COMMUNITY about the traits.

Help parents and community leaders learn about the model so they will appreciate the work being done and will be better able to support students.

7. DISPLAY traits around the room and school.

Keep trait language visible by showcasing student work or designing bulletin board displays.

8. KEEP A RECORD of writing scores.

Help students track their progress and develop self-awareness of their writing strengths and weaknesses.

9. Once a week, REVISE SAMPLE PAPERS for a particular trait.

Allow students to collaborate as well as work individually, and make sure you leave plenty of time for sharing!

10. ORGANIZE YOUR RESOURCES.

Keep lesson plans and curriculum resources filed by trait and/or teaching strategy. Use a color-coded file system:

Introductory activities: blue

Ideas and content: yellow

Organization: red

Voice: white

Word Choice: pink

Sentence Fluency: green

Conventions: brown

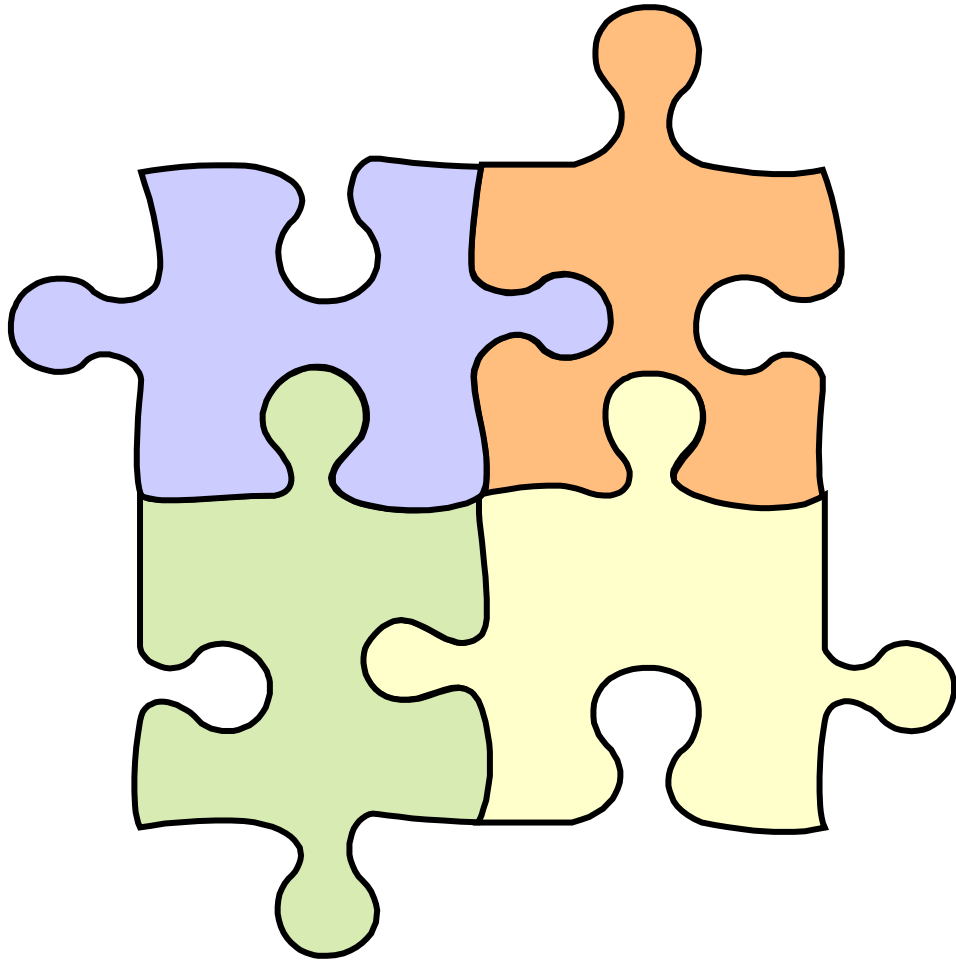


Ideas



- **It all makes sense.**
- **I know this topic well.**
- **I have included all the most interesting details.**
- **My paper has a purpose.**
- **Once you start reading, you will not want to stop.**

Organization



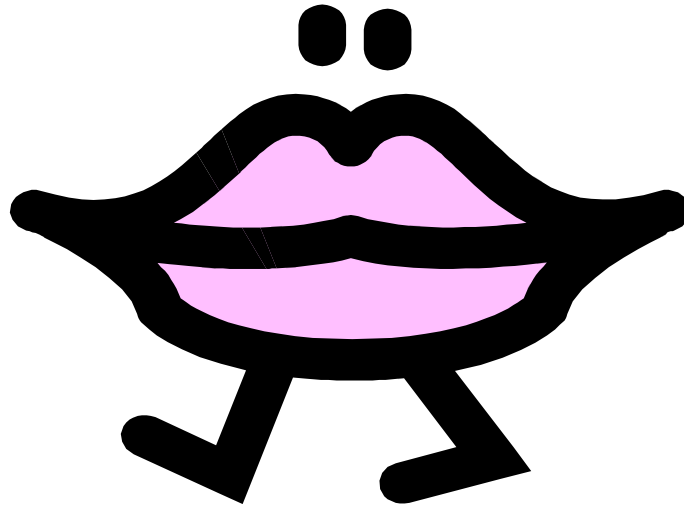
- **Everything ties together.**
- **You can follow it easily.**
- **It follows a logical order.**
- **It has a clear beginning, middle and end.**

Sentence Fluency



- **My sentences begin in different ways.**
- **Some sentences are short, some are long.**
- **It is easy to read my sentences aloud.**

Voice



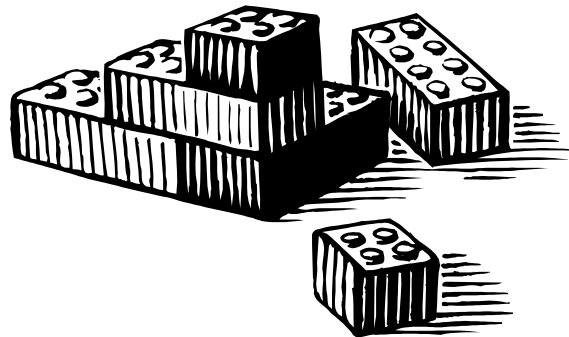
- **My writing sounds like me.**
- **The reader knows I care about the topic.**
- **I know why I am writing and who my audience is.**
- **My point of view is clear.**

Word Choice



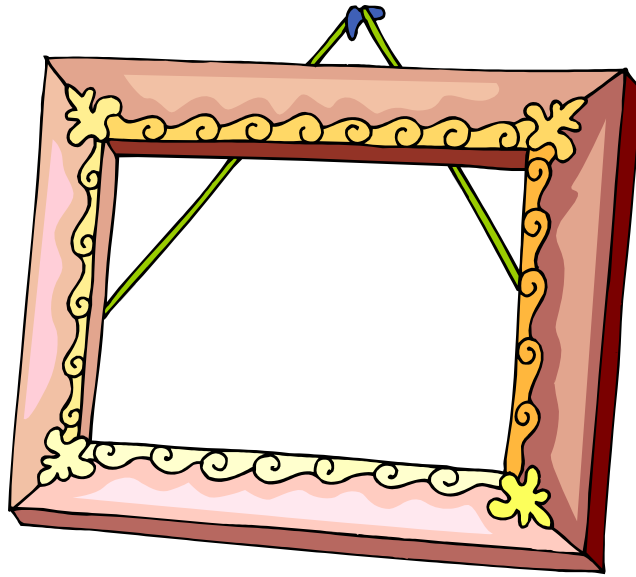
- This is the best way to put it.
- My words create mind movies.
- I've tried new ways to say everyday things.

Conventions



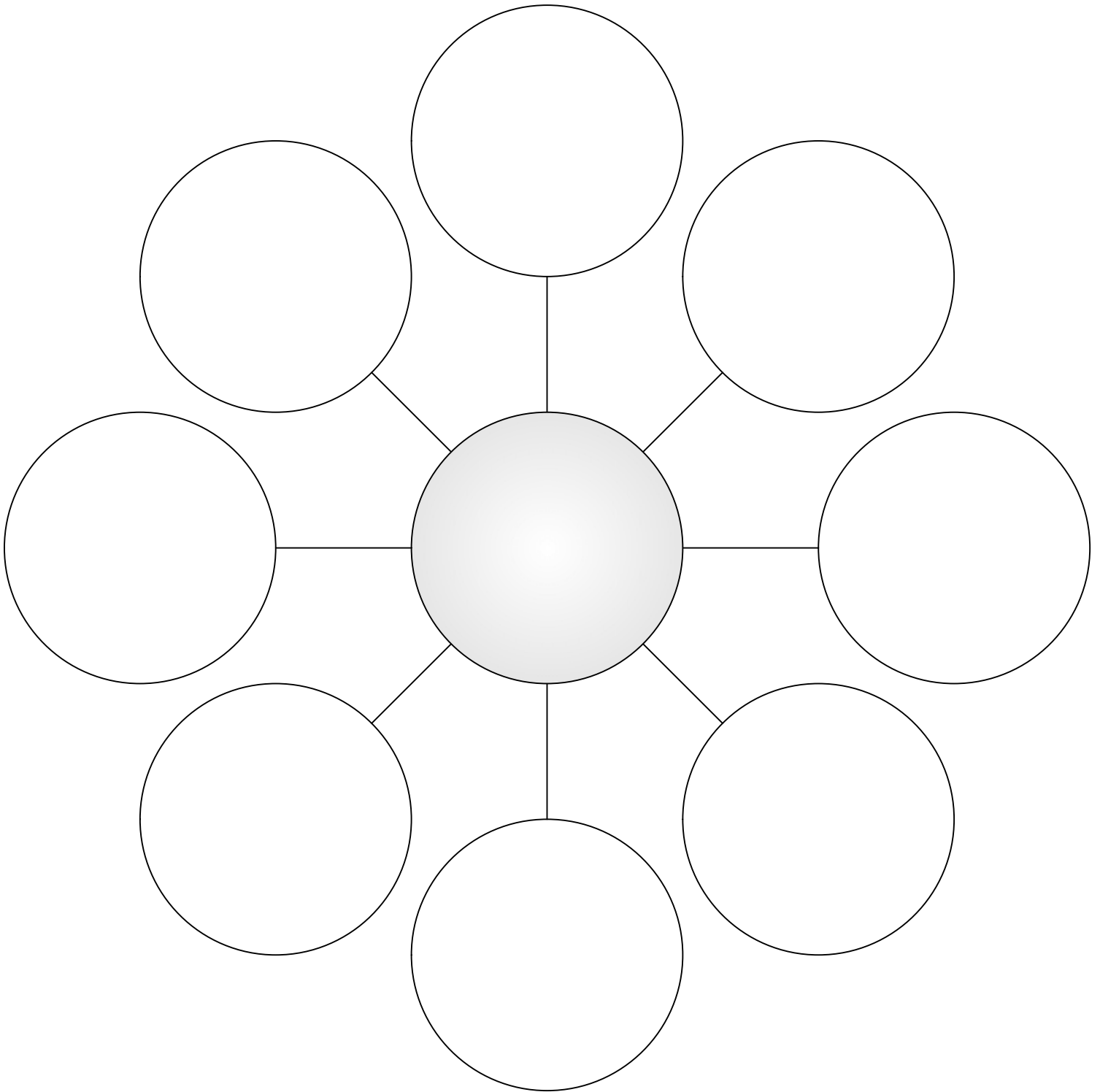
- I don't have many mistakes in my paper.
- I have used capital letters correctly.
- Periods, commas, explanation points and quotation marks are in the right places.
- Almost every word is spelled correctly.

Presentation



- **My writing is neat and easy to read.**
- **Words are spaced in the sentences to make it easy to follow.**
- **Pictures and visuals add to the meaning of the writing.**

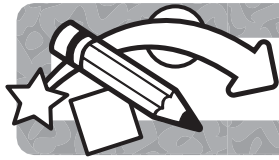
Cluster Web



Facts Chart

Subject: _____

Body Paragraph 1	Body Paragraph 2	Body Paragraph 3
Main Idea	Main Idea	Main Idea
Supporting Facts	Supporting Facts	Supporting Facts



Five-Paragraph Essay



Main Idea, Introductory and Thesis Paragraph

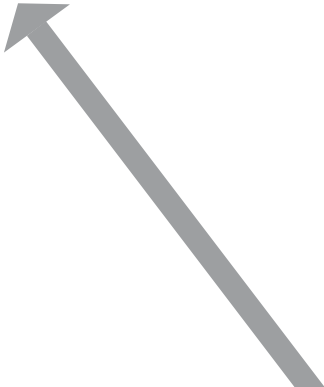
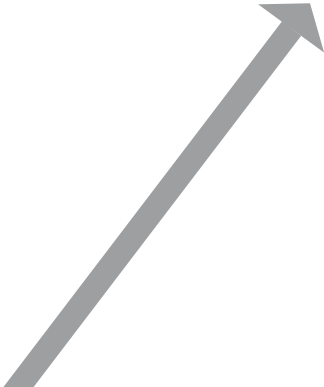
Support/Proof Details

Support/Proof Details

Support/Proof Details

Summary/Conclusion

Main Idea



Supporting Details

Name _____ Date _____

Story Map 2

Write notes in each section.

Setting:

Where:

When:



Major Characters:

Minor Characters:



Plot/Problem:



Event 1:



Event 2:



Event 3:



Outcome:

Title _____

Beginning



Middle



End

READING LOG

NAME: _____



DATE	TITLE OF BOOK	START PAGE	STOP PAGE	NUMBER OF PAGES READ

SCHOOL YEAR READING LOG	
NAME: _____	
GRADE: _____	YEAR: _____

SCHOOL YEAR READING LOG	
NAME: _____	
GRADE: _____	YEAR: _____

SCHOOL YEAR READING LOG	
NAME: _____	
GRADE: _____	YEAR: _____

[illegible]

Reference:
Pilgreen, Janice L. *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Boynton/Cook Publishers, Inc. Portsmouth, NH. 2000.

Reference:
Pilgreen, Janice L. *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Boynton/Cook Publishers, Inc. Portsmouth, NH. 2000.

Literature Circles Planner

A literature circle is a group of students that are reading the same book. When they meet, they discuss the parts of the book they have read and plan for the next session. Often, Literature Circles are enhanced with extra “assignments” – making time lines to help understand the book better, or writing a chapter from a different character’s point of view, or researching a historical element of the text, illustrating a scene*... or whatever the students feel would increase their appreciation of the book. They may choose to do these assignments individually, in pairs, or as a whole group.

Use this form to help you plan your Literature Circle.

Literature Circle for the book

_____ by _____

Names of Literature Circle students:

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

What are some assignments that will help you understand and appreciate what you read?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

**suggestions for specific assignments can be found on abcteach.com*

Literature Circles Task List

Assign tasks to each student for the next meeting.

Task	Name of student

Literature Circles Notes

Literature Circle Group _____

Date _____

As you read sections of this book, write down any vocabulary words you would like to understand better. Also, be sure to make notes about questions you would like to ask the group, and important points that you've noticed that you'd like to share with the group. Write the page number or key words to help you remember what inspired your thought.

Today's section: _____

Vocabulary words:

_____	_____
_____	_____
_____	_____

Questions:

Notes:

Literary Luminary-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. _____

2. _____

3. _____

4. _____

5. _____

Discussion Director-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book.

Travel Tracer-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.

Where the action begins:

Where the key events happened:

Where the events ended:

Summarizer-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Summarizer: Your job is to prepare a summary of the reading. Don't tell the whole story, just focus on the important parts. The other members of your group will be counting on you to give them a quick statement that tells about the story (the summary), and the key points.

Summary:

Key Points

1. _____

2. _____

3. _____

4. _____

5. _____

Connector-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Connector: Your job is to find connections between the book you are reading and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. Once you have shared your connection to this section of the book, each member of your group will also relate their own connection to the book, although they may refer to a different passage.

Describe the part in the book, and then explain your connection.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Illustrator-Literature Circles

Name: _____ Book: _____
Date: _____ Assignment: _____

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Main Idea

Text or Source: _____

Main Idea	Details

Remember: The main idea is the point the author is making about the topic. The details *support* the main idea.

Character Trait Chart

Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

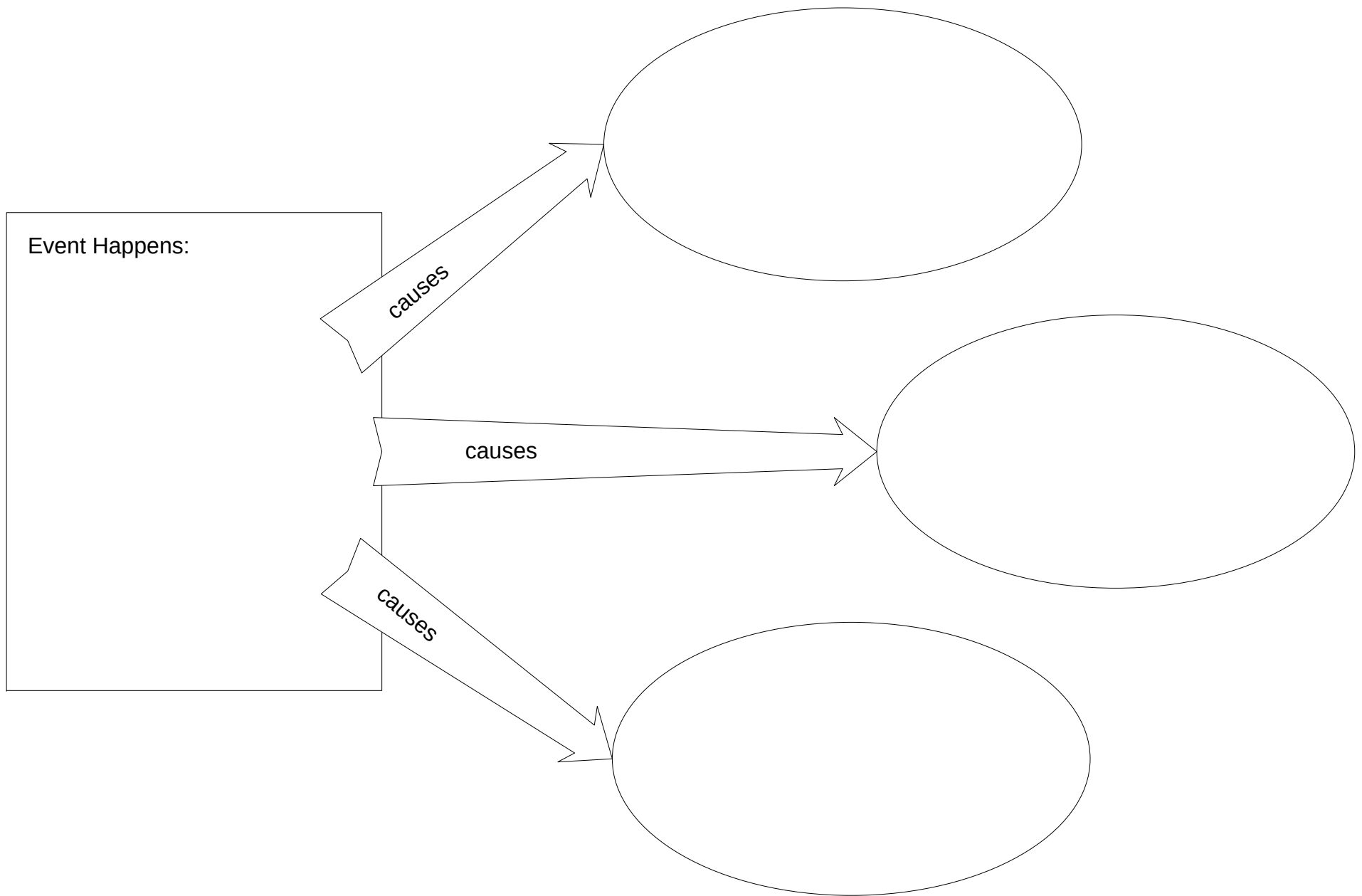
Character: _____

Trait	Revealed by...

Character Traits Word Bank

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany

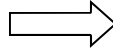
Event and Causes



Making text



to



self connections



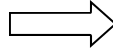
The text said . . .

This reminds me of . . .

Making text

to

text connections



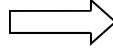
The text said . . .

This reminds me of . . .

Making text

to

world connections



The text said . . .

This reminds me of . . .



Think-Pair-Share

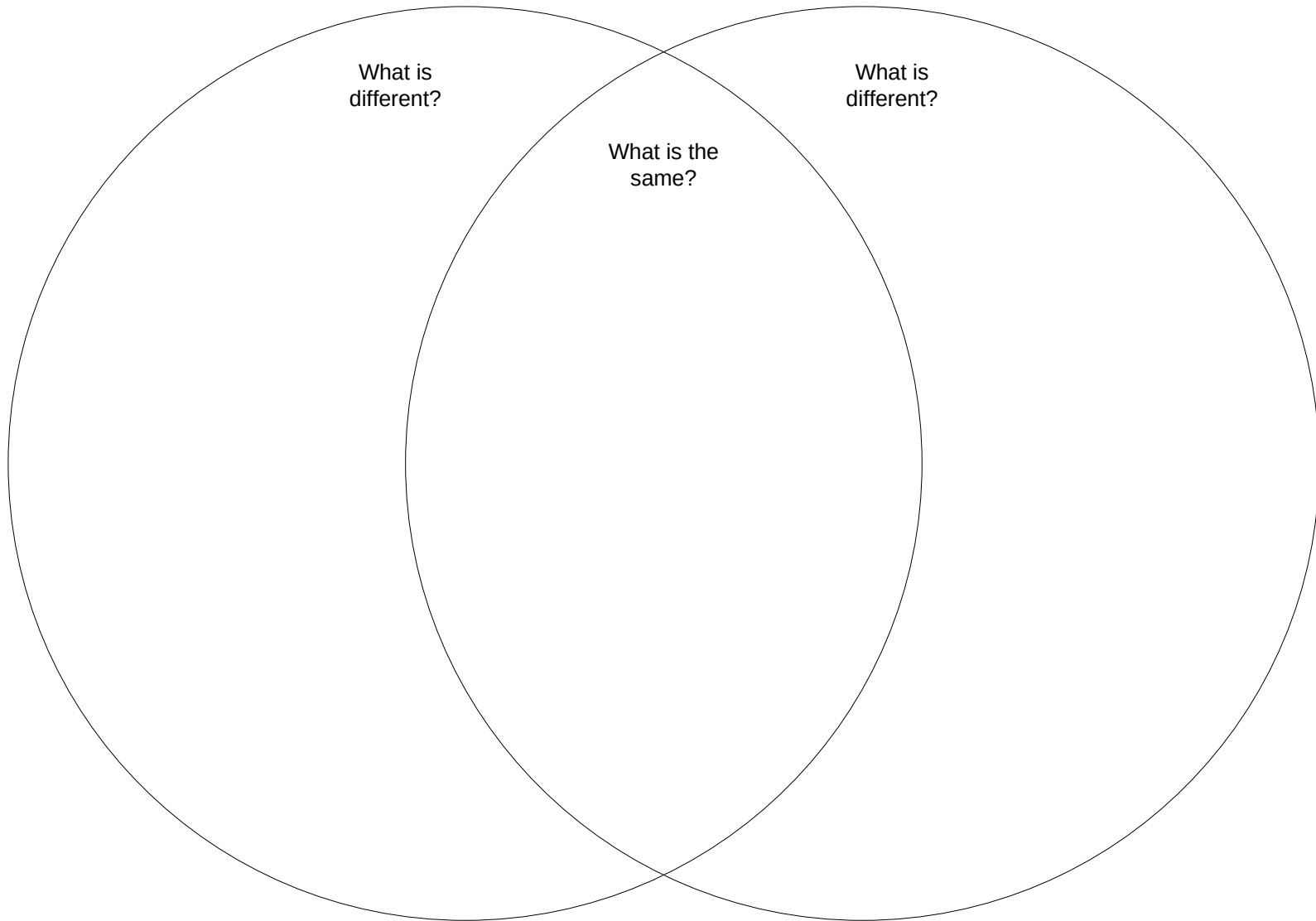
Question or Prompt	What I thought	What my partner thought	What we will share

My Name: _____ Partner's Name: _____ Date: _____

Compare and Contrast

Item #1 _____

Item #2 _____



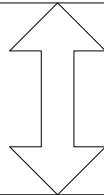
Word Chart

What is it?

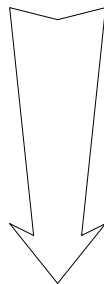
Definition:

Examples

Non-Examples



Word



Illustration

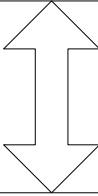
Word Chart: Context and Connection

What is it?

Definition:

Examples

Non-Examples



Word

I will probably find this word:

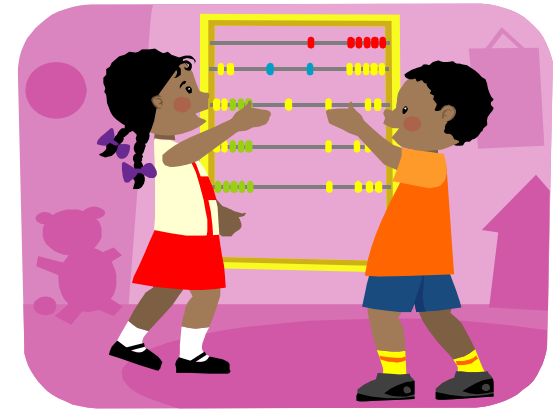
I will remember this word by
connecting it:

Context

Word-to-Self Connection

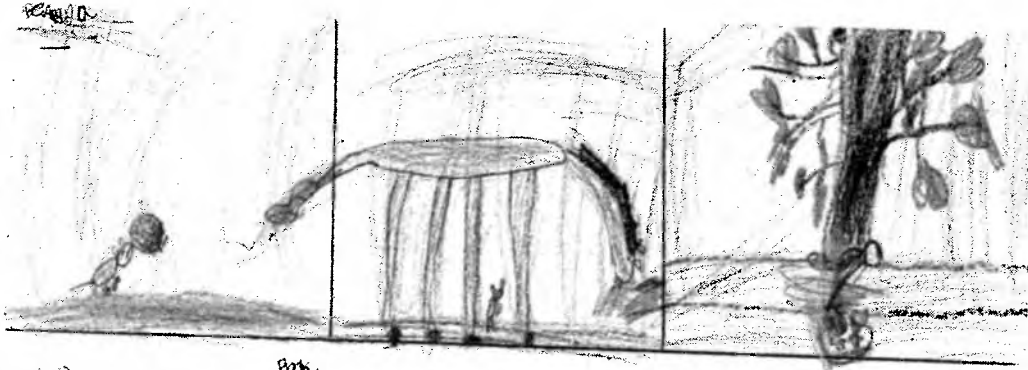
Strategic Test Taking: Math

1. Read the problem at least three times. Make a mental picture of what is being read.
2. Locate key words in the question. Make sure you understand what the question is asking!
3. Identify key labels and numbers.
4. Get rid of unnecessary information.
5. Thoroughly study any graphs, charts or diagrams.
6. Determine the operations or strategies needed to solve the problem.
7. Solve. **SHOW ALL WORK.** (on scrap paper if it is not an extended response)
8. Evaluate the solution. **DOES THE SOLUTION ANSWER THE QUESTION? DOES IT MAKE SENSE?**
9. Check your solution with the answer choices. If your answer is not found, repeat steps one through 8.
10. Eliminate wrong answers.
11. Bubble in the correct answer.



Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



MY ^{Book,} favorite ^{is} do you want to be my FRIEND,
 the mas as the hos if you will
 be my FRIEND the hos said No. the
 mas ~~find~~ a FRIEND the mas as the
~~that~~ mas if you will be my FRIEND
 the ~~that~~ mas said Yes the
 dig a hole in the gah my
 fait ^{is} the hos

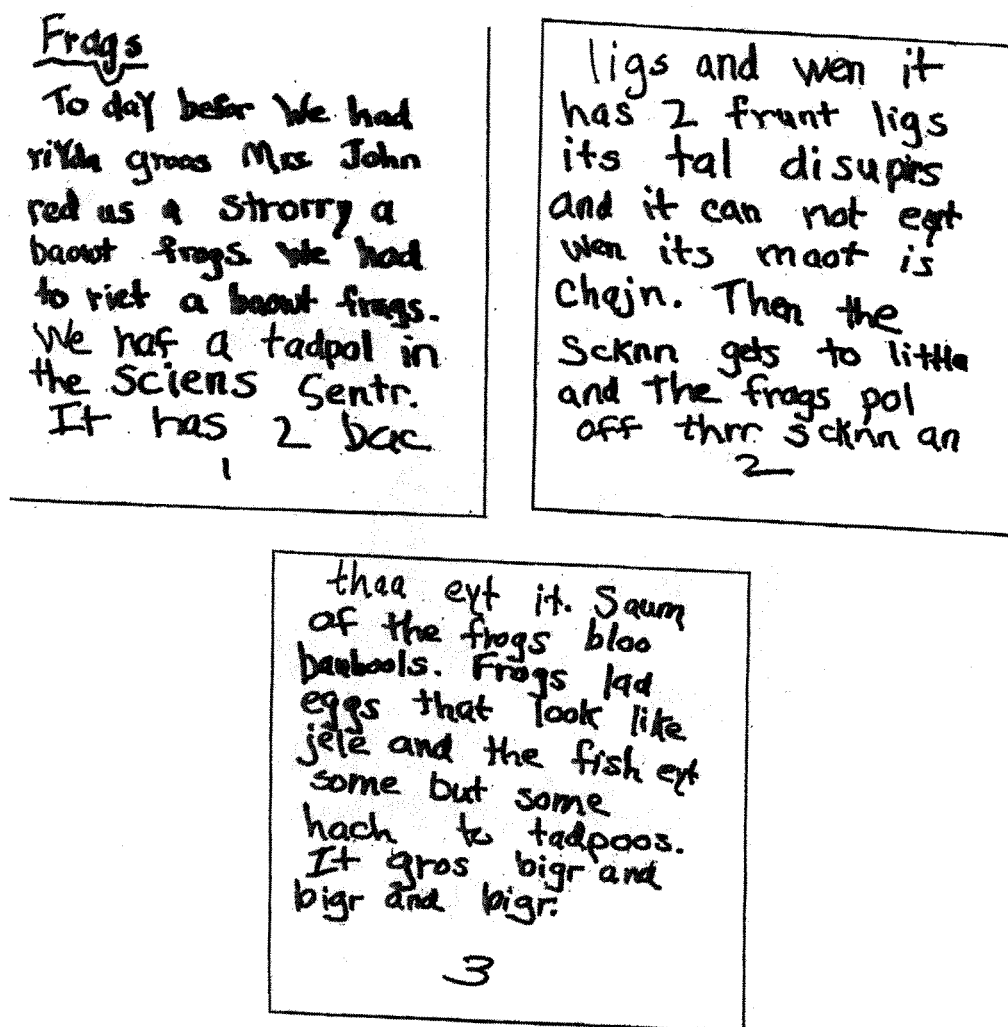
Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
 - My fait (favorite) Book is do you want to be my FRIEND
- states an opinion or preference about the book.
 - ... my fait (favorite) pot (part) is the hos (horse)

Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.



Annotation

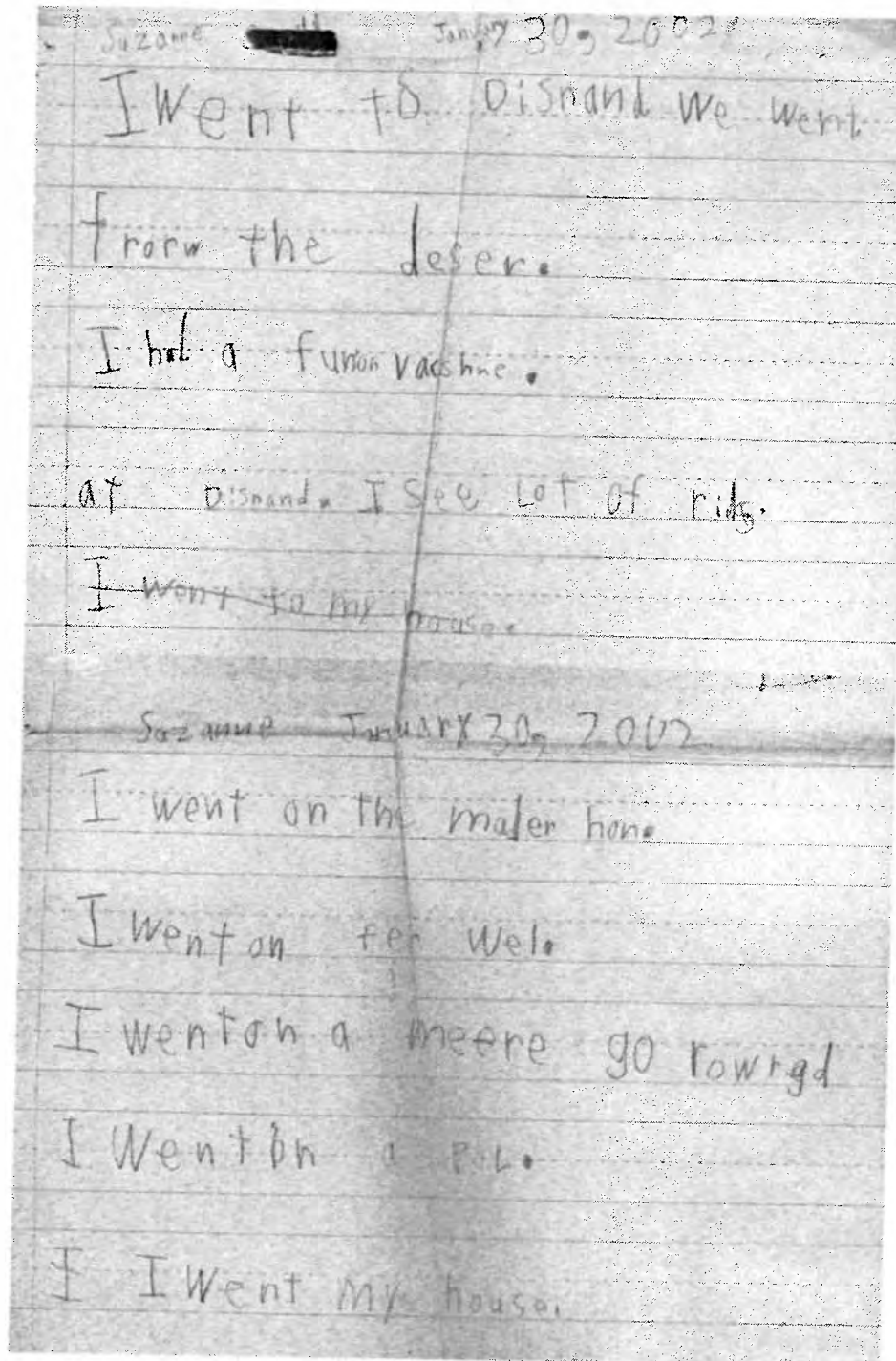
The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
 - To day befor (before) We had riyda (writing) groos (groups) Mrs. _____ red (read) us a strorry (story) a baowt (about) frogs.
- supplies some information about the topic.
 - It has 2 bac (back) ligs (legs) and wen (when) it has 2 frunt (front) ligs (legs) its tal (tail) disupirs (disappears) . . . Then the scknn (skin) gets to (too) little and the frags pol (pull) off thrr (their) scknn (skin) . . .
 - Frags lad (laid) eggs that look like jete (jelly) . . .

- **uses additive (adversative and temporal) linking words.**
 - ... *and wen* (when) ... *Then* ... *but* ...
- **provides a sense of closure.**
 - *It gros* (grows) *bigr* (bigger) *and bigr and bigr*.
- **demonstrates command of some of the conventions of standard written English.**
 - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

Student Sample: K, Narrative

This narrative is a process piece that was produced in class.



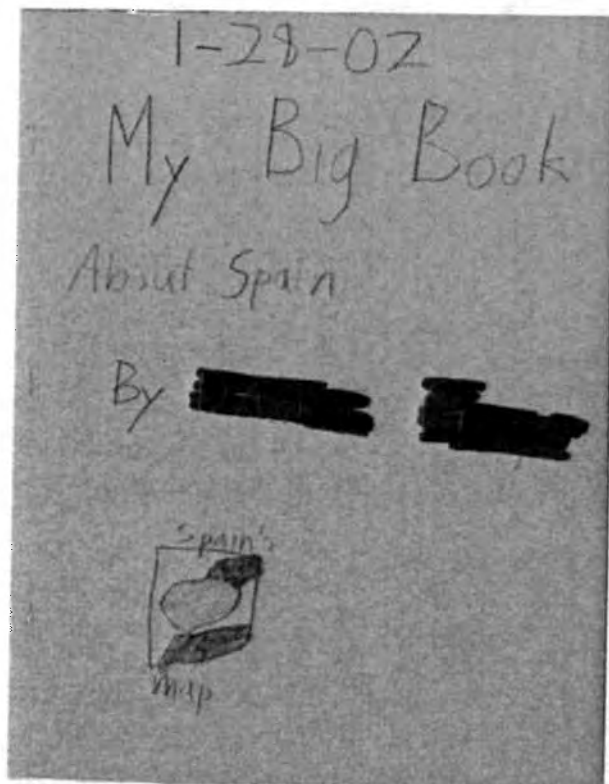
Annotation

The writer of this piece

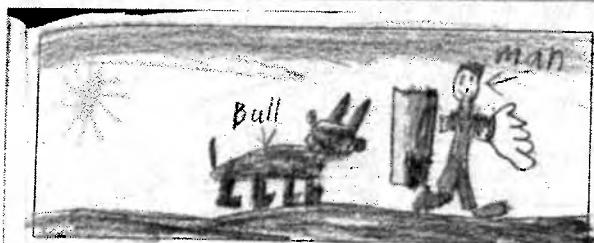
- **establishes a situation by naming a place.**
 - *Disnand* (Disneyland)
- **recounts several loosely linked events and the order in which they occurred.**
 - *I had a fun on vacshne* (vacation). . . . *I see lot* (lots) of *rids* (rides). *I went on the mader hon* (Matterhorn). . . . *I went my house.*
- **provides a reaction to what happened.**
 - *I had a fun on vacshne* (vacation).
- **offers a sense of closure.**
 - *I went my house.*
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates consistent control of beginning-of-sentence capitalization and end-of-sentence punctuation. The writer also uses capital letters appropriately in the title of the piece.

Student Sample: Grade 1, Informative/Explanatory

This informative report was produced in class.



Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make ~~meat~~ and make special food too. Spain has ball fights and I would want to see one. I think Spain looks like a upside down hat. In



some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbors



Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a resercher I am going to go to Spain and write about it!

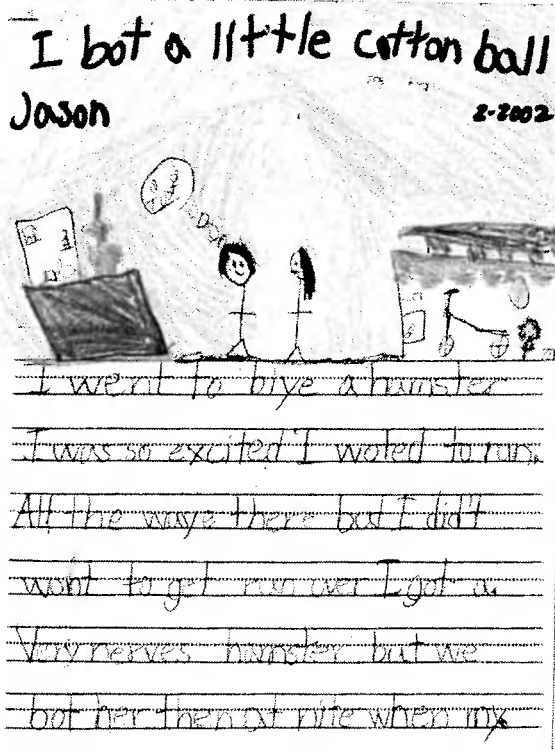
Annotation

The writer of this piece

- **names the topic (in the title).**
 - *My Big Book About Spain*
- **supplies some facts about the topic.**
 - *Spain is loacted (located) in the south western tip of Europe.*
 - *Spain has alot of fiestas.*
 - *Spian . . . has bull fights . . .*
 - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
 - *One day when I am a reseacher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
 - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



Dad come home he sedi was is that
Noys it is my hamster I sedi my
mom sedi polky the polky he bot
this hamster was polky men to
her. I didn't want to return her.
Becaus she was so soft and cuddley
She felt lik a little cotton ball.

Annotation

The writer of this piece

- establishes the situation with the opening sentence.
 - I went to biye (buy) a hamster . . .
- recounts two or more appropriately sequenced events.
 - I got a. Very nerves (nervous) hamster . . . then at nite (night) when my. Dad came home
- includes some detail regarding what happened.
 - I was so excited I woted (wanted) to run. All the waye (way) there . . .
- uses temporal words to signal event order (though the writer does not consistently include them).
 - **then** at nite (night) **when** my. Dad came home he sedi (said) was (what) is that. Noys (noise) . . .
- provides some sense of closure.
 - I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.

- **demonstrates growing command of the conventions of standard written English.**
 - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.

Student Sample: Grade 2, Argument (Opinion)

This opinion piece about a work of literature was produced in class.

Owl/Moon
When you go owling
you don't need words, or worm
or any thing, but hope. This
is the book of Owl/Moon.
This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy becaus he got
to go owling and hes been
wonted to go owling for a
long time and he finally
got to go.

When other Kids are
happy that makes me
happy. I like it Because
it makes me feel good
Because you don't haf't
to have words to go owling
but you haf't to have
hope to see an owl.

Annotation

The writer of this piece

- **introduces the topic (with some words from the book) and the title.**
 - *When you go owling you don't need words, or worm (warm) or any thing, but hope. This is (from) the book of Owl Moon.*
- **states an opinion about the book and supplies reasons to support the opinion.**
 - *I like that phrase Because The boy was happy becaus (because) he got to go owling and hes (he's) been wonted (wanting) to go owling for a long time and he finally got to go. When other kids are happy that makes me happy.*
- **uses linking words to connect opinion and reasons.**
 - *I like it **Because** it makes me feel good **Because** you don't haft (have) to have words to go owling **but** you haft to have hope to see an owl.*
- **provides a concluding statement.**
 - *I like it Because it makes me feel good Because you don't haft (have) to have words to go owling but you haft to have hope to see an owl.*
- **demonstrates growing command of the conventions of standard written English.**
 - This piece illustrates the writer's understanding that capital letters are used in a title, that the pronoun I should be capitalized, and that sentences should begin with a capital letter. The title of the book is underlined, and most words are spelled correctly. The use of the comma and the apostrophe is not consistent, but all sentences end with periods.

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Annotation

The writer of this piece

- **establishes a situation in time and place appropriate for what is to come.**
 - *I recall one winter night. I was four. My sister and I were running down the hall and something happend.*
- **recounts a well-elaborated sequence of events using temporal words to signal event order.**
 - *My sister and I were running down the hall **and** something happend. . . . **But** not only did I cry . . . **Then** it felt funny. **Then** plop! There it was lying in my hand.*
- **includes details to describe actions, thoughts, and feelings.**
 - *Boy! did we cry.*
 - *Then it felt funny.*
 - *So I ran down the hall, like I wasn't supposed to, and showed my mom and dad*
- **provides a sense of closure.**
 - *They were suprised because when they lost teeth the only thing they got is 50¢.*
- **demonstrates growing command of the conventions of standard written English.**
 - This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun *I* is also capitalized consistently, and almost all the words are spelled correctly. The writer sets off a parenthetical element with commas and uses an apostrophe correctly.

Student Sample: Grade 3, Informative/Explanatory

This informative report is a process piece that was produced in class.

Horses

by Gwen



Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare(the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. In about less than a minute the foal tries to get up and walk on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so the will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Annotation

The writer of this piece

- **introduces a topic.**
 - *I chose horses because I like to ride them. . . . Horses are so beautiful and fun to ride.*
- **creates an organizational structure (using headers) that groups related information together.**
 - *Horse Families; Markings; Breeds and Color Coats; Horses from Different Countries*
- **develops the topic with facts and details.**
 - *Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.*
 - *A horse can walk, trot, canter, and gallop.*
 - *They [horses] live about 12 to 14 years.*
 - *The most dangerous horse is the Percheron.*
- **uses linking words and phrases to connect ideas within categories of information.**
 - *I like Morgans **because** they have a beautiful reddish-brown coat.*
 - ***When** a foal is ready to be born, the mare (the mother horse) lies down.*

- *The first horses were no bigger than a fox **and** looked like a donkey.*
- *Most horses live on farms or ranches, **but** some horses are wild.*
- **provides a concluding section.**
 - *I like horses and I know a lot about them. I like to ride them and they're so beautiful!
Their coats are beautiful, I wish I had a horse of my own!*
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppys Baraway
ONE night when the air was warm, my puppys were sleeping on the back porch. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.
I went into the living room. I saw my mom geting ready to walk out the door. I asked "where are you going?" "Just for a drive" she replied. She had a worried exspression on her face.
I knew somthing was wrong. I thought maybe if I went outside and played with my puppys, I would forget about moms worried exspression and go to sleep.
When I opened The back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
Now I knew somthing was wrong. I went and woke up my dad, he said moms got it under control. I thought mom had taken them to the vet because somthing was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. Thats all I rembered about that

night because I fell asleep.
 The next day I still worried.
 I worried all through school.
 When I got home from me
 and my mom made a snack for
 sisters.
 I asked my mom, "So were are
 the puppys"? Her eyes started to
 fill with tears as she answered
 my question with 3 words, "I don't
 know," she burst into tears. So did I.
 She hugged me. If we never find
 them I am sure they will have
 a good home.
 I went outside and sat in moms
 rocking chair. I cried some more.
 Mom came out I got up. She
 sat down and motioned me by waving
 her hand to come and sit on her lap.
 I went over and cried on her
 shoulder.
 After dinner that night we went
 looking for them, we couldn't find them
 at all.
 My dad after work each day went
 to the pound to see if they had
 picked them up. They didn't at all.
 I've got over them leaving because
 mom says we can get 2 new puppys
 very soon.

Annotation

The writer of this piece

- establishes a situation and introduces the narrator.
 - ONE night when the air was warm, my puppys were sleeping on the back porch. . . . I turned out my lamp. I wuldn't go to sleep. . . . I saw my mom geting ready to walk out the door. . . . She had a worried exspression on her face. I knew somthing was wrong.
- organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order.
 - **When** I opened The back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called, they **still** didn't come. **Now** I knew something was wrong.

- **uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**
 - *I asked "where are you going"? "Just for a drive" she replied. She had a worried expression on her face.*
 - *I knew something was wrong.*
 - *I went to my room and cried.*
 - *The next day I still worried. I worried all through school.*
 - *Her eyes started to fill with tears as she answered my question with 3 words, "I don't know," she burst into tears. So did I. She hugged me.*
 - *I went outside and sat in moms rocking chair. I cried some more.*
 - *I've got over them leaving because mom says we can get 2 new puppies very soon.*
- **provides a sense of closure.**
 - *I've got over them leaving because mom says we can get 2 new puppies very soon.*
- **demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

Annotation

The writer of this piece

- **introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.**
 - *We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience.*
- **provides reasons that are supported by facts and details.**
 - *If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money . . . We will learn how to make a schedule with target dates . . . The preparation of the study guide will require lots of research and organization of information.*

- **links opinion and reasons using words and phrases.**
 - *The first thing to do . . . Next . . . Now, you are asking . . . Besides the fact . . .*
- **provides a concluding section related to the opinion presented.**
 - The final paragraph details possible objections to the field trip and argues against each one:
Now, you are asking why should I approve a trip to _____?. . . Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.
- **demonstrates exemplary command of the conventions of standard written English.**
 - This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English.

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: "One morning you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens."

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

"Don't you guys have somewhere to be?" I quizzed the cats.

"Meeeeeeooooow!" the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

"Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeaaaase?" Zane whined.

"Oh, sure! We could all use some fresh air right now during class!" Mrs. Miller thoughtfully responded.

"Nooooooooo!" I screamed.

When the teacher opened the windows, the cats pounced into the building.

"It's a cat attack!" Meisha screamed

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?" Cade asked, adorably.

"Why not! Pet whichever one you want!" she answered.

"Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?" he asked the cats. None of them answered. They were all staring at me.

"Uh, hi?" I stammered.

Rrrriiinnng! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

"Hey! Look over there!" Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I notioned.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**
 - *One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- **organizes an event sequence that unfolds naturally.**
 - The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.
 - *... Tigger and Max were following me to school. Other cats joined in as well. ... When I reached the school building ... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.*
- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn ...*
 - *Whew! Glad that's over! I thought.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them? Cade asked, adorably.*
- **uses a variety of transitional words and phrases to manage the sequence of events.**
 - *When I started out the door ... As I walked on ... When I reached the school building ...*
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! ...*
- **provides a conclusion that follows from the narrated experiences or events.**
 - The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.
- **demonstrates exemplary command of the conventions of standard written English.**

CCSS for Writing - Kindergarten (Establishes "meets expectations" (level 4) on LHA Writing Rubric.)		Ideas	Organization	Sentence Fluency	Word Choice	Voice	Conventions
W.K.1. Use a combination of drawing, dictating, and writing to compose <u>opinion pieces</u> in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		X					
W.K.2. Use a combination of drawing, dictating, and writing to compose <u>informative/explanatory texts</u> in which they name what they are writing about and supply some information about the topic.		X					
W.K.3. Use a combination of drawing, dictating, and writing to <u>narrate</u> a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened		X	X				
CCSS for Language (L.K.1, L.K.2, L.K.3, L.K.4, L.K.5, L.K.6)					X		X

Subject: Social Studies

Course: US Government & Politics

Grade: 12

Course Description

1. This course is a senior level, semester long introduction to US Government and Politics. It covers the foundational principles of American government, its institutions, political beliefs and behaviors, and major public policy issues.
2. The system of government presented in this course originates in a tradition and has a particular set of somewhat fixed rules, but government is also a lived reality that affects students' lives and the lives of millions of their fellow citizens every day. Students should emerge from the course prepared to be active, engaged members of American democratic society.
3. The course should show students the evolution of the forums for political participation. Students should explore media, both new and old, and feel comfortable engaging in government in traditional ways and using the latest technology to carry ideas across the country.
4. Since American society is continually in flux, the content of the course must continually evolve. Topics should receive different emphases or be inserted into the curriculum based on current events. This is especially true in the civil rights and liberties as well as public policy unit section. If a new Supreme Court case has the interest of the class, cover that. If entitlement spending has eclipsed discussion of environmental policy, be sure to spend some more time on that issue. Pay special attention to upcoming elections or analyzing recent elections.
5. The teacher needs to take responsibility to model for the class the importance of following politics and current events as well as take care that the curriculum being taught is accurate and relevant. Elections may change key leaders or bring to light new interpretations of political beliefs and behaviors.
6. Whenever possible, all the concepts in this course should be taught in reference to concrete examples, both historic and current. Make it the responsibility of the students to seek out examples of current topics and provide analysis.
7. The course should spark frequent class debate. Establish ground rules early in the course for respectful discourse among students and make the classroom a safe place to challenge people's opinions of institutions, laws, court cases, politicians. This course should develop the student's ability to persuade, both in written and oral formats.
8. It is important to strike a balance between providing challenging, complex assignments and the fact that this is not an AP-level course. The course guide suggests many resources; some are at the level for students to read, while others provide background for the teacher. Exercise judgment when assigning reading to be sure it is tailored to the ability level of your students.
9. This course guide contains detailed unit topics, enduring understandings, and presents numerous suggested activities. It is not meant to be a prescriptive list. In other words, the teacher is not obligated to do every activity listed. For many units, there is not enough time to do so.

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However, they provide a good starting point for designing a unit and provide instructional strategies that can be modified and adapted for other topics. There is a heavy emphasis on projects in order to get students to apply the material covered in the course in creative and relevant fashion.

10. Finally, one of the major strengths of the American system of government is that, for all its faults, it has had the ability to evolve over time to incorporate people of all races, colors, and creeds. This course should strive to reflect and respect the diversity of the nation and the students in the classroom and give meaning to “We, the people.”

<i>Core Resource</i>	<i>Portfolio Requirements</i>
The following Textbooks are options that meet or exceed state standards: • <i>James Q. Wilson and John J. Dilulio, Jr., American Government (Houghton Mifflin Harcourt)</i> • <i>Richard Remy, United States Government: Democracy in Action (Glencoe/McGraw Hill)</i>	• <i>Media Day Analysis</i> • <i>Reform Congress Essay</i>

<i>Unit Topic</i>	<i>Common Core Reading Standard of Focus</i>	<i>Common Core Writing Standard of Focus</i>
Foundations of American Government	<i>1</i>	<i>1</i>
Political Beliefs, Behaviors, and Participation	<i>7</i>	<i>2</i>
Legislative Branch	<i>2</i>	<i>4</i>
Executive Branch	<i>1</i>	<i>2</i>
Judicial Branch & Civil Rights & Liberties	<i>4</i>	<i>7</i>
Public Policy	<i>3</i>	<i>1</i>

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Course Curriculum Map: Overview of Units and Key Topics						
Theme	US Government and Politics					
CPA	Competency of Focus: Active Community Membership					
Unit	Foundations of American Government	Political Beliefs, Behaviors, and Participation	Legislative Branch	Executive Branch	Judicial Branch	Public Policy
Key Topics	• Power • Democracy • Origins of American Democracy • US Constitution • Federalism	• Political participation • Political socialization • Voting • Parties • Presidential Elections • Media	• Career Congressman • Structure of Congress • Lawmaking process • Reform Issues of Congress	• Presidential profile • Presidential roles • Presidential power • Structure of the Executive Branch • Leadership	• Federal Court System • Incorporation Doctrine • First Amendment • Rights of the Accused • Right to Privacy • Civil Rights	• Policymaking Process • Economic Policy • Social Welfare Policy • Foreign Policy
Notes	<i>The focus of this course is to impart an understanding of the principles and institutions of American government and the importance of being an active citizen in society. This course should be taught from a practical perspective, consistently highlighting concepts with current events and examples.</i>					

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Unit	Foundations of American Government <i>12th Grade: Unit I</i>	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - The purposes of government are to maintain social order, provide national security, provide public services, and make economic decisions. - The US Constitution creates a representative democracy built on the principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism - The US Constitution came from two major compromises, on slavery and representation, as well as an agreement to add a Bill of Rights. - The American state reflects philosophy from the Renaissance and Enlightenment as well as British and Colonial history. - Federalism is the balance of governmental powers and responsibilities on the national, state, and local levels.	
	? What is the purpose of government? ? Where did the ideas of democracy, free society, and individual liberty originate? ? What events led to the US Constitution? ? What influences did Thomas Jefferson and James Madison draw upon when writing the Declaration of Independence and US Constitution, respectively? ? What powers and responsibilities do national, state, and local governments have?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: (1) Writing: (1)	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test	
	Formative (throughout unit) Class activity: Masked Men. The objective of this activity is for the students to personify the major thinkers underlying the US system of government. Distribute a facial caricature of Locke, Hobbes, Montesquieu, or Machiavelli to students in your class. Then have them quickly research the core political ideas of each person. You may want to provide the students with a class set reader or have them draw on class notes or homework. Have the students then walk around the room as their character and try to carry on conversations with other political thinkers. Partner Activity: Jefferson and Madison—Plagiarists? The objective of this activity is for students to explore the philosophic origins of America’s founding documents. There is a saying that “good writers borrow and the best writers steal.” Blow up the text of selections from the Declaration of Independence, US Constitution, and Bill of Rights. Then have the students discover which earlier documents (Magna Carta, English Bill of Rights, etc.) and / or philosophers (Locke, Hobbes, etc.) these ideas came from. They can cut and paste sections into a poster or they could be charged with “editing” these documents using MLA format and addition parenthetical references. They should then be asked to determine if these men were plagiarists. This is a good time to have a class discussion on what it means to be a plagiarist versus simply being inspired by earlier work. Class/Individual Activity: The Power Elite The objective of this activity is for students to consider who has power in American society. During class, introduce the famous essay by C. Wright Mills from the 1950s, <i>The Power Elite</i>, in which he says that all power in the US is in the hands of business leaders, government officials, and the military. Suggest to the class that you think this essay is incorrect and out of date. Conduct a discussion of who really has power in American society (and what they think it means to have power). This can center on the media, celebrities, athletes, police, criminals, or millions of people tweeting away in their social networks. After conducting a discussion, have the students write a 1-2 page reflection on who has the power in American “democracy.”	Grade 11-12 Common Core Literacy Standards -Reading: 1, 2, 3, 9 -Writing: 1,4,7 -Reading: 1-4 -Writing: 1, 4, 7, 8 -Reading: 1,2,6 -Writing: 2, 4, 7

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Class Activity: Power Pies: The objective of this activity is to stimulate discussion on the need for limited government and the fundamental nature of man. Distribute index cards to the class. On one side, have them vote for the person in the class they would trust the most with absolute power. On the other side, have them vote for whom they would trust the least. Tally up the votes and divide the remaining students into groups of 4-6. Assign the winners to each group (you may need to go to the runners-up to have more groups). Give each winner a construction paper “pie” worth 10 extra credit points (make sure it’s a trivial amount for an overall grade). Tell them that they have the absolute power to divide this pie with everyone in their group. The only rule is that if they agree to a vote, they have to abide by it. Allow them 5 minutes to discuss and then decide. Tally up the points and see how trustworthy people were. Use as a launching pad for the philosophers. A good complement to this activity is to show the Food Fight scene from <i>Animal House</i> as a representation of the State of Nature or parallel to the ELA text <i>Lord of the Flies</i>. Partner Project: Six Principles of US Constitution Scavenger Hunt The objective of this activity is for students to apply the principles of the Constitution and to introduce current events as an ongoing theme for the course. Divide the students into teams and provide them with access to different sources of news (preferably a computer-based activity, but it could be done with newspapers and newsmagazines or a combination of all three). Charge the groups with finding as many examples as possible over the past month of each of the six principles of the US Constitution in action. For example, there could be election coverage, rallies about government overreach, or examples of people exercising Constitutional rights. For each example, the student finds, they should write a paragraph that quickly summarizes the event and what principle or principles it upholds. Set a minimum number for each group to find—plus a minimum requirement per source and per principle. Offer a bonus for the group that uncovers the most. Individual Assessment: Federalist #10 & 51 Mini-responses The objective of this activity is to reflect on the ideas contained within the major federalist papers. Assign excerpts from Federalist 10 and 51 and conduct a basic class discussion to ensure comprehension. Have students respond to one of the following prompts: “Publius believes that a bigger country is better than a smaller one because in a small community it is too easy for one group to get all the power and form a ‘tyranny of the majority’”. Using your own life experiences, do you think he is right? Is it possible to get to be too big?” OR as a simpler prompt, respond to the passage on men and angels and have students write whether they think that Publius is correct. Give examples. Grade on a writing rubric. Individual Assessment: Federalism The objective of this activity is for students to clearly outline the different powers of the national, state, and local government. First, provide students with a worksheet that has the three levels of government: national, state, and local. Then have the students write the powers and responsibilities that each level of government has. You can scaffold this assignment by providing the students with a list of powers and responsibilities (i.e. snow removal, national defense, and education). For the federal government, you should also require that a student identify if the power is expressed or implied. After the student has completed the graphic organizer, provide the student with a set of problems for government, asking the students who they should contact with questions. On the list include questions that are addressed by national, state, or local government like: “Who do I contact if the trash doesn’t get picked up?” “Who can declare war with another country?” and questions that address the shared responsibilities of different levels of governments like: “Where do I complain that teachers have been laid off by the school?”	-Reading: 1,2,4,7 -Writing: 1, 4, 7 -Reading: 1-9 -Writing: 1, 2, 4, 7 -Reading: 1,2,3,7 -Writing: 1, 4

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Topics and Source Documents	KEY UNIT TOPICS (Each topic should take 1-2 class periods, depending on learning activities.) Government Basics -Power versus authority - Purposes of Government: Social order, Security, Provide public services, Make economic decisions -Origins of Political Power: Strength, Heredity, Divine Right, People Democracy 101 -Types of Democracy: Direct v. Representative -Conditions of Democracy: -Theories of Power in US Democracy: Elite, Pluralist, Hyperpluralist The US Constitution -Six major principles of US Constitution: Limited government, Popular sovereignty, Checks & balances, Separation of powers, Judicial review, Federalism -Marbury v. Madison -Basic structure: Preamble, Articles, Amendments/Bill of Rights -Amendment process	Origins of American Democracy -Power/Niccolo Macchivaelli -State of Nature/Thomas Hobbes -Social Contract/John Locke Separation of powers: Montesquieu -Magna Carta & English Bill of Rights -Colonial Contributions: Mayflower Compact, Fundamental Orders of Connecticut, Virginia House of Burgesses, Common Sense The Declaration of Independence -Thomas Jefferson -Inalienable rights to “life, liberty, pursuit of happiness” -Origin of government -Fundamental limits of government Constitutional Convention -Failure of the Articles of Confederation -James Madison / Father of the Constitution -Major issues: 1) VA Plan vs. NJ Plan 2) Slavery -Major Compromises: 1) Great Compromise 2) 3/5’s Plan -Struggle to Ratify the Constitution -Federalists vs. Anti-Federalists / Bill of Rights	Federalism -National vs. State vs. Local gov’t -Supremacy Clause -Interstate Commerce Clause/Elastic Clause -Enumerated vs. Implied powers vs. Concurrent powers -Powers Denied Congress -10th Amendment -Cooperative federalism (Marble Cake): DUI Laws .08 BAC level, No Child Left Behind
	External resources: • The Avalon Project Documents in Law, History, and Diplomacy Has all US & English founding documents-- http://avalon.law.yale.edu/ • Carol Berkin, <i>A Brilliant Solution</i> Contains short biographies of everyone at the Constitutional convention and is a lively popular history on the debate • Pauline Meier, <i>American Scripture</i> Excellent history of the Declaration of Independence as a background for the teacher. Good to use the concept of “American Scripture” for the class. • The US Constitution Online http://www.usconstitution.net/ • The National Constitution Center http://constitutioncenter.org/ncc_home_Landing.aspx Excellent online exhibits (worth the field trip if you’re near Philadelphia) • Schoolhouse Rocks, “Three-Ringed Government” Available online: http://www.schoolhouserock.tv/ • Linda Monk, <i>The Words We All Live By</i>, Popular introduction to the constitution, gives short background on each amendment. Worth photocopying as part of a jigsaw activity on the US Constitution • Stanford Encyclopedia of Philosophy http://plato.stanford.edu/contents.html Contains good summaries of most philosophers, excellent to learn background on the people important to US government		

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Unit	Political Beliefs, Behavior, and Participation <i>12^h Grade: Unit II</i>	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - There are many ways for people to participate in politics including voting, campaigning for a candidate, lobbying, virtual participation, community work, and activism. - The US has gradually expanded the franchise to include all adult citizens, but many factors contribute to its relatively low voter turnout. - The US system of government has two major, broad-based political parties with different philosophies of the role of government. - The US system of elections disadvantages third party candidates. - Running for president is a long, expensive process consisting of three major stages: the primary process, the nominating convention, and the general election in which a winner is ultimately chosen by the Electoral College system. - In recent times, the media has become increasingly fractured and adversarial although it retains its role as an agenda setter and framer of national and local issues.	
	Essential Questions ? In what ways are people socialized to their political beliefs and how do they participate in politics/government? ? How have voting rights expanded over time and why does the US have relatively low voter turnout? ? What is the role of political parties in the US and what are the differences between Republicans and Democrats? ? Why do third parties in the US have little political power? ? What is the process to run for president in the US? ? What role does the media play in American government and how has that role changed over time?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: (7) Writing: (2)	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test	
	Formative (throughout unit) Partner project: President of the School. The objective of this activity is to have the students create a mock campaign to run for “president of the school.” Divide the students up into two or three political parties and have them select a candidate to run for president. They must also choose a campaign manager, spokesperson, pollster, vice presidential candidate, and whatever titles the teacher deems appropriate. They then have to design a platform in which they outline their vision for the school over their term (this is different from student government—ask the students to consider all issues of school policy, with the exception of personnel). They then have to plan a campaign, get a website, conduct polls, design ads, incorporate 527 groups, etc. The class will then stage a presidential debate with the teacher as moderator and a nominating convention. The electorate is the faculty of the school. The teacher should count faculty votes by department with the number of electoral votes equal to the number of faculty members, and votes are counted winner-take-all. After the election, be sure to conduct a discussion focusing on “electoral math” and note how many votes it would have taken to switch a verdict. Assess the students using a rubric incorporating key elements from the process. Have them write a reflection as to how their election incorporated elements from the real process. N.B. If attempting this, be sure to get administration and faculty permission and set clear ground rules as to how students may approach teachers and what constitutes appropriate campaigning.	Grade 11-12 Common Core Literacy Standards -Reading: 7 -Writing: 1,2,6

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	Partner Project: Party Research 101 Divide the students into groups and give them the task of researching the major positions of four political parties: Republicans, Democrats, Libertarian, and the Green Party (or whatever far left party has the most current political traction). They should also have to identify the major leaders of each party. After identifying the beliefs, they should then join a party based on what positions most appeal to them. Then, have the students take an online political quiz (politicalcompass.org is a good one) to see if these results differ from their initial thoughts. N.B. Be wary of students selecting Libertarian because of their outspoken opposition to drug regulation. Class Activity: Register the Class to Vote Distribute voter registration forms and have each person fill one out and submit to the local authority when appropriate (group by birthdate). Use as an opening activity to discuss sources of voter turnout. [Collaborate with other senior social studies electives to register the entire senior class] Individual Assessment: Graphic Organizer “Barriers to Voting” On one row have students list all the barriers to voting, both current and historical (registration requirements, women forbidden to vote, etc.) then draw a line to a solution that broke the barrier (19th Amendment) and for the current barriers have students list a potential solution (automatic registration, Motor Voter). Use colors or different shapes to distinguish historical from current solutions. Individual Assessment: Candidate Research Students should select a potential candidate for president of the United States and research him or her. They should be instructed to not only give the background of the candidate and his or her platform, but attempt to provide an analysis of his or her electability. These include: relevant experience, relationship with the party base, appeal to the center, media savvy, ability to pass the “commander-in-chief” test, and other factors. Project should be turned in as a written essay with sources cited, and as an extension, the student can design and film a three-minute “Youtube-ready” video clip endorsing their candidate as a way to understand the impact of internet media (do not require students to post the clip to YouTube, as this violates child-internet privacy policies). This can also be done in groups. Individual Assessment: Media Day Students must select a day of the week and analyze news coverage from four major sources. They must choose from a daily newspaper, major network news broadcast (CBS, NBC, ABC), Sunday morning talk show (Meet the Press), internet news website (Drudge Report, Politico), Magazine website (TNR.com, National Review.com), blog (RedState.com, DailyKos.com), major cable network broadcast (MSNBC, FoxNews, CNN), talk radio (NPR, Rush Limbaugh), and Comedy (Daily Show, Colbert, Late Night talk shows). They should provide a summary of the major events covered, the emphasis each media source had, any noticeable political bias. They should be asked to reflect upon how well-informed a person would be if they focused on one source, particularly thinking about young citizens who tend to get their news from Jon Stewart. They should also reflect on how a person can stay well-informed, given the conclusions they drew from their research. N.B. This can also be done as a partner project. Also, if students do not have access to these sources themselves, the teacher may wish, in advance, to gather these sources for 2-3 days and provide them to students (it would also allow the teacher to edit any inappropriate content by Stewart/Colbert.)	-Reading: 1,2,5,7 -Writing: 4,6,7,8 -Reading: 1,2,3,7 -Writing: 1,2,4,6,7 -Reading: 1,2,3,6,7 -Writing: 1,2,4,7 -Reading: 7 -Writing: 2

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Topics and Source Documents	KEY UNIT TOPICS (Each topic should take 1-2 class periods, depending on learning activities.) Political Participation & Socialization -Types of political participation: voting, campaigning, lobbying, community work, virtual participation, social activism, protest -Civil Disobedience -Public opinion polls: sampling, Gallup Organization, poll bias -Agents of political socialization: families, schools, mass media, peers, leaders, churches -Cleavages in US Society: class, religion, race, gender, region, age Voting -Secret ballot -Election schedule: presidential, Congress, state/local (schools) -Expansion of franchise: 15th, 19th, 23rd, 24th, 26th Amendment, Voting Rights Act '65 -Factors of voter turnout: Registration, Frequency of Elections, Party Differences, Alienation, Apathy, Age, Education/Income -Voter choice criteria: Party, Candidate appeal, Prospective voting, Retrospective voting, Single-issue voting	Political Beliefs & Parties -Political spectrum: economic conservative/liberal, social conservative/liberal -Functions of a political party: Unify electorate, Organize government, Translate preferences to policy, Loyal opposition -Major differences between Republicans & Democrats (use current issues) -Grassroots structure of party/Tea Party movement -Party discipline -Alignment/Divided government -Rise of independent voter -Difficulties of third parties: Winner-take-all electoral colleges, Single-member legislative districts, Money Presidential Elections -Primary Elections: Open, Closed, Cross-over/New Hampshire Primary -Caucus System/Iowa Caucus -Appeal to base vs. center -Nominating convention/Party platform -Presidential debates/JFK v. Nixon -Electoral College -Electability Issues: Experience, Candidate appeal, Media savvy, "Commander-in-chief" test, Platform -Spin and the Permanent campaign -Going negative/TV ads	Electoral Reform Issues -Primary process: Influence of Iowa & New Hampshire / Influence of party base -Campaign Finance: Buckley v. Valeo, McCain-Feingold, 527 Groups/ Independent Expenditures, Citizens United -Electoral College v. Majority rules system Role of the Media -Types of media: Newspaper, Network television, 24-hour cable news, Talk radio, Internet/blogosphere, Stewart/Colbert? -Role of media: Agenda setting, Issue framing, Investigative journalism -Objective ideal v. Common perceptions of bias -Rise of adversarial and horse race journalism -Narrowcasting
	External resources: • Real Clear Politics http://www.realclearpolitics.com Excellent source for polling information • The Gallup Organization http://www.gallup.com America's best known polling organization. • The Living Room Candidate: http://www.livingroomcandidate.org Has 40 years of presidential campaign ads. • The Vanishing Voter http://www.hks.harvard.edu/presspol/research/vanishing_voter/index.html Harvard project on voter turnout. Website has a series of free reports and link to Thomas Patterson, <i>The Vanishing Voter</i> book. First chapter gives an excellent overview of the issue • US News & World Report, Is Negative Campaigning Good for America? Two essays argue pros and cons http://www.usnews.com/opinion/articles/2008/10/06/is-negative-campaigning-good-for-america • A Citizens Guide to the Iowa Caucus http://www.youtube.com/watch?v=mxESw0lY0CE (Cheesy video Obama put together to explain the Iowa Caucus) • The Campaign Finance Institute http://www.cfinst.org/ Has figures on how much Congressional and Presidential races costs and sources of donations. • Daryl Cagle's Political Cartoons http://www.cagle.com/politicalcartoons/ • Rock the Vote "About Young Voters" http://www.rockthevote.com/about/about-young-voters/ Organization is dedicated to inform young voters and to encourage broader political engagement with young voters. • Chris Matthews, Hardball Still relevant classic on how Washington really works. Chapter titled "Spin" is particularly noteworthy as it brought the term into the public lexicon. • Election Projection: www.electionprojection.com Site uses polling data to predict electoral outcomes with great success. The methodology used may be useful for explanatory purposes. The site also links current articles related to elections and electoral politics.		

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Unit	Legislative Branch 12 th Grade: Unit III	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - The legislative branch has three major roles: make laws, represent local interests, and exert oversight on the executive branch. - Congressional elections are largely determined by local issues and favor incumbents. - There are differences in the structure of the House and Senate that affects the way each house operates. - Party leaders in Congress have become increasingly powerful as the members of Congress have become more ideologically cohesive. - The bulk of the work of Congress is done through its committee structure; each committee has its own jurisdiction.	
	? How does Congress exercise its major functions? ? What are the major differences between House and Senate? ? What factors explain the rise of the “Career Congressman?” ? How does a bill truly become a law? ? What are the role of party leaders and committees in the work of Congress? ? How does the fragmented structure of Congress affect its ability to respond to national issues?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: (2) Writing: (4)	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test	
	Formative (throughout unit) Partner project: Legislative Video Game. The objective of this activity is to transform the bill-into-law process into a video game. Distribute a detailed list of terms and concepts from the legislative process and instruct students to describe the process as a video game (e.g. Level 1—Bill Goes into Hopper). Students need to provide a basic conceptualization of the game, a few “screenshots,” and a detailed strategy guide to their game, describing the action on each level of the game. During the course of his or her strategy guide, each term and concept from the list must be indicated. Score on a rubric that evaluates the use of each term and gives points for creativity. Partner project. Congressional Banana Splits/Ice Cream Sundaes. The objective of this activity is to provide a creative manner for the students to represent the differences between the House and Senate. The students are charged to take into account the structure of the House and Senate and represent them visually through an ice cream sundae (a banana split is the easiest representation because it allows for distinct sections). They should consider each “topping” as a different part of their structure, and some toppings should be common to each scoop of ice cream and some should be distinct. They should also given some thought to what the spoon might represent—or the sun as it melts the ice cream. Students should provide a picture and a description of their Congressional Sundae. After this activity, especially if the class takes it seriously, it is good form for the teacher to bring in some ice cream and toppings and have the class construct their own Congresses. Individual Assessment. Who Has the Power? The objective of this activity is for students to determine which members of Congress have particular power in certain legislative situations. The teacher should create a series of case studies for example: the president wants to nominate a person to the Supreme Court, there is a proposal to	Grade 11-12 Common Core Literacy Standards -Reading: 1, 2, -Writing: 2,4 -Reading: 1, 2 -Writing: 2, 4 -Reading: 1, 2 -Writing: 1, 4

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	raise taxes, a treaty needs to be ratified, the opposition party in the Senate strongly opposes a law (to the best of your ability, fill in the details of the case study with current events, or recent events, and use the present situation of whoever controls the different branches of government). The students will then have to explain what members of Congress exert significant leadership. For example, if a treaty needs to be ratified, the student should identify the chair of the Senate Foreign Relations Committee, the Senate Majority Leader and possibly the Minority Leader and whatever whip of the party is pushing for the bill by both position and whoever holds the position currently. They then should provide a brief description of the power each person holds in the situation (e.g. needs to place the treaty on the calendar). • Partner/Individual Assessment. Reform Congress. The objective of this activity is for students to decide upon reforms for Congress. There are multiple complaints that Congress simply does not work as the framers intended. Have the students in groups rewrite Article I of the Constitution in order to make the changes they think are necessary to make Congress work better. Alternatively, they could write an essay in which they identify three major reforms that they would make to Congress in order to improve its function (end gerrymandering, the filibuster, guarantee an “up-or-down” vote of the president’s nomination, increase the membership of the House). Allow the students the option to also defend some of these targets for reform. A good accompaniment to this assignment is the mini-series that CNN entitled “Broken Government”. See: http://www.cnn.com/CNN/Programs/broken.government/	-Reading: 1, 2, 3, 6, 7 -Writing: 1, 4, 7	
Topics and Source Documents	KEY UNIT TOPICS (Each topic should take 1-2 class periods, depending on learning activities.) The Career Congressman -Constitutional qualifications for Congress: Age & Residency -Incumbent Advantage: Constituent services, Fundraising advantage, Name recognition, Gerrymandering -Reasons for Defeat: Disruptive election/event, Personal misconduct, Midterm voter turnout, Strong challenger (especially Senate) Congress as an Institution -Legislative responsibility -Tension between representing local interests and making national policy -Executive oversight -Advice & consent -Collegiality of Senate/“Cooling Saucer” -Pork barrel politics/Earmarks -Logrolling	Structure of Congress -House Leadership: Speaker of the House, Majority/Minority Leader, Whip -Senate Leadership: Majority/Minority Leader, Whip, President pro Tempore -Increasing strength of party leaders -Committee system: Chairman/ Ranking Member -Major House Committees: Ways & Means, Appropriations, Armed Forces, Rules, (any of current importance because of current events) -Major Senate Committees: Appropriations, Foreign Relations, Judiciary, (any of current importance because of current events) -Seniority system/Backbencher	How a Bill Becomes a Law -Bill Flow Chart -Revenue bills originate in House -Hopper -Subcommittee/Full committee -“Die in committee” -House Rules Committee -Floor vote -Conference committee -Filibuster/Cloture -Amendments/Riders/ Poison pills -Executive Action: Sign, Veto, Pocket veto, Become law without signature -Veto override Congressional Issues -Influence of special interest -Lobbyists -Increased complexity of legislation -Increased use of filibuster -“Two Congresses” -Requirement to fundraise/limited schedule -Increased party discipline/ideology

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External resources:

- **CNN “Broken Government”** <http://www.cnn.com/CNN/Programs/broken.government/> Series on aspects of Congress in need of reform, especially good on the Patriot Act (Rep. Conyers says nobody read the bill) and the fact that Congressmen need to raise \$30,000/day to fund reelection.
- **US House of Representatives Official Website** <http://www.house.gov>
- **US Senate Official Website** <http://www.senate.gov>
- **Thomas Mann and Norman Ornstein, *The Broken Branch*** Chapter 1 is a lively introduction on the increase of partisanship in politics through the long roll call vote to pass the Medicare Prescription Drug Bill in 2003.
- **Edmund Burke, *Speech to the Electors of Bristol*** Classic speech on the duties of an elected representative being different from always doing what a majority of constituents want. <http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html>
- **Richard Fenno, Jr “If, as Ralph Nader says, Congress is ‘The Broken Branch,’ How come we love our Congressmen so much?”** in Peter Woll ed. *American Government Readings and Cases* Readable, short essay on why individual Congressman’s poll numbers exceed Congress as a whole.
- **Video: The West Wing, *The Stackhouse Filibuster*** Classic episode from season two that explains the negotiation process that goes into an appropriations bill (including the term Christmas Tree Bill), the regulations of a filibuster, and the interactions of the White House and Congress.
- **Video: PBS, *The Congress*** 90-minute history of the Congress by Ken Burns. Excellent especially on the founding of the institution and legends like Henry Clay. Do not need to show the whole thing.
- **Video: Schoolhouse Rocks, *I’m Just a Bill***

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Unit	Executive Branch 12 th Grade: Unit IV	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - The President has relatively few formal powers, but the institution has evolved to give the office a much greater role than the Constitution or the Founding Fathers envisioned. - Presidential power varies greatly based on circumstance, stage in the president's term, type of issue, relationship with Congress, and public opinion. - Each president brings a different style of leadership and approach to administering the Executive Branch. - The Executive Branch has grown to a size where the president cannot fully control it, even with his large team of advisors and Cabinet officers.	
Essential Questions	? What are the official and unofficial roles of the modern president? ? What factors affect the president's influence to determine policy? ? What is the structure of the executive branch and how much of it does the president control? ? What have been the leadership styles and approaches of the President to the Oval Office?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: (1) Writing: (2)	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test	
	Formative (throughout unit) Partner Project: Wonkavator of Presidential Power. The objective of this activity is for students to identify various levers that affect the president's ability to make policy. The concept of the Wonkavator (from the original <i>Willy Wonka and the Chocolate Factory</i>) was a device that didn't just go up and down, but could travel in any direction (and had a button that sent it soaring into flight). Using that as a base concept, the students need to design a panel of different buttons that have the same effect on presidential power. Thus, a scandal could him straight down, an increase in unemployment may be a slight, diagonal down, and a strong response to a national crisis (Bush after 9-11) would send popularity through the roof. Students have to define 9-10 buttons, and provide an historical example of how this has worked in the past for a president. Partner/Individual Assessment: Presidential Day Students are tasked with writing up a fictional, but plausible schedule for a day in the life of the current president of the United States. They need to construct the schedule with meetings with key members of the Cabinet and advisors that reflect current events. During the course of the day, the president should exhibit each of the roles of the president covered in the unit. The class period should begin with the teacher showing a recent day of the current president and potentially clips from <i>The West Wing</i> (or assign after doing the <i>On the Day Before</i> activity) to show how packed a presidential day can be. Partner Activity: Help Wanted President The objective of this activity is for students to demonstrate an understanding of the required qualities of being President. In this activity, students the teacher should conduct a discussion of how the country should rank its presidents. Then, the teacher should distribute one of the numerous lists available that provide a ranking (C-SPAN has a good, fairly objective survey of historians here: http://www.americanpresidents.org/survey/historians/) that also explain their methodology. From there, the class needs to write a detailed job advertisement for a local paper for the position of president of the United States. The ad must have the constitutional requirements, preferred personal background, and job qualities. For fun, it can also list the compensation (\$400,000 salary, free housing, etc.).	Grade 11-12 Common Core Literacy Standards -Reading: 1, 3, 7 -Writing: 1, 2, 4, 6 -Reading: 1, 2, 7 -Writing: 2, 4, 6 -Reading: 1, 2, 7 -Writing: 2, 4, 5

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	• Individual Assessment: Leadership Styles 101: The objective of this activity is for students to understand the different leadership styles of the president and compare it to their own. Students should begin the activity by taking an online leadership style quiz (try http://psychology.about.com/library/quiz/bl-leadershipquiz.htm) or have a class discussion reflecting their own way of leading (do all the work, give out tasks, listen to everyone). The students then are responsible for finding the modern president who was most like them in terms of operation. They should describe how he operated, and what the advantages were to that leadership style and disadvantages. They should then conclude by reflecting on what changes should he or she make so that they might be a better leader. • Individual Assessment: <i>The West Wing: On the Day Before</i> There are countless examples of presidential actions from the West Wing to choose from, but this episode in season four captures multiple duties of the president (vetoes a bill, needs to handle a foreign policy crisis, has to put members of his own party in place). It also demonstrates the importance of staff, particularly the Chief of Staff and presents an effective demonstration of how the president can wield power. Students need to watch the episode and take notes on roles of the president observed, leadership style, use of staff, and other concepts covered in the chapter. They then should construct a 1-2 page response paper entitled: Josiah Bartlett, a Modern President in which they need to provide evidence of unit concepts from the episode.	-Reading: 1, 2, 3, 5, 6, 7 -Writing: 2, 4, 5 -Reading: 1, 2, -Writing: 1, 2, 4, 5	
Topics and Source Documents	KEY UNIT TOPICS <i>(Each topic should take 1-2 class periods, depending on learning activities.)</i> Presidential Profile -Constitutional qualifications: 35, natural born citizen, lived in US -Unofficial qualifications: VP/Governor, Military background, Elite education, Protestant, “Outsider appeal,” Media presence -Washington precedents: inauguration, “Mr. President,” two-terms -Unique status as only office elected by the whole country Presidential Roles -Limited constitutional authority: commander-in-chief, make treaties, recess appointments, chief executive, sign bills into law, pardon -Expansion of Presidential Role: Washington, Jackson, Roosevelt(s) -Eight roles of the modern president: Head of state, Chief executive, Commander-in-chief, Chief diplomat, Chief legislator, Party leader, Chief guardian of the economy, Morale Builder/Crisis manager -Bully pulpit/Fireside chat -Executive order, executive agreement, signing statements -State of the Union Address	Presidential Power -Difference between rise of presidential importance and ability to accomplish policy objectives -Three audiences of the president -Circumstances: national crisis (or lack thereof), economic/budget conditions -Stage of President’s Term: Honeymoon/First hundred days, Lame duck -Nature of the Issue: Foreign vs. Domestic -Relationship with Congress -Public support -War Powers Act Structure of the Executive Branch -White House Staff: Chief of staff, Press Secretary, National Security Council, National Economic Council -Executive Office of the President -Cabinet: Secretary of State, Treasury, Homeland Security, (other positions as important to current events) -Vice President -Independent Executive Agencies	Managing the Presidency -Leadership styles: pyramid structure, circular structure, ad hoc structure -Micromanager vs. Delegator -Historical examples: Reagan pyramid, Carter as circular micromanager, Clinton ad hoc -Power is in proximity, not title -Size of executive branch limits presidential control -Bureaucracy has significant power Presidential Transitions -Order of succession -25 th Amendment -Impeachment -Tradition of peaceful transition of power

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	External resources: • Fred Greenstein, <i>The Presidential Difference: Leadership Styles from FDR to Obama</i>, Chapter-by-chapter explanation of evolving leadership styles. Very readable. Excellent for a jigsaw activity or individual reflection. • Lewis Gould, <i>The Modern American Presidency</i> Covers the presidencies of McKinley through Clinton and how aspects of the presidency emerged. Excellent companion to the Greenstein book. • George Edwards III, <i>The Strategic President: Persuasion and Opportunity in Presidential Leadership</i>. Reassessment of the president's ability to persuade. Look at Chapter 1 and 6 for good summaries of Edwards' argument with relevant historical examples. • Theodore Roosevelt, <i>Autobiography</i>, Chapter X gives a personal account to his view of the presidency and the bully pulpit • Woodrow Wilson, <i>Constitutional Government of the United States</i>, Chapter III covers his most important thoughts on the presidency including the president's role as party leader and on his Darwinian conception of government. • Eliot Cohen, <i>Supreme Command</i> Chapter "Lincoln Sends a Letter" explains his approach to being commander-in-chief • MSNBC, <i>A Day in the Life of the Obama White House</i>, http://www.msnbc.msn.com/id/31050780/ns/politics-white_house/t/day-life-obamas-white-house/ NBC Nightly News & MSNBC shadowed Obama for a day. This is the link to the text description and the video archive of their report. Great on the schedule of the president and his use of the staff and political strategy. • Video Resource: History Channel, History of U.S. Presidents, Eight-part series that gives a reasonably quick, 10 minute survey of each president's term in office. Goes into basic biography and comments on leadership style. Nice reinforcement of specific examples.

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Unit	Judicial Branch—Civil Rights & Civil Liberties <i>12th Grade: Unit V</i>	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - The Framers made Article III brief. Therefore many decisions on the structure and power of the judicial branch were made through laws and court decisions. - Some justices, lawyers, and scholars believe that the Constitution is a “living” document, while others guide their ideology by looking at the Framers’ original intent. - At first the Bill of Rights only protected citizens from actions of the national government, however the Bill of Rights has been interpreted to protect citizens from actions of the state and local government. - Judicial interpretation has clarified and expanded upon the protection in the Bill of Rights and other amendments.	
	Essential Questions ? How is the Constitution interpreted? ? What is judicial review? ? What are the limits of American rights as interpreted by the Supreme Court? ? What impact did the Warren Court have on American civil liberties? ? How has Constitutional understanding of “equal protection under the law” evolved over time?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: 4 Writing: 7	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test	
	Formative (throughout unit) Partner Project or Individual assessment: Have students read a Supreme Court Case. The objective of this activity is to have students read and write a brief of a Supreme Court case. Select a case that will have interest to the students (student free speech protections, flag burning, random drug testing, prayer in schools) and one that is easy to understand and read (for example, <i>Brown v. Board of Education</i> is really short and clear, while <i>Raich v. Gonzales</i> (medical marijuana) might be interesting to the students, but the legal issues are very complicated). Conduct a class discussion in which you review the case and how the majority opinion and dissents are constructed. Then have the students write a brief that gives background, summarizes all the opinions, gives importance of the case, and gives the student’s opinion on the verdict. There are numerous models for a brief on the internet. You may need to edit the opinion and provide guided questions depending on reading level. Individual Assessment: Jurist Jigsaw. Have your students research the judicial philosophy and summarize important decisions or arguments made by the following: John Marshall, Roger Taney, Oliver Wendell Holmes, Louis Brandeis, Earl Warren, Thurgood Marshall, William Rehnquist, Sandra Day O’Connor, John Marshall Harlan, and John Marshall Harlan II. After the students have completed their research have them share out their findings with the class. You may want to double or triple up an assignment or assign students to pairs or small groups. Individual Assessment: Civil Rights and Civil Liberties Jigsaw. This assignment is very similar to the other jigsaw assignment except that there are far more topics for the class to research. Assign each member of the class a case that is listed in the last five sections of the Key Unit Topics. Have each student include the background of the case, the court’s holding, and the importance of the case. Provide the class with a graphic	Grade 11-12 Common Core Literacy Standards -Reading: 1, 2, 3, 4, 5, 6 -Writing: 1, 2, 4, 7 -Reading: 1-6 -Writing: 1, 2, 4, 7 -Reading: 1-6 -Writing: 1, 2, 4, 7

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Topics and Source Documents	organizer listing each of the assigned cases and spaces to take notes on the three aspects of each presentation. If possible have the students create a PowerPoint presentation of their research. • Partner Assessment: Current Event Topic / Recent Supreme Court Ruling. Find a recent Supreme Court decision to create an alternative assessment with your class. Students could find a case on their own and summarize it or you could have students debate the topic, if it has yet to be decided by the court or explain the majority and dissenting opinions if the case has been decided. The importance of this assignment is to connect your students to current constitutional issues.	-Reading: 1-6 -Writing: 1, 2, 4, 7
	KEY UNIT TOPICS (Each topic should take 1-2 class periods, depending on learning activities.) Federal Court System -Article III -Major Courts: Supreme Court, Federal Court of Appeals, Federal District Courts -Writ of certiorari/“Rule of 4” -Precedent/Stare decisis -Majority, concurrent, dissent opinion -Judicial review: Marbury v. Madison -American Constitutional History: John Marshall, Roger Taney, Oliver Wendell Holmes, Louis Brandeis, and Earl Warren -Constitutional interpretation: as a living document / original intent -Judicial activism / judicial restraint -Incorporation doctrine/Gitlow v. New York	Freedom of Speech / Expression / Press -Definition of pure speech, symbolic speech, liable, slander -Clear and present danger test: Schenck v. US -Overthrowing the Government / Smith Act / Dennis v. US / Yates v. US -US v. O’Brien -Flag Burning: Texas v. Johnson -KKK / Imminent Lawless Action / Brandenburg v. Ohio -Bad Tendency Doctrine / Gitlow v. New York -Prior Restraint: Near v. Minnesota -Pentagon Papers: New York Times v. US Freedom of Religion - Establishment / Free Exercise Clause -Lemon Test: Lemon v. Kurtzman -Major issues: school vouchers, prayer in school, holiday displays, flag salute -Potential case studies: Zelman v. Simmons-Harris, Engle v. Vitale, Abington v. Schempp, Murray v. Curlett, Lee v. Weisman, Santa Fe v. Doe, Allegheny County v. ACLU, Lynch v. Donnelly, Minersville v. Gobitis, West Virginia v. Barnette

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External resources:

- **Street Law** <http://www.streetlaw.org/en/Cases.aspx> Website has excellent synopses of major Supreme Court cases plus teaching strategies and lesson plans.
- **Oyez** <http://www.oyez.org/> Comprehensive website on court cases, including briefs, arguments, and audio recordings of hearings.
- **PBS, *The Supreme Court*** <http://www.pbs.org/wnet/supremecourt/index.html>. Website has multiple video clips from documentary, including a good overview of the *Miranda* case. Also has lesson plans on the Court's interpretation of federalism, the 14th Amendment, the Pledge of Allegiance Case, and the importance of precedent complete with video clips.
- **Floyd Abrams, *Speaking Freely*** Short very readable book on Abrams' legal strategies in arguing before the Supreme Court. The Pentagon Papers and Brooklyn Museum chapters are very good and easily assignable.
- **Jonathan Harr, *A Civil Action*** Classic text following a pollution case in a Massachusetts town. Worth assigning as a summer read or book review assignment
- **Susan Eaton, *The Children in Room E***, Great book that simultaneously follows the plight of children in the segregated schools of West Hartford and a particularly dedicated teacher with the legal challenges to end *de facto* segregation in Connecticut.
- **Video Resources:** *Gideon's Trumpet* Excellent scene on the Court voting to grant a writ of certiorari; *The People vs. Larry Flynt* Best representation of an oral argument before the Supreme Court—Don't show the rest of the film

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Unit	Public Policy <i>12th Grade Fall: Unit VI</i>	
Enduring Understandings	Overall - The American system of government is a representative democracy built on principles of limited government, popular sovereignty, checks and balances, judicial review, individual liberty, and federalism. - Citizenship requires the American people to be active in government through various means of participation. - Good citizens are mindful of the social, historical, and economic forces that shape the US political system. Unit - The public policy cycle consists of the following stages: problem recognition, policy formulation, policy adoption, policy implementation, and policy evaluation. - The largest public policy debate in the United States is over federal government taxation and expenditures. - Entitlement spending makes up a majority of the federal budget. - Public policy debates exist in every facet of American life from going to war to conserving a public park.	
	? How does an issue become a public policy? ? What role does government have in solving a problem? ? What are the major components of federal economic policy? ? What are the current policy issues in the United States?	
Core Literacy Standards	Core Literacy Standards of focus for this unit: Reading: 3 Writing: 1	
Assessment(s) including performance tasks	Summative (end of unit) Unit Test or Public Policy Debate	
	Formative (throughout unit) Individual Assessment: Cycle of Public Policy. The purpose of this activity is for students to understand the process of public policy. Provide the students with a graphic organizer that includes a flow chart of the three phases of the policy making process: 1) problem recognition, 2) policy formation, and 3) policy implementation. Have the students summarize the details and activities of each phase. You may also want students to trace a specific example of a current policy issue. Individual Assessment: T Charts of Economic policies. The purpose of this activity is to have students <i>compare</i> and contrast the various economic implications of public policy. Have the students create T charts for each of the following topics: Differences between federal and state taxation, Progressive v. Regressive tax, OMB v. CBO, National debt v. deficit, Keynesian economics v. Supply-side economics, and Monetary v. Fiscal policy. One possible way to conduct this assignment would be to create stations around the room where students would acquire information (through a text, video, website, or other resource) about one topic at each stop. Partner project: Balance the Federal Budget Bring students to computer lab to use an online budget simulator or print out a menu of options and have students work with partners to balance the federal budget. After balancing the budget, have the students write an impact statement as to the effect of their decisions and then justify their actions. As a possible extension, student budget alternatives could be presented to the class for a debate and vote or even submitted to their local Congressman or be compared to current political party positions. Two budget simulators can be found here http://crfb.org/stabilizethedebt/ and http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html Individual Assessment: Pie Chart of American spending. The purpose of this activity is for students to understand where tax dollars are spent. Find the most current government budget and provide students with the amount of money was spent by the government on Defense, Education, Health Care, Social Security, and other social programs. Then have the student calculate what percent of the total budget was spent on each of these programs. From there have them create a pie chart that illustrates how the government has spent our tax dollars. Have the students reflect on their pie charts.	Grade 11-12 Common Core Literacy Standards -Reading: 1, 2, 3 -Writing: 1, 2, 4 - Reading: 1, 2, 3 -Writing: 1, 2, 4 -Reading: 1, 2, 3, 4, 9 -Writing: 1, 2, 4, 7 -Reading: 1, 2, 3, 7, 9 -Writing: 1, 2, 4, 7, 9

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	Partner project: Alternative Assessment: Public Policy Debate. The purpose of this activity is for students to research and argue a position on a current public policy issue. Divide your class into an equal number of teams of two or three students. Assign one group to the pro side of an issue and the other to the con side of an issue. Use current topics from the list in the last section of the “Key Unit Topics.” Use your professional judgment to determine the scope and sequence of the assignment. Provide the students with some in class time to research their topic and provide them with guidance and direction while they are researching. Before they debate the topics in class, provide them with a rubric of how they will be graded and guidelines on how to act during a debate and when the appropriate times to speak are.	-Reading: 1-9 -Writing: 1-9	
Topics and Source Documents	KEY UNIT TOPICS (Each topic should take 1-2 class periods, depending on learning activities.) The Policy Making Process -Problem recognition -Policy formation -Policy adoption -Policy implementation -Policy evaluation -Policy entrepreneur -Policy window	Economic Policy -Taxes: 16th Amendment/Income Tax, FICA, Sales tax, Property tax, Capital gains tax, Estate (death) tax, Tariffs, Excise tax -Differences between federal and state taxation -Progressive v. Regressive tax -Budget Process: OMB, CBO, -National debt v. deficit -Keynesian economics v. Supply-side economics -Federal Reserve -Monetary v. Fiscal policy Social Welfare Policy -Entitlements -Social Security -Medicare/Medicaid -Welfare/Temporary Aid for Needy Families (TANF) -Public Housing	Foreign Policy -Growth of the Military-Industrial Complex -Foreign Aid -Current Conflict (Iraq /Afghanistan) -International Trade: NAFTA / WTO Other Topics (As interested) -Environmental Policy: EPA, Clean Air/Water Act, Endangered Species -Education Policy: Elementary and Secondary Schools Act / NCLB -Immigration -Gun control -Promotion of Arts & Science: NEA, NSF, NASA
	External resources: Public Agenda http://www.publicagenda.org Website has excellent, nonpartisan coverage of almost every major public policy issue. John W. Kingdon, <i>Agendas, Alternatives, and Public Policies</i>. One of the classic texts on how issues enter the public domain. Chapter 8 on “The Policy Window, and Joining the Streams” is its best known part and worth reading before teaching this unit. Scott Bittle and Jean Johnson, <i>Where Does the Money Go?</i> Excellent book with a non-partisan, popular-oriented discussion of the budget. Has a companion website at http://www.publicagenda.org/wheredoesallthemoneygo Conference Board, <i>Leading Economic Indicators</i> http://www.conference-board.org/data/bcicountry.cfm?cid=1 Foreign Policy http://www.foreignpolicy.com/ Website for leading journal of foreign policy. Has good, current, in depth coverage of foreign affairs. Official US Government Sources: Social Security Agency, http://www.ssa.gov/; US Department of Health and Human Services, http://www.hhs.gov/, US Department of Homeland Security http://www.dhs.gov/index.shtm, Environmental Protection Agency, http://www.epa.gov/; US Department of Education, http://www.ed.gov/ Think Tanks: American Enterprise Institute, http://www.aei.org/; Cato http://www.cato.org/; Brookings Institute, http://www.brookings.edu/; Progressive Policy Institute, http://progressivefix.com/; Center for American Progress, http://www.americanprogress.org/ Be mindful of political orientation of each think tank when directing students to do research here. World Trade Organization Official Website http://www.wto.org/ US National Debt Clock, http://www.usdebtclock.org/		

GLCS College Prep Academy Course Sequence

9th Grade

Fall Semester

English 9
Geometry or Algebra I
Biology
World History & Civilization
Spanish (I or II)
Advisory (Basic Skills Development or Group Discussion)
Physical Education, Health, or Elective

Spring Semester

English 9
Geometry or Algebra I
Biology
World History & Civilization
Spanish (I or II)
Advisory (Current Problems, Issues, and Events)
Physical Education, Health, or Elective

10th Grade

Fall Semester

English 10
Algebra II or Geometry
Chemistry
Topics in History (American Prehistory – 1789)
Spanish (II or III)
Advisory (Composition)
Elective

Spring Semester

English 10
Algebra II or Geometry
Chemistry
Topics in History (US History 1789 – 1865)
Spanish (II or III)
Advisory (Speech)
Elective

11th Grade

Fall Semester

English 11
Trigonometry/Pre-Calculus or Algebra II
Biology AP or Physics
US History AP or US History (1865 – present)
Spanish (III or IV)
Advisory (Citizenship and Civics)
Elective

Spring Semester

English 11
Trigonometry/Pre-Calculus or Algebra II
Biology AP or Physics
US History AP or US History (1865 – present)
Spanish (III or IV)
Advisory (Personal Finance)
Elective

12th Grade

Fall Semester

English Language and Composition AP or English 12

Calculus AB AP, Statistics AP, Trig./Pre-Calculus, or Math Elective

Biology AP, Physics, or Science Elective
US Government or Social Studies Elective
Spanish (IV or V) or Elective
Advisory (Advanced Composition)
Internship or Elective

Spring Semester

English Language and Composition AP or English 12

Calculus AB AP, Statistics AP, Trig./Pre-Calculus, or Math Elective

Biology AP, Physics, or Science Elective
Economics or Social Studies Elective
Spanish (IV or V) or Elective
Advisory (Advanced Speech)
Internship / Senior Thesis

Note: Elective course offerings may include Fine Arts, Technology/Computers, alternate academic courses (such as a double science in 11th or 12th grade), remedial or supplemental instruction (such as intensive writing or mathematics support), or in-school credit recovery (if applicable).



Name:	
LHA Year:	
2011 Designation:	

Math Standards on Acuity

Math Acuity Average to Date:

1st Quarter (by: 10/12)				2nd Quarter (by: 1/09)				3rd Quarter (by: 3/14)				4th Quarter (by: 5/09)			
Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity
6.1.1				6.1.4				6.1.7				6.3.6			
6.1.2				6.1.6				6.2.2				6.4.1			
6.1.3				6.2.1				6.2.6				6.4.2			
6.1.4				6.2.4				6.3.4				6.4.4			
6.1.5				6.2.5				6.3.8				6.4.5			
6.2.3				6.2.7				6.5.4				6.4.6			
6.3.6				6.3.2				6.5.8				6.6.2			
6.6.2				6.3.7				6.5.10				6.6.3			
6.6.4				6.5.2				6.7.9				6.6.4			
6.7.1				6.5.5				6.7.10				6.6.5			
				6.7.5								6.6.6			
												6.7.2			
												6.7.4			
Q1 Class Average:				Q2 Class Average:				Q3 Class Average:				Q4 Class Average:			
Acuity Q1 Mastery:				Acuity Q2 Mastery:				Acuity Q3 Mastery:				Acuity Q4 Mastery:			

Math Standards on ISTEP+ only

To be covered pre-ISTEP										
Standard	Date	Average		Standard	Date	Average		Standard	Date	Average
6.2.8				6.3.9				6.7.3		
6.3.1				6.5.1				6.7.6		
6.3.3				6.5.9				6.7.8		
6.3.5				6.6.1						



Name:	
LHA Year:	
2011 Designation:	

ELA Standards on Acuity

ELA Acuity Average to Date:

1st Quarter (by: 10/12)				2nd Quarter (by: 1/09)				3rd Quarter (by: 3/14)				4th Quarter (by: 5/09)			
Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity
7.1.1				7.1.1				7.1.2				7.1.3			
7.1.3				7.1.2				7.1.3				7.2.1			
7.2.3				7.1.3				7.2.1				7.2.4			
7.2.4				7.2.3				7.2.3				7.2.5			
7.2.7				7.2.4				7.2.5				7.2.8			
7.3.2				7.2.7				7.2.7				7.2.9			
7.3.3				7.2.9				7.2.8				7.3.2			
7.3.5				7.3.3				7.3.2				7.3.3			
7.3.7				7.4.8				7.3.3				7.3.5			
7.4.8				7.4.10				7.3.7				7.3.7			
7.4.10				7.5.6				7.4.8				7.5.5			
7.5.6				7.6.1				7.4.10				7.5.6			
7.6.2				7.6.2				7.5.5				7.6.1			
				7.6.5				7.5.6				7.6.4			
				7.6.10				7.6.2				7.6.6			
								7.6.10				7.6.10			
Q1 Class Average:				Q2 Class Average:				Q3 Class Average:				Q4 Class Average:			
Acuity Q1 Mastery:				Acuity Q2 Mastery:				Acuity Q3 Mastery:				Acuity Q4 Mastery:			

ELA Standards on ISTEP+ only

To be covered pre-ISTEP										
Standard	Date	Average		Standard	Date	Average		Standard	Date	Average
7.2.10				7.4.3				7.5.4		
7.3.4				7.4.5				7.5.7		
7.3.8				7.4.9				7.6.3		
7.3.9				7.5.1				7.6.7		
7.4.2				7.5.2				7.6.8		



Name:	
LHA Year:	
2011 Designation:	

SS Standards on Acuity and ISTEP (only two standards missing)
SS Acuity Average to Date:

1st Quarter (by: 10/12)				2nd Quarter (by: 1/09)				3rd Quarter (by: 3/14)				4th Quarter (by: 5/09)			
Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity	Standard	Date	Average	Acuity
6.1.19				6.1.19				6.1.22				7.1.14			
6.1.22				6.1.22				6.3.10				7.1.15			
6.2.1				6.2.1				6.3.13				7.1.16			
6.3.3				6.3.11				6.4.4				7.1.17			
6.3.7				7.1.4				7.1.10				7.1.18			
6.3.10				7.1.5				7.1.11				7.1.21			
6.3.11				7.1.6				7.1.12				7.1.22			
6.4.4				7.1.7				7.1.13				7.1.23			
7.1.1				7.1.8				7.1.14				7.1.24			
7.1.2				7.1.9				7.1.21				7.2.1			
7.1.3				7.1.12				7.1.22				7.2.2			
7.1.4				7.1.14				7.1.23				7.2.3			
7.1.19				7.1.19				7.1.24				7.2.4			
7.1.22				7.1.21				7.2.1				7.2.5			
7.3.4				7.1.23				7.2.2				7.3.3			
7.3.5				7.1.24				7.2.3				7.3.11			
7.3.6				7.3.1				7.3.1				7.3.12			
7.3.7				7.3.2				7.3.2				7.3.13			
7.3.8				7.3.3				7.3.3				7.3.14			
7.3.11				7.3.9				7.3.4				7.4.3			
7.4.1				7.3.13				7.3.6				7.4.5			
7.4.3				7.4.3				7.3.7				7.4.6			
				7.4.4				7.3.8				7.4.7			
				7.4.7				7.3.10				7.4.8			
								7.3.13				7.4.9			
								7.4.4							
Q1 Class Average:				Q2 Class Average:				Q3 Class Average:				Q4 Class Average:			
Acuity Q1 Mastery:				Acuity Q2 Mastery:				Acuity Q3 Mastery:				Acuity Q4 Mastery:			

Attachment 5a: Response to Instruction

The RtI process at GLCS is implemented in a three-tiered system in order to meet the specific needs of each scholar. As the tiers increase, the intensity of intervention increases and the number of students found in each tier decreases.

The primary provider of Tier I instruction is the classroom teacher. If a student does not respond to the intervention designed by the RtI team (as demonstrated through progress monitoring) then the student will be referred to Tier II intervention. When a student is moved into Tier II instruction, an Intervention Plan is created. If the student will be receiving Tier II interventions outside of the classroom, the student's guardian will be alerted through Parent Invitation & Notification and will be invited to the RtI meeting. During this meeting, interventions are planned, monitoring protocols are also established. Tier II and III interventions are primarily provided by the Special Education Teacher or Paraprofessionals. (Special Note: A student can be in different tiers for Reading, Math, and Behavior and their Tier can change throughout the year. The goal is not to label or pigeonhole students, but to differentiate instruction to effectively meet student needs.)

Universal Screeners

Universal screenings are given three times a year to establish benchmarks, group students into tiers, and differentiate instruction. The universal screener used depends on the subject and grade level. When students receive accommodations for testing, those students will have their accommodations met. Teachers have a tracker to assure fidelity to those students' plans.

Academic Screeners	Behavioral Screeners
NWEA ISTEP MCLASS Math K-2 TRC K-6 DIBELS Next K-6 Explore PLAN/ACT ECA	Suspension Records Attendance Records Employability Points Scholar Points Educators Handbook Color System Antidotal Notes Risk Screenings

Progress Monitoring

Progress monitoring is the administration of assessments to students. Progress monitoring is done with fidelity and the frequency of progress monitoring depends upon the tier level of the students and based on the RtI plan for each student.

RTI Team members and roles

Principal

The principal guides staff to increase student achievement. He attends RTI meetings whenever possible.

Director of Instruction

The DOIs provide recommendations the RTI coordinator on any students they feel may need additional support beyond tier one. Additionally, the DOIs work to ensure that teachers are effective in tier one instruction. They provide support to classroom teachers at tier one.

Director of School Culture/Director of College Transitions

The DSC/DCT is in charge of ensuring that all students needs are being meet at tier one. Working with the DOIs, the DSC/DCT monitors teachers' use management techniques for all students. She provides support as needed to the classroom teachers to ensure effective tier one management.

Academic Intervention Specialist

The AIS serves as the RTI coordinator . The primary role of the AIS is to ensure that academic interventions are implemented and completed as prescribed by the RTI team. Additionally, the AIS schedules and monitors all interventions and reviews all progress monitoring data. The AIS reports this information back to the team.

Special Education Coordinator

The SEC is the case manager on the RTI team. Additionally, the SEC is responsible for monitoring students in tier 3 of interventions and processing any referrals for speech and/or special education evaluation.

Counselor

The counselor serves as the behavioral specialist on the RTI team. Additionally, the counselor implements and monitors interventions of students at tiers two and three of RTI. She collaborates with the DSC to ensure tier one supports are in place for all students.

Parent Coordinator

The parent coordinator is on consult for all student referrals that involve environmental issues. She may be responsible for finding family resources or completing home visits to help the RTI team meet the needs of the student and family to ensure student achievement.

School Nurse

The nurse completes all universal health screening after a student is referred for RTI. She provides additional support for students who may have a preexisting condition (i.e., asthma or sickle cell) that may be affecting the students' achievement in the classroom.

Small Group Instructor

The SGI provides the instructional intervention as prescribed by the RTI team. The SGI is monitored by the AIS and the SEC to ensure proper implementation of interventions.

Attachment 5b: Continuum of Services for the Least Restrictive Environment (LRE)

GLSC strives for inclusion of all students, providing the least restrictive environment possible. There is an emphasis on staff development and in-service is maintained to ensure that all classroom teachers use effective strategies to ensure student success.

Variations on Environment

Regular class 80% or more (In a regular class room for 80% or more of the day) OR

Resource room (In a regular class room for 40% to 79% of the day)

All or most are brought to the student in his or her classroom. Students of various levels of disabilities are an integral part of the learning environment in the general education classroom. This inclusive classroom allows children with disabilities to participate in class and extracurricular activities, and learn with and befriend their peers. Students with special needs learn and practice with their peers so that they can be assimilated into the adult workplace and societal community. Ideally, the special education teacher shares joint responsibility for all students. In record keeping, the special education teacher retains primary responsibility for the sp. ed. students- reporting their grades, and ensuring that all testing accommodations are provided, and making sure that IEP goals are met. During actual classroom instruction, the special education and general ed. teacher share responsibility for all students. The special education teacher and team go into the classes to work with individuals or small groups. The regular classroom teachers and staff remain flexible. Collaboration between the special education teacher, paraprofessionals (SGI), and the entire staff is essential. The special education teacher and paraprofessionals may need to provide materials for the student to work on in the regular class. Additionally, the classroom teachers must be sensitive to the special needs of the students and be willing to modify their teaching practices to accommodate. Determining the level of SGI support necessary for an individual student requires considering numerous factors, including the needs of individual students, the learning environments in which they participate, and the natural supports available in those environments. All special need students will receive one on one or group assistance from A SGI (Paraprofessional). Some teachers and students may require more support.

GLCS supports 5 basic models for inclusion:

- One teacher, one assistant: one teacher is giving instruction while the other is drifting around to help.
- Two teachers: each can teach in stations, each one teaching a short lesson on a related topic before students switch locations.
- Team teach: both teachers share delivery, jumping in on each other to clarify a topic.
- Two teachers: both teachers can teach the same lesson in two small groups.
- SPED teacher lead: The SPED teacher pulls a small group of students for alternate instruction (a lower group for reinforcement).

Separate class (In a regular class room for less than 40% of the day)

Children who have special education needs spend part of their time in the general education classes. The special education team “pull students out” of their classes for individual or small-group instruction focused on their particular needs. This is done in a quiet classroom with appropriate materials and supplies for the children to get the most out of their time with the special education teacher. The special education teacher maintains open lines of communication with the classroom teachers. The special education teacher and paraprofessionals may need to provide materials for the student to work on in the regular class. Students receive intensive support by the special education teacher. A portion of the day is spent in the resource room. Content and material are adapted. Students may be mainstreamed into the general classrooms with assistance as needed. Students receive highly structured intensive academic or behavioral support due to an impairment that significantly interferes with their ability or the ability of others to benefit from instruction.

Services Outside the School

In the event that a student needs more intensive services and GLCS is unable to provide an appropriate placement or services for a student with special needs, we will contact local districts to discuss placement and service alternatives. The school is currently in the process of working with outside agencies to establish a relation in order to better service students who may benefit from a more restrictive placement (Regional Mental Health, Campana Academy).

Homebound / hospital

Direct instruction is delivered to students with disabilities who are unable to attend school for an extended period of time due to medical and/or psychological illness. Services are meant to be temporary and are provided only until the student is able to return to the primary setting. Student may also receive HB services in an alternative placement or an interim alternative placement due to disciplinary status.

Additional Services**Speech Services**

Speech-language services are provided by several licensed contractors and are designed to support students whose educational and/or social progress is adversely affected by communication difficulties. The speech language pathology services include a range of services such as identification and assessment, direct instruction for students individually, in classroom settings, or in small groups as appropriate, consultation, collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, information sharing with families and other service providers and public education. Any student with delayed, disordered or a typical speech and/or language skills should be brought to the attention of the special education department coordinator.

Psychological Services

Psychological services are provided by a licensed contractor and are primarily evaluative and consultative. They will perform initial individual evaluations and reevaluations. The psychologist

may also observe students in general classroom settings. Before initiating a referral for psychological evaluation, the referring teachers begin interventions and consults with the RTI team.

Occupational Therapy and Physical Therapy

When a student's physical disabilities affect him educationally, it may be appropriate to have the student evaluated by either a physical therapist or an occupational therapist (or both). Services are provided by licensed contractors and are primarily evaluative and consultative. Frequently information from the student's doctor will help determine what type of evaluation is appropriate. Once an evaluation has been completed, either direct or consultative services may be recommended. The purpose of these services is to enable the student to profit from special education.

Accommodations & Modifications for Testing

GLCS uses accommodations to provide students a variety of options to demonstrate what they have learned. Changes or adjustments to classroom instruction ensure students have equal access to the curriculum and have the opportunity to be successful. All students with special needs have the right to receive accommodations / modifications on state test, Standardized assessments, and classroom assignments. The level of accommodations and modifications is based on the student's needs.

Students with special needs participate in all assessment testing within the guidelines of applicable laws. When necessary, the following modifications for testing can be made:

Time Management

- Incorporate breaks between work periods
- Allow extra time for completion of tasks
- Cross off completed tasks from a list on desk
- Provide additional time for homework completion
- Allow extra time for written responses
- Reduce amount of work load from original assignment
- Provide a specific location for turning in work
- Provide a timer for students to use to manage tasks
- Use time management tools (daily planner, assignment sheet, calendar)
- Extend time for projects, assignments
- Change schedule or order of activities to reduce fatigue

Testing

- Provide study questions/study sheets
- Use open book/open notes tests
- Consider effort or participation as part of grade
- Allow one page of notes or a note card for use during test
- Read aloud words, phrases, sentences in questions, or answer choices

- Allow oral responses
- Use a scribe
- Vary the testing format
- Allow use of technology
- Give extra time for completion
- Divide into more than one administration
- Shorten length of a long test
- Limit answer choices

Participation in Cultural Activities

Sped and ELL students are encouraged to participate in all related school activities and extracurricular activities that interest them. For example: sports team, theater programs, clubs, recognition programs.



Gary Lighthouse Charter School

REVISED SCHOOL DISCIPLINE PLAN (2011)

Introduction

In an effort to maintain a safe learning environment that enforces the Lighthouse Academies culture of achievement and respect, GLCS adopts the following discipline system. This system is designed to keep our scholars where they need to be: in the classroom and in school. It is designed to be fair and consistent, where each scholar will be treated equally as the young adults they are becoming.

Step 1: The Classroom

Every teacher at GLCS is responsible for designing their own classroom management system that will foster the healthy development of each scholar under the Lighthouse Academies model, encourage a strong community of learning within the classroom, and provide adequate opportunities for scholars to correct their behavior before being removed from the classroom.

While the classroom teacher will design their own personalized classroom system (GLCS encourages parents to discuss the classroom system with their child's teacher) in terms of monitoring behavior, incentives for good behavior, consequences for bad behavior, etc., all classroom systems must contain the following elements:

- Grades K-6 classrooms model their systems after the program known as **Responsive Classroom** (RC). This is, *"an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools...to help create learning environments where children thrive academically, socially, and emotionally (that) increases student investment, responsibility, and learning, and decreases problem behaviors."* (Please visit www.originsonline.org for more information.)
- Grades 7-8 classrooms model their systems after the program known as **Developmental Designs for Middle School** (DDMS). This program is designed, *"to meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, offer[ing] an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning... based on our belief that healthy, enjoyable relationships are the foundation for success in school."* (Please visit www.originsonline.org for more information.)
- Each scholar is given "warnings" to correct their behavior.
 - In the Lower Academy (K-4), scholars receive six (6) warnings. This count will reset everyday
 - In the Upper Academy (5-8), scholars receive five (5) warnings. This count will reset every class period
- Each warning will be clearly explained to the scholar and documented publically.



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- A scholar will be removed from the classroom upon reaching the last warning to attend In-School Suspension (see Step 2 below).

Step 2: In-School Suspension (ISS)

Upon their final infraction in class, scholars have demonstrated they cannot successfully participate in the learning environment at that time. These scholars will be referred to In-School Suspension. This is a room, which is monitored fulltime and where scholars are expected to continue doing their class work in a setting separate from their regular classroom.

In the Lower Academy (K-5), scholars will be referred to ISS for either a) the remainder of the school day, b) a specified amount of time during the current school day, or c) for the remainder of the day and part of the next school day. No student will be sent to ISS for more than 3 hours in one referral.

In the Upper Academy (6-8), scholars will be referred to ISS for the remainder of the current class period, and will return to class upon the next passing period. If the referral comes with less than 20 minutes remaining in the class period that day, the teacher may elect to refer the scholar for ISS during that same class period the following school day.

For both academies, scholars will not be permitted into ISS without a referral form from the teacher and class work that they will miss while being out of class. Additionally, teachers certify that they have contacted (or will contact before the end of the day) the scholar's family to notify them that their child has been sent to ISS and why. A letter will also be mailed home that day.

In addition to failing to respond to the classroom management system appropriately five (5) or six (6) times, the following actions will earn a scholar an immediate ISS:

- Vulgar language directed at a student or staff member
- Skipping/leaving class without permission
- Horseplay of any kind
- Any use of a cell phone or electronic device during the school day. Cell phone/electronic device will be confiscated until the end of the day
- Tantrums that severely interrupt instruction
- Public Displays of Affection (PDA)
- Instigating a fight

If a scholar receives four (4) In-School Suspension referrals within ten (10) school days, the scholar will be recommended to the principal for out of school suspension (see step 3 below).



Gary Lighthouse Charter School

Step 3: Out of School Suspension

While we prefer to have our scholars in school and in class at all times, once a scholar has demonstrated that they cannot behave appropriately in the classroom and being removed from the classroom does not help reform their behavior, the school is left with no other option than to remove the scholar from school for a limited time.

In addition to receiving four (4) In-School Suspensions within ten (10) school days, the following behaviors will warrant an immediate suspension recommendation:

- Fighting (including food fights) (or being an accomplice)
- Touching another student in an inappropriate manner
- Bullying/threats to teacher/staff/student(s) (or being an accomplice)
- Stealing /theft (or being an accomplice)
- Violation of technology policy
- Leaving ISS w/o permission
- Misconduct in ISS

Either the Principal and the Director of School Culture can issue suspensions. In the unusual case that both the Principal and Director of School Culture are out of the building, a Director of Instruction may issue a suspension. When a scholar is suspended, the scholar's family will be contacted to immediately pick up the scholar. At that time, the suspending school official will meet with the family member to discuss the suspension.

Regardless of a scholar's offense, the length of a suspension somewhat depends on the scholar's previous discipline record. The suspending school official will decide the exact number of days, depending on the severity of the offense. Therefore the following guidelines apply:

- 1st Suspension of the year: 1-3 days
- 2nd Suspension of the year: 3-5 days
- 3rd Suspension of the year: 5 days automatically
- 4th Suspension of the year: 10 days automatically pending an expulsion hearing with the Regional Director



Gary Lighthouse Charter School

Expulsion

Should a scholar demonstrate they are not a fit with the Lighthouse Culture, the principal will recommend the scholar for expulsion by the Regional Director. In addition to receiving four (4) suspensions in one school year, the following activities will earn a scholar and immediate expulsion recommendation:

- Possession of
 - o Alcohol
 - o Drugs
 - o Weapons
 - o Tobacco
- Use/influence of alcohol, drugs, tobacco on school grounds/bus/field trip or during school functions.
- Gang activity/affiliation

Conclusion

This system will be documented using a computer-based program called Educator's Handbook. Through this program, the staff at GLCS will be able to monitor a scholar's entire discipline record on their computer. Teachers will be able to enter referrals through their computer, and all parent communications will be documented as well. It is our hope that with this system, staff and administration will be better able to track scholar behavior in an effort to intervene with scholars, who need extra guidance and support during the school day.

Notes for Consideration Next Year:

- Damage to school property
- Leaving school without permission



Gary Lighthouse Charter School

REVISED CPA SCHOOL DISCIPLINE PLAN (2011)

Introduction

In an effort to maintain a safe learning environment that enforces the Lighthouse Academies culture of achievement and respect, GLCS adopts the following discipline system. This system is designed to keep our scholars where they need to be: in the classroom and in school. It is designed to be fair and consistent, where each scholar will be treated equally as the young adults they are becoming.

Step 1: The Classroom

Every teacher at GLCS is responsible for designing their own classroom management system that will foster the healthy development of each scholar under the Lighthouse Academies model, encourage a strong community of learning within the classroom, and provide adequate opportunities for scholars to correct their behavior before being removed from the classroom.

The classroom teacher will design and manage their own personalized classroom system (GLCS encourages parents to discuss the classroom system with their child's teacher) in terms of monitoring behavior, incentives for good behavior, consequences for bad behavior, etc., all classroom systems contain the following elements:

- Each scholar is given three (3) "warnings" to correct their behavior.
- Each warning will be clearly explained to the scholar and documented publicly.
- A scholar will be removed from the classroom upon reaching the fourth (4th) warning to attend In-School Suspension (see Step 2 below).

Step 2: In-School Suspension (ISS)

Upon their final infraction in class, scholars have demonstrated they cannot successfully participate in the learning environment at that time. These scholars will be referred to In-School Suspension. This is a room, which is monitored fulltime and where scholars are expected to continue doing their class work in a setting separate from their regular classroom.

Scholars will be referred to ISS for the remainder of the current class period, and will return to class upon the next passing period. If the referral comes with less than 20 minutes remaining in the class period that day, the teacher may elect to refer the scholar for ISS during that same class period the following school day.

Scholars will not be permitted into ISS without a referral form from the teacher and class work that they will miss while being out of class. Additionally, teachers certify that they have contacted (or



Gary Lighthouse Charter School

will contact before the end of the day) the scholar's family to notify them that their child has been sent to ISS and why. A letter will also be mailed home that day.

In addition to failing to respond to the classroom management system appropriately, the following actions will earn a scholar an immediate ISS:

- Profane or vulgar language
- Blatant defiance of adult instructions
- Horseplay of any kind or other behavior dangerous to self and others
- Any use of a cell phone or electronic device during the school day. The cell phone/electronic device will be confiscated until the end of the day
- Any severe interruption of instruction
- Public Displays of Affection
- Skipping or walking out of class

If a scholar receives three (3) In-School Suspension referrals within five (5) school days, the scholar will be recommended to the principal for out of school suspension (see step 3 below).

Step 3: Out of School Suspension

While we prefer to have our scholars in school and in class at all times, once a scholar has demonstrated that they cannot behave appropriately in the classroom and being removed from the classroom does not help reform their behavior, the school is left with no other option than to remove the scholar from school for a limited time.

In addition to receiving four (4) In-School Suspensions within ten (10) school days, the following behaviors will warrant an immediate suspension recommendation:

- Fighting, Instigating or being an accomplice to a fight (including food fights)
- Touching another student in an inappropriate manner
- Bullying or being an accomplice/threats to teacher/staff/student(s)
- Stealing or being an accomplice /theft
- Violation of technology policy
- Leaving ISS without permission or failing to report to ISS
- Misconduct in ISS



Gary Lighthouse Charter School

The Principal can issue suspensions. In the case that both the Principal is out of the building, the Director of College Transitions or Director of Instruction may issue a suspension. When a scholar is suspended, the scholar's family will be contacted to immediately pick up the scholar. At that time, the suspending school official will meet with the family member to discuss the suspension.

Regardless of a scholar's offense, the length of a suspension somewhat depends on the scholar's previous discipline record. The suspending school official will decide the exact number of days, depending on the severity of the offense. Therefore the following guidelines apply:

- 1st Suspension of the year: 1-3 days
- 2nd Suspension of the year: 3-5 days
- 3rd Suspension of the year: 5 days automatically
- 4th Suspension of the year: 10 days automatically pending an expulsion hearing with the Regional Director

Expulsion

Should a scholar demonstrate they are not a fit with the Lighthouse Culture, the principal will recommend the scholar for expulsion. In addition to receiving four (4) suspensions in one school year, the following activities will earn a scholar and immediate expulsion recommendation:

- Possession of
 - Alcohol
 - Drugs
 - Weapons
 - Tobacco
- Use/influence of alcohol, drugs, tobacco on school grounds/bus/field trip or during school functions.
- Gang activity/affiliation

Conclusion

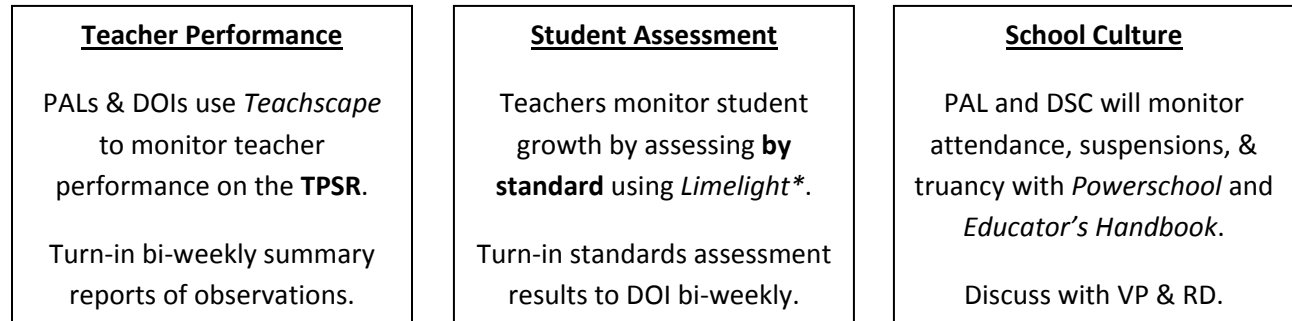
This system will be documented using a computer-based program called Educator's Handbook. Through this program, the staff at GLCS will be able to monitor a scholar's entire discipline record on their computer. Teachers will be able to enter referrals through their computer, and all parent communications will be documented as well. It is our hope that with this system, staff and administration will be better able to track scholar behavior in an effort to intervene with scholars, who need extra guidance and support during the school day.



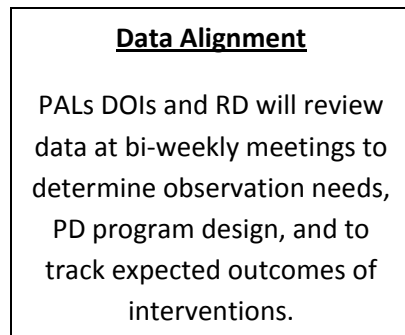
Northwest Indiana Region

Regional Data Management & Professional Development Plan 2011-12

Part I: Data Collection



Part II: Data Analysis



Part III: Differentiated Professional Development

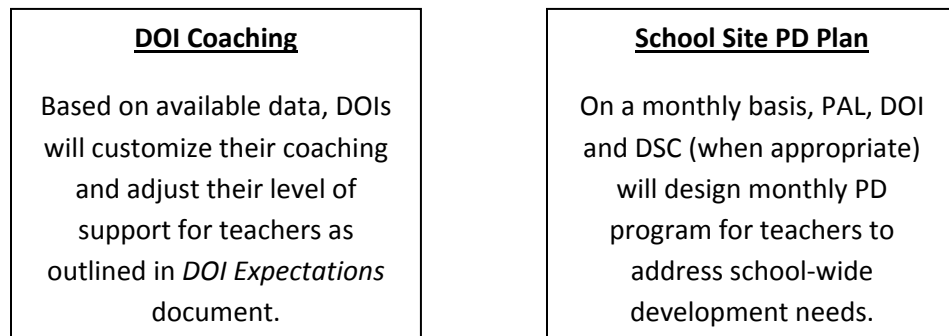


Exhibit 3 - INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Name: _____

Date _____

I. INTRODUCTION: Professional achievement is encouraged, cultivated and celebrated. This Individual Professional Development Plan (IPDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. **These goals must focus on increasing your capacity to assist schools in achieving LHA Network Goals and their individual school goals.**

II. PROFESSIONAL PROFILE (SELF-ASSESSMENT)

A. List your strengths and interests in education specific to the essential functions of your role as delineated in your position description.

B. List your areas of potential growth in education specific to the essential functions of your role as delineated in your position description.

III. GOALS

Each employee will develop three professional goals, which they will actively work on throughout the year. Goals will be measurable, in writing and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with your supervisor. It is critical that these goals are measurable with quantitative data (i.e., survey results, assessment data) and qualitative data (i.e., observations, correspondence with colleagues, etc.). These goals should be focused on developing your own personal capacity. **An example of a goal would be “to develop my capacity to conduct critical conversations”.**

Individualized Professional Goals	
Professional Goal #1	<i>Measures:</i>
<i>Evidence toward meeting the goal::</i>	

Professional Goal #2	<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>	
Professional Goal #3	<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>	

IV. DEVELOPMENT ACTIVITIES

A. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals. **This section may be filled out with your supervisor as you discuss the options available to you that will best help you to meet your goals.

B. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.

V. CONCLUSION: Please discuss your personal development strategy with your supervisor. Once terms have been established, sign the form and give to your supervisor. Remember to keep a copy for yourself. Your supervisor's signature implies that he/she supports reasonable goals in conjunction with the goals of the school

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Highly Effective Teacher Performance¹

First path

- o For teachers in Kindergarten 200% or more of the yearly growth on NWEA for reading/math
- o For teachers in grades 1- 9 - 120% or more yearly growth on NWEA for reading/math²
- o And – the teacher is rated as Effective or Highly Effective on the Teacher Performance System
- o And 95% attendance rate for teachers and students
- o And 90% of the scholars in the teacher’s homeroom or advisory have a parent or guardian participate in at least three of the four quarterly conferences during the school year.

Second Path:

For teachers who do not teach reading and mathematics:

- o 75% of the students in the class are at the proficiency level as measured by state assessments in the subject areas they are assigned to teach
- o And the teacher is rated as Effective or Highly Effective on the Teacher Performance System.
- o And there is a 95% attendance rate for teachers and students
- o And 90% of the scholars in the teacher’s homeroom or advisory have a parent or guardian participate in at least three of the four quarterly conferences during the school year.

¹ Regions may determine regional/state criteria for highly effective teachers for subjects not addressed by NWEA and State Assessments (i.e. Spanish, Art, etc). Such criteria will be reviewed by corporate counsel before implementation.

² If a teacher is responsible for teaching both an ELA block and a math block with the same students (as in most K-4 classrooms), then the teacher’s students must achieve this average growth in BOTH reading and math in order for the teacher to meet this criterion. If a teacher’s primary responsibility involves teaching ELA classes or math classes but not both (as in many classrooms in grades 5-8), then this average growth is required only in the subject taught. All students taught by a teacher in the relevant subject(s) will be considered when calculating the average, even if they are enrolled in different class periods or grade levels.



Northwest Indiana Region

Additional HET Determinations in NWI; An Addendum to the LHA Compensation Policy

For all certified staff, who provide direct educational services to students, but who are not covered under the HET description (Appendix C of the LHA 2012 Compensation Policy), the following criteria will determine their HET status:

- 75% of students pass an “end of course” assessment, as created by LHA, with an 80% or higher;

(For SPED teachers and Title I Interventionists, 75% of their caseload meets their individual growth target on NWEA. For K-8 Specialists, proficiency will be measured on the oldest grade level taught.)

- Teacher and students maintain a 95% average attendance rate for the year; and
- Teacher is rated Effective (Advanced Proficient) on their end of year evaluation



Northwest Indiana Region

Monthly School Site PD Plan

School Site:

Month:

Weekly Plans *(provide a description of activities school site will conduct, sessions, differentiation if any, presenters, etc.)*

Week 1:

Week 2:

Week 3:

Week 4:

Week 5 (if applicable):

Plan Alignment: *(provide an adequate explanation of how these weekly plans 1) respond to your HET data and 2) your CAP goals.)*

Outcomes: *(provide a description of what your leadership team will expect to see in the month following this plan in terms of changed behaviors and outcomes.)*

Please have this plan ready to present at the final Regional PAL meeting of each month.



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: PRINCIPAL

Reports To: Regional Director

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) principals are more than school leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA school leaders are responsible for ensuring all of our students achieve high levels of academic success. We are seeking principals who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

The principal of a Lighthouse Academy school is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our principals are responsible for demonstrating significant and measurable academic gains, each year, with all students. Our principals' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our principals are as follows:

INSTRUCTIONAL LEADERSHIP

I. DATA ANALYSIS

- Lead the school team in reaching the eight network goals; align school goals to the charter and LHA model.
- Manage all school programs in a manner that ensures efficiency, effectiveness and compliance; evaluate programs and make changes, as necessary, in line with the charter and the LHA model.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Provide and present data toward network and school goals to the Board of Trustees and other constituents, as requested.

II. PROFESSIONAL DEVELOPMENT

- Serve as instructional leader, collaborating closely with the Director of Instruction to determine professional development needs of school to meet all network and school related goals.
- Work closely with each individual staff member (both instructional and non-instructional) to assist and guide them with the development of the Individual Professional Development Plan; provide training and allow for opportunities for staff to meet individual goals; evaluate progress toward goals.

III. CULTURE of ACHIEVEMENT and RESPECT

- Provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Create a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior (aligned with the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide) that allows students to take risks and strive to reach goals.

- Establish, model, practice, and reinforce age-appropriate rules and logical consequences when working with students and staff members regarding student behavior.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum, culture and high expectations.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

I. MANAGEMENT

- Establish and manage school operations, procedures, systems, and routines that provide structure for students and maximize instructional time.
- Complete and monitor all compliance requirements (Education law and regulations; federal programs initiatives; student support service programs, emergency plans and protocols).
- Complete all required authorizer, district and network reports with accuracy and timeliness.
- Manage and oversee school budget, ensuring that all financial transactions are completed in accordance with LHA policies and procedures.

II. CULTURE of ACHIEVEMENT and RESPECT

- Recruit, hire, train, and evaluate staff, and complete any other personnel actions, in accordance with LHA policies and procedures.
- Conduct and supervise marketing of school; actively recruit families to ensure full enrollment.
- Establish, build and maintain community partnerships and relationships (arts partners, educational and child advocacy groups, business partners, media) to support the success of a diverse student population and the mission of the school, and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement; as well as to achieve the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience; identify areas for further professional development as part of a professional development plan that is linked to school and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION: Masters Degree in Education, Education Administration or Teaching

EXPERIENCE, KNOWLEDGE & SKILLS:

- Five (5) years teaching experience. Three (3) years of school administrative experience.
- Training and implementation of LHA curriculum programs
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Collaborative leadership and school-based decision making
- Education law and regulations; federal programs initiatives; student support service programs
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

HUMAN RESOURCE INFORMATION

EVALUATION: Goal based evaluation twice a year by Regional Director with input from the local Board of Trustees

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: DIRECTOR of INSTRUCTION

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Directors of Instruction are more than instructional leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA Directors of Instruction are responsible for ensuring all of our students achieve high levels of academic success. We are seeking Directors of Instruction who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

The Director of Instruction of a Lighthouse Academy school is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our directors of instruction are responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our directors of instruction must always be aligned with our mission, vision, core values and education program. The essential functions for our directors of instruction are as follows:

INSTRUCTIONAL LEADERSHIP

I. DATA ANALYSIS

- Provide data to inform the development of the school's Culture of Achievement Plan with respect to the eight (8) network-wide goals.
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with the staff to increase their knowledge and level of comfort with data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

II. PROFESSIONAL DEVELOPMENT

- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior.
- Monitor the pacing and faithful implementation of the education program as outlined in the LHA Curriculum Guides; modify pacing as necessary.

- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide professional development, both internally and externally, to the staff as needed to implement the LHA education program and to achieve goals.
- Assist staff in the development and realization of Individual Professional Development Plans.
- Assist with the development of and oversee the school's staff induction program and mentorship programs; lead the Teacher Leader Fellow program at school site.

III. CULTURE of ACHIEVEMENT and RESPECT

- Work with the principal to provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior as outlined in the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population, and to bring in volunteers and additional resources.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

- Organize and manage all curricular materials, assessment materials and resources; assist with inventory and ordering.
- Coordinate all state and school-based assessments.

PROFESSIONALISM

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION: Masters Degree in Education, Education Administration or Teaching

EXPERIENCE, KNOWLEDGE & SKILLS:

- Three to five (3-5) years teaching experience. Three (3) years of school administrative/leadership experience, including instructional coaching and collaborative leadership
- Training in and implementation of LHA curriculum programs
- Experience with data analysis and using data to target instruction and inform decision making
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: DIRECTOR of SCHOOL CULTURE

Reports To: Principal

ESSENTIAL QUALITIES

The Director of School Culture is a member of the school leadership team. They help transform children's lives by creating opportunities for a brighter future. We are seeking directors who will make the commitment to teach and lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

The Director of School Culture is an instructional and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our Directors of School Culture are responsible for demonstrating significant and measurable gains, each year, with all students. The actions of our Directors of School Culture must always be aligned with our mission, vision, core values and education program. The essential functions for our Directors of School Culture are as follows:

INSTRUCTIONAL LEADERSHIP

I. CULTURE OF ACHIEVEMENT AND RESPECT

- Collaborate with school leadership team to create and manage a safe and welcoming learning environment
- Design and implement systematic approach to managing and intervening on student discipline issues based on the LHA School Culture Guide, Student/Family Handbook, and Responsive Classroom/Developmental Design for Middle School models
- Evaluate implementation of the LHA School Culture Guide, Student/Family Handbook, and Responsive Classroom/Developmental Design for Middle School models at classroom and school levels
- Coordinate School-wide Town Hall Meetings and develop lesson plans to implement the SHINE program
- Coordinate positive programs for students during and after-school (example: student council, peer mediators)
- Research and implement new school culture initiatives to further develop the school culture
- Build a culture of achievement and respect with families, students and school/ network staff
- Model professionalism and the LHA Essential Qualities at all times

II. PROFESSIONAL DEVELOPMENT

- Plan and lead staff learning experiences through professional development and grade level meetings
- Observe in classrooms and provide feedback on behavior management and classroom culture
- Provide coaching and professional development on classroom management, classroom culture and Responsive Classroom/Developmental Design for Middle School

- Build a collaborative culture and individual relationships with teachers, school staff, and school leadership

III. DATA ANALYSIS

- Track and report behavioral data to monitor the social-emotional development of students
- Analyze behavioral data to guide and support the creation of interventions through the Response to Intervention process
- Collaborate with school leadership team to write and monitor the school-wide Culture of Achievement Plan

OPERATIONAL LEADERSHIP

I. CULTURE OF ACHIEVEMENT AND RESPECT

- Foster strong relationships with families and collaborate with Family Coordinator on family events
- Build relationships with community organizations to form partnerships
- Consult with other professional staff, outside agencies and other organizations in order to improve school culture and climate
- Assist leadership team with staff and student recruitment, as well as staff hiring

PROFESSIONALISM

- Collaborate with colleagues (leadership and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

PREFERRED QUALIFICATIONS

I. EDUCATION: Bachelor's degree

II. EXPERIENCE, KNOWLEDGE & SKILLS:

- Five (5) years teaching experience with proven track record of raising student achievement scores
- Experience coaching and providing professional development to teachers
- Highly effective classroom management skills
- Training and experience with Responsive Classroom and Developmental Design for Middle School, as well as other LHA curricular programs
- Proven success in turning best practices into outstanding academic results
- Knowledge of education law and regulations with specific knowledge of special education and student suspension guidelines
- Ability to use data managements tools, organizational tools, and Microsoft Office computer programs

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward school goals, individual professional development plan and Vision of Excellence

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: **Director of College Transitions**

Reports To: **Principal**

ESSENTIAL QUALITIES

We are seeking a full-time entrepreneurial Director of College Transitions (DCT) who is dedicated to achieve a 100 percent acceptance rate to four-year colleges and universities for our graduating classes. The DCT helps to transform teenagers' lives by creating opportunities for a brighter future. We are seeking a DCT who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy Director of College Transitions works to create and enhance a college focused culture of achievement and respect where high expectations and results are the norm in the College Prep Academy (CPA). The DCT is responsible for developing, coordinating and implementing all aspects of the college search, admissions and alumni support processes. The DCT's actions must always be aligned with our mission, vision, core values and education program. The essential functions for the DCT are as follows:

COLLEGE AWARENESS & SCHOOL CULTURE

- Create and execute educational programs and materials for students, parents and teachers regarding the college application process.
- Educate students, staff and parents in the K-12 Lighthouse Academies community about colleges, the college admissions process, trends, procedures and testing.
- Meet with students, individually and in groups, to talk about the admissions process, individual college choices and high school curricular choices.
- Compile an annual school profile and collaborate with the office manager to maintain student records including grade point averages and transcripts.
- Teach and facilitate an advisory class of approximately 15 students that focuses on 1) non-academic college prep, 2) student progress case management and 3) direct connection and communication with advisees' families.
- Serve as the Advanced Placement coordinator and help administer AP exams.
- Teach students and staff about ACT and college entrance exams.
- Lead workshops for family members and students regarding the college admissions and financial aid processes.
- Collaborate with other DCTs and the LHA education team to refine and implement advisory class curriculum as it relates to college admission and preparation for the ACT.
- Collaborate with English and advisory teachers to support the development of student essays for college applications.

- Create and execute professional development opportunities for staff to build their capacity to support college preparation and admissions processes.
- Coordinate at least four college visits for students each year.
- Coordinate, schedule and arrange guest speakers from local organizations and colleges to present at CPA.

COLLEGE PARTNERSHIPS

- Develop relationships with and serve as a liaison to college admissions offices.
- Facilitate meetings between college admissions representatives and our students.
- Support the CPA principal and staff to identify community resources (tutors, after school programs) that will support academic enrichment opportunities.
- Support the CPA principal and staff to implement a community-based internship program for juniors and seniors.

COLLEGE TRANSITION

- Advise students and families as they go through the college application process.
- Coordinate the letter of recommendation process for each senior and/or students who are applying for grants and scholarships.
- Develop and oversee system of tracking applications, acceptances, etc.
- Develop and oversee support systems, alumni networking and data collection for CPA graduates

PROFESSIONALISM

- Collaborate with colleagues to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Attend the week-long summertime conference for the entire LHA network.
- Participate in a summertime professional development institute before the opening of school.
- Access meaningful learning experiences and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon the college coordination experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Talent Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.
- Complete any other tasks or duties as assigned by the principal

MINIMUM QUALIFICATIONS

EDUCATION: Master's Degree in Education

EXPERIENCE, KNOWLEDGE & SKILLS:

- A minimum of two (2) years prior teaching and/or college counseling experience working in an innovative, urban educational program
- Required state teaching certification/licensure; Highly Qualified status under *No Child Left Behind*
- Proven track record of preparing students to be successful applicants to and succeed in college
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Proven track record of leveraging community resources for schools
- Proven track record of developing and implementing systems for successful college application and alumni support processes
- Experience using technology (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Goal-based evaluation two times per year by Principal

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

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Title: TEACHER LEADER FELLOW

Reports To: Principal

ESSENTIAL QUALITIES

The Teacher Leader Fellow is a Lighthouse Academy (LHA) master teacher and school leader in training. They help transform children's lives by creating opportunities for a brighter future. We are seeking teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Teacher Leader Fellow is someone whose masterful teaching abilities have resulted in significantly closing the achievement gap with his/her students. While in the Teacher Leader Fellow training program, the Teacher Leader Fellow will continue his/her masterful teaching in a classroom, at the same time learning and executing the skills necessary to become an effective School Leader with Lighthouse Academies.

All Teacher Leader Fellows' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTIONAL LEADERSHIP

I. MASTERFUL TEACHING

- Demonstrate exemplary teaching as outlined in the LHA Teacher Performance Standards and through the effective implementation of the LHA Education Program.
- Create and manage a safe and welcoming learning environment.
- Demonstrate effective and meaningful use of arts-infusion in his/her classroom.
- Class serves as model classroom for instructional rounds (peer observation)

II. DATA ANALYSIS

- Demonstrate turning data analysis into differentiated and targeted instruction in his/her classroom.
- Demonstrate success in meeting or exceeding LHA network-wide goals.
- Assist the leadership team with the writing and monitoring of the school-wide Culture of Achievement Plan

III. PROFESSIONAL DEVELOPMENT

- Research, plan and implement two school based Professional Development sessions.
- Lead grade level/content area meetings

- Complete required Professional Development sessions and calls as determined by school and network
- Maintain a reflection journal.
- Participate in learning walks quarterly with leadership team.

IV. CULTURE OF ACHIEVEMENT AND RESPECT

- Build a culture of achievement and respect with families, students and school and network staffs.
- Model professionalism and the LHA Essential Qualities at all times.

OPERATIONAL LEADERSHIP

I. MANAGEMENT

- Assist Director of Instruction with the organization and management of program resources.
- Assist Director of Instruction with the coordination of LHA and state assessment programs, both logistics and organization of materials.
- Implement pre-assessment strategies to motivate students and decrease test anxiety in his/her classroom.
- Draft a school based project in collaboration with the school leadership team.
- Utilize school and network resources to complete project in alignment with the LHA Education Model.

PREFERRED QUALIFICATIONS

I. EDUCATION: Masters Degree in Education, Education Administration or Teaching

II. EXPERIENCE, KNOWLEDGE & SKILLS:

- Three (3) years teaching experience
- Required state teaching certification/licensure
- Highly Qualified status under No Child Left Behind
- Strong desire to work within an innovative, urban educational program
- Proven track record of raising student achievement scores in an urban environment
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Training and implementation of LHA curriculum programs
- Instructional coaching and/or mentoring
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Performance Standards Rubric and standards set for Teacher Leader Fellow Program, network goals, and Individualized Professional Development Goals.

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Stage 1 Teacher Leader Fellow: Full-time Academic Year (11 month employee), Exempt
Stage 2 Teacher Leader Fellow: Full-time, Administrative (12 month employee), Exempt

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Data Analysis	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to...	understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and support DOI in differentiating planning, interventions, and coaching of teachers to ensure all of our students achieve high levels of academic success.
	Action 2: Actively monitor and analyze teacher performance standard data, in order to...	have accurate, ongoing knowledge of teachers' levels of effectiveness on the LHA teacher evaluation rubric and vis-à-vis teachers' individual IPDPs, and know how to tailor school-wide and individual planning, support, interventions, and management of staff and resources to meet the mission.
	Action 3: Actively monitor and analyze non-academic student data in school, in order to...	have accurate, ongoing knowledge of students' progress against school-wide and network goals, and know how to tailor your school-wide and individual teacher planning, support, interventions, and management of staff and resources in order to meet the mission.
	Action 4: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how school culture is serving or hindering key goals, and know how to tailor school-wide and individual planning, interventions, and management of staff and resources to meet the mission.
	Action 5: Following a collaborative review of spring data, establish, monitor, and revise (after fall and winter data collection) the school's Culture of Achievement Plan in order to ...	create a data-driven school culture that uses an analysis of needs to inform school-wide and individual professional development, instructional interventions, family involvement opportunities, and the management of staff and resources.
Instructional	Action 1: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional and operational model and provide valuable support for student achievement.
	Action 2: Establish structures and systems, such that...	the time of the school leadership, instructional staff, and non-instructional staff enables them to be focused on ensuring all students and staff achieve LHA and school goals.

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Leadership: Professional Development	Action 3: Observe and coach DOI to his/her Vision of Excellence, such that...	the DOI can identify Vision of Excellence actions that are areas of strength and growth, and s/he is able to accomplish the outcomes of his/her Vision of Excellence.
	Action 4: Communicate about and lead effective execution of the IPDP process, such that...	all team members are encouraged to set goals and reflect on them throughout the year, team members who are struggling receive the necessary support and/or are appropriately dismissed in a way that minimizes any negative impact on the staff and the school culture, and all team members participate in the process in a way that best promotes professional, personal, and student growth.
	Action 5: Conduct data analysis and map out professional development plans with school leadership (DOI, DSC, TLF), such that...	school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan, that professional development plans are directly aligned to student achievement data and observation data such that school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan and that professional development plans are directly aligned to student achievement data and observation data in order to ensure differentiated support for team members.
	Action 6: Directly lead school-wide staff learning experiences, such that...	teachers internalize essential content and mindsets based on student or teacher data.
	Action 7: Collaboratively manage Title 1 and special education teams such that...	instruction is data driven, high quality, and consistent with the LHA model and relevant laws.
	Action 8: Collaborate with school leadership team to identify, promote, and support teacher leadership, such that...	teachers are able to share their areas of expertise with the larger school community (i.e., leading professional development, contributing to the school newsletter, conducting school-wide family nights) while at the same contributing to the collaborative culture at the school and across the LHA network.

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Culture of Achievement and Respect	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.
	Action 2: Create and manage the approved code of conduct in conjunction with Responsive Classroom/Developmental Designs, such that...	expectations of students, leadership, staff, and families are clear and all school community members are invested in building and maintaining a culture of achievement and respect, Responsive Classroom/Development Designs components are evident in the life of the school, and students use school time productively to learn and develop positive social-emotional skills.
	Action 3: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.
	Action 4: Build and maintain proactive relationships with RD and other LHA network employees as applicable, such that...	they are invested in school-specific goals as identified in the CAP, provide valuable support to leadership - both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and best practices that reflect the LHA mission, vision, and core values are shared across the network.
	Action 5: Build proactive relationships with members of Board of Trustees and actively participate in Board Meetings, such that...	a clear picture of the operations and progress of the school are communicated through monthly board reports, and there is a clear and ongoing line of communication between all stakeholders regarding the school.

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
	Action 6: Conduct regular evaluations of instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.
	Action 7: Participate in Cambridge Education, LHA education team school visits, and authorizer visits (including preparation for the site visits) in order to...	reflect on, monitor, and act upon feedback pertaining to school culture, achievement, and fidelity to implementation of the school's charter and the LHA model.
Operational Leadership: Management	Action 1: Actively manage the school charter and budget in accordance with LHA policies and procedures, such that...	resources are allocated strategically, to support the LHA model, and in accordance with budgetary constraints.
	Action 2: Customize operational visions to realities of school site, such that...	all school-based staff have clear understanding of expectations and goals for school operations in accordance with LHA, charter authorizer, and state policies and procedures.
	Action 3: Build capacity of and manage OM's, FC's, custodians, and other support staff's ongoing execution of operations at school site, such that...	the school is a safe and clean place, school operations run smoothly and in accordance with LHA, authorizer, and state policies and procedures, all LHA, authorizer, and state reports are completed accurately and timely, and instructional staff are able to achieve goals with their students.
	Action 4: Conduct regular evaluations of non-instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	non-instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Operational Leadership: Culture of Achievement and Respect	Action 1: Market the school and recruit and hire staff with effective and strategic marketing materials and approaches, such that...	the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.
	Action 2: Recruit families through the use of effective and strategic marketing materials and approaches such that...	the school is fully-enrolled with a waitlist, students and families are knowledgeable about and committed to the mission.
	Action 3: Engage families in varied opportunities to participate in their child's education throughout the year such that...	families are invested in the school and their student's learning.
	Action 4: Establish and maintain relationships with arts partners, such that...	the arts partner is invested in the school, its students and its goals which yields a well-planned and successfully implemented arts infusion program from which the students and teachers benefit throughout the year.
	Action 5: Establish and maintain relationships with other community based organizations (CBOs), such that...	CBOs are invested in the school and support it as appropriate to the mission, vision, core value, and its drive to achieve its goals.

DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Data Analysis	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to...	understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and know how to differentiate school-wide and individual planning, interventions, professional development and coaching of teachers to ensure all of our students achieve high levels of academic success.
	Action 2: Actively monitor and analyze student achievement in classrooms, in order to...	have accurate, ongoing knowledge of students' levels of progress against goals in each classroom, and know how to tailor school-wide and individual teacher planning, interventions, and coaching of teachers in order to meet individual student and classroom needs.
	Action 3: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how culture is serving or hindering key goals, and know how to tailor school-wide and individual teacher planning, interventions, and support to meet the mission.
Instructional Leadership: Professional Development	Action 1: Collaborate with school leadership, LHA education team and TLF (as appropriate) on data analysis (including formal and anecdotal data) to inform and guide strategic planning of the school Culture of Achievement Plan and professional development calendar and plans, such that...	school wide initiatives, Culture of Achievement Plans and professional development calendar and plans are directly aligned to student achievement data and observation data, and such that the leadership team makes smart choices that provide differentiated support to address the needs of various segments of the staff and student body.
	Action 2: Effectively plan and lead staff learning experiences through professional development (including 20 days of professional development) and grade level meetings, and model effective instructional practices, such that...	teachers internalize essential content, build skill, gain insight through reflection and analysis, and strategically prioritize their time and are able to apply their learnings to advancing student achievement in their classrooms.

DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Professional Development (continued)	Action 3: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional model and provide valuable support for student achievement.
	Action 4: Effectively execute the coaching model with individual teachers, such that...	teachers effectively develop toward individual IPDP goals and rubric goals and develop in their use of data to drive instruction, leading students to academic goals aligned with the LHA education model at the recommended pace.
	Action 5: Provide individualized modeling and support to Teacher Leader Fellows (TLF) such that...	TLF receive ample opportunities to fulfill their responsibilities including data analysis, professional development, model teaching and reflective practice.
	Action 6: Build and maintain proactive relationship with LHA education team as applicable, such that...	they are invested in school-specific goals and provide valuable support to leadership, both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and there is a continuous feedback loop between the school and LHA aimed at continuous improvement of programming.
	Action 7: Participate in Cambridge Education, LHA education team site visits, and authorizer visits (including preparation for the site visits), such that...	the school site visit runs smoothly with all logistics coordinated appropriately, and the DOI is able to receive and give accurate feedback to best support the goals of the their own school and the school they visit (respectively), and the DOI can reflect and act upon feedback pertaining to school culture, teaching, achievement, and fidelity to the implementation of the LHA model.
	Action 8: Ensure Arts Partner and arts infusion specialist collaborate with teachers, such that...	students receive arts infused education and teachers' capacity to infuse arts into their curriculum is increased.
Instructional Leadership: Culture of Achievement and	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.

DIRECTOR OF INSTRUCTION VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF INSTRUCTION POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Respect	Action 2: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.
Operational Leadership: Management	Action 1: Track, order, and coordinate all curricular and assessment materials, such that...	teachers and students have the materials needed to reach classroom goals
	Action 2: Coordinate administration of all school-wide assessments (NWEA, state) such that...	all assessment administrations are in compliance with state, LHA, and specific assessment regulations including scheduling and individual student accommodations within IEPs; and ensure teachers and students have the materials needed to be successful with such assessments.
Operational Leadership: Culture of Achievement and Respect	Action 1: Actively participate in the recruitment and hiring process of all instructional staff following appropriate LHA protocols such that...	the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.

DIRECTOR OF SCHOOL CULTURE

VISION OF EXCELLENCE

(POSITION DESCRIPTION ESSENTIAL FUNCTIONS)

Essential Functions	Actions	Outcomes
Instructional Leadership: Data Analysis	Action 1: Track and report behavioral data throughout the school year, such that....	staff is able to monitor the social emotional development of their students, and reflect on their own responses to behavior.
	Action 2: Analyze behavioral data throughout the school year to guide and support the creation of interventions , so that...	the interventions created for teachers, students, and families are targeted and needs-based to improve student performance in school.
	Action 3: Collaborate with school leadership team, regional staff, and TLF (as appropriate) on data analysis (including formal and anecdotal data) to inform and guide strategic planning of the school Culture of Achievement Plan and professional development plan, such that...	school wide initiatives, Culture of Achievement Plans and professional development calendar and plans are directly aligned to student achievement data and observation data, and such that the leadership team makes smart choices that provide differentiated support to address the needs of various segments of the staff and student body.
Instructional Leadership: Professional Development	Action 1: Effectively plan and lead culture-focused staff learning experiences through professional development and grade level meetings, and model effective behavioral practices, such that...	teachers build skills, increase their knowledge of child development, and gain insight through reflection and analysis to apply their learnings in order to advance student achievement in their classrooms.
	Action 2: Observe and model in classrooms to provide feedback and examples on behavior management and classroom culture, so that...	teachers effectively develop toward individual IPDP goals and rubric goals and are leading students to academic goals.
	Action 3: Provide RC/DDMS support, including sharing of best practices and resources, as well as coaching teachers on RC/DDMS methods, so that...	teachers build their capacity to manage behavior issues and take accountability for developing behaviors so that students follow school-wide rules and adhere to community expectations.

DIRECTOR OF SCHOOL CULTURE

VISION OF EXCELLENCE

(POSITION DESCRIPTION ESSENTIAL FUNCTIONS)

	Action 4: Develop rigorous lesson plans and collect resources on the SHINE qualities and core values, so that...	teachers and leaders deliberately teach these concepts so that students demonstrate and internalize these qualities and values.
	Action 5: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional model and cultural model and provide valuable support for student achievement.
Instructional Leadership: Culture of Achievement and Respect	Action 1: Collaborate with school leadership team to create, teach and model school-wide rules and expectations, such as lunch procedures, transitions, and behavior in specials, so that...	staff implement school-wide expectations consistently and students understand and demonstrate scholarly expectations.
	Action 2: Create a welcoming environment and culture of achievement aligned with the LHA School Culture Guide such that...	all students and staff members feel safe, are able to grow and challenge one another in ways that ultimately promote student achievement.
	Action 3: Coordinate Town Hall Meetings, achievement celebrations, and school-wide positive incentive programs, such that...	students, staff, and families understand the school rules, embody LHA core values, and celebrate successes of students to increase motivation for students to continue to perform at high levels.
	Action 4: Implement positive programs for students during and after-school (student council, peer mediators, and student ambassadors), such that...	students have the opportunity to develop leadership skills and take responsibility for creating a culture of achievement and respect.
	Action 5: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members, such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.
	Action 6: Set expectations and operate in ways that consistently model Lighthouse Academies' core values, and intervene when mission, vision, and core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.

DIRECTOR OF SCHOOL CULTURE

VISION OF EXCELLENCE

(POSITION DESCRIPTION ESSENTIAL FUNCTIONS)

	Action 7: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how culture is serving or hindering key academic goals, and know how to tailor school-wide and individual teacher planning, interventions, and support to meet the mission.
	Action 8: Research and implement new initiatives around school culture, in order to...	further develop a culture of respect and achievement.
Operational Leadership: Culture of Achievement and Respect	Action 1: Foster strong relationships with parents of students, such that....	parents of students feel informed and involved in the decisions regarding their children and support the school's disciplinary decisions.
	Action 2: Collaborate with family coordinator on family involvement, so that...	families help to create the school culture, are invested in the school culture, and are informed about methods they can use at home to improve student behavior.
	Action 3: Build relationships with community organizations that result in robust partnerships, so that...	students and families have access to wide-array of resources and services that will best meet their needs and circumstances.
	Action 4: Foster relationships with other strong schools and organizations, so that...	students have access to many extraneous opportunities and the school is modeled on best behavioral practices

DIRECTOR OF COLLEGE TRANSITIONS

VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF COLLEGE TRANSITIONS POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
College Awareness and Culture	Action 1: Provide opportunities for students, staff, and families to become informed about the importance of college, to become excited about college, and to learn how to become prepared for college such that...	a college-ready school culture exists in which all parties are excited for students' college experiences, know their roles and expectations for maximizing student preparation for college, and internalize a sense of urgency regarding student achievement
	Action 2: Direct and facilitate college related advisory course curriculum such that...	advisory prepares students for college transitions, advisors are knowledgeable about college-related content, and students and advisors have necessary materials and tools to offer effective advisory lessons
	Action 3: Direct and coordinate college-related testing and accompanying courses such that...	students have the experiences necessary to apply to and thrive in college, and so administrators can monitor student progress against school-wide and network goals.
	Action 4: Coordinate events that allow students to visit and hear presentations from community organizations and colleges in order that...	students be exposed to new opportunities and people that will both motivate and support their college and professional aspirations.
	Action 5: Assist students and their families as they choose academic plans of study and coach students with academic concerns, challenges, and questions such that...	students participate in plans of study that support college transitions and readiness, take courses that are responsive to learning needs and personal interests, and feel supported in academic decision making.

DIRECTOR OF COLLEGE TRANSITIONS

VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF COLLEGE TRANSITIONS POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
College and Community Partnerships	Action 1: Develop relationships with and serve as a liaison to college admissions offices and other College Transition Directors in order to ...	better understand the admissions and financial aid process, student selection, and establish mutually beneficial partnerships.
	Action 2: Collaborate with the CPA principal and staff in identifying community resources (tutors, after school extracurricular programs) that will support enrichment opportunities for students in order to...	diversify program offerings for all students, and ensure that students have the academic, social, financial, and emotional resources and tools to succeed in high school, college, and beyond.
	Action 3: Collaborate with the CPA principal and staff to implement a community-based internship program for juniors and seniors in order to...	provide students with meaningful connections between current academic learning, students' interests, coursework in college, and future career options.
	Action 1: Advise and inform students, staff, and families as students go through the college and financial aid application processes in order to...	ensure that students, staff, and families identify and respond to admission and financial aid requirements and timelines and are offered support, materials, and programs to aid in the admissions process.

DIRECTOR OF COLLEGE TRANSITIONS

VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM DIRECTOR OF COLLEGE TRANSITIONS POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
College Transitions	Action 2: Collaborate with students, families, and staff to coordinate and create admissions and financial aid documents in order to...	ensure that students have complete and full applications that reflect their accomplishments and qualifications
	Action 3: Develop and oversee tracking systems to monitor CPA student and alumni progress in order to...	support and respond to student and alumni needs, provide accurate student information to colleges and scholarship programs, and track and consider academic achievement in light of CPA's college goals.
	Action 4: Support and connect CPA alumni in order to...	maintain a sense of community, to ensure alumni have necessary tools to be successful, and to develop a network of active and engaged alumni.

Teacher Leader Fellow Vision of Excellence

STAGE 1: DEVELOPMENT

The first stage of the Teacher Leader Fellow program consists primarily of the training and acquisition of school leadership skills, specifically the skill set of the Director of Instruction. Fellows will be expected to teach full-time, in addition to performing the outlined activities. As a Fellow, the expectation is that a Fellow's classroom is a model classroom, where masterful teaching is the norm and the closing of the achievement gap occurs consistently as measured by the meeting or exceeding of classroom/school-based assessment goals. Fellows will be evaluated using the Individualized Professional Development Plan, the standard Teacher Evaluation protocol and a Rubric-Based Evaluation specific to this program. Fellows will be paid a stipend to compensate them for their participation in this program.

OUTCOME	ACTIVITIES
Instructional Leadership: Masterful Teaching <i>TLFWBAT exhibit qualities and actions of a 'masterful teacher' at all times.</i>	1. TLF will demonstrate exemplary teaching and as outlined in the LHA Teacher Performance Standards and through the effective implementation of the LHA Education Program. 2. TLF will create and manage a safe and welcoming learning environment. 3. TLF will demonstrate effective and meaningful use of arts-infusion in his/her classroom. 4. TLF will be model classroom for instructional rounds (peer observation)
Instructional Leadership: Data Analysis <i>TLFWBAT collect, organize, understand and analyze data to impact classroom and school-wide instruction and culture.</i>	1. TLF will demonstrate turning data analysis into differentiated and targeted instruction in his/her classroom. 2. TLF will demonstrate success in meeting or exceeding LHA network-wide goals. 3. TLF will assist the leadership team with the writing and monitoring of the CAP.
Instructional Leadership: Professional Development <i>TLFWBAT provide professional development based on school needs.</i>	1. TLF will research, plan and implement two school based PD sessions. 2. TLF will lead grade level meetings (their own team at least 4x/year). 3. TLF will complete required Professional Development sessions and calls as determined by school and network. 4. TLF will maintain a reflection journal. 5. TLF will participate in learning walks quarterly with leadership team.

Instructional Leadership: Culture of Achievement and Respect <i>TLFWBAT build a culture of achievement, respect and responsibility.</i>	1. TLF will build a culture of achievement and respect with families, students and school and network staffs. 2. TLF will model professionalism and the LHA Essential Qualities at all times.
Operational Leadership: Management <i>TLFWBAT organize and manage curricular materials, assessment programs and assessment resources.</i>	1. TLF will assist DOI with the organization and management of program resources. 2. TLF will assist DOI with the coordination of LHA and state assessment programs, both logistics and organization of materials. 3. TLF will implement pre-assessment strategies to motivate students and decrease test anxiety in his/her classroom.
School Based Project <i>TLFWBAT complete a school based project determined collaboratively with the school leadership team based on TLF area of interest and/or growth.</i>	1. TLF will draft a school based project in collaboration with the school leadership team. 2. TLF will utilize school and network resources to complete project in alignment with the LHA Education Model.

STAGE 2: EXECUTION

The second stage of the Teacher Leader Fellow program consists of the full implementation of Stage 1 learnings in authentic leadership experiences. Fellows will still be responsible for a full cohort of students; however, release time and coverage will be provided to allow for the completion of the required activities. In Stage 2, the expectation continues that a Fellow's classroom is a model classroom, where masterful teaching is the norm and the closing of the achievement gap occurs consistently as measured by the meeting or exceeding of classroom and/or /school-based assessment goals. Fellows will be evaluated using the Individualized Professional Development Plan, the standard Teacher Evaluation protocol and a Rubric-Based Evaluation specific to this program. Fellows will be paid a stipend to compensate them for their participation in this program.

OUTCOME	ACTIVITIES
Instructional Leadership: Masterful Teaching <i>TLFWBAT exhibit qualities and actions of a 'masterful teacher' at all times.</i>	1. TLF will demonstrate exemplary teaching and as outlined in the LHA Teacher Performance Standards and through the effective implementation of the LHA Education Program. 2. TLF will create and manage a safe and welcoming learning environment. 3. TLF will demonstrate effective and meaningful use of arts-infusion in his/her classroom. 4. TLF will be model classroom for instructional rounds (peer observation) 5. TLF will be lead for instructional rounds of various teams.
Instructional Leadership: Data Analysis <i>TLFWBAT collect, organize, understand and analyze data to impact classroom and school-wide instruction and culture.</i>	1. TLF will demonstrate turning data analysis into differentiated and targeted instruction in his/her classroom. 2. TLF will demonstrate success in meeting or exceeding LHA network-wide goals. 3. TLF will oversee one component of the CAP with guidance from the DOI and Principal. 4. TLF will monitor achievement of students in classrooms of instructional staff being coached.
Instructional Leadership: Professional Development <i>TLFWBAT provide professional development based on school needs.</i>	1. TLF will research, plan and implement a school and regional/network based PD sessions. 2. TLF will lead assigned grade level/content meetings (not TLFs team). 3. TLF will complete required Professional Development sessions and calls as determined by school and network. 4. TLF will maintain a reflection journal. 5. TLF will conduct and facilitate debrief of learning walks quarterly with leadership

	team. 6. TLF will execute coaching model and coach assigned groups of instructional staff members. 7. TLF will lead their own grade level/content meetings (minimally 4x/yr).
Instructional Leadership: Culture of Achievement and Respect <i>TLFWBAT build a culture of achievement, respect and responsibility.</i>	1. TLF will build a culture of achievement and respect with families, students and school and network staffs. 2. TLF will model professionalism and the LHA Essential Qualities at all times.
Operational Leadership: Management <i>TLFWBAT organize and manage curricular materials, assessment programs and assessment resources.</i>	1. TLF will assist DOI with the organization and management of program resources including inventory and spring ordering. 2. TLF will assist DOI with the coordination of state assessment program, both logistics and organization of materials. 3. TLF will implement pre-assessment strategies to motivate students and decrease test anxiety in his/her classroom
School Based Project <i>TLFWBAT complete a school based project determined collaboratively with the school leadership team based on TLF area of interest and/or growth.</i>	1. TLF will draft a school based project in collaboration with the school leadership team. 2. TLF will utilize school and network resources to complete project in alignment with the LHA Education Model.

Lighthouse Academies Professional Teacher Observation and Evaluation System

Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.

-from The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge

Lighthouse Academies strives to be a learning organization. Our *professional teacher observation and evaluation system* aims to generate important conversation, reflection and learning that yield, as Senge says, a “hunger” to “do something we were never able to do.” At Lighthouse Academies we seek to change the future of the children we serve by preparing them for success in college. This requires all of us to get smarter about the levers that go with the positions we hold.

The Teacher Observation and Evaluation System has three purposes. One is to clarify how Lighthouse teachers are formally evaluated and to outline specific standards that we expect of Highly Effective educators. A second, and perhaps more important, purpose is to articulate how teachers, as a network of educators who share the same mission and goals, continually learn from each other to improve the quality of their teaching, learning and leadership. Based on teacher performance throughout the evaluation cycle, differentiated support is provided to foster professional growth. Lastly, the evaluation provides evidence for employment decisions including teacher promotion, retention and supplemental compensation (as provided in the approved compensation policy).¹

As always, we encourage you to reflect on how well this system works for you and to share with the LHA Education Team your ideas and insights for improvement.

Statement of Goals

The system for evaluating teachers has three goals:

1. To promote the teacher’s professional growth and development.
2. To support the continuous improvement of the education program in the school.
3. To make decisions on continuing employment, promotion, and supplemental compensation of the teacher.

To achieve these goals Lighthouse Academies has designed an annual review cycle that actively involves several parties and multiple sources of data. Many of the data sources provide feedback on inputs. The system is designed to take these inputs into account but to make judgments about the teacher’s success and continued employment based on achievement of Lighthouse Network and individual school’s goals.

The Evaluation Cycle

The evaluation cycle is a year-long process. It is designed to include time for personal goal setting, self-reflection, feedback, data collection and formal documentation. The steps are outlined below, and the documents and people are explicated in the next section.

¹ Please see the current fiscal year approved compensation policy for more information on supplemental compensation.

The observation and evaluation cycle will include the following:

Summary Table of the Cycle of Observations			
Steps & Descriptions	Documents Needed	Timeline for Teachers NEW to LHA	Timeline for RETURNING Teachers
Step 1: Overview for Staff The principal convenes an initial staff meeting to review the evaluation system, school goals, compensation policy rubric and the proposed professional development activities for the school year.	<i>Teacher Evaluation Protocol</i>	Prior to the first day of school	
Step 2: Teachers Complete a Self-Assessment and Develop an IPDP Using the self-assessment (Exhibit 2) and the TPS rubric as a guide, each teacher develops an Individual Professional Development Plan (IPDP) with the guidance of the principal and/or Director of Instruction (DOI). Within the IPDP (Exhibit 3), the teacher and the principal agree to professional development goals. The plan is in writing and signed by the principal, the teacher and the mentor if one is assigned.	<i>TPS Rubric Self-Assessment IPDP</i>	Prior to September 30th	Prior to the first day of school Note: Returning teachers may opt to use their end of the year self-evaluation and most recent IPDP from the previous year.
Step 3: Classroom Observation The principal completes a formal <i>classroom observation</i> (for at least 30 minutes) a minimum of three times per academic year. ² The purpose of these observations and conferences is to provide feedback to teachers that impacts teaching and learning in the classroom throughout the year.		<i>By End of First Marking Period</i> – 1 st observation <i>By March 1st</i> - 2 nd observation <i>By June 1st</i> – 3 rd observation (same dates for returning teachers)	Note: School leaders may (but are not obligated to) conduct two rather than three formal observations for a returning teacher who received a “proficiency” or “mastery” rating on the previous end-of-year review. For these selected teachers, principals conduct a formal evaluation in the fall OR winter. All teachers receive a

² Returning teachers will be formally observed a minimum of two times during the academic year. Additional observations may be requested by the teacher or made by the Principal at any time.

		formal spring observation.
Step 4: Post-observation Conference There is a <i>post-observation conference</i> within 24 hours after each formal classroom observation to review the claims and evidence, student data, IPDP and discuss next steps. <i>**See Exhibit 4 for more detailed information and examples.</i>	<i>Notes on Observations</i> including: • Script • Claims and Evidence <i>IPDP</i> <i>TPS Rubric</i>	Within 24 hours of the observation
Step 5: Develop Post-observation Conference Report (after each formal observation). Principals provide narrative feedback to the teachers in the <i>Post-observation Conference Report</i> within a week of the Post-observation conference. The teacher acknowledges receipt of the report by signing and dating after receipt. The teacher may attach written comments within fifteen (15) days to all observation reports. <i>A copy of all reports and comments shall be filed in the teacher's personnel file.</i>	<i>Notes on Observations</i> including: • Script • Claims and Evidence	Within seven (7) days of observation
Steps #3-5 will occur for all instructional staff by November 15 and repeated again between December and March 15 and between April and June 6. The <i>Final Post- observation process</i> includes other components described below:		
Step 5A. Final Post-observation Conference & Report The final post-observation meeting includes time for the teacher to share and discuss his/her results, IPDP and self-evaluation (Exhibit 5) in meeting the school's professional teaching standards. The teacher and the principal discuss classroom observations that were conducted during the year. A <i>Teacher Performance Standards Rubric</i> (Exhibit 6) is completed for ALL teachers for the final conference. The purpose of this final report is to evaluate how well a teacher has performed relative to the network rubric. This summary is placed in the teacher's personnel file. This will determine each individual teacher's performance bonus eligibility.	<i>IPDP</i> <i>Notes on Observations</i> <i>Teacher Self-Evaluation</i> <i>Teacher Self-Assessment (from beginning of the year)</i> <i>End of Year Review Rubric</i> <i>Final Narrative Report</i> based on observations, discussions at post observation conferences, and collected data	By June 15 th (or last day of school) Within one week of the conference/meeting

EXHIBIT 1 - TEACHER PERFORMANCE STANDARDS

Teacher Performance Standards

The following performance standards provide a general overview of expectations for all instructional staff.

Standard 1: Instructional Planning

Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals

- 1.1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the Lighthouse Academies' curriculum guides and state standards
- 1.2 Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement
- 1.3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged

Standard 2: Instructional Delivery

Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners

- 2.1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context
- 2.2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners
- 2.3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception

Standard 3: Assessment

Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals

- 3.1 Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals
- 3.2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals
- 3.3 Continually collects and analyzes data to plan instruction for the full range of students within the classroom
- 3.4 Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students

Standard 4: Learning Environment

Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals

- 4.1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals
- 4.2 Communicates and enforces high standards for behavior and academic performance
- 4.3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals
- 4.4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space
- 4.5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time
- 4.6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)

Standard 5: Family and Community Relations

Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

- 5.1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values
- 5.2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions
- 5.3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians

Standard 6: Professionalism

Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

- 6.1 Collaborates with colleagues to continuously improve instruction, assessment, and achievement
- 6.2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback
- 6.3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors

EXHIBIT 2 - LHA TEACHER PERFORMANCE STANDARDS SELF-ASSESSMENT TOOL

Teacher Name: _____

School: _____

Date Completed: _____

Reviewed with: _____

Date Reviewed: _____

Overview

The *LHA Teacher Performance Standards Self-Assessment Tool* presents an opportunity for you to reflect on areas of your practice. This document has several purposes. As a precursor to your Individual Professional Development Plan, it can help inform the elements of your teaching that you would like to focus on during the year ahead. This tool may also be used in conversation with your principal and director of instruction to guide individual and all-school professional development. Finally, when the time comes for you to complete your end of the year self-evaluation, this tool may add to the understanding of your growth as a teacher in relation to the LHA performance standards. You are **not** expected to fill in all of the boxes in the “Notes & Comments” or the “Professional Development activities...” columns. Those spaces are for you to add additional information as you see fit. The “Professional development activities...” column may be used to guide your responses to Section IV (Development Activities) of your IPDP.

Standard 1: Instructional Planning

Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals

Action	Self-assessment <i>Please refer to the teacher performance standards rubric to assess your teaching practice.</i>				Notes & Comments	Professional development activities that support areas of growth and/or opportunities to share strengths with colleagues. <i>This section may be completed in collaboration with your principal or director of instruction.</i>
	I	D	E	HE		
1.1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using LHA curriculum guides and state standards						
1.2 Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement						

1.3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged						
Standard 2: Instructional Delivery <i>Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners</i>						
	I	D	E	HE	Notes & Comments	Professional development activities
2.1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context						
2.2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners						
2.3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement without exception						
Standard 3: Assessment <i>Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals</i>						
	I	D	E	HE	Notes & Comments	Professional development activities
3.1 Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals						
3.2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals						

3.3 Continually collects and analyzes data to plan instruction for the full range of students within the classroom						
3.4 Frequently checks for understanding, clears up or revisits areas of confusion and provides timely feedback to students						
Standard 4: Learning Environment <i>Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals</i>						
	I	D	E	HE	Notes & Comments	Professional development activities
4.1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals						
4.2 Communicating and enforcing high standards for behavior and academic performance						
4.3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals						
4.4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space						
4.5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time						
4.6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)						

Standard 5: Family and Community Relations <i>Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning</i>						
	I	D	E	HE	Notes & Comments	Professional development activities
5.1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values						
5.2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions						
5.3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians						
Standard 6: Professionalism <i>Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities</i>						
	I	D	E	HE	Notes & Comments	Professional development activities
6.1 Collaborates with colleagues to continuously improve instruction, assessment, and achievement						
6.2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback						
6.3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors						

Exhibit 3 - INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Name: _____

Date: _____

I. INTRODUCTION: Professional achievement is encouraged, cultivated and celebrated. This Individual Professional Development Plan (IPDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. **These goals must focus on increasing your capacity to assist schools in achieving LHA Network Goals and their individual school goals.**

II. PROFESSIONAL PROFILE (SELF-ASSESSMENT)

A. List your strengths and interests in education specific to the essential functions of your role as delineated in your position description.

B. List your areas of potential growth in education specific to the essential functions of your role as delineated in your position description.

III. GOALS

Each employee will develop three professional goals, which they will actively work on throughout the year. Goals will be measurable, in writing and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with your supervisor. It is critical that these goals are measurable with quantitative data (i.e., survey results, assessment data) and qualitative data (i.e., observations, correspondence with colleagues, etc.). These goals should be focused on developing your own personal capacity. **An example of a goal would be “to develop my capacity to conduct critical conversations”.**

Individualized Professional Goals	
Professional Goal #1	<i>Measures:</i>
<i>Evidence toward meeting the goal::</i>	

Professional Goal #2	<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>	
Professional Goal #3	<i>Measures:</i>
<i>Evidence toward meeting the goal:</i>	

IV. DEVELOPMENT ACTIVITIES

A. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals. **This section may be filled out with your supervisor as you discuss the options available to you that will best help you to meet your goals.

B. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.

V. CONCLUSION: Please discuss your personal development strategy with your supervisor. Once terms have been established, sign the form and give to your supervisor. Remember to keep a copy for yourself. Your supervisor's signature implies that he/she supports reasonable goals in conjunction with the goals of the school

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Exhibit 4 - TEACHER CLASSROOM OBSERVATION AND POST-OBSERVATION CONFERENCE PROCEDURES

For each formal observation, the principal will:

- Complete a formal classroom observation for **at least** 30 minutes which will be scripted by the principal. Upon completion of the observation and scripting, principals will complete a Claims and Evidence chart which will guide the Post-observation Conference discussion.
- Hold a Post-observation Conference to review Claims and Evidence and discuss observations with the teacher
- Write a narrative Post-observation Conference Report which will be given to the teacher to review and sign. Copies of all reports will go into the personnel file.

Sample format for scripting:

Time	Teacher	Student
8:15	<i>Good morning class, today we are going to review our multiplication facts.</i>	Not again
	<i>Who remembers what we did yesterday?</i>	No hands up
	Etc....	

Claims and Evidence Chart

Claims	Evidence
<i>Strategies utilized</i>	<i>Data to support the claim</i>

Guiding Questions to consider regarding the observation

- Is the lesson related to the state standards and/or the long-term curriculum plan, demonstrating knowledge of grade level appropriate pedagogy?
- Is the lesson rigorous, objective-driven, and arts-infused (as appropriate)?
- Are thinking skills explicitly taught and how do students know if they have learned them?
- Is the lesson differentiated based on students' individual needs?
- Does the lesson incorporate activities and technology that meet students' learning and personality styles and/or the need for physical movement?
- Does the teacher explicitly introduce the learning objective?
- Does the teacher activate students' prior knowledge?
- Does the teacher revisit the lesson's objective at the lesson's conclusion?
- Are a variety of instructional strategies used?
- Are students provided with many and varied opportunities to achieve mastery?
- Does the teacher promote achievement by all students without exception?
- Are there goals that are standards-based, measureable, and ambitious to increase student achievement?
- Does the teacher collect data during the lesson to plan for future instruction to meet the full range of students' needs?
- Does the teacher provide students with timely feedback?
- Does the teacher frequently check for understanding and clear up or revisit areas of confusion?

Sample Observation and evaluation templates follow. In addition, model documents provide an example of how leaders complete such documents during the evaluation cycle.

EXHIBIT 5 - OBSERVATION SCRIPTING TEMPLATE – FALL/WINTER/SPRING**LIGHTHOUSE CHARTER SCHOOL**

Name:	
Date/Time:	
Lesson:	
Objective:	

Time	Teacher Actions	Student Actions

Claims	Evidence

Questions:

EXHIBIT 6 - POST-OBSERVATION CONFERENCE REPORT TEMPLATE – FALL/WINTER
LIGHTHOUSE CHARTER SCHOOL

Name:	
Date/Time:	

Lesson Reflection

Strengths

Areas for Growth

Action Plan

Teacher's Signature

Date

Principal's Signature

Date

EXHIBIT 7 - FINAL EVALUATION REFLECTING CONFERENCE – SPRING
LIGHTHOUSE CHARTER SCHOOL

Name:	
Date/Time:	

Action Plan & Lesson Reflection

Evidence	Strengths

Evidence	Areas for Growth

Professional Development Needs

Teacher's Signature

Date

Principal's Signature

Date

EXHIBIT 8 - FINAL POST-OBSERVATION REPORT

Evaluator:	

Summary:

Student Achievement Data

Performance on Teaching Standards

Is the teacher fulfilling the essential functions of the position, as delineated in the Vision of Excellence at this time? Are there specific actions and outcomes that are still a work in progress for the teacher?

3 = Highly Effective

2 = Effective

1 = Developing

0 = Ineffective

*Note: When you **double click** on table below, it will become an Excel table to input ratings for each substandard. The table will automatically calculate the weighted score. When done, click to save.*

Performance Standard	Substandard	Rating (0-3)	Weighted Score	Overall Rating
Instructional Planning	1.1		0	
	1.2		0	
	1.3		0	
Instructional Delivery	2.1		0	
	2.2		0	
	2.3		0	
Assessment	3.1		0	
	3.2		0	
	3.3		0	
	3.4		0	
Learning Environment	4.1		0	
	4.2		0	
	4.3		0	
	4.4		0	
	4.5		0	
	4.6		0	
Family and Community Relations	5.1		0	
	5.2		0	
	5.3		0	
Professionalism	6.1		0	
	6.2		0	
	6.3		0	
Composite Rubric Score			0	0.00%

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

EXHIBIT 9 – TEACHER END-OF-YEAR EVALUATION

Teacher Name _____ **Date of Evaluation** _____ **Principal** _____

The principal will summarize the findings and evidence from classroom observations and student data to support each finding.

- 1. *Is the teacher fulfilling the essential functions of the position as delineated in the Vision of Excellence at this time? Are there specific actions and outcomes that were not fulfilled over the course of the year?*** (Please draw upon specific actions from each essential function of the VOE as relevant)³.

Essential Function	Rubric Composite Score	Claim	Evidence	Next Steps
Instructional Planning	/27			
Instructional Delivery	/27			
Assessment	/24			
Learning Environment	/18			
Family and Community Relations	/9			
Professionalism	/9			
TOTAL	/123			

³ The rubric score for each Action/Outcome within an Essential Function is as follows: Ineffective = 0; Developing = 1; Effective = 2; Highly Effective = 3.

2. Does the evidence presented show that the teacher made adequate progress on his/her professional goals for this year? (Please refer to the teacher's IPDP, the school's CAP, and the LHA Network Goals.)

Claim:

Evidence:

3. Does the evidence presented show that the teacher made adequate progress on the school's and LHA Network Goals? Include specific student achievement data (NWEA, Acuity, DIBELS, End of Course Assessments and/or State Assessment data).

Claim:

Evidence:

4. Commendations:

5. Suggestions, if any, for the teacher to include in planning for the upcoming school year:

6. Other Comments:

Composite Score from Teacher Rubric⁴

**Double click on the chart below to insert points awarded. When done, click off of the chart and your figures will be embedded in the document.*

	Possible Range	Rubric Score	
Instructional Planning	0-27		
Instructional Delivery	0-36		
Assessment	0-24		
Learning Environment	0-18		
Family and Community Relations	0-9		
Professionalism	0-9		
Total Composite Rubric Score	0-123	0	0.00%

Recommendation for continued employment:

Yes _____ No _____

A copy of this review will be filed in your personnel folder. You have the right to request in writing that this review be removed from your personnel folder. You have the right to attach written comments to this review. The contents of your personnel folder will be retained for three years after the termination of your employment, unless we mutually agree, in writing, to remove a document (s) from your personnel folder

Teachers Signature _____ Date _____

Principal's Signature _____ Date _____

Regional Director's Signature _____ Date _____

EXHIBIT 10 MODEL DOCUMENTS
LIGHTHOUSE CHARTER SCHOOL
MODEL OBSERVATION SCRIPTING – FALL/WINTER/SPRING

Name:	Ms. Star Scholar
Date/Time:	10/23/07 9:00-9:30am
Lesson:	Reading, Kindness unit
Objective:	“Drawing conclusions”

Time	Teacher Actions	Student Actions
9:00	<i>Teacher asks questions. SPED teacher on other side of classroom with 4 students.</i> What are neighbors? We talked about it yesterday.	<i>St sitting in circle on carpet. Each student takes a turn reading out loud. When Kameron reads, st next to him whispers words for him.</i> Aida: it’s like if you have a house; it’s the people next to you. <i>Dante bounces into room.</i> <i>Shows Ms. Scholar her work. Then joins the class.</i>
9:01	Thank you for reading. We know the frog was laughing at them. Do we know why? Did the author tell us? Let’s draw our own conclusion. Look at the picture. They look pretty silly. Maybe he knows what will happen.	Enrique: because they were bunched under the mushroom. Alexis: because they were all under there.
9:02	<i>Calls her name. Redirects her.</i> We need to be looking at our books. <i>Says the words for him.</i>	<i>Dante stretches on carpet.</i> <i>4 students raise hands, eager to read.</i> <i>Khalid struggles with word.</i>
9:04	Sit up please Dante. Let’s draw some conclusions about the characters. Name some characters. So how many? Did the author ever tell us what kind of characteristics they had? Cole, I’m sorry. I can’t hear Khalid. How did they act in the story? The author never told us. How did they act? What’s a word we could use to describe them?	<i>14 hands raised.</i> <i>They say 7.</i> <i>Eyes down in book.</i> <i>4 hands raised.</i>
9:06	What’s a word to describe them? Dante this is your last chance. How do we know? What did the author tell us? How else did the ant do? So all those words we wrote on the board were ways they treated each other. <i>On board, kindness is written. With list of descriptions and people who show these (firefighters, judge).</i> We are going to go to our desks to talk about ways we can draw conclusions from other stories. <i>Writes out behavior referral.</i>	Kind The ant let all the others in. He was kind. Alexis: he was generous. Shakirah: they were sharing the mushroom. They all do this.
9:08	<i>Gets out overhead with 3 column graphic</i>	<i>They all do this.</i>

	<i>organizer</i>. Take out your journal. Write the three columns on your paper. Desiree is doing a great job. She is already done writing her words and columns. Good job Alec, Paul, You need to be writing in your journal.	
9:11	In the beginning who is the first character? And what does he do? You don't have to write this done. I am modeling for you. This is what I wonder. What clues do we have that might tell us? We are just talking about the first two pages. What else do we know? We know they are squished together under the mushroom. What is the conclusion we can make? What do the two characters have to do? We are just talking about the ant and the butterfly. How do they have to act? Jamal?	<i>3 hands.</i> Anthony. the ant <i>3 hands</i> <i>5 hands raised</i> Enrique: the ant moved over Alec: they squished under the mushroom. Ayden: that the mushroom starts to grow. Cole: The animals had to... Jamal: they were too little. They couldn't fit in.
9:15	Now I want you to draw your own conclusion. Yes How do they all fit under the mushroom? Gives wait time. Let's think of some clues from the story. What else do the characters have to do? What other clues? Paul	Armani: How do all the characters fit under the mushroom? Write that down? Anthony: They move over. Paul: They have to make enough room.
	Good word. She used one of our vocab words. Very good. What conclusion can we draw? What can we say about them? What is the author trying to teach us? Jamal. Thank you Cole.	They huddle Enrique: They are kind. Jamal to be kind Strangers, Others, everyone. Elijah: You are going too fast. Shakirah: Sometimes we can make them feel good.
9:20	The next story we read, do you know enough to draw conclusions our own. Thumbs up if you think you can do it. I only see about 5 people.	<i>Majority do this.</i>
9:21	Take out your language arts book. Jasmin's got it. I want to show you what	<i>Some chattering.</i>

	you will do for homework. Open up to pp. 24, 25. We will be doing 24 together and 25 for homework.	Elijah – kindness, look.

Claims	Evidence
Objectives/ Lesson Cycle	Clear objective with instructional strategies to reach objective (modeled through think alouds, asked targeted questions, graphic organizer, guided practice). Teacher-lead closing with thumbs up, thumbs down for application.
Clarity	Asked questions and called on students, but not all students. In 30 min. did not hear from several girls: Nakia, Evelyn, Jasmin, Symphony.
Pacing	Moved swiftly through lesson cycle. Transitions took 2-3 min and were not timed/counted down. Used positive re-enforcement to move students along.

Questions:

What decoding strategies can they use? Are they posted?

Great opportunity for arts infusion. They could act out the scene under the mushroom or use character cut outs to demonstrate with story board.

LIGHTHOUSE CHARTER SCHOOL
MODEL POST-OBSERVATION CONFERENCE REPORT – FALL/WINTER

Name:	Ms. Star Scholar
Date/Time:	10/24/10 1:00 P.M.

Lesson Reflection

Lesson was long. 2 nd read of story so new comp strategy. By the time they got to the workbook they were done. Would split it up into two parts. 1 student was very disruptive. Checked their homework and so that they got it. Read 5 sentences and then drew their own conclusions. Sometimes uses sticks to call on students randomly.

Strengths

Typically 80% engagement. They understand why they are reading the story more than once. Understand that there are strategies they need to use. Good to have more practice at home.

Areas for Growth

Higher order questions and differentiating for students. Make sure they are all included. Help students take risks.

Take advantage off transition time for learning (ex: when having to deal with behavior).

Ensure students know what decoding strategies they can use.

Action Plan

Prepare students by saying, "I'm going to call on you next." Share with a partner.

For lesson closing, have students articulate what they learned, the steps they need to take.

During transitions/down time, give them something to think about or talk with a partner about. Use this as learning time also.

Post decoding strategies/how to figure out a word, reference them, and ask students which one they could use.

Teacher's Signature

Date

Principal's Signature

Date

LIGHTHOUSE CHARTER SCHOOL
MODEL FINAL EVALUATION REFLECTING CONFERENCE – SPRING

Name:	Ms. Star Scholar
Date/Time:	May 23, 2010

Action Plan & Lesson Reflection
Introduction was strong. Students were excited to role play. 2nd G.O. was more effective – chain of events that happened in the story. Would need to reteach the causal relationship between events.

Evidence	Strengths
Lessons Lessons Data, Reflection	Arts infusion – mime and role play Students love graphic organizers, use frequently Reteaching skills to students to make sure they are prepared for the state test. Given students many tools to support their writing. Reflecting upon behavior during closing meeting Students focused on learning, ask for more work.

Evidence	Areas for Growth
	Teach students to select a graphic organizer to use on their own. Encourage them to use GO in their journal. EOY focus: Extended response and writing – persuasive, expository (increase math and science journals). Increase group and partner work – vision for students to reflect individually Be positive throughout the whole year – re-enforce the expectations and move towards students holding each other accountable. For students to set goals and track it themselves.

Professional Development Needs
Arts-infusion Differentiation – increase guided reading, more real time group work, centers. See it more in action, create a planning template to account for low, medium, high Leadership at the school

 Teacher's Signature

 Date

 Principal's Signature

 Date

LIGHTHOUSE CHARTER SCHOOL
MODEL FINAL POST-OBSERVATION REPORT

Teacher:	Ms. Star Scholar
Evaluator:	Mrs. Shine
Observation Date/Time:	May 22, 2010 9:30-10:00am
Post Observation Meeting Date:	May 23, 2010

Star Scholar is a second grade teacher who has been with LCS since August 2006. This is her third year teaching. During the lesson observed, she taught a reading lesson to 23 students. At our post-observation meeting, we reviewed her students' achievement and her self-evaluation.

Ms. Scholar uses a variety of effective instructional strategies to teach objectives. During the lesson observed, she used arts-infused strategies to engage students and to deepen their understanding of the content. She used mime and role play to show cause and effect. During the lesson observed, she used two types of graphic organizers to teach students cause and effect. The more challenging graphic organizer was given to challenge students who grasped the concept quickly. During our reflection meeting she shared that she uses graphic organizers frequently and that students enjoy using them. Students are able to comprehend and master content because of the instructional strategies she implements.

Ms. Scholar has created a culture of achievement in her classroom. Students are focused on learning and frequently ask for more work. During our reflection meeting, she shared that the class reflects upon their behavior and work ethic during closing meeting. She publicly tracks student progress by updating graphs in the classroom. She strives to teach targeted lessons and has been re-teaching skills students have not mastered to ensure they are prepared for the state test in third grade.

Ms. Scholar is a reflective practitioner who thinks long-term and creates detailed unit plans. We identified the following areas for professional growth:

- Teach more extended response (increase math and science journals) and variety of writing (persuasive, expository)
- Increase group and partner work. Provide more opportunities for students to reflect individually.
- Develop systems to allow students to set goals and track them themselves
- Increase differentiation by increasing guided reading and creating a planning template to account for low, medium, high

In summary, Ms. Scholar uses a variety of effective instructional strategies and creates a culture of achievement. Her next steps are to provide more opportunities for differentiation and to teach students to use writing to explain their thinking across subjects. Her vision is for students to be more internally motivated to achieve and to take more ownership for their learning. By doing this, her students will be challenged at all levels and will develop their critical thinking skills.

Student Achievement Data:

Reading Comprehension Mastery (OCR Unit tests)	81% class average
Math Mastery (Saxon tests)	90.7% class average on 2 nd grade Saxon 84.7% class average on 3 rd grade Saxon
NWEA Average growth	Reading: 25 RIT growth, 52% past goal Math: 19 RIT growth, 48% past goal

Performance on Teaching Standards:

Key: 3 = Highly Effective, 2 = Effective, 1 = Beginning Proficiency, 0 = Novice

Performance Standard	Substandard	Rating (0-3)	Weighted Score	Overall Rating
Instructional Planning	1.1	2	6	Effective (Approaching Highly Effective)
	1.2	2	6	
	1.3	3	9	
Instructional Delivery	2.1	2	8	Effective
	2.2	2	8	
	2.3	2	8	
Assessment	3.1	3	6	Highly Effective
	3.2	3	6	
	3.3	3	6	
	3.4	3	6	
Learning Environment	4.1	2	2	Effective
	4.2	2	2	
	4.3	2.5	2.5	
	4.4	2	2	
	4.5	2	2	
	4.6	2.5	2.5	
Family and Community Relations	5.1	3	3	Highly Effective
	5.2	3	3	
	5.3	3	3	
Professionalism	6.1	2.5	2.5	Effective (Approaching Highly Effective)
	6.2	3	3	
	6.3	3	3	
Composite Rubric Score			99.5	80.89%

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

Exhibit 11

TEACHER SPRING SELF-EVALUATION

Teacher Name: _____ School: _____ Date Completed: _____

As a part of the self-evaluation process, teachers are asked to complete the following prior to their final conference with the principal:

1. **Review of Self-Assessment & IPDP:** In the spring of each year, teachers will be asked to review their self-assessment, IPDP, student performance data and school goals. Teachers will record on their IPDP specific evidence to support their progress toward meeting the school, class and professional goals set at the beginning of the year.
2. **Complete Self-reflection Tool** as follows.

Standard 1: Instructional Planning					
Action	Self-assessment Self-assessment <i>Please refer to the teacher performance standards rubric to assess your teaching practice</i>				<i>What specific strategies and practices did you use in order to effectively plan instruction to meet the needs of all students? Please describe the evidence to support your statements.</i>
	I	D	E	HE	
1.1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the LHA curriculum guides and state standards					
1.2 Purposefully plans rigorous, objective-driven, arts-infused lessons that account for various learning styles and need for physical movement					
1.3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged					

Standard 2: Instructional Delivery					
	I	D	E	HE	<i>What steps did you take this year to improve the quality of your teaching? Please describe the evidence to support your statements.</i>
2.1 Explicitly introduces learning objectives to students, activates students’ prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context					
2.2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners					
2.3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception					
Standard 3: Assessment					
	I	D	E	HE	<i>What did you do to collect and use data to improve your instruction and to motivate your students? Looking forward to next year, what might you do differently?</i>
3.1Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals					
3.2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals					
3.3 Continually collects and analyzes data to plan instruction for the full range of students within the classroom					
3.4 Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students					

Standard 4: Learning Environment					
	I	D	E	HE	<i>What did you do to create and manage an effective learning environment? Please include specific actions as they relate to behavioral expectations, resources and use of instructional time.</i>
4.1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals					
4.2 Communicates and enforces high standards for behavior and academic performance					
4.3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals					
4.4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space					
4.5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time					
4.6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)					
Standard 5: Family and Community Relations					
	I	D	E	HE	<i>In what ways did you communicate with and provide guidance and support to your students and their parents/guardians this school year? How do you judge the effectiveness of your efforts?</i>
5.1 Communicates respectfully with parents/guardians and is sensitive to different families’ cultures and values					
5.2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions					

5.3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians					
Standard 6: Professionalism					
	I	D	E	HE	<i>How will you go about improving the quality of your teaching for the next school year? What are your priorities for your own professional development? How were these determined? (These will help guide your IPDP revisions for the next school year.)How do you judge your effectiveness of fulfilling professional responsibilities?</i>
6.1 Collaborates with colleagues to continuously improve instruction, assessment, and achievement					
6.2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback					
6.3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors					

Exhibit 12

TEACHER PERFORMANCE STANDARDS RUBRIC

Standard 1: Instructional Planning

Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals

Teacher Action	Ineffective	Developing	Effective	Highly Effective
IP-1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the LHA curriculum guides and state standards	• Completely lacks knowledge of state standards • Does not plan long-term • Does not follow state standards • Does not use the LHA curriculum guides in planning • Does not select pedagogy appropriate to meet state standards or high rigor	• Has some knowledge of the state standards • Inconsistently creates long-term plans • Selected pedagogy used in lesson planning does not reflect state standards or rigorous content • Lessons are generally aligned with LHA curriculum guides and assessments	• Exhibits detailed knowledge of state standards for primary subjects taught (i.e. reading and math) • Designs long-term plans for most subjects • Consistently plans lessons aligned with state standards • Lessons are aligned with LHA curriculum guides and with state standards and assessments	• Exhibits detailed knowledge of state standards for all subjects • Continually designs long-term plans for all subjects • Consistently and creatively aligns planning to state standards and rigorous content • Lessons are explicitly aligned with LHA curriculum guides and with state standards and assessments
IP-2 Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement	• Does not plan objective-driven, arts-infused lessons • Does not thoughtfully plan lessons that drive students toward achievement of learning objectives and goals • Has a limited understanding of how effective planning drives student learning is reflected in lesson plans and/or in discussions around planning • Does not differentiate instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected materials, resources, technology and media do not adequately meet student needs and abilities	• Attempts to create rigorous, objective-driven, arts-infused lessons aligned with state standards • Plans some lessons that drive students toward achievement of learning objectives and goals • Attempts to reflect the understanding of how effective planning drives student learning in lesson plans and/or in discussions around planning • Minimally integrates instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected materials, resources, technology and media meet a limited number of student needs	• Writes most lesson plans that are objective-driven and arts-infused (50% of subjects) • All lessons drive students toward achievement of learning objectives and goals • Consistently reflects the understanding of how effective planning drives student learning in lesson plans and/or in discussions around planning • Consistently uses instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected instructional materials, resources, technology and media meet a variety of student needs and learning styles	• All lesson plans are rigorous, objective-driven, and arts-infused • Designs innovative, data-driven activities that clearly drive students toward achievement of learning objectives and goals • Effectively and efficiently communicates the understanding of how effective planning drives student learning in the lesson plans and/or in discussions around planning • Identifies, modifies, and/or creates instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Student needs and abilities drive the selected materials, resources, technology and media, making the lesson accessible to all

Teacher Action	Ineffective	Developing	Effective	Highly Effective
		and learning styles		
IP-3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged	• Does not use data sources to determine students' learning needs when creating lesson plans • Does not create differentiated lesson plans (content, processes, or products) • Plans include only whole class work	• Uses a limited number of data sources to determine students' learning needs when creating lesson plans • Attempts to create differentiated lesson plans (content, processes, and/or products) applicable to a general group of students • Designs plans and/or assessments that allow the teacher to work with individual students when the whole class is working	• Uses multiple sources of data (RIT scores, tracking sheets, IEPs, etc.) to determine students' learning needs when creating lesson plans • Regularly designs differentiated lesson plans (content, processes, and/or products) applicable to subgroups of students with different needs and interests • Designs plans and assessments that allow for various forms of structured differentiation (partner work, small group work, etc.) throughout the lesson	• Consistently uses multiple sources of data (RIT scores, tracking sheets, IEPs, etc.) to determine students' learning needs when creating lesson plans • Regularly designs differentiated lesson plans (content, processes, and products) driven by individual students' needs • Designs plans and assessments that allow for flexible forms of structured differentiation (work stations, teacher-guided group, independent work, etc.) throughout the lesson

Standard 2: Instructional Delivery

Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners

Teacher Action	Ineffective	Developing	Effective	Highly Effective
ID-1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context	• Does not post or state the learning objective • Often presents material in a confusing way, using language that is inappropriate • Instructs students on the subject taught in isolation of other experiences, subjects and knowledge • Does not revisit the learning objective at the end of the lesson and/or offers no opportunities for students to apply it in context	• Inconsistently posts or states the learning objective • Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate • Makes superficial connections to prior student knowledge and experiences • Inconsistently revisits the learning objective at the end of the lesson and offers minimal opportunities for students to apply it in context	• Consistently posts (on the BBC) and states the learning objectives • Uses clear explanations, appropriate language, and good examples to present material • Consistently links the learning objectives to past and future learning experiences, other subject areas, and real world experiences/applications • Revisits the learning objective at the end of the lesson and offers opportunities for students to apply it in a different context	• Consistently posts (on the BBC) and states the learning objectives such that students can state the objective and lesson purpose • Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language • Actively involves students in making connections with prior knowledge, experiences, and other subject areas • Consistently revisits the learning objective at the end of the lesson and provides multiple opportunities for students to reflect upon and apply their

Teacher Action	Ineffective	Developing	Effective	Highly Effective
ID-2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners	• Rarely deviates from a single instructional strategy (i.e., lecture) • Attempts to use appropriate techniques of tone, pace, volume, and body language to capture the attention and interest of the students in the classroom • Rigid and inflexible with lesson plans and fails to take advantage of teachable moments	• Lacks variety in the instructional approaches used • Maintains adequate tone, pace, volume, and body language well enough to capture the attention and interest of more than half of the students in the classroom • Overly focused on implementing lessons plans and sometimes misses teachable moments	• Uses a variety of instructional strategies that promote student learning • Maintains effective tone, pace, volume, and body language well enough to command the attention and interest of almost all of the students in the classroom • Flexible about modifying lessons and regularly takes advantage of teachable moments	• Facilitates student learning through effective use of questioning, organization, performance expectations, and instructional strategies • Maintains persuasive and compelling tone, pace, volume, and body language well enough to captivate all students in the classroom • Deftly adapts lessons to exploit teachable moments and correct misunderstandings
ID-3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception	• Makes little or no attempt to motivate students or encourage them to work hard • Rarely encourages a “nothing less than excellence” attitude towards achievement • No opportunities provided for students to demonstrate that they have achieved mastery • Does not work with individual students during the lesson	• Makes some attempt to motivate students, although messages to work hard are too infrequent to be effective • Inconsistent use of strategies that encourage students to embrace a “nothing less than excellence” attitude towards achievement • Limited number of learning experiences provided for students to achieve mastery	• Consistently encourages students to work hard and to persist even when faced with difficult material • Uses a variety of strategies to convey a “nothing less than excellence” attitude towards achievement to reach a wide range of students • Provides a variety of learning experiences for students to achieve mastery	• Exudes high expectations and tenacity and convinces students they will master the material • Students motivate themselves and their classmates to achieve and excel. • Monitors individual students and consistently provides learning experiences based on their needs so they can personally achieve mastery as well as empower their classmates to achieve mastery

Standard 3: Assessment

Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals

Teacher Action	Ineffective	Developing	Effective	Highly Effective
A-1 Develops standards-based, measureable, and ambitious goals that will increase student achievement toward or beyond LHA	• Attempts to set or adopt goals for students • Generally describes why big goals are important, but may not be able to describe how goals are aligned to grade level mastery standards and/or class,	• Adopts broad, generic goals that aspire to be ambitious and feasible for all students and achieve this for at least half of the students • Generally describes how goals are aligned to grade level mastery	• Designs goals that are both ambitious and feasible for most students, based on data from multiple sources • Specifically describes how goals are aligned to grade level mastery standards as well as	• Designs highly ambitious and feasible goals that require intense work from each and every student, based on data from multiple sources • Describes how goals are aligned to grade level mastery standards

Teacher Action	Ineffective	Developing	Effective	Highly Effective
network goals	school, and network goals • Needs assistance in identifying basic assessment tools and why they are meaningful to students when measuring the different facets of the goals	standards and/or class, school, and network goals • Identifies basic assessment tools that may be meaningful to students when measuring the different facets of the goals	class, school, and network goals • Identifies appropriate assessment tools that will be meaningful to students when measuring the different facets of the goals	as well as class, school, and network goals and explains the specific and prioritized knowledge and skills each student needs to master in order to reach the goals • Identifies a specific set of balanced measurement tools to measure different facets of the goals that will be most meaningful to students' lives
A-2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals	• Seldom to never administers diagnostic, formative, and/or summative assessments to determine student progress • Does not design nor obtain purposeful and rigorous assessments that accurately reflect student understanding of and progress towards big goals • Seldom or never maintains ELA and math tracking sheets and/or seldom or never calculates and reports individual and class progress toward big goals	• Inconsistently administers diagnostic, formative, and/or summative assessments to determine student progress • Designs some purposeful and rigorous assessments with limited variation in the items used to reflect student understanding of and progress towards big goals • Inconsistently maintains ELA and math tracking sheets and/or inconsistently calculates and reports individual and class progress toward big goals	• Consistently administers diagnostic, formative, and summative assessments to determine student progress • Designs consistently purposeful and rigorous assessments with some variation in items that accurately reflect student understanding of and progress towards big goals • Consistently maintains ELA and math tracking sheets, and designs additional tracking systems as needed, to calculate and report individual and class progress toward big goals	• Administers assessments as often as necessary for students to work toward mastery • Designs multiple types of items for purposeful and rigorous assessments, accurately reflecting student understanding of and progress towards big goals; through multiple assessments can demonstrate mastery in a number of ways • Consistently maintains ELA and math tracking sheets, develops additional tracking systems to calculate and report individual and class progress toward big goals, highlights individual students' areas of need, and assists students in tracking their own progress using individual tracking sheets
A-3 Continually collects data to plan further instruction for the full range of students within the classroom	• Irregularly assesses student performance and/or uses inappropriate assessment measures • Does not show evidence of using assessment data to inform instructional decision making • Does not offer struggling and/or failing students the opportunity	• Relies primarily on a limited number of assessment formats to measure student performance • Minimally or inconsistently uses assessment data to inform and modify content and approaches • Sometimes offers struggling students additional time or assistance in mastering material	• Consistently provides a variety of ongoing and culminating assessments to measure student performance • Regularly uses assessment results to make both daily and long-range instructional decisions • Takes responsibility for students	• Consistently provides a variety of formative and summative assessments to measure student performance • Regularly pre-assesses students and adjusts plans based on the data and uses additional assessment data to inform decisions about instructional

Teacher Action	Ineffective	Developing	Effective	Highly Effective
	to master material or progress towards goals	and/or achieving goals	who are not succeeding and tenaciously provides extra help for them to achieve goals	content and pacing • Relentlessly follows up with struggling students with time and support to help them to achieve goals
A-4 Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students	• Does not monitor student performance • Seldom or never crafts questions that discern the level of student understanding • Seldom or never asks questions about the important ideas of the lesson • Offers little or no feedback on student performance and/or feedback is not in a timely fashion such that the student has an opportunity to improve • Seldom or never upholds high expectations for successful responses and/or seldom or never helps students reflect on correctness of responses	• Monitors student performance at the end of the lesson by revisiting learning objective • Inconsistently crafts questions that reliably discern whether students understand • Occasionally asks questions, using one or two types, about the most important ideas during the lesson • Inconsistently provides feedback on student performance and/or it is not timely or in a usable form • Inconsistently upholds high expectations for successful responses and tells students whether their responses are correct or incorrect	• Consistently monitors student performance throughout the lessons by asking questions about learning objectives • Crafts questions that reliably discern the extent of student understanding • Asks questions of varying levels about the most important ideas throughout the lesson • Provides ongoing and timely feedback to encourage student progress • Upholds high expectations for successful responses and tells students why their response is correct or incorrect	• Consistently monitors student performance and equips students to self-monitor • Consistently crafts questions that reliably discern the extent and root of a student's misunderstanding • Consistently asks higher-level thinking questions about the most important ideas at key moments throughout the lesson • Offers prompt feedback, opportunity for remediation, and suggestions for students to continue to excel • Consistently engages with students throughout the lesson and encourages them to cooperate and support one another in offering clarification and extending their own understanding • Students know their progress towards big goals and can articulate what they need to do to improve

Standard 4: Learning Environment

Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals

Teacher Action	Ineffective	Developing	Effective	Highly Effective
LE-1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals	- Does not have any goals in classroom - Students are not able to explain why they come to school or what is important to learn in their classroom - Students ridicule each other and/or get visibly exasperated with others when an answer is unknown Only uses student work with 90% or higher mastery as exemplars and does not reinforce the idea of growth - Students cannot articulate or value their own growth and are upset because they have not hit 100%	- Has broad and generic goals attempting to be ambitious and motivational, but may be hard to measure or difficult for some students to achieve - Students are not able to explain how they are performing, or what their specific classroom goal is Some students are visibly exasperated with each other for getting answers wrong or taking too long but teacher attempts to redirect children to be patient and allow the child space/time to answer Occasionally articulates the idea that growth is what matters and that where other students are performing is just fine as long as they are trying	- Has specific goals aspiring to be ambitious and feasible for the entire class, but are not differentiated based on diagnostic results - Students can name the classroom goals and explain how they are progressing towards achieving the classroom goal Coaches students when answering and scaffolds them up to being able to be successful on questions - Students are consistently patient with each other when getting wrong answers or taking risks in answering questions Consistently articulates the idea that growth is what matters and where students are performing is fine as long as they are trying	- Designs feasible highly ambitious goals that require intense work from each and every student and takes into account diagnostic results for mastery goals - Students can name their individualized goals and the progress towards those goals, and explain why those are important - Students patiently coach each other when taking risks or answering questions incorrectly and encourage one another to keep trying Students can articulate the idea that growth is what matters and that where other students are performing is fine as long as they are trying
LE-2 Communicates and enforces high standards for behavior and academic performance	- Allows student misbehavior to go unchecked - Allows student underperformance on work either with poor excuses or without explanation	Some expectations are unclear or communicated passively Few students internalize behavior expectations; class relies on constant reminders of behavior expectations Uses limited number of techniques to redirect misbehavior or responds in ways that do not maintain student's dignity - Redirection techniques do not	- Communicates expectations and the purpose behind them clearly and assertively More than 90% of students have internalized behavior expectations and do not need constant reminders - Chooses from a range of techniques to respond to misbehavior while maintaining student's dignity Consistently and assertively	- Communicates expectations and the purpose behind them clearly, assertively and compellingly when necessary Rarely discusses behavior expectations because students have internalized them - Responds to misbehavior using a variety of strategies which maintain student dignity and can articulate in reflection which ones work with individual students and why

Teacher Action	Ineffective	Developing	Effective	Highly Effective
		- stop the misbehavior Inconsistently responds to infractions – only certain students or only at certain times - Misbehavior derails lessons frequently or for extended periods of time Does not attempt to determine root causes of student behavior Attempts to create long term plans for behavior that may not be effective - Students perform at a level simply to “get by” Inconsistency in requiring students to fix less than excellent assignments	reacts in the moment to misbehavior Misbehavior rarely prevents a lesson from moving forward Attempts to determine root cause of behavior and takes cursory steps to alleviate the root cause. At least 90% of students produce excellent work 90% of the time and can explain why that is important - When less than excellence is turned in, students are consistently asked to fix their work	Determines the root cause of misbehavior, takes steps to alleviate that misbehavior, and over time the behavior changes Students can resolve and prevent misbehavior by making good choices and problem solving - Misbehavior or behavior monitoring does not prevent a lesson from moving forward - Students produce excellent work and can explain why it is important to produce excellent work - Students self-edit before turning work in and rarely need reminders about excellence in work
LE-3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals	Does not celebrate individual or classroom successes - Systems only recognize mastery at the highest level and do not reward effort or growth - Reinforcement is inconsistent or rare and is unconnected to academic goals and actually undermines intrinsic motivation	Chooses a small set of reinforcements for all students - System recognizes basic academic effort and mastery of a well-defined bar Regular reinforcement and attempts to connect the reinforcement to the mastery of goals May not communicate with families about achievement or only at a perfunctory level	Uses a variety of reinforcements that reach a range of students - Reinforcement recognizes significant academic effort and meeting a mastery level bar - Reinforcements are delivered at purposeful times and help lead to intrinsic motivation - Communicates achievement of goals with families of all students	Chooses reinforcements based on the needs of individual students and situations Reinforcement system recognizes effort as being as significant as actual mastery level achievement - Reinforcements are delivered as often as necessary to supplement students’ intrinsic motivation - Teaches students how to self-reward - Students are largely intrinsically motivated - Communicates information with families about student achievement and includes them in the reinforcement process
LE-4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space	- Classroom furniture arrangement may have unsafe aspects or be difficult to navigate around - Furniture only enables one means of instruction or may have	- Classroom is safe to move around in - Classroom may get messy in the course of the day (excess paper on the floor, etc.), however there is a time when students	- Classroom is neat, organized and child-friendly - Furniture is used to create multiple spaces for different types of instruction - Wall displays in classrooms are	- Classroom is neat, organized, well labeled and child-friendly Table tops are uncluttered and easily used for instruction - Furniture is used creatively and creates spaces for centers, small

Teacher Action	Ineffective	Developing	Effective	Highly Effective
	areas where students can not work or see - There are no wall displays inside the classroom or wall displays are messy and unkempt - Wall displays in the hallway are non existent or updated less than one time per quarter or displays may be messy or inappropriate - Classroom space may be messy throughout the day and have multiple pieces of trash/paper around the room during instruction - Classroom does not meet the LHA checklist	clean up their space - Wall displays inside the classroom are up, however they may not have a clear link to the learning and the students are unable to explain their purpose - Hallway displays are updated one time per quarter and may have tests, or other inauthentic assessments - Classroom furniture is arranged in a way that makes only 1-2 ways of teaching possible - Classroom meets some of the LHA checklist requirements	educationally important and can be explained by the students - Wall displays in hallways are updated monthly and are authentic pieces of work - Students clean up their messes as soon as a mess is created with some prompting - Classroom meets most of the LHA checklist requirements	group instruction, and multiple types of whole group instruction - Wall displays in classroom are educationally important, frequently used for instruction, and students can explain their purpose and how to use them - Wall displays in hallways are updated bi monthly, and are authentic pieces of work labeled with standards and a clear expectation of performance - Students immediately clean up their own messes without prompting - Classroom meets all of the LHA checklist requirements
LE-5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time	Has not designed any procedures for how things are done or procedures and processes are left to children to determine - Procedures exist but are never followed by the students - There is a bulk of wasted instructional time because all processes/procedures rest on the teacher to perform	Attempts to create procedures, but list may be incomplete in terms of scope, leave too much unplanned, or procedure itself may be too time consuming May not see the root value of saving instructional time, but is instead concerned about having processes move smoothly - Students occasionally follow procedures or only follow certain ones and not others - Only recourse for not following procedures is punitive - Teaching procedures only occurs in the first week of school - Most procedures adequately run with teacher's facilitation and intervention	- Creates procedures addressing most foreseeable inefficiencies and is able to name timesaving procedures - Designs initial lesson plans that teach procedures within the first 6 weeks of school - Students consistently follow procedures - Students explain that procedures are important but may not be able to explain why - Uses reminders, redirections and logical consequences to respond to inappropriate use of procedures - Can anticipate and prevent procedural breakdowns - Procedures run smoothly and urgently with the teacher's facilitation	- Creates procedures with the class addressing all possible inefficiencies - Designs procedures that create additional instructional time and conserve the teacher's energy for instruction - Designs ongoing plans that teach students procedures and invest students in the purpose of them Evaluates procedural inefficiencies on an ongoing basis and creates or refines procedures to address those inefficiencies Rarely has to redirect students - Students follow all procedures consistently and hold one another accountable to not wasting instructional time - Procedures run smoothly and urgently without teacher's facilitation
LE-6 Establishes,	Does not have clear classroom	Attempts to craft rules that	Designs age appropriate rules,	Designs rules applicable to any

Teacher Action	Ineffective	Developing	Effective	Highly Effective
models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)	- rules - Logical consequences in the classroom are non-existent or completely at the whim of the teacher No differentiation for individual students and their needs within the management system	- address core set of needs in the classroom though those rules may be too incomprehensive to be effective or may stated in the negative Some consequences are unpredictable or not incremental or effective in deterring student behavior - Has an initial short term plan to introduce rules and consequences to students but may not effectively teach them Attempts to differentiate the management system for students who are struggling with a small set of accommodations	addressing most foreseeable needs in the classroom - Rules are clear, positively stated, and posted in the room - Designs reasonable and logical consequences and students respond appropriately Teaches students the rules and consequences and continues to model them for the first 6 weeks of school while students show their understanding of them Develops individual behavior management plans for students who are not consistently performing against the expectations in the classroom	- situation as well as specialized rules based on the understanding of a given situation - Rules are clear and student friendly and all students can explain the rules in their own words and apply them in daily life - Designs reasonable and logical consequences that deter most students from misbehavior - Designs ongoing plans to teach and invest students in the rules and consequences for their misbehavior - Develops highly individualized behavior management plans for students struggling with the classroom management system

Standard 5: Family and Community Relations

Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

Teacher Action	Ineffective	Developing	Effective	Highly Effective
FC-1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values	- Demonstrates lack of respect when communicating with parents/guardians - Exhibits insensitivity towards different cultures and values among families	Inconsistently communicates respectfully with some parents/guardians - Demonstrates some knowledge and sensitivity to different families' cultures and values	- Communicates respectfully with most parents/guardians on a consistent basis Consistently exhibits knowledge and sensitivity to family/student cultures and values	Consistently communicates respectfully with all parents/guardians Consistently exhibits knowledge and sensitivity to general and individual family/student cultures and values
FC-2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions	Does not respond to parent/guardian concerns - Interacts with parents in an inappropriate manner	Rarely responds to parent/guardian concerns and/or does so in a lackadaisical and less than effective manner - Responds to certain parent/guardian concerns but not others with inconsistency in the nature of the interactions	- Responds promptly and effectively (within 24 hours) to the parent/guardian concerns - Responds to all parent/guardian concerns through positive interactions	Consistently responds promptly and effectively (in less than 24 hours) to parent/guardian concerns - Works proactively to address potential parent/guardian concerns through constant communication with families

Teacher Action	Ineffective	Developing	Effective	Highly Effective
FC-3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians	• Does not communicate with parents/guardians regarding student progress or problems • Does not make an effort to communicate with hard-to-reach parents/guardians • Completes less than 50% of home visits prior to the first day of school • Less than 50% of parents/guardians attend quarterly report card conferences	• Lacks initiative and promptness when communicating with parents/guardians • Makes some inconsistent attempts to communicate with hard-to-reach parents • Communicates through 2 or less avenues phone call, letter home, email, home visit, etc.) with parents/guardians • Completes 50% or more of home visits prior to the first day of instruction • 50% or more of parents/guardians attend quarterly report card conferences	• Initiates and maintains consistent and timely communication with parents/guardians through 3 or more avenues (phone call, letter home, email, home visit, etc.) • Consistently attempts to communicate with hard-to-reach parents • Completes 70% or more of home visits prior to the first day of instruction • 80% or more of parents/guardians attend quarterly report card conference	• Parents/guardians and teacher have a consistently open and timely line of communication through multiple avenues (phone call, letter home, email, home visit, etc.) • Consistently attempts to communicate with hard-to-reach parents/guardians through multiple avenues • Completes 80% or more of home visits prior to the first day of instruction • 81% or more of parents/guardians attend quarterly report card conferences

Standard 6: Professionalism

Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

Teacher Action	Ineffective	Developing	Effective	Highly Effective
P-1 Collaborates to continuously improve instruction, assessment, and achievement	• Does not collaborate to continuously improve instruction, assessment, and achievement • Avoids attending events that provide opportunities for collaboration • Meets infrequently with colleagues and conversations lack educational substance • Regularly late to meetings, workshops and/or work. • Is often absent from meetings, workshops and/or work. •	• Collaborates to continuously improve instruction, assessment, and achievement when asked to do so • Attends events that provide opportunities for collaboration when it is required • Meets occasionally with colleagues to collaborate • Occasionally does not arrive punctually to meetings, workshops and/or work. • Does not consistently attend or participate in meetings, workshops and/or work.	• Consistently collaborate to continuously improve instruction, assessment, and achievement • Actively seeks out opportunities to collaborate with others • Is timely and punctual to meetings, workshops and work each day. Attends and actively participates in all meetings, workshops and work each day.	• Leads collaborative efforts to continuously improve instruction, assessment, and achievement • Seeks out optional opportunities for collaboration • Holds colleagues accountable to expectations regarding attendance and participation in meetings, workshops and work.
P-2 Reflects critically upon teaching experience and effectiveness of	• Does not reflect on experiences • Unable to identify areas of strength and/or weakness	• Reflects on teaching experiences when asked to do so • Identifies strengths and weaknesses with prompting	• Consistently reflects critically on teaching experience • Readily identifies areas of strength and weakness	• Seeks out opportunities to reflect critically on teaching experience • Identifies areas of strength and weakness and prepares an action

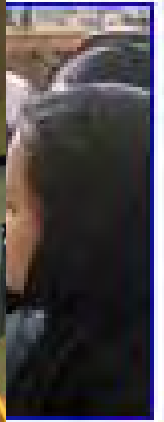
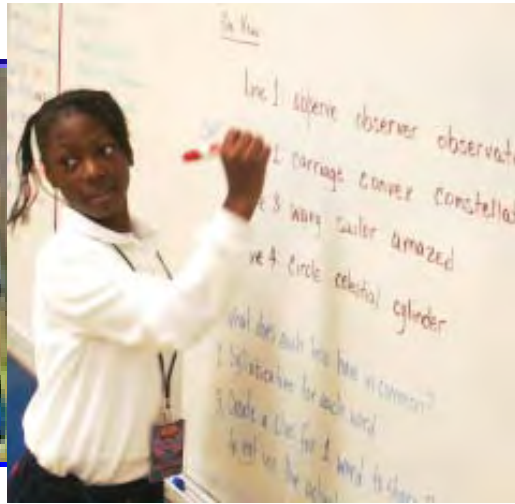
Teacher Action	Ineffective	Developing	Effective	Highly Effective
lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback	• Unable to listen thoughtfully to others and implement feedback • Does not respond constructively to feedback	• Listens to others thoughtfully when reminded • Responds constructively to feedback, but inconsistently implements feedback	• Listens to others thoughtfully and asks follow-up questions • Consistently responds constructively to feedback and implements the feedback with commitment and follow through	plan to address these areas • Seeks out opportunities to listen to others thoughtfully and engage in conversations to reflect on teaching experience • Always responds constructively to feedback and pursues contingencies if initial plan for implementation is unsuccessful
P-3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors	• Does not attempt to engage in meaningful learning experiences • Is unable to describe a process for determining and engaging in a meaningful learning experience • Is unable to explain the importance of engaging in a meaningful learning experience • Rarely uses strategies accessed from learning experiences	• Engages in learning experiences that minimally lead to teacher improvement • Engages in learning experiences that improve classroom practice • Performs the action when asked to do so • Inconsistently uses strategies accessed from learning experiences	• Engages in learning experiences that are credible and meaningful, aligning to the greatest areas of need • Engages in learning experiences that maximize opportunities for application to classroom practice and mastery of material to be learned • Performs the action beyond staff-initiated, formal interactions • Appropriately applies strategies accessed from learning experiences	• Engages in varied and valuable learning experiences that are efficient, targeted, and customized to classroom practice and teacher improvement • Extends opportunities to expand learning into other domains and needs • Performs action continuously • Applies, reflects, and shares with others strategies accessed from learning experiences



Gary Lighthouse Charter School
1775 W 41st Ave
Gary, IN 46408
Principal:

Culture of Achievement Plan

2011 -2012



Gary Lighthouse Charter School

Vision

All students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. The impact of our collective efforts will fundamentally change public education.

Mission

We prepare our students for college through a rigorous arts-infused program.

Creating and Using the Culture of Achievement Plan

CAP Initial Planning Team:

Name	Position	Organization
Charles Salter	RD	
Andrea Granzow	LA DOI	
Melissa Lafever	UA DOI	

The creation of this document (the CAP) will develop into a collaborative process to analyze, discuss and understand our school's current context, and to make plans to develop and improve student learning.

Currently, we have gained 'big pictures' of our school's effectiveness in these ways:

- *Review of the Quality Review Report, and discussion focused on its recommendations.*
- *Discussion with school leaders focused on perception and identification of needs, facilitated by Cambridge Education consultant.*
- *The analysis of student achievement data.*
- *Review of the outcomes of any existing classroom observation.*

1. We synthesized findings into **4** priorities (page 6).
2. We collated the 'top' priorities and established which priorities will be addressed **now, then and later** (page 7).
3. Each 'top' priority was carefully thought about to create action plans for every step towards achieving the priority (page 6 onwards).
4. School Leaders will discuss these priorities with teachers in relation to their own grades and students.

- The achievement of each priority will lead us closer to the realization of our school vision.
- The CAP will become a working document, shared by all and used to guide discussions, reflections and self-evaluation.
- Self-evaluation will become an integral part of our school's procedures, ensuring that we have an ever-increasing awareness of our own success and areas when we need to devise new strategies to achieve our priority goals.

Comparisons between achievement data: SQR to present		
	2010	2011
AYP?	Yes	No
Achievement level ELA	64%	60%
Achievement Level Math	74%	56%
Achievement Level Science	32%	23%
Achievement Level Social Studies	12%	21%

Overall school data used in identifying risk												
AYP?	Achievement Math	Achievement ELA	Achievement Science	Achievement Social Studies	Composite Grade	New Principal?	Building Capacity	Student Attendance	Student Mobility	Suspensions	Staff Attendance	New Teachers
Y/N	%	%	%	%	A - F	Y/N	#	%	#	#	%	# & %
N	56%	60%	23%	21%	NA	Y	465	95%			96%	7

Success Criteria set by LHA for 2011 - 2012

- Students will produce between 8 and 20 (depending on grade level) full-length pieces of writing in all three genres identified by the Common Core standards.
- Teachers will accurately assess student writing using the LHA Writing Rubric (as demonstrated by an inter-rater reliability rate for writing scores that is greater than 80% by the end of the year).
- Students will demonstrate proficiency in all of the 6 Traits on the spring 2012 LHA Writing Assessment.

Top Priorities:

Priority # 1 (Network-Wide)

To raise student achievement in writing (see success criteria set by LHA above)

Priority #2:

Improve the ability of teachers to differentiate their instruction

Priority #3

To raise student achievement in math

Priority #4

Effectively define and support staff in their roles, responsibilities, and expectations designed to increase student academic expectations and improve school culture.

Differentiated professional development, to address individual and school wide training needs in relation to each priority, is incorporated in each action plan.

PD plan will be based on the Wednesday afternoon early dismissal program

Planning Into Action
Action Steps Toward the Realization of Our Vision

Priority # 1 (Network-Wide): To raise student achievement in writing.						
Rationale - Research shows writing has a powerful cognitive effect—to write well, students must think clearly and critically, increasing their engagement and achievement in all subjects. - Students must be able to write effectively in order to meet the demands of college. - Most LHA students are not proficient when assessed against the LHA writing assessment or state standards.			Success Criteria - Teachers will plan and deliver quality writing instruction that is aligned to the Common Core standards and focuses on the 6 Traits and genre-specific concepts. - Students will produce between 8 and 20 (depending on grade level) full-length pieces of writing in all three genres identified by the Common Core standards. - Teachers will accurately assess student writing using the LHA Writing Rubric (as demonstrated by an inter-rater reliability rate for writing scores that is greater than 80% by the end of the year). - Students will demonstrate proficiency in all of the 6 Traits on the spring 2012 LHA Writing Assessment. - All content area (i.e., non-ELA) and specialist teachers will incorporate writing-to-learn strategies into their lessons on a regular basis.			
Action/Start Date	Lead Personnel		Finances/ Resources/ PD	Review Dates	Monitoring and Ongoing Evaluation	Action Achieved and date
Start Date: Aug 2011	PAL DOIs All teachers	End date: Aug 2011	6+1 Trait PD done by Granzow	August	PAL/DOI: <u>How? When?</u> <u>What?</u>	Evaluation Teachers completed training and submitted writing plans for year: 8.10.11
Ensure all teachers have yearlong writing plans that require students to produce between 8 and 20 (depending on grade level) full-length pieces of writing in all three genres identified by the Common Core		During PDI teachers will write a yearlong writing plan to meet LHA criteria				

standards.						
Start Date: Aug 2011	PAL DOI ELA teachers	End date: June 2012	Wednesday PD on norming with grade level for ELA teachers;	Monthly Sep. Dec. Apr.	<u>Admin/DOI:</u> ▪	
Provide PD and coaching on: - LHA writing rubric - Traits-based instruction		On going				
Start Date: Sept 2011	PAL/DOI All content area and specialist teachers	End date: June 2012	PD for non- ELA for integrating WRI	1 Wednesday PD day in Sep, Oct, Nov, Jan, Feb, Mar	<u>Admin/DOI:</u> ▪	
Provide PD and coaching on how to use write-to-learn activities in content area classes		On going				
Start Date: Sept 2011	DOI All teachers	End date: June 2012		Monthly At grade level meetings	<u>Admin/DOI:</u> ▪	
All teachers, including specialists will use “write-to-learn” activities in every course, several times a week		On going				
Start Date: Sept 2011	DOI All teachers	End date: June 2012		1 weekly GLM per month	<u>Admin/DOI:</u> ▪	
All teachers will collaboratively grade examples of student writing using LHA rubrics each month.		On going				
Start Date: Sept 2011		End date: June 2012		Informative:		

All teachers will administer LHA network wide assessments by dates cited.		Informative: Sept12th Opinion: Dec 12 th Narrative: Apr 2 nd		Sept12th Opinion: Dec 12 th Narrative: Apr 2 nd		

Priority #2: Improve the ability of teachers to differentiate their instruction						
Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources/ PD	Review Dates	Monitoring and Ongoing Evaluation	Action Achieved and date
Start Date:	DOI	End date:	Handouts on Differentiation PowerPoint		N/A	Survey Teacher Understanding of Differentiation by August 2011
Provide Professional Development on Differentiation Basics (over		August 2011				
Start Date:	DOI	End date:	TBA (determined by July Differentiation Conf.)	Monthly	PAL: Observation of strategies being implemented by classroom teachers and review of bi-weekly assessment results DOI: Walk-through observation data (Teachscape) weekly.	Teachers utilize at least two different forms of differentiation by September 2011
Provide Professional Development on Differentiation Strategies to be implemented by teachers		Ongoing				
Start Date:	DOI	End date:	- K-2:review of mClass/NWEA data 3-8: review of NWEA/Acutivity data - Pre-test data talk/plan	Monthly during GLM	PAL: Meet and discuss ongoing plans for small groups with the DOI DOI: Monitor small group instruction during walk-throughs and monitor bi-weekly data	Small groups planned monthly/weekly by teachers
Strategic Planning of Small Group Instruction Content Area Specific		Initial Plan Completed by September 8, 2011 Ongoing				

Priority 2 – Short (By December 2011)	Priority 2– Medium (By June 2012)	Priority 2– Long (By December 2012)
- Teachers will pull differentiated groups at least twice per week based on data. - Teachers will implement strategies learned during professional development training. - Teachers will reach all learners with a variety of instructional practices (2-3 learning styles per lesson)	- Teachers will pull differentiated groups at least 3 times per week based on data. - Teachers will add new differentiated strategies to their repertoire based on needs of students	Teachers establish differentiation procedures in the classroom reducing any off task time for students.

Priority #3: To raise student achievement in math						
Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources/ PD	Review Dates	Monitoring and Ongoing Evaluation	Action Achieved and date
Start Date: Strategic Planning of Small Group Instruction Content Area Specific	DOI	End date: Initial Plan completed by September 8	- K-2:review of mClass/NWEA data 3-8: review of NWEA/Acuity data - Pre-test data talk/plan	Monthly during GLM	PAL: Meet and discuss ongoing plans for small groups with the DOI DOI: Monitor small group instruction during walk-throughs and monitor bi-weekly data	Small groups planned monthly/weekly by teachers
Start Date: Planning Hands On Learning/Manipulative use in Mathematics		End date: Ongoing	- Math Manipulatives - workshops – TBD			

Start Date:	TLFs	End date:	Charts	Bi-weekly	PAL: Review data trends across grade levels. DOI/TLF: Review data trends across each grade/report findings to PAL	Increased test scores
Implement Data Tracking Charts		Ongoing				

Priority 3 Short (By December 2011)	Priority 3 Medium (By June 2012)	Priority 3 Long (By December 2012)
- Teachers will utilize differentiated small groups at least twice per week. - Teachers will explicitly teach mathematical vocabulary daily. - K-5 students will complete daily problem solving procedures that will use the Read It, Draw It, Solve It strategy. Students in 6-8 will complete problem solving using the strategies from Saxon Math.	80% of students will be on grade level according to NWEA. - Small Group instruction will occur at least 3-4 times per week. - Manipulatives will be utilized weekly as necessary.	- Small Group instruction will occur at least 3-4 times per week. - Manipulatives will be utilized weekly as necessary. - Students will be able to solve problems independently for problem solving and explain in writing how they solved it.

Priority #4: Effectively define and support staff in their roles, responsibilities, and expectations designed to increase student academic expectations and improve school culture.

Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources/ PD	Review Dates	Monitoring and Ongoing Evaluation	Action Achieved and date
Start Date:	PAL & DOI	End date:	PDI- Handbook/Operations Manual/Culture Guide	ongoing	PAL: Monitors teacher's academic expectations	High Levels of Continuous Academic Expectations Held - ongoing
Roles/Responsibility/Expectations – August 2011		Ongoing				
Start Date:	PAL & DSC	End date:	- PDI- discipline system - DDMS/RC training at Summit	Monthly	DSC: Monitors ISS room/Educatorshandbook.com and reports the findings to PAL monthly	Reduced number of referrals monthly-ongoing
Effectively Implement Discipline System		>2000 referrals > 200 OSS > 5 Expulsions				
Start Date:	DSC	End date:	PDI- Create ways to celebrate students	Monthly	DSC: Monitors THM and collects data from Parent Surveys	Behavior improves
Implement Positive Behavior System		- Increased number of students recognized monthly at THM 3 out of 4 on Parent Satisfaction Survey				

Priority 4 Short (By December 2011)	Priority 4 Medium (By June 2012)	Priority 4 Long (By December 2012)
• DDMS/RC implemented fully within all classrooms. • Arts infusion will be implemented at least 2-3 times per week. • Musical Genre of the semester will be played daily.	• Student recognition of reaching end of year behavior and academic goals. • Arts infusion implemented at least 3 times per week. • School newspaper will be written by students and staff, distributed monthly. • DDMS/RC implementation by all staff.	• DDMS/RC explicitly utilized by all staff with a decreased number of referrals. • Arts infusion is prominent in the building with returning staff and the new staff will implement it 2-3 times per week. • Recognition of student celebrations at each Town Hall Meeting.

Priority # 1 (Network-Wide) To raise student achievement in writing.

Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources PD and training	Review Dates	Monitoring and Ongoing Evaluation (For use by the person charged with monitoring progress)	Action Achieved and date
Start Date: Aug 2011 Ensure all teachers have yearlong writing plans that require students to produce between 8 and 20 (depending on grade level) full-length pieces of writing in all three genres identified by the Common Core standards.	Admin. ELA teachers	End date: Aug 2011 		August	Admin/DOI: minimum of 2 assignments will be assigned quarterly, and reviewed collectively on PD days. Three LHA assessments will be submitted to LHA.	
Start Date: Aug 2011 Provide PD and coaching on: - LHA writing rubric - Traits-based instruction	Admin. ELA teachers	End date: June 2012 On going		Monthly (List)	Admin/DOI: - forming PD and rubric introduction at summer PDI - ontinual collective grading and norming at Wednesday PD's	August 15
Start Date: Sept 2011 Provide PD and coaching on how to use write-to-learn activities in content area classes	Admin/DOI All content area and specialist teachers	End date: June 2012 On going		At least 3x per semester (List)	Admin/DOI: esson plan review will include feedback on write to learn opportunities.	
Start Date: Sept 2011 All teachers, including specialists will use "write-to-learn" activities in every course, several times a week	DOI All teachers	End date: June 2012 On going		Monthly (List)	Admin/DOI: esson plan review will include feedback on write to learn opportunities.	
Start Date: Sept 2011 All teachers will collaboratively grade examples of student writing using LHA rubrics each	DOI All teachers	End date: June 2012 On going		Monthly (List)	Admin/DOI: minimum of 2 assignments will be assigned quarterly, and reviewed collectively on PD days.	

month.						
Priority #2 To improve student learning by challenging students to be accountable for their own education						
Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources PD and training	Review Dates	Monitoring and Ongoing Evaluation (For use by the person charged with monitoring progress)	Action Achieved and date
Start Date: Aug 2011 Increase the pace of lessons	All teachers	End date: June 2012 80% student mastery on quarter and final exams covering standards on LTP 100% of classes are productive learning environments during observations and walkthroughs	Limelight Teachscape	Weekly, Quarterly	ong term standards mapping and long-term planning at PDI, submitted to Dept. Chair/ DOI for review	
Start Date: Aug 2011 Increase the rigor of lessons		End date: June 2011 80% student mastery on quarter and final assessments 80% of student work is identified as high quality				
Start Date: Aug 2011 Explicitly teach and provide opportunities for scholars to develop independent learning skills	All teachers	End date: June 2012 Increased note-taking and write to learn activities in class Student centered classrooms	Cornell notes, how to teach/maintain notetaking in your class	Weekly	esson plan review will include feedback on write to learn opportunities.	
Start Date: Aug 2011 Clearly providing meaningful learning objectives in student-friendly language so students know what they are expected to learn, and why		End date: June 2012 100% of classrooms will have a clearly posted objective in the format I/S will <i>what</i> in order to <i>why</i>				
Start Date: Aug 2011	Admin	End date: June 2012	Staff and	Quarterly		

Providing students with more art infused learning opportunities, elective courses, and creative outlets.		Student satisfaction surveys of courses	course resources		chedule was designed to provide more elective opportunities and extra-curricular time	

Priority #3 To improve the academic community in order to unite teaching staff, increase academic accountability and improve teaching and learning.

Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources PD and training	Review Dates	Monitoring and Ongoing Evaluation (For use by the person charged with monitoring progress)	Action Achieved and date
Start Date: July 2011 Increase the focus of professional development on teaching and learning	PAL, DOI, TLF	End date: June 2012 90% of staff meetings will be focused on teacher best practices and student work		Monthly	Monthly PD plans will be submitted to RD/ VP	
Start Date: Aug 2011 Develop effective department teams		End date: June 2012 Departments meet regularly in a focused and meaningful way				
Start Date: Aug/Sept 2011 Increase peer collaboration on best practices	All teachers, Admin	End date: June 2012 Peer observations and co-planning increase		Monthly	Each teacher will complete a walkthrough every month. Teachers will be assigned partner teachers at summer PDI and structured peer observation and videotaping will take place.	August 1-11

Priority #4 To improve the school culture by ensuring that behavior management procedures are well understood and consistently implemented by all stakeholders

Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources PD and training	Review Dates	Monitoring and Ongoing Evaluation (For use by the person charged with monitoring progress)	Action Achieved and date
Start Date: Aug 2011	All staff	End date: June 2012		Summer PD, as needed	ew discipline system will be explained at summer PDI. The first three weeks of school will focus on Learning Environment and consistent implementation of system.	
All stakeholders meet and hold expectations of GLCS CPA		All staff is collectively accountable for both adult and scholar expectations				
Start Date: Aug 2011	All staff	End date: June 2012		Summer PD, first weeks as school and as needed	Each teacher creates a classroom culture plan for review with their department. A baseline number of referrals is established at the end of August, for goal setting purposes around classroom management.	
Classroom culture plans are strong, purposeful, and adaptive		Each teacher is able to consistently decrease the number of scholars referred to ISS throughout the year ISS is consistently 3 scholars or less				
Start Date: Aug 2011		End date: June 2012		Weekly	Discipline system will be consistently implemented with use of Educator's handbook. Weekly behavior reports will be sent home.	
School wide system is understood and consistently implemented		Suspensions decrease by at least 50%				

Priority #5 Reach out to the community to provide resources for GLCS and its scholars.

Action/Start Date	Lead Personnel	Success Criteria	Finances/ Resources PD and training	Review Dates	Monitoring and Ongoing Evaluation (For use by the person charged with monitoring progress)	Action Achieved and date
Start Date:	Counselor	End date:			Weekly letters will be sent home via email.	

Increased use of email and/or social media to communicate with parents and community		Consistent parent communication reaches parents more often				
Start Date:	DCT, Counselor	End date:			DCT will work with counselor to make these meetings appropriate and meaningful for high school parents.	
Parent meetings are valuable and consistently held		Monthly parent meetings have minimum attendance of 25				
Start Date:	Counselor	End date:			DCT will coordinate 10 college rep visits throughout year and internships.	
Community members and resources are brought into school to extend opportunities for scholars		10 college reps visit GLCS High quality opportunities for community members to interact with scholars are established				
Start Date:	DCT	End date:			DCT will reach out to other DCT (and similar roles) to learn about summer opportunities.	
Scholars participate in high quality enrichment opportunities outside of school		All rising 12 th graders engage in an summer enrichment activity At least 50% of rising 11 th graders engage in a summer enrichment activity At least 33% of rising 10 th graders engage in a summer enrichment activity				



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Organizational Viability

A. Monthly Attendance

Student attendance for the month: 96%

Year-to-date student attendance: 97%

Staff attendance for the month: 97%

Year-to-date staff attendance: 96%

B. Enrollment 2010-2011

Grade	Seats Available	Seats Filled	Open Seats (Negative = Over-enrolled)	Wait List
K	40	45	-5	152
1	50	46	4	161
2	50	50	0	93
3	50	54	-4	96
4	50	51	-1	84
5	50	48	2	96
6	75	68	7	69
7	50	56	-6	61
8	50	46	4	98
9				
10				
11				
12				
TOTAL	465	464	1	910

C. Changes in Enrollment

	Current Month (11-12)	Year-to-date (11-12)	Current Month (10-11)	Year-to-date (10-11)
Withdrawals	0	18		
New Admissions	0	29		



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Reasons for Withdrawals	# of withdrawals this month	# of withdrawals this year
Relocating out of state/district		16
Special Ed services		
Transportation issues		
Personal/family issues		
Student's behavioral issues		
School discipline		
Other student(s) in the school		
School day/year is too long		1
School is not what we expected		
Dissatisfied with teacher		
Dissatisfied with administration/policy		1
Wanted siblings to attend same institute		

D. Professional Development (*A brief narrative describing PD focuses and recent PD activity.*)

Professional Development Completed:

- Upper Academy completed weeks 1 and 2 Book Study: Advisory for the Middle School.
- Mrs. Lafever and Ms. Granzow attended the Acuity Top 3 Reports Webinar on October 13th
- Ms. Bozetarnik and Mrs. Clemens attended the Math Workshop on October 18th.
- Mr. Jewell spent one (Oct. 26th) day visiting various schools to watch master teachers teach science and brought ideas back to GLCS. He also started a Science Club after school.
- Ms. Bozetarnik and Ms. Clemens attended a math workshop on Foundation Number Sense on October 25th.
- Ms. Rancifer and Ms. Parry received one “Planning Day” to map out the next eight weeks of school.
- Ms. Bozetarnik and Ms. Clemens received one “Planning Day” to map out the next eight weeks of school.
- LA viewed a video on small group instruction and devised best practices to implement in the classroom.
- Ms. Seaton and Mrs. Ronjak received one “Planning Day” to map out the next eight weeks and analyze Acuity/NWEA data.
- Mrs. Bean received one “Planning Day” to map out the next eight weeks and analyze Acuity/NWEA data.
- Mrs. Rohder and Mrs. Bako received one “Planning Day” to map out the next eight weeks and analyze mCLASS Reading/Math and NWEA data.
- Miss Johnson and Mrs. Moreno received on “Planning Day” to map out the next eight weeks.
- Wednesday PD Topics – Writing Applied Skills (2 sessions) Limelight Training (1 session)

Upcoming Professional Development:

- Ms. Parry, Ms. Berry and Mrs. Lafever will be visiting another Lighthouse Charter School to observe ELA and SS middle school teachers.
- Mr. Jewell and Ms. Jakubowski will be receiving a one day “Planning Day” to plan out the next eight weeks.
- Ms. Granzow and Mrs. Ronjak will be attending *Increasing Writing Scores on the ISTEP+ and English 10 ECA on November 14.*
- Ms. Granzow and Mrs. Bean will be attending *Increasing Reading Scores on the ISTEP+ and English ECA 10 November 15.*
- Mrs. Lafever, Mrs. Rohder, and Ms. Granzow will be attending a workshop on differentiation November 16.



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- Miss Zotto will be going to West Gary to observe another kindergarten teacher.

Education Program and Academic Progress

A. Assessment Data (*Any complete, standardized assessment data from previous month, if any.*)

Acuity Data ELA Benchmark 1

2011 ELA Form 1										Total Number of students assessed
Homeroom Teacher	Tier I 0-25%	Tier I %	Tier II 26-50%	Tier II %	Tier III 51-75%	Tier III %	Tier IV 76-100%	Tier IV %	Class Average	
3A Bean	0	0%	5	19%	9	33%	13	48%	76%	27
3B Keenan	0	0%	6	23%	11	42%	9	35%	67%	26
4A Ronjak	0	0%	6	25%	12	50%	6	25%	63%	24
4B Seaton	1	4%	15	60%	8	32%	1	4%	56%	25
5A Reynolds	4	16%	16	64%	4	16%	1	4%	39%	25
5B Reynolds	2	9%	8	35%	10	43%	3	13%	54%	23
6A Rancifer	0	0%	5	26%	13	68%	1	5%	58%	19
6B Rancifer	0	0%	7	29%	16	67%	1	4%	60%	24
6C Rancifer	1	5%	12	57%	7	33%	1	5%	49%	21
7A Pary	6	21%	13	46%	8	29%	1	4%	42%	28
7B Pary	1	4%	15	60%	8	32%	1	4%	42%	25
8A Pary	2	10%	11	55%	5	25%	2	10%	46%	20
8B Pary	3	15%	7	35%	7	35%	3	15%	50%	20
GLCS Average	2	6%	10	41%	9	39%	3	14%	54%	

2011 Math Form 1										Total Number of students assessed
Homeroom Teacher	Tier I 0-25%	Tier I %	Tier II 26-50%	Tier II %	Tier III 51-75%	Tier III %	Tier IV 76-100%	Tier IV %	Class Average	
3A Bean	0	0%	2	8%	3	11%	22	81%	81%	27
3B Keenan	0	0%	1	4%	15	58%	10	38%	76%	26
4A Ronjak	0	0%	1	4%	11	44%	13	52%	74%	25
4B Seaton	0	0%	10	40%	12	48%	3	12%	59%	25
5A Bozetarnik	0	0%	2	8%	11	44%	12	48%	74%	25
5B Bozetarnik	1	4%	4	17%	6	26%	12	52%	72%	23
6A Clemens	0	0%	0	0%	6	29%	15	71%	81%	21
6B Clemens	1	4%	4	17%	6	25%	13	54%	68%	24
6C Clemens	0	0%	8	36%	10	45%	4	18%	57%	22
7A Klingerman	1	4%	19	68%	8	29%	0	0%	42%	28
7B Klingerman	2	7%	21	78%	4	15%	0	0%	38%	27
8A Klingerman	0	0%	9	36%	14	56%	2	8%	55%	25
8B Klingerman	0	0%	7	33%	11	52%	3	14%	59%	21
GLCS Average	5	1%	88	27%	117	37%	108	34%	64%	



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Acuity 1 Science	Class Average
5A Reynolds	45%
5B Reynolds	46%
6A Jewell	49%
6B Jewell	52%
6C Jewell	49%
7A Jakubowski	40%
7B Jakubowski	37%
8A Jakubowski	33%
8B Jakubowski	30%

Acuity 1 Social Studies	Class Average
5A Bozetarnik	42%
5B Bozetarnik	46%
6A Rancifer	34%
6B Rancifer	33%
6C Rancifer	31%
7A Berry	44%
7B Berry	42%
8A Berry	41%
8B Berry	41%



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mclass Math Overall Comparisons Beginning of Year (BOY) between 2010-2011 and 2011-2012

Grade	2010-2011 Total Number of Students Tested	2011-2012 Total Number of Students Tested	2010-2011 % Exceeding Grade Level	2011-2012 % Exceeding Grade Level	Difference	2010-2011 % At Grade Level	2011-2012 % At Grade Level	Difference	2010-2011 Strategic Intervention	2011-2012 Strategic Intervention	Difference	2010-2011 Intensive Intervention	2011-2012 Intensive Intervention	Difference
Kindergarten*	60	44	0%	0%	0%	17%	32%	15%	56%	52%	4%	27%	16%	11%
First	48	45	0%	0%	0%	46%	40%	-6%	46%	58%	-12%	8%	2%	6%
Second	55	50	0%	0%	0%	9%	40%	31%	64%	54%	10%	27%	6%	21%

*2010-2011 scores include our Early 5 class the program does not exist for 2011-2012.

mClass Math Comparison Chart for 2010-2011 and 2011-2012 Number Identification

Grade	2010-2011 Number of Students Tested	2011-2012 Number of Students Tested	2010-2011 % Above Grade Level	2011-2012 % Above Grade Level	Difference	2010-2011 % At Grade Level	2011-2012 % At Grade Level	Difference	2010-2011 % Strategic Intervention	2011-2012 % Strategic Intervention	Difference	2010-2011 % Intensive Intervention	2011-2012 % Intensive Intervention	Difference
Kindergarten*	60	44	0%	0%	0%	17%	46%	29%	71%	45%	26%	12%	9%	3%
First	48	45	0%	0%	0%	40%	38%	-2%	54%	60%	-6%	6%	18%	-12%
Second	DNT													

DNT=does not take *2010-2011 scores include our Early 5 class the program does not exist for 2011-2012.

mClass Math Comparison Chart for 2010-2011 and 2011-2012 Quantity Discrimination

Grade	2010-2011 Number of Students Tested	2011-2012 Number of Students Tested	2010-2011 % Above Grade Level	2011-2012 % Above Grade Level	Difference	2010-2011 % At Grade Level	2011-2012 % At Grade Level	Difference	2010-2011 % Strategic Intervention	2011-2012 % Strategic Intervention	Difference	2010-2011 % Intensive Intervention	2011-2012 % Intensive Intervention	Difference
Kindergarten*	60	44	0%	0%	0%	10%	11%	1%	65%	73%	-8%	25%	16%	9%
First	48	45	0%	0%	0%	38%	31%	-7%	56%	56%	0%	6%	13%	-7%
Second	55	50	0%	0%	0%	4%	38%	34%	60%	52%	8%	36%	10%	26%

*2010-2011 scores include our Early 5 class the program does not exist for 2011-2012.

mClass Math Comparison Chart for 2010-2011 and 2011-2012 Counting

Grade	2010-2011 Number of Students Tested	2011-2012 Number of Students Tested	2010-2011 % Above Grade Level	2011-2012 % Above Grade Level	Difference	2010-2011 % At Grade Level	2011-2012 % At Grade Level	Difference	2010-2011 % Strategic Intervention	2011-2012 % Strategic Intervention	Difference	2010-2011 % Intensive Intervention	2011-2012 % Intensive Intervention	Difference



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B. Progress on CAP (*A brief narrative with CAP-related updates, if any.*)

Goal #1: Writing

- Teachers continue to develop writer's workshop in classrooms;
- Monthly norm scoring happens in grade level groups to calibrate scores;
- Leadership put together expectations about writing after recommendations from Connections visit.

Goal #2: Differentiation

- DOIs continue to coach teachers around differentiation;
- Lower academy teachers are differentiating small groups;
- Upper academy is still receiving coaching for small groups.

Goal #3: Math

- The PAL delivered a workshop on writing applied skills questions;
- Teachers developed a bank of applied skills questions for math to help with problem solving and rigor.

Goal #4:

- The DSC continues to work with staff and students to develop school culture;
- The PAL is holding parent workshops to help parents become acquainted with Parent Portal;
- The Leadership team has asked parents to volunteer throughout the building.

C. External Evaluation and Accountability Reports (*Updates on any external evaluations, if any.*)

Our school connections visit was held in September, and we received feedback from Aubrey in October. Among some of the findings:

- Increase writing time daily;
- Increase amount of time spent on long-term writing projects;
- Set expectations for student work products;
- Hold monthly learning walks to reflect on student work samples throughout the building;
- Increase math fluency.

The DOIs and PAL met to discuss these recommendations, and we have put all of them in place, rolling them out to teachers in pieces over the month of October.

D. Supplemental Programs Update (*Principal/DOI will include an update on supplemental programs.*)

- RtI—Universal screening was done on 3-8 in October to identify students for Tier II and III interventions. Student groups were formed, and teaching assistants are seeing students Monday-Thursday. On Fridays, the RtI staff meets with teachers, progress monitor, and see students they are not able to see on Wednesdays due to the shortened day. Several students have begun using the Achieve3000 software program daily for 45 minutes.
- SES—SES tutoring started November 8 with Sylvan Learning Center. Tutoring sessions will actually begin November 29th, and 5 providers have agreed to services. Mrs. Campbell, the Title I Coordinator is heavily monitoring the online providers to ensure that we stay in compliance with the state rules and regulations regarding the use of laptop computers (they must be returned at the end). We are



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concerned by the number of students who have chosen online providers, and will closely monitor student progress.

School Culture and Relationships

A. Parents and Community Update (*Updates for Conferences, Family Nights, Outreach Programs, etc.*)

The students had their first set of set photos done; there was an awesome Harvest Dance and Halloween Haunted House. There are plans for another photo day. Two parent meetings will be held on November 21st to discuss Powerschool Parent Portal, Learning Connection, and ISTEP parent connection. Our annual Thanksgiving luncheon will be held on November 22 and families are invited to eat traditional Thanksgiving lunches with students.

B. School Culture (*Updates on school culture, including suspension data and foci for moving forward.*)

Since the beginning of the school year the culture of the school is improving at a rapid rate. The students are adjusting well to the discipline policies and procedures. The referral and suspension rate fluctuates on a regular basis and is closely monitored. The DSC along with the school counselor and the RTI team have begun to identify children that are falling into the Tier II behavioral group. Several of these students are being pulled for small group services and lessons with the school counselor. The students are being given the opportunity to sign up for the various group sessions being hosted by the counselor as long as parental consent is received.

Several clubs and sports have started in the building. Mr. Blinco has guitar club every Thursday evening to teach students how to play. Mrs. Lafever is starting an Algebra club on Mondays to increase student knowledge of math. Mr. Jewell hosts the science club on Monday nights for 6-8 grades. We have 4 basketball teams—Girls basketball 4-6, 7-8, Boys basketball 4-6, 7-8 (combined with West Gary). We also have a cheerleading and Pom-pom team. GLCS is strictly adhering to the grade requirement to play, and no student is allowed to play a sport without a 2.5 GPA & no N's on progress reports. Grades are verified prior to games, and students who do not meet the grade requirement sit on the bench and watch.

	Data for month (11-12)	Year-to- date data (11-12)	Data for month (10-11)	Year-to- date data (10-11)
# of suspensions	17	31		
# of students suspended	17	30		
# of Lower Academy students suspended	4	5		
# of Upper Academy students suspended	13	26		
% of students suspended	4%	6%		
# of students suspended more than one time	0	1		
# of suspensions greater than 2 days	9	11		

Suspensions by Behavior Type (2011-2012)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Disobedience	1	7	8								
Gross Disrespect	1	2	1								
Violence		3	8								



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Suspensions by Behavior Type (2011-2012)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Cheating		0									
Stealing		0									
Total	2	12	17								

Suspensions by Behavior Type (2010-2011)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Disobedience											
Gross Disrespect											
Violence											
Cheating											
Stealing											
Total											

C. Staff Culture (*Updates as available on staff culture: survey results, staffing updates, etc.*)

Congratulations to Mrs. Terrie Campbell, who was promoted to Title I Coordinator in October. Terrie was the Title I teacher for the past two years.

We will have a Thanksgiving breakfast for all staff on the 23rd to help build staff culture. The leadership team is noticing staff fatigue, and we are working to help alleviate some of the stress that arises this time every year. Several staff members have taken on the job of mentoring in the building, which helps the first year teachers.

Other

Challenges



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Organizational Viability

A. Monthly Attendance

Student attendance for the month: 95.8%

Year-to-date student attendance: 95.8 %

Staff attendance for the month: 99%

Year-to-date staff attendance: 98.3%

B. Enrollment 2010-2011

Grade	Seats Available	Seats Filled	Open Seats (Negative = Over-enrolled)	Wait List
K				
1				
2				
3				
4				
5				
6				
7				
8				
9	75	68	7	9
10	50	48	2	10
11	50	55	-5	17
12				
TOTAL	175	171	4	36

C. Changes in Enrollment

	Current Month (11-12)	Year-to-date (11-12)	Current Month (10-11)	Year-to-date (10-11)
Withdrawals	1	37		
New Admissions	0	47		



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Reasons for Withdrawals	# of withdrawals this month	# of withdrawals this year
Relocating out of state/district		11
Special Ed services		
Transportation issues		
Personal/family issues	1	25
Student's behavioral issues		1
School discipline		
Other student(s) in the school		
School day/year is too long		
School is not what we expected		
Dissatisfied with teacher		
Dissatisfied with administration/policy		
Wanted siblings to attend same institute		

D. Professional Development

Teachers have collaborated on student engagement, writing, and school culture through the month of October. We also received training on Achieve 3000 on October 21, 2011.

Education Program and Academic Progress

A. Assessment Data

Test	English	Math	Reading	Science	Composite
Explore (9 th)	11.1	12.7	12.1	13.9	12.6
PLAN (10 th)	12.7	12.9	14.1	14.7	13.7

B. Progress on CAP

Goal #1: (Network-Wide) To raise student achievement in writing.

After the LHA writing assessment, we focused our efforts on the conventions part of the rubric and focused all writing feedback in the content areas on conventions. The teachers collaborated in October to score writings on conventions and have shifted focus to organization currently.

Goal #2: To improve student learning by challenging students to be accountable for their own education

Scholars who did not pass a class for quarter 1 are now in study tables for the entire quarter.

Goal #3: To improve the academic community in order to unite teaching staff, increase academic accountability and improve teaching and learning.

The teacher visits to other high performing schools allowed teachers to collaborate on best practices and share their observations with other team members. At our last professional, all workshops were led or co-led by teachers so that they can share their best practices as well.

Goal #4: To improve the school culture by ensuring that behavior management procedures are well understood and consistently implemented by all stakeholders.

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Suspensions by Behavior Type (2011-2012)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Stealing											
Total	27	32	10								

Suspensions by Behavior Type (2010-2011)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Disobedience	1	10	2								
Gross Disrespect	11	13	4								
Violence	1	3	2								
Cheating											
Stealing											
Total	13	26	8								

C. Staff Culture Nothing to report at this time.

Other

Our staff laptop has arrived. We continue to work with the tech team to get the student laptops up for our implementation of Achieve 3000.

Challenges

The lights on the east side of the parking lot still do not turn on. Now that it is dark earlier, it is very dark in the parking lot at night when many staff members are still here. This was an issue through the entire 2010-2011 school year.

We have four female scholars who are pregnant or given birth this school year. All four scholars are new to the school this year and three of the four (potentially all four) were pregnant before they enrolled at GLCS. My concern is how to address this so it does not become a mainstay of our school culture. None of the fathers are GLCS scholars.

Lighthouse Academies School Leader Performance Standards and Evaluation System

Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.

-from The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge

Lighthouse Academies strives to be a learning organization. Our *school leader evaluation system* aims to generate important conversation, reflection and learning that yield, as Senge says, a “hunger” to “do something we were never able to do.” At Lighthouse Academies we seek to change the future of the children we serve by preparing them for success in college. This requires all of us to get smarter about the levers that go with the positions we hold.

The School Leader¹ Evaluation System has three purposes. One is to clarify how school leaders are formally evaluated and to outline specific standards that we expect of exemplary leaders. A second, and perhaps more important, purpose is to articulate how school leaders, as a network of educators who share the same mission and goals, continually learn from each other to improve the quality of their leadership and learning. Based on school leader performance throughout the evaluation cycle, differentiated support is provided to foster professional growth. Lastly, the evaluation provides evidence for employment decisions including principal promotion, retention and supplemental compensation (as provided in the approved compensation policy).²

As always, we encourage you to reflect on how well this system works for you and to share with your regional director any ideas or insights for improvement.

Statement of Goals

The system for evaluating the school leader has three goals:

1. To promote the school leader’s professional growth and development.
2. To support the continuous improvement of the education program in the school.
3. To make decisions on continuing employment, promotion, and supplemental compensation of the school leader.

To achieve these goals Lighthouse Academies has designed an annual review cycle that actively involves several parties and multiple sources of data. Many of the data sources provide feedback on inputs. The system is designed to take these inputs into account but to make judgments about the leaders’ success and continued employment based on achievement of Lighthouse Network and individual school’s goals.

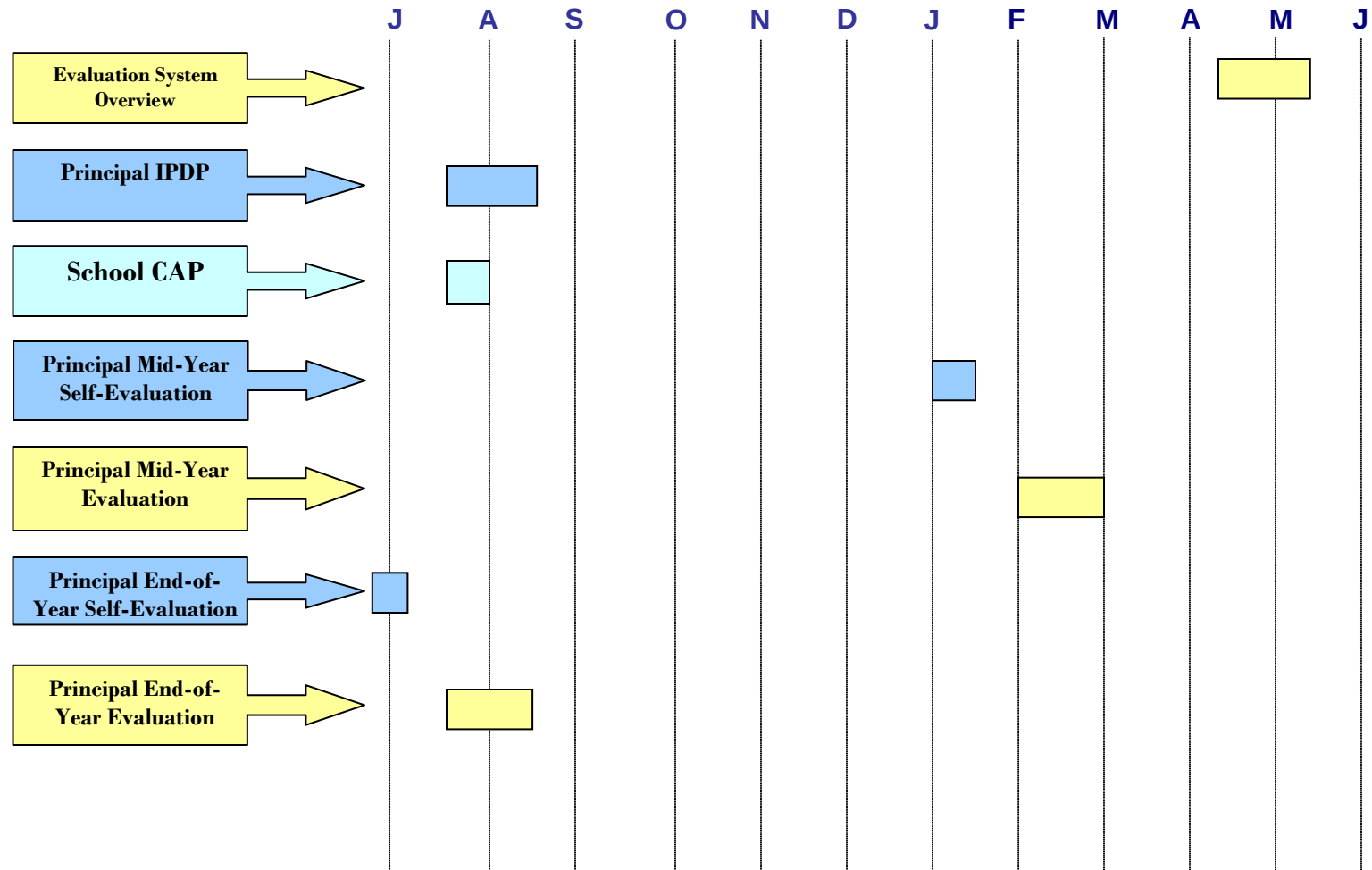
The Evaluation Cycle

¹ The title of the school leader varies from state to state depending upon certification requirements. Throughout this document the terms “school leader” and “principal” are used interchangeably, referring to the person in charge of leading the school.

² Please see the current fiscal year approved compensation policy for more information on supplemental compensation.

The evaluation cycle is a year-long process. It is designed to include time for personal goal setting, self-reflection, feedback, data collection and formal documentation. The steps are outlined below, and the documents and people are explicated in the next section.

School Leader Performance Standards Evaluation Timeline



We prepare our students for college through a rigorous arts-infused program.

Step of the Cycle	Date/Timeline	People Responsible	Documents Needed
Evaluation System Overview	Within 15 days of school leader's start date	RD reviews system with principal	School Leader Evaluation System Overview
Principal Individual Professional Development Plan (IPDP)	<i>Hires for the New School Year</i> Within 30 days of new leader training submit to regional director (RD) <i>Mid-year Hires</i> Within 30 days of principal's start date submit to RD <i>Returning Principals</i> August 15 submit to RD	Principal	<i>Complete:</i> Principal IPDP <i>Use:</i> Principal Position Description; Principal Vision of Excellence, Principal Performance Rubric
School Culture of Achievement Plan (CAP)	July 30 submit to Ed Team and RD <i>*Depending on the hire date, the CAP may be completed prior to the IPDP</i>	Principal and school leadership team	See <i>LHA Guide to Leadership</i> for requirements, format suggestions and samples
Principal Mid-Year Self-Evaluation	Submitted to RD by January 15	Principal	<i>Complete:</i> Principal Self-Evaluation <i>Use:</i> Principal Vision of Excellence, Principal IPDP, School CAP, LHA Network Goals, Principal Performance Rubric
Principal Mid-Year Evaluation	RD prepares and discusses Mid-Year Evaluation with principal by February 1 RD shares Mid-Year Evaluation at February	Regional Director	<i>Complete:</i> Principal Mid-Year Evaluation <i>Use:</i> Principal Mid-Year Self-

We prepare our students for college through a rigorous arts-infused program.

Step of the Cycle	Date/Timeline	People Responsible	Documents Needed
	board meeting		Evaluation, Principal IPDP, Principal Vision of Excellence, School CAP, LHA Network Goals, and data points including (but not limited to): day-to-day observations of the school and the principal, achievement data, parent and staff interaction observations, external and internal (LHA) evaluations or site visit reports, feedback from members of LHA Commons with whom the principal interacts, feedback from the members of the Board, and monthly board reports, Principal Performance Rubric
Principal End-of-Year Self-Evaluation	Principal submits to RD by July 1	Principal	<i>Update:</i> Principal Self-Evaluation <i>Use:</i> Principal Vision of Excellence, Updated/Completed Principal IPDP, School CAP, Mid-Year Evaluation, LHA Network Goals, and data including (but not limited to): student achievement, staff and family surveys, attendance, external and internal (LHA) evaluations or site visit reports,

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Step of the Cycle	Date/Timeline	People Responsible	Documents Needed
			feedback from members of LHA Commons with whom the principal interacts, feedback from the members of the Board, and monthly board reports, Principal Performance Rubric
Principal End-of-Year Evaluation	RD prepares and discusses End-of-Year Evaluation with principal by August 1 RD shares End-of-Year Evaluation at August board meeting	Regional Director	<i>Complete:</i> Principal End-of-Year Evaluation <i>Use:</i> Principal Self-Evaluation, Principal IPDP, Principal Vision of Excellence, School CAP, LHA Network Goals, and data points including (but not limited to): day-to-day observations of the school and the principal, achievement data, parent and staff survey data and/or interactions, external and internal (LHA) evaluations or site visit reports, feedback from members of LHA Commons with whom the principal interacts, feedback from the members of the board, and monthly board reports, Principal Performance Rubric

Key Documents for the Evaluation Cycle

1) Goal Documents

- The **ten** LHA Network Goals (Exhibit 1): The *LHA Network Goals* are the goals against which LHA measures progress at each school and on the whole.
- *School Culture of Achievement Plan (CAP)*: This document outlines the specific, data-driven goals the principal and his/her team have set for the school for a given year.

2) Position Description

The position description (Exhibit 2) is designed to reflect the essential functions of the position.

3) Principal Vision of Excellence (VOE)

The *Principal Vision of Excellence* (Exhibit 3) is aligned directly to the position description for the principal's role. The *Principal VOE* describes the broad categories of responsibility for the role (the essential functions), as well as the related actions and the outcomes those actions should yield. The actions described in the *Principal VOE* are intentionally neither specific nor prescriptive.

4) Principal Performance Rubric

The *Principal Performance Rubric* (Exhibit 4) is based on the five essential functions of the *Principal Vision of Excellence*. The rubric quantifies specific actions and outcomes for the principal to demonstrate effectiveness in his or her role. Principals are rated on a scale: Ineffective, Developing, Effective and Highly Effective. The rubric is used throughout the evaluation process for principal self-reflection as well as for mid- and end-of-year evaluations by the supervisor.

5) Individual Professional Development Plan (IPDP)

Professional achievement is encouraged, cultivated and celebrated. The *IPDP* (Exhibit 5) enables each Lighthouse team member to analyze individual development needs, to set specific annual goals and to target opportunities to meet these identified goals. This achievement of professional goals will, ultimately, benefit the students, the school and the learning organization. The *IPDP* should be aligned directly to the *Principal VOE* and should assist school leaders in reflecting upon professional areas of strength and growth in relation to these actions and outcomes.

6) Principal Self-Evaluation

The *Principal Self-Evaluation* (Exhibit 6) provides an opportunity for the school leader to evaluate the data available in the school and to place that data in context. The information provided in a self-evaluation will give an informed view of the performance and quality of the school as well as the school leader's evaluation of his or her performance as it relates to the essential functions outlined in the *Principal VOE*. The RD should read the self-evaluation with the *Principal*

VOE, LHA Network Goals, School CAP, and the principal's IPDP in mind, thus identifying strengths and areas for improvement.

7) LHA Commons and Board of Trustees/Directors Feedback Form

The *LHA Commons and Board of Trustees/Directors Feedback Form* (Exhibit 7) provides a venue for other members of the LHA community to share their evaluation of the principal's performance as it relates to their personal interactions with the principal, and to the *Principal VOE*, the *School CAP* and the *LHA Network Goals*. These forms should be submitted to the RD prior to his or her completion of the school leader's mid-year and end-of-year evaluations.

8) Mid-Year and End-of-Year Principal Evaluation

The *Mid-Year and End-of-Year Principal Evaluation* (Exhibits 8 and 9) are completed by the RD. He or she evaluates the principal's performance using the *Principal Self-Evaluation*, the *Principal VOE*, the *School CAP*, the *LHA Network Goals*, as well as other points, including but not limited to, day-to-day observations of the school and the principal, achievement data, parent and staff survey data and/or interactions, external and internal (LHA) evaluations or site visit reports, and monthly board reports.

Key Players in the School Leader Evaluation Process

1) School Leader

The school leader is the instructional leader of the school. He or she is expected to fulfill the duties and responsibilities of the position as well as to engage in self-reflection using the *Principal VOE*, the *LHA Network Goals*, the *School CAP*, and feedback from the RD and Board of Trustees/Directors. This self-reflection is captured in the *Principal Self-Evaluation* which is provided to the Board and the RD in advance of the evaluation.

2) Regional Director (RD)

Through the regional director, Lighthouse Academies provides feedback to the school leader on the achievement of network and school goals, adherence to school procedures, implementation of the Lighthouse Academies model and the school's charter and the quality of instruction as evidenced by classroom practice. The RD relies on several data points for his or her evaluation which include (but are not limited to): day-to-day observations of the school and the principal, achievement data, parent and staff survey data and/or interactions, external and internal (LHA) evaluations or site visit reports, feedback from members of LHA Commons with whom the principal interacts, and the principal's self-evaluation.

3) Board of Trustees/Directors³

³ See the LHA Service Agreement for your school for more specific information about the Board's role in principal evaluation.

The Board is a key contributor of the team providing feedback to the principal, particularly in the area of achievement of the goals of the school. The Board of Trustees/Directors for the school will use data points to contribute to the principal's evaluation which include (but are not limited to): monthly board reports, achievement data, parent and staff survey data, external and internal (LHA) evaluations or site visit reports, and the principal's self-evaluation. The Board may suggest termination of the school leader's employment based upon the school leader's documented performance or for other cause.

EXHIBIT 1 – LHA NETWORK GOALS

- 1) College Acceptance: 100% of 12th grade students will be accepted to at least one four-year college.
- 2) College Success: Less than 15% of high school graduates attending college are enrolled in remedial courses in English or math in the first semester of their freshman year.
- 3) High School Graduation¹: More than 80% of students enrolled in a Lighthouse Academy in 9th grade will graduate within five full years.
- 4) State Proficiency² – School Target: All LHA schools will make AYP.
- 5) State Proficiency – Cohort Target: 75% or more of students who enter a LHA school no later than grade 4 and have been in a LHA school for at least three full years will score “proficient/passing” or higher on their state-specific assessments.³
- 6) Academic Skills & Knowledge: For students that have been at the school for three full years or more, the number of students at or beyond the national median percentile in reading and math will increase by at least 10 percent of the grade level cohort each year on the NWEA’s MAP assessment.
- 7) Arts Infusion as a Lever for Student Engagement: All schools receive an average score of 3 or better (1-4 scale) on the student satisfaction survey for the arts infusion and student engagement sections.
- 8) Family Engagement: All families will participate in at least three of four parent conferences.
- 9) Attendance: The average daily attendance will be at least 95%.
- 10) Student Reenrollment: 95% of K-11 students enrolled on count day will remain enrolled on the following year’s count day with this exception; 75% of 8th grade graduates will reenroll in the College Prep Academy.

¹ The LHA graduation rate will be calculated in accordance with the new Title I definition for the *extended-year adjusted cohort graduation rate*. A definition can be found at <http://www.ed.gov/print/policy/elsec/reg/proposal/uniform-grad-rate.html>.

² Currently, science and social studies state assessments are not administered at each grade level, and science and social studies results are not a part of AYP determinations under the No Child Left Behind Act. Goal 4 will include science and social studies if/when federal law includes these subjects in AYP determinations. Goal 5 will be enacted in 2010-2011 in advance of anticipated NCLB requirements. Goal 6 will be enacted for social studies and science if/when social studies and science tests are administered in the 8th grade.

³This target applies to cohorts of students who join a LHA school at any point during 4th grade or earlier.

EXHIBIT 2 – PRINCIPAL POSITION DESCRIPTION



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: **PRINCIPAL**

Reports To: **Regional Director**

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) principals are more than school leaders and managers. They help transform children's lives by creating opportunities for a brighter future. LHA school leaders are responsible for ensuring all of our students achieve high levels of academic success. We are seeking principals who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

The principal of a Lighthouse Academy school is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our principals are responsible for demonstrating significant and measurable academic gains, each year, with all students. Our principals' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our principals are as follows:

INSTRUCTIONAL LEADERSHIP

I. DATA ANALYSIS

- Lead the school team in reaching the eight network goals; align school goals to the charter and LHA model.
- Manage all school programs in a manner that ensures efficiency, effectiveness and compliance; evaluate programs and make changes, as necessary, in line with the charter and the LHA model.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.

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- Provide and present data toward network and school goals to the Board of Trustees and other constituents, as requested.

II. PROFESSIONAL DEVELOPMENT

- Serve as instructional leader, collaborating closely with the Director of Instruction to determine professional development needs of school to meet all network and school related goals.
- Work closely with each individual staff member (both instructional and non-instructional) to assist and guide them with the development of the Individual Professional Development Plan; provide training and allow for opportunities for staff to meet individual goals; evaluate progress toward goals.

III. CULTURE of ACHIEVEMENT and RESPECT

- Provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the LHA network.
- Create a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior (aligned with the school's charter, the LHA Curriculum Guides and the LHA School Culture Guide) that allows students to take risks and strive to reach goals.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences when working with students and staff members regarding student behavior.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum, culture and high expectations.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

I. MANAGEMENT

- Establish and manage school operations, procedures, systems, and routines that provide structure for students and maximize instructional time.
- Complete and monitor all compliance requirements (Education law and regulations; federal programs initiatives; student support service programs, emergency plans and protocols).
- Complete all required authorizer, district and network reports with accuracy and timeliness.
- Manage and oversee school budget, ensuring that all financial transactions are completed in accordance with LHA policies and procedures.

II. CULTURE of ACHIEVEMENT and RESPECT

- Recruit, hire, train, and evaluate staff, and complete any other personnel actions, in accordance with LHA policies and procedures.
- Conduct and supervise marketing of school; actively recruit families to ensure full enrollment.
- Establish, build and maintain community partnerships and relationships (arts partners, educational and child advocacy groups, business partners, media) to support the success of a diverse student population and the mission of the school, and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement; as well as to achieve the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience; identify areas for further professional development as part of a professional development plan that is linked to school and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

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MINIMUM QUALIFICATIONS

EDUCATION: Masters Degree in Education, Education Administration or Teaching

EXPERIENCE, KNOWLEDGE & SKILLS:

- Five (5) years teaching experience. Three (3) years of school administrative experience.
- Training and implementation of LHA curriculum programs
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Collaborative leadership and school-based decision making
- Education law and regulations; federal programs initiatives; student support service programs
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

HUMAN RESOURCE INFORMATION

EVALUATION: Goal based evaluation twice a year by Regional Director with input from the local Board of Trustees

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt

EXHIBIT 3 – PRINCIPAL VISION OF EXCELLENCE (VOE)

PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Data Analysis	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to...	understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and support DOI in differentiating planning, interventions, and coaching of teachers to ensure all of our students achieve high levels of academic success.
	Action 2: Actively monitor and analyze teacher performance standard data, in order to...	have accurate, ongoing knowledge of teachers' levels of effectiveness on the LHA teacher evaluation rubric and vis-à-vis teachers' individual IPDPs, and know how to tailor school-wide and individual planning, support, interventions, and management of staff and resources to meet the mission.
	Action 3: Actively monitor and analyze non-academic student data in school, in order to...	have accurate, ongoing knowledge of students' progress against school-wide and network goals, and know how to tailor your school-wide and individual teacher planning, support, interventions, and management of staff and resources in order to meet the mission.
	Action 4: Actively monitor school culture, in order to...	have an accurate, ongoing understanding of how school culture is serving or hindering key goals, and know how to tailor school-wide and individual planning, interventions, and management of staff and resources to meet the mission.
	Action 5: Following a collaborative review of spring data, establish, monitor, and revise (after fall and winter data collection) the school's Culture of Achievement Plan in order to ...	create a data-driven school culture that uses an analysis of needs to inform school-wide and individual professional development, instructional interventions, family involvement opportunities, and the management of staff and resources.

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PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Professional Development	Action 1: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that...	they understand and are invested in our instructional and operational model and provide valuable support for student achievement.
	Action 2: Establish structures and systems, such that...	the time of the school leadership, instructional staff, and non-instructional staff enables them to be focused on ensuring all students and staff achieve LHA and school goals.
	Action 3: Observe and coach DOI to his/her Vision of Excellence, such that...	the DOI can identify Vision of Excellence actions that are areas of strength and growth, and s/he is able to accomplish the outcomes of his/her Vision of Excellence.
	Action 4: Communicate about and lead effective execution of the IPDP process, such that...	all team members are encouraged to set goals and reflect on them throughout the year, team members who are struggling receive the necessary support and/or are appropriately dismissed in a way that minimizes any negative impact on the staff and the school culture, and all team members participate in the process in a way that best promotes professional, personal, and student growth.
	Action 5: Conduct data analysis and map out professional development plans with school leadership (DOI, DSC, TLF), such that...	school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan, that professional development plans are directly aligned to student achievement data and observation data such that school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan and that professional development plans are directly aligned to student achievement data and observation data in order to ensure differentiated support for team members.
	Action 6: Directly lead school-wide staff learning experiences, such that...	teachers internalize essential content and mindsets based on student or teacher data.

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PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Professional Development (continued)	Action 7: Collaboratively manage Title 1 and special education teams such that...	instruction is data driven, high quality, and consistent with the LHA model and relevant laws.
	Action 8: Collaborate with school leadership team to identify, promote, and support teacher leadership, such that...	teachers are able to share their areas of expertise with the larger school community (i.e., leading professional development, contributing to the school newsletter, conducting school-wide family nights) while at the same contributing to the collaborative culture at the school and across the LHA network.
Instructional Leadership: Culture of Achievement and Respect	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that...	staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.
	Action 2: Create and manage the approved code of conduct in conjunction with Responsive Classroom/Developmental Designs, such that...	expectations of students, leadership, staff, and families are clear and all school community members are invested in building and maintaining a culture of achievement and respect, Responsive Classroom/Development Designs components are evident in the life of the school, and students use school time productively to learn and develop positive social-emotional skills.
	Action 3: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that...	staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.

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PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Instructional Leadership: Culture of Achievement and Respect (continued)	Action 4: Build and maintain proactive relationships with RD and other LHA network employees as applicable, such that...	they are invested in school-specific goals as identified in the CAP, provide valuable support to leadership - both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and best practices that reflect the LHA mission, vision, and core values are shared across the network.
	Action 5: Build proactive relationships with members of Board of Trustees and actively participate in Board Meetings, such that...	a clear picture of the operations and progress of the school are communicated through monthly board reports, and there is a clear and ongoing line of communication between all stakeholders regarding the school.
	Action 6: Conduct regular evaluations of instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.
	Action 7: Participate in Cambridge Education, LHA education team school visits, and authorizer visits (including preparation for the site visits) in order to...	reflect on, monitor, and act upon feedback pertaining to school culture, achievement, and fidelity to implementation of the school's charter and the LHA model.
Operational Leadership: Management	Action 1: Actively manage the school charter and budget in accordance with LHA policies and procedures, such that...	resources are allocated strategically, to support the LHA model, and in accordance with budgetary constraints.

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PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Operational Leadership: Management (continued)	Action 2: Customize operational visions to realities of school site, such that...	all school-based staff have clear understanding of expectations and goals for school operations in accordance with LHA, charter authorizer, and state policies and procedures.
	Action 3: Build capacity of and manage OM's, FC's, custodians, and other support staff's ongoing execution of operations at school site, such that...	the school is a safe and clean place, school operations run smoothly and in accordance with LHA, authorizer, and state policies and procedures, all LHA, authorizer, and state reports are completed accurately and timely, and instructional staff are able to achieve goals with their students.
	Action 4: Conduct regular evaluations of non-instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that...	non-instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.
Operational Leadership: Culture of Achievement and Respect	Action 1: Market the school and recruit and hire staff with effective and strategic marketing materials and approaches, such that...	the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.
	Action 2: Recruit families through the use of effective and strategic marketing materials and approaches such that...	the school is fully-enrolled with a waitlist, students and families are knowledgeable about and committed to the mission.
	Action 3: Engage families in varied opportunities to participate in their child's education throughout the year such that...	families are invested in the school and their student's learning.

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PRINCIPAL VISION OF EXCELLENCE

(BASED ON ESSENTIAL FUNCTIONS FROM PRINCIPAL POSITION DESCRIPTION)

Essential Functions	Actions	Outcomes
Operational Leadership: Culture of Achievement and Respect (continued)	Action 4: Establish and maintain relationships with arts partners, such that...	the arts partner is invested in the school, its students and its goals which yields a well-planned and successfully implemented arts infusion program from which the students and teachers benefit throughout the year.
	Action 5: Establish and maintain relationships with other community based organizations (CBOs), such that...	CBOs are invested in the school and support it as appropriate to the mission, vision, core value, and its drive to achieve its goals.

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Lighthouse Academies Principal Performance Rubric

EXHIBIT 4 – PRINCIPAL PERFORMANCE RUBRIC

- ☐ **Ineffective** indicates no evidence and/or very beginning levels of development
- ☐ **Developing** indicates that there is evidence of knowledge; leader has tools and has been coached and is developing his or her skill, but is not yet consistently performing to expected professional performance.
- ☐ **Effective** indicates solid, expected professional performance; consistently meets expectations.
- ☐ **Highly Effective** indicates consistent demonstration of outstanding leadership

Principal Vision of Excellence Essential Functions

Instructional Leadership - Data Analysis: *The principal's leadership fosters high expectations for all stakeholders and builds an environment where understanding and using data results in high levels of student achievement for all students.*

Instructional Leadership - Professional Development: *The principal fosters the success of all students by facilitating the development, implementation and evaluation of a shared vision of ongoing learning that builds the capacity of the school team to understand the educational and operational models with a goal of supporting student achievement.*

Instructional Leadership - Culture of Achievement and Respect: *The principal fosters the academic success and development of all students by creating, celebrating and sustaining a positive, professional and safe school culture which reflects the Lighthouse Academies' core values*

Operational Leadership - Management: *The principal fosters the academic success and development of all students by supporting, managing and overseeing the school's organization and resources utilizing Lighthouse Academies' procedures and policies.*

Operational Leadership - Culture of Achievement and Respect: *The principal fosters the academic success and development of all students by effectively collaborating with all stakeholders to achieve the Lighthouse mission and vision.*

Resources:

New School Venture Fund Principal Development: Selection, Support and Evaluation: Key Strategies From New Schools' Portfolio Venture, June 2008

Marshall, Kim Principal Evaluation Rubrics, February 2008

Strong, James H., Richard, Holly B., Cantano, Nancy. Qualities of Effective Principals, ASCD 2008

Michigan School Improvement Framework Rubrics, Michigan Department of Education: Office of School Improvement, 2006

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Data Analysis*

Instructional Leadership Data Analysis: <i>The principal's leadership fosters high expectations for all stakeholders which results in progress based on established and measurable standards.</i>				
<i>IL: Data Analysis Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for effective leadership plus:</i>
Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments.	☐ Does not use data in making decisions or setting goals	☐ Sets school-wide goals without a thorough review and analysis of data ☐ Periodically reviews student achievement data	☐ Accurately analyzes a wide range of student and teacher data to set school-wide goals ☐ Reviews student achievement data bi-weekly with leadership team ☐ Collaborates with DOI and leadership team in review of data to prioritize and plan coaching and school professional development ☐ Consistently tracks and accurately analyzes a variety of metrics against goals to continually improve teaching and learning in the school ☐ End of year student achievement data indicates improvements in achievement goals.	☐ Incorporates the use of data into the daily life of the school by making public student achievement data (i.e. data walls, grade level meeting trackers).
Action 2: Actively monitor and analyze teacher performance standard rubric data.	☐ Does not use TPS rubric or track TPS data ☐ TPS rubric and observation data is not used to plan for individual or school-wide teacher development needs.	☐ Inconsistently monitors and tracks teacher performance using the TPS rubric (frequency and staff members vary) ☐ Inconsistently uses TPS and observation data to plan individual and/or school-wide professional development ☐ Limited evidence of TPS language or use when giving feedback ☐ Teacher IPDPs do not all reflect alignment with TPS rubric data ☐ Fall and winter evaluation data is not utilized to update IPDPs or school wide PD	☐ Consistently monitors and tracks teacher performance using the TPS rubric during summer as self-reflection, fall, winter and end of year evaluations. ☐ Consistently uses TPS and observation data to plan individual and school-wide professional development ☐ Roots the majority of teacher feedback in TPS rubric strands and criteria to make direct connection between teacher practice and TPS expectations (reinforcing TPS language) ☐ Ensures all areas of development as noted on the rubric are reflected in teacher IPDPs and provides multiple opportunities for teachers to develop in those areas ☐ Updates IPDPs and school-wide PD after fall and winter evaluation cycles to reflect current TPS data	☐ Roots all teacher feedback and school-based professional development in the TPS rubric strands and criteria to make direct connection between teacher practice and TPS expectations (reinforcing TPS language) ☐ Ensures all areas of development as noted on the rubric are reflected in teacher IPDPs and provides multiple and varied opportunities for teachers to develop in those areas ☐ Use TPS rubric and/or standards to guide leadership learning walks, teacher check-ins.
Action 3: Actively monitor and analyze non-academic student data in school. This may include, but is not limited to: • Attendance • Tardies/early releases • Truancy • Suspensions • Behavioral referrals • Family involvement • Retention numbers • Family conferences • Homework completion rates	☐ Does not monitor or analyze non-academic student data	☐ Inconsistently monitors and tracks non-academic student data ☐ Inconsistently uses non-academic student data to plan school-wide professional development or initiatives ☐ Unclear expectations regarding tracking and use of non-academic data have been communicated to staff and families ☐ End of year data is not reliable and/or does not show improvement	☐ Consistently monitors and accurately tracks non-academic student data ☐ Consistently uses non-academic student data to plan for and adjust school-wide professional development and initiatives ☐ Makes public current non-academic data (i.e. displays in office, foyer, weekly newsletters) ☐ Sets and communicates clear expectations to all staff regarding tracking and use of non-academic data ☐ End of year non-academic data indicates improvements in goals (i.e. attendance, retention data, conferences))	☐ Incorporates the use of data into the daily life of the school through daily and/or weekly updates (announcements, town hall meetings, staff meetings etc).
Action 4: Actively monitor school	☐ Does not monitor or analyze school	☐ Inconsistently monitors and tracks	☐ Consistently monitors and tracks school culture data	☐ Staff, student and family survey data

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Data Analysis*

<i>IL: Data Analysis Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for effective leadership plus:</i>
culture. This may include , but is not limited to: • Student and staff attendance • Truancy • Parent participation • Suspensions numbers • Student behavior referrals • Expulsion numbers • Other local data trackers • Town Hall Meeting agendas • MM/CPR/Advisory evidence • Staff, student and family survey data	culture ☐ Meets less than 50% of school culture CAP goals(if any set) ☐ The average daily student and teacher attendance is less than 87% ☐ Student attrition for reasons other than geographic relocation is greater than 7% (or 27% from 8th to 9th grade) ☐ Less than 75% of families participate in at least three of four parent conferences	school culture data ☐ Inconsistently uses school culture data to plan individual or school-wide professional development or initiatives ☐ Unclear expectations regarding school culture have been communicated to staff and families ☐ End of year data is not reliable and/or does not show improvement ☐ Meets 50 - 79% of school culture CAP goals (if any set) ☐ The average daily student and teacher attendance is at least 87% ☐ Student attrition for reasons other than geographic relocation is equal to or less than 7% (or 27% from 8th to 9th grade) ☐ 75% or more families participate in at least three of four parent conferences	☐ Consistently uses school culture data to plan for individual or school-wide professional development and initiatives ☐ Highlights and publicly commends effective school culture practices (i.e. in Town Hall Meetings, weekly memos, shout-outs) ☐ End of year culture data indicates improvements in culture goals (i.e. suspensions, expulsions, referrals) ☐ Staff, student and family survey data indicates agreement with school culture questions ☐ Meets 80% of school culture CAP goals (if any set) ☐ The average daily student and teacher attendance is at least 95% ☐ Student attrition for reasons other than geographic relocation is equal to or less than 5% (or 25% from 8th to 9th grade) ☐ 85% or more of families participate in at least three of four parent conferences	indicates strong agreement regarding school culture questions ☐ Meets 100% of school culture CAP goals (if any set) ☐ Student attrition for reasons other than geographic relocation is less than 5% (or 25% from 8th to 9th grade) ☐ All families participate in at least three of four parent conferences
Action 5: Following a collaborative review of spring data, establish, monitor, and revise (after fall and winter data collection) the school’s Culture of Achievement Plan.	☐ Does not work collaboratively to create a CAP ☐ Does not maintain or share data with stakeholders	☐ Creates and implements CAP with limited collaboration ☐ with leadership team or staff ☐ Uses incomplete data to inform CAP goals and action steps ☐ Communicates CAP goals inconsistently ☐ Progress monitors inconsistently ☐ Infrequently shares or makes data available to stakeholders when requested	☐ Works collaboratively with leadership team to create and implement the CAP including short and long-term plans and systems to monitor progress ☐ Consistently uses current and comprehensive data to measure progress towards goals ☐ Makes public school goals and initiatives as laid out in the CAP and provides regular updates on progress based on the most current data ☐ Solicits feedback from staff in the development and review of the CAP ☐ Makes data readily available to stakeholders and is proactive in sharing results, trends etc. ☐ Fall, winter and spring monitoring of CAP indicate progress toward meeting goals ☐ Uses current data to revise/update CAP goals and school initiatives	☐ Engages entire staff, students and families in collaboratively reviewing data, creating and implementing the CAP including short and long –term plans and systems to monitor progress.

Possible Data Sources Include:

TPS Tracker	School CAP	Data Walls and Trackers	Teacher Survey	IPDP	Other:
Teacher Evaluations	PDI Calendar	School Connections Visits	Yearlong PD calendar	Board Reports	Other:

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Professional Development*

Instructional Leadership Professional Development: <i>The principal fosters the success of all students by facilitating the development, implementation and evaluation of a shared vision of ongoing learning that reflects nothing less than excellence.</i>				
<i>IL: Professional Development Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
Action 1: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership (such that they understand and are invested in our instructional and operational program).	☐ Does not understand LHA instructional program and operation expectations . ☐ Does not hold staff accountable for implementation of the LHA model. ☐ Does not promote collaborative behavior among staff members ☐ Allows strong individuals to derail productive group work ☐ Staff survey data indicates low of satisfaction with principal support	☐ Is aware of LHA instructional program and operational expectations and occasionally attempts to use them in building school culture with staff ☐ Inconsistently holds staff accountable to the implementation of the LHA model ☐ Encourages staff to collaborate ☐ Attempts to address internal conflict among staff, yet inconsistently or without consistent success ☐ Staff survey data indicates inconsistent levels of satisfaction with principal support	☐ Models and reinforces consistent implementation of the LHA model ☐ Enables frequent collaboration among staff members including time for GLMs and common planning time; regular team meetings; learning walks, etc. ☐ Uses individuals’ strengths effectively ☐ Addresses conflict skillfully ☐ Models behavior expected of staff through daily interactions, participation in professional development with staff and demonstration of deep knowledge of the program and the model. ☐ Staff survey data indicates high levels of satisfaction with principal support	☐ Demonstrates a thorough understanding of the LHA instructional program ☐ Demonstrates a thorough understanding of operational expectations and consistently implements these. ☐ Consistently demonstrates investment in the LHA model and culture through daily behaviors and actions with students, staff, families, external stakeholders, and other LHA employees ☐ Creates a culture of collaboration and mutual support including peer coaching, professional learning communities and/or mentoring opportunities ☐ Uses individuals’ strengths effectively to push the school to higher levels of academic success ☐ Builds staff skills with collaboration and conflict
Action 2: Establish structures and systems, such that the time of the school leadership, instructional staff, and non-instructional staff enables them to be focused on ensuring all students and staff achieve LHA and school goals.	☐ School schedule does not maximize instructional time or meet minimum requirements (i.e. 90 minutes literacy) ☐ Does not have schedule in place with leadership team to conduct learning walks and joint observations, and to have the opportunity to share and act on such data ☐ Schedule does not allow for collaboration among staff ☐ Team meetings are infrequent and/or not focused on teaching and learning ☐ PDI and yearlong PD calendar are not completed and/or do not focus on implementation of the model and current data trends	☐ Attempts to develop s school-wide schedule which ensures teachers are maximizing instructional time ☐ Sets but inconsistently follows a weekly schedule which allows for leadership team to conduct learning walks and joint observations, and to have the opportunity to share and act on such data ☐ Sets but inconsistently holds staff accountable to a weekly schedule which provides opportunities for staff to collaborate and plan effectively ☐ Inconsistently conducts weekly team meetings focused on student achievement and school goals ☐ Inconsistently facilitates planning and implementation of a comprehensive summer PDI focused on the LHA model and current data trends ☐ Inconsistently facilitates planning and implementation of a comprehensive yearlong PD calendar	☐ Fully implements school-wide schedule which ensures teachers are maximizing instructional time ☐ Sets and follows a weekly schedule which allows for leadership team to conduct learning walks and joint observations, and to have the opportunity to share and act on such data ☐ Sets and holds staff accountable to a weekly schedule which provides opportunities for staff to collaborate and plan effectively ☐ Conducts weekly team meetings focused on student achievement and school goals ☐ Facilitates planning and implementation of a comprehensive summer PDI focused on the LHA model and current data trends ☐ Facilitates planning and implementation of a comprehensive yearlong PD calendar	☐ Provides structured and regular opportunities for peer observation, coaching and mentoring ☐ Implements a comprehensive professional learning community structure for staff members
Action 3: Observe and coach	☐ Rarely conducts joint observations and	☐ Conducts joint observations monthly and	☐ Conducts bi-weekly joint observations and debriefs	☐ Conducts weekly joint observations and

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Professional Development*

<i>IL: Professional Development Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
DOI to his/her Vision of Excellence.	debrief with DOI ☐ Rarely conducts learning walks and debriefs with DOI ☐ Does not model effective coaching strategies when working with DOI and teachers ☐ Provides limited to no feedback to DOI ☐ Infrequent collaboration with DOI on teacher development needs and prioritizing support ☐ Does not conduct check-ins with DOI ☐ Is not aware of or provide opportunities for DOI to meet IPDP goals or develop as a leader.	debrief with DOI ☐ Conducts monthly learning walks and debriefs with DOI ☐ Inconsistently models effective coaching strategies when working with DOI and teachers ☐ Provides feedback to DOI, however not in a consistent manner or frequency ☐ Collaborates sporadically with DOI on teacher development needs and prioritizing support ☐ Conducts bi-weekly check-ins with DOI ☐ Is aware of DOI's IPDP goals yet infrequently supports or provides opportunities for the DOI to develop and meet these goals.	with DOI ☐ Conducts weekly learning walks and debriefs with DOI ☐ Models effective coaching strategies when working with DOI and teachers ☐ Provides regular feedback to DOI through observing GLMs, teacher coaching sessions and PD delivered by DOI ☐ Collaborates regularly with DOI on teacher development needs and prioritizing support ☐ Conduct weekly check-ins with DOI to review data, norm teacher performance and strategically plan coaching support ☐ Supports and provides numerous opportunities to DOI in order to meet IPDP goals through regular progress monitoring check ins	debrief with DOI ☐ Purposefully collaborate with DOI to build his/her leadership capacity.
Action 4: Communicate about and lead effective execution of the IPDP process.	☐ Does not work with staff on their professional growth needs ☐ Discourages staff members who seek out professional development opportunities ☐ Does not understand adult learning theory ☐	☐ Identifies professional development needs for staff members ☐ IPDPs are not all completed or clearly aligned to staff needs ☐ Provides limited opportunities for staff to develop (in or outside of the network)	☐ Works with each individual staff member to create a personalized professional development plan that fits their development needs prior to the start of school ☐ Provides timely feedback to staff ☐ Seeks out additional learning opportunities for staff when one is not readily available ☐ Shares instructional staff members' IPDP goals with DOI ☐ Regularly tracks/checks in on progress toward IPDP goals ☐ Meets deadlines for IPDP implementation	☐ Creates a culture of continual learning for all staff members by modeling and sharing their own IPDP, soliciting ongoing feedback, and developing their own knowledge and skills effectively ☐ Understands and uses adult learning theory
Action 5: Conduct data analysis and map out professional development plans with school leadership (DOI, DSC, DCT, TLF)	☐ Does not use current student achievement and/or teacher performance data to plan professional development. ☐ Does not collaborate with leadership team when planning development activities. ☐ Staff survey data indicates low of satisfaction with professional development opportunities at the school ☐ NWEA data indicates less than 80% of returning teachers have made at least 100% growth in reading and math (if applicable) ☐ Less than 75% of returning teachers are HETs	☐ Uses some current student achievement and/or teacher performance data to plan professional development ☐ Collaborates inconsistently with leadership team when planning development activities ☐ Staff survey data indicates inconsistent levels of satisfaction with professional development opportunities at the school ☐ NWEA data indicates 80% - 99% returning teachers have made at least 100% growth in reading and math (if applicable) ☐ 75-95% returning teachers are HETs	☐ Consistently uses current student achievement and teacher performance data to plan professional development. ☐ Collaborates with leadership team to plan development activities. ☐ Staff survey data indicates high levels of satisfaction with professional development opportunities at the school ☐ NWEA data indicates all returning teachers have made at least 100% growth in reading and math (if applicable) ☐ 95% or more of returning teachers are HETs	☐ Monitors impact of professional development through targeted observations, review of student/teacher work to further inform professional development.

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Professional Development*

<i>IL: Professional Development Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
Action 6: Directly leads school professional development sessions with staff.	☐ Does not lead team meetings focused on teaching and learning. ☐ Does not lead school wide PD. ☐ Has a low expectation for professional learning. ☐ Resists reflecting on own work and not receptive to own development.	☐ Leads team meetings focused on teaching and learning. ☐ Facilitates some staff developments. ☐ Fosters professional learning but not always to the highest standards. ☐ Reflects on own work when prompted.	☐ Leads team meetings, workshop sessions at PDI and during the year focused on teaching and learning ☐ Trains staff to collect and use data on a regular basis to improve teaching in the school ☐ Fosters atmosphere of professional learning among staff. ☐ Consistently models high standards and expectations for professional learning by providing high quality and pertinent professional development ☐ Reflects on his/her work with an intent to improve	☐ Provides opportunities and coaches others in leading school-wide staff learning experiences ☐ Uses own reflection as a model to encourage others to learn and grow.
Action 7: Collaboratively manage Title 1 and special education teams.	☐ Does not conduct meetings with Title 1 and Special Ed teams ☐ Does not review Title 1 and Special Ed student data regularly with coordinators ☐ Does not conducts check – ins with Sped and Title 1 coordinators	☐ Conducts monthly meetings with Title 1 and Special Ed teams ☐ Collaborates with Title 1 and Special Ed teams to review plans to ensure they are meeting individual student needs ☐ Reviews Title 1 and Special Ed student data infrequently with coordinators ☐ Conducts infrequent check – ins with Sped and Title 1 coordinators	☐ Conducts bi-weekly meetings with Title 1 and Special Ed teams ☐ Collaborates with Title 1 and Special Ed teams to develop and review plans to ensure they are meeting individual student needs ☐ Reviews Title 1 and Special Ed student data regularly with coordinators ☐ Conducts weekly check – ins with Sped and Title 1 coordinators	☐ Provides opportunities for special education and Title 1 coordinators to work collaboratively with leadership team,
Action 8: Collaborate with school leadership team to identify, promote, and support teacher leadership.	☐ Provides no leadership opportunities to teachers and staff ☐ Does not make leadership decisions with appropriate stakeholders(RD, VP, DOI, etc)	☐ Provides some leadership opportunities with limited guidance to teachers ☐ Provides leadership opportunities which are not directly linked to teachers strengths ☐ Seeks input from some leadership team members and/or stakeholders when making decisions	☐ Based on teacher performance data, makes available varied leadership opportunities including committee membership, presenting PD, leading team or GL meeting ☐ Collaborates with leadership team to strategically plan leadership opportunities for teachers ☐ Regularly seeks input from leadership team members and/or appropriate stakeholders when planning and making decisions.	☐ Delegates and collaborates as a way to train and motivate new leaders ☐ Builds individual teacher’s capacity to lead by meeting regularly with those taking on leadership roles

Possible Data Sources Include:

School CAP	NWEA data	Staff Survey	Title 1 plan	School Connections Visit	Other:
PDI Calendar	Yearlong PD calendar	Teacher IPDPs	Workshop Agendas	Staff retention	Other:

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Culture of Achievement and Respect*

Instructional Leadership Culture of Achievement and Respect: <i>The principal fosters the success of all students by creating, developing, celebrating and sustaining a positive, professional and safe school culture which reflects the Lighthouse Academies core values.</i>				
<i>IL: Culture of A and R</i> <i>Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached.	☐ Does not fully understand or embrace LHA or school vision and mission; works at cross-purposes or lacks direction. ☐ Does not discuss or refer to the vision of the school. ☐ Low expectations and standards for self and others' work. ☐ Does not demonstrate understanding of LHA performance standards. ☐ Spends excessive time and energy on issues unrelated to student achievement. ☐ Student achievement is not the focus of their work or staffs' work. ☐ School environment does not feel safe and respectful. ☐ Few, if any, artifacts reflect the vision - college culture and the core values are not evident in the school. ☐ Few, if any, artifacts of arts infusion are evident in the school ☐ Does not act when core values are breached	☐ Understands and embraces LHA vision and mission as it pertains to own school. ☐ Little time is spent sharing the vision. ☐ Consistently speaks of high standards of student achievement as the focus of the school, but not consistently reflected in actions. ☐ Work is often high quality. ☐ School environment feels safe and respectful but not academically rigorous. ☐ Some artifacts reflect the vision - college culture and core values are evident in the school. ☐ Some artifacts reflecting arts infusion are evident in the school. ☐ Inconsistently acts or responds to breaches in core values.	☐ Understands, embraces, and consistently acts in ways that are aligned with LHA vision and mission, not just school needs. ☐ Sets and communicates clear expectations for school culture as outlined in the LHA School Culture Guide and CPA Guidebook. ☐ Vision is shared by all constituents and frequently referenced. ☐ Periodic discussion focuses the community on the vision. ☐ Understands and embraces LHA standards and expectations for own and team performance. ☐ Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions ☐ Work is consistently high quality. ☐ Models behavior expected of staff. ☐ Artifacts (including student work, displays, policies and procedures) consistently reflect LHA vision, college culture and core values. ☐ Many artifacts of arts infusion are evident throughout the school, directly connected to academic work. ☐ School environment feels safe and respectful, and is academically oriented. ☐ Addresses any breach in core values directly.	☐ Deeply understands, embraces, and consistently acts in ways that are aligned with LHA vision and mission and seeks/finds ways to further LHA's mission and vision. ☐ Understands and embraces LHA standards and expectations for own and team performance fostering continuous improvement. ☐ Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities. ☐ Work consistently exceeds expectations. ☐ Creative artifacts communicate with all constituents the LHA vision, acceptance and graduation from college and core values. ☐ Creative artifacts communicate arts infusion and the impact on student achievement. ☐ School environment is not only safe and respectful, but also reflects a rigorous academic focus. ☐ Pre-empts any breach of core values.
Action 2: Create and manage the approved code of conduct in conjunction with the social curriculum.	☐ School's code of conduct policy is in place, though not clearly communicated to staff and students. ☐ Code of conduct is handled inconsistently or not at all by the leader. ☐ Does not hold self or staff accountable for student behavior. ☐ Components of the social curriculum are infrequently evident in the school.	☐ School's student code of conduct is in place and communicated to staff and students, though not consistently understood or implemented. ☐ Holds self and staff accountable for student behavior. ☐ Components of the social curriculum are evident in some areas of the school. ☐ Inconsistently models and applies the language and practices of the social curriculum when working with students and staff.	☐ School's code of conduct is in place, clearly communicated to and understood by staff, students and families. ☐ Consistently monitors and holds self, staff and students (if applicable) accountable for student behavior. ☐ Student behavior is consistently reflective of an effective learning community. ☐ Expectations of the social curriculum as described in the SCG and CPA Guidebook are implemented, monitored and consistently evident across the school. ☐ Models and applies the language and practices of the social curriculum when working with students and staff.	☐ Students hold each other accountable to the code of conduct ☐ Staff reflect a collective responsibility regarding code of conduct (i.e. teachers hold all students accountable to the code of conduct; teachers hold each other accountable for implementing the code of conduct).
Action 3: Foster a sense of partnership, trust, and respect	☐ Inconsistently responds to family, staff and student requests and concerns.	☐ Consistently responds to family, staff and student requests and concerns in a	☐ Consistently responds to family, staff and student requests and concerns in a timely manner and in a way	☐ Finds creative and new ways to increase customer satisfaction in the school.

Lighthouse Academies Principal Performance Rubric: *Instructional Leadership Culture of Achievement and Respect*

<i>IL: Culture of A and R Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
among all staff, students, and parents/family members.	☐ Rarely sends communication to family, staff and students. ☐ Holds 1-2 parent meetings a year. ☐ Does not make self available to families, staff and students. ☐ Not visible out in the school; spends majority of time in the office. ☐ Staff and family survey indicate low levels of satisfaction with accessibility to and responsiveness of leader.	timely manner. ☐ Sends communication to families, staff and students inconsistently. ☐ Holds parent meetings on occasion. ☐ Makes self available to families, staff and students when requested. ☐ Frequently visible around the school during transitions. ☐ Staff and family survey indicate mixed levels of satisfaction with accessibility to and responsiveness of leader.	which reflects an understanding of the needs of the customer. ☐ Is proactive in reaching out to families, staff and students when aware of a concern. ☐ Sends weekly newsletters to staff and families ☐ Develops and participates in monthly parent meetings ☐ Fosters an ‘open door’ policy at the school. ☐ Consistently visible throughout the school, throughout the day, in common areas, classrooms etc. ☐ Staff and family survey indicate high levels of satisfaction with accessibility to and responsiveness of leader. ☐	☐ Provides structured opportunities for families, staff and students to collaborate with principal and provide feedback/suggestions
Action 4: Build and maintain proactive relationships with RD and other LHA network employees as applicable.	☐ Inconsistently participates in calls and meetings with regional and network staff. ☐ Infrequently and inconsistently reaches out to regional and network staff or follow the LHA communication protocol. ☐ Does not work with other network principals and/or is not open to it. ☐ Does not take advantage of the resources in the network. ☐ Does not share school CAP with network staff. ☐ Network feedback indicates a lack of responsiveness to requests and/or infrequent interactions	☐ Consistently participates in calls and meetings with regional and network staff. ☐ Responds to regional and network staff though not consistently following the communication protocol. ☐ Infrequently reaches out to take advantage of the resources in the network. ☐ Coordinates with other principals and network staff as needed. ☐ Shares CAP with regional and network staff. ☐ Network feedback indicates attempts to be responsive to requests and/or infrequent interactions	☐ Consistently and actively participates in calls and meetings with regional and network staff which reflects an understanding of being a part of a network. ☐ Consistently responds to regional and network staff in a timely manner and reflects an understanding of being a part of a network. ☐ Consistently follows the network communication protocol. ☐ Takes initiative in reaching out to regional and network staff to add value to the work of the network. ☐ Shares school initiatives, news and CAP with regional and network staff. ☐ Network feedback indicates consistent responsiveness to requests and frequent interactions	☐ Holds regional and network staff accountable. ☐ Leads network meetings, calls, etc. ☐ Consistently finds new ways to encourage collaboration within the region and across the network.
Action 5: Build proactive relationships with members of Board of Trustees and actively participate in Board Meetings.	☐ Inconsistently participates in board meetings. ☐ Does not consistently complete the board reports completely or on time. ☐ Does not make self available to the board. ☐ Board feedback indicates a lack of responsiveness to requests and/or infrequent interactions	☐ Participates in board meetings as required. ☐ Completes minimal requirements of the board reports. ☐ Makes self available to the board when requested. ☐ Board feedback indicates attempts to be responsive to requests and/or infrequent interactions	☐ Consistently and actively participates in all board meetings. ☐ Completes all board reports thoroughly and in a timely manner. ☐ Proactively reaches out to the board as needed. ☐ Board feedback indicates consistent responsiveness to requests and frequent interactions	☐ Regularly invites and encourages board members to visit and participate in school events.
Action 6: Conduct regular evaluations of instructional staff members using LHA evaluation protocols and staff Individual	☐ Inconsistently follows the LHA Teacher Evaluation Protocol ☐ Provides minimal written feedback ☐ Does not meet many deadlines of the	☐ Generally follows the LHA Teacher Evaluation Protocol, but does not fulfill all requirements. ☐ Provides written feedback including	☐ Follows the LHA Teacher Evaluation Protocol consistently. ☐ Focuses on both improvement and accountability in teacher evaluations.	☐ Maintains a regular schedule of classroom observations, so that all teachers are substantively and frequently observed formally and informally.

Lighthouse Academies Principal Performance Rubric: Instructional Leadership Culture of Achievement and Respect

<i>IL: Culture of A and R Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
Professional Development Plans.	teacher evaluation protocol.	strengths and areas of growth. ☐ Meets most deadlines of the teacher evaluation protocol. ☐ Shares results and questions with RD/VP when solicited.	☐ Provides written feedback including clear descriptors of areas of strength and growth and strategies and next steps to develop. ☐ Explicitly links observations to educators’ personalized learning plans, LHA educator performance rubric, school goals, and student achievement data in a continuous way. ☐ Meets all deadlines of the teacher evaluation protocol. ☐ Initiates difficult conversations as needed. ☐ Openly shares evaluations and feedback with RD/VP.	☐ Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations.
Action 7: Participate in Cambridge Education, LHA education team school visits, and authorizer visits (including preparation for the site visits).	☐ Inconsistently participates in school visits (CE, LHA, Authorizer) per requirements of the school visit protocols. ☐ Inconsistently participate in pre and post meetings. ☐ Not open to feedback; defensive ☐ Does not make all necessary documentation available for the visits.	☐ Consistently participates in all school visits (CE, LHA, Authorizer). ☐ Consistently participates in all pre and post meetings. ☐ Is not consistently open or willing to share with review teams. ☐ Provides most documentation for the visits when prompted.	☐ Consistently and actively participates in all school visits (CE, LHA, Authorizer) per requirements of the school visit protocols. ☐ Consistently and actively participates in all pre and post meetings. ☐ Is open to feedback and willing to share openly with review teams. ☐ Provides all necessarily documentation for the visits.	☐ Proactively thinks about how to best use evaluations/visits by conducting self or school assessments and soliciting targeted feedback.

Possible Data Sources Include:					
School CAP	NWEA data	Staff Survey	School Connections visit	Authorizer visit notes	Other:
PDI Calendar	Yearlong PD calendar	Teacher IPDPs	Workshop Agendas	Family survey	Other:

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

Operational Leadership Management: <i>The principal fosters the success of all students by supporting, managing and overseeing the school's organization and resources utilizing Lighthouse Academies' procedures and policies.</i>				
Action/Outcome	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective : Leader fulfills all criteria for proficient leadership plus:</i>
Action 1: Actively manage the school charter and budget in accordance with LHA policies and procedures.	☐ Does not reference the school's charter. ☐ Does not collaborate with the VPF, RD and OM on budget calls and does not align the school's resources to its needs.. ☐ Does not ensure the school is fully enrolled on count days. ☐ Does not have a system for monitoring invoices, accounts payable and outgoing checks with the OM/BM and accounts are paid late. ☐ Does not have a system that ensures that cash is collected and deposited in accordance with LHA policy and procedures. ☐ Does not take an active role in presenting a balanced budget to the board, or does this in an untimely manner. ☐ Does not regularly monitor the school's operating budget and does not maintain a positive balance in the school's operating budget.	☐ References the school's charter, but does not use it to aid in operational and instructional decisions. ☐ Inconsistently collaborates with stakeholders to propose amendments to the charter. ☐ Ensures school is at least 90% enrolled. ☐ Reviews the budget, invoices and accounts payable, but does not have a clearly defined system. At times this results in accounts being paid late. ☐ Creates a system that ensures that cash that is collected is deposited in accordance with LHA policy and procedures, but money is not always deposited on the same day and/or parents are not always given receipt vouchers. ☐ Participates with the VPF, RD and OM on budget calls, but inconsistently understands or align the school's resources to its needs. ☐ Mostly maintains a balanced operating budget and makes some suggestions on how to balance it. ☐ Monitors the school's operating budget, but does not always align line items to the school's needs and/or looks to other financial stakeholders to propose appropriate changes to ensure the budget remains balanced.	☐ Uses the school's approved charter to aid in operational and instructional decisions. ☐ Collaborates with the RD, the Board of Trustees and the RVP and LHA to propose amendments to the charter to the authorizer. ☐ Ensures the school is fully enrolled, per the charter, on all applicable count days. ☐ Consistently reviews invoices, accounts payable, outgoing checks with the OM/BM. ☐ Creates and manages a system that ensures that cash that is collected from students or parents is deposited on the same day in accordance with LHA policy and procedures and that students and parents are given receipt vouchers. ☐ Collaborates in budget calls with the VPF, grant writer, RD and OM/BM. ☐ Regularly reviews the monthly financial statement and answers questions presented by the Board and VPF ☐ Collaborates with the RVP and VPF to present an annual balanced budget to the Board for approval ☐ Understands and regularly monitors the school's operating budget, aligns line items to the school's needs and proposes appropriate changes to ensure the budget remains balanced.	☐ Strategically aligns the school's operational and instructional programs to the approved charter, including, but not limited to the school's CAP. ☐ Strategically monitors the school's budget and makes financial decisions to align the school's resources with its needs.
Action 2: Customize operational visions to realities of school site.	☐ Does not conduct a formal needs-assessment of the operational needs of the school site ☐ Does not have a clear or detailed vision for operations at the school site ☐ Inconsistently plans specific procedures for operations ☐ Rarely holds people accountable for	☐ Conducts a needs-assessment of the operational needs at the school site but may leave out key factors (i.e., certain procedures, requirements, or school-specific circumstances) ☐ Has a vision for operations but it is not clearly articulated to all stakeholders ☐ Has some clearly stated plans for	☐ Conducts a needs-assessment of operational needs at the school site which considers the particulars of the school's circumstances as well as expectations of LHA, the authorizer, and the city/state. ☐ Has a clear vision for operations at the school that is articulated to all stakeholders ☐ Realizes the operational vision through clearly stated plans for specific procedures	☐ Has clear and pre-determined check in points for key stakeholders to reflect on operational vision and reality at the school site and to offer suggestions for improvements. ☐ Works strategically to invest stakeholders in operational procedures ☐ Utilizes stakeholders' expertise to plan and

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

Action/Outcome	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective : Leader fulfills all criteria for proficient leadership plus:</i>
	executing the operational vision or procedures ☐ Inconsistently trains stakeholders on necessary procedures and plans and rarely/never practices procedures to ensure correct execution ☐ Rarely troubleshoots challenges as they arise and inconsistently modifies procedures or communicates changes ☐ Inconsistently uses and enforces communication guidelines ☐ Inconsistently completes state, network and curricular assessments and reports in a timely and efficient manner following expected protocols	specific procedures but some are developed ad hoc ☐ Stakeholders are inconsistently held accountable for executing the operational vision and procedures ☐ Trains stakeholders on necessary procedures and plans, but may not practice, procedures to ensure correct execution ☐ Inconsistently troubleshoots challenges as they arise and may modify plans and procedures; changes may not be communicated to stakeholders in a timely way ☐ Has clear guidelines for communication but they are not enforced regularly ☐ Most state, network and curricular assessments and reports are administered/completed in a timely and efficient manner following expected protocols and in a way that aligns to the school site functioning	☐ Consistently holds stakeholders accountable for operational procedures and execution of the vision. ☐ Trains stakeholders on necessary procedures and plans and practices procedures to ensure correct execution ☐ Troubleshoots operational challenges on an ongoing basis, modifies plans and procedures and communicates changes to stakeholders ☐ Has clear guidelines for communication within the school that are enforced ☐ Ensures all state, network and curricular assessments and reports are administered/completed in a timely and efficient manner following expected protocols and in a way that aligns to the school site functioning	implement operational procedures in the most effective and efficient manner possible
Action 3: Build capacity of and manage OM's, FC's, custodians, and other support staff's ongoing execution of operations at school site.	☐ Does not conduct a needs assessment for day-to-day operations. ☐ Does not meet with members of the operations/management team. ☐ Does not plan for seasonal projects. ☐ Does not hold the operational staff accountable. ☐ Does not identify professional development opportunities for operational staff. ☐ Does not conduct non-instructional staff evaluations in accordance with the LHA evaluation cycle.	☐ Conducts a needs assessment for day-to-day operations in response to problems that arise at the school. ☐ Meets with members of the operations/management team in response to emergencies or critical issues. ☐ Sometimes plans for seasonal projects, but does not delegate or mobilize a team to complete the project. ☐ Infrequently holds the operational staff accountable through non-regularly scheduled meetings. ☐ Sometimes identifies professional development opportunities for operational staff, but does not always provide professional development.	☐ Conducts a needs assessment for day-to-day operations during the summer each year to map long-term goals. ☐ Meets regularly with members of the operations/management team on pertinent tasks for the week. ☐ Regularly plans for seasonal projects and delegates some responsibilities to complete the project. ☐ Holds operational staff accountable through weekly or bi-weekly check ins. ☐ Uses non-instructional staff evaluations in accordance with the LHA evaluation cycle to identify and provide professional development opportunities for operational staff.	☐ Strategically conducts a needs assessment with the school operational team for day-to-day operations during regularly scheduled checkpoints throughout the school year and in the summer to map long-term goals. ☐ Meets regularly with members of the operations/management team on pertinent tasks for the week and upcoming month. ☐ Anticipates and projects needs for seasonal projects such as lottery, recruitment and inventory and effectively mobilizes a team to complete the project. ☐ Systematically holds the operational staff accountable through regularly scheduled operational team check-ins and tracking progress towards goals. ☐ Uses operational staff members' IPDPs to effectively plan and provide PD activities.

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

Action/Outcome	Ineffective	Developing	Effective	Highly Effective : Leader fulfills all criteria for proficient leadership plus:
Action 4: Conduct regular evaluations of non-instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans.	☐ Does not introduce or poorly introduces and/or does not train non-instructional staff on the IPDP and evaluation process at the start of each year ☐ Few, if any, non-instructional staff have completed IPDPs at the start of the school year ☐ Rarely or never meets with non-instructional staff individually to review goals and development ☐ Does not check in with new non-instructional hires within the first three months to provide feedback on performance to date. ☐ Rarely or never completes written evaluations of non-instructional staff members using resources from LHA at the mid-year point and conducts a formal meeting with the staff member to discuss and review ☐ Rarely or never completes written evaluations of non-instructional staff members using resources from LHA at the end-of-year point and rarely or never conducts a formal meeting with the staff member to discuss and review	☐ Inconsistently introduces and trains non-instructional staff on the IPDP and evaluation process at the start of each year ☐ Most non-instructional staff complete IPDPs at the start of the school year ☐ Meets with non-instructional staff individually to review their goals and development but it may not be done in a timely way at the start of the school year ☐ Inconsistently checks in with new non-instructional hires within the first three months to provide feedback on performance to date ☐ Inconsistently completes written evaluations of non-instructional staff members using resources from LHA at the mid-year point and conducts a formal meeting with the staff member to discuss and review ☐ Inconsistently completes written evaluations of non-instructional staff members using resources from LHA at the end-of-year point and inconsistently conducts a formal meeting with the staff member to discuss and review	☐ Introduces and trains non-instructional staff on the IPDP and evaluation process at the start of each year ☐ All non-instructional staff complete IPDPs at the start of the school year ☐ Meets with non-instructional individually to review their goals and development at the start of the school year ☐ Formally checks in with new non-instructional hires within first three months to provide feedback on performance to date ☐ Completes written evaluations of non-instructional staff members using resources from LHA at the mid-year point and conducts a formal meeting with the staff member to discuss and review ☐ Completes written evaluations of non-instructional staff members using resources from LHA at the end-of-year point and conducts a formal meeting with the staff member to discuss and review	☐ Regularly meets with non-instructional staff individually to support their work and IPDP goals ☐ Provides targeted professional development to non-instructional staff on a regular basis that is aligned to IPDP goals ☐ Manages non-instructional staff IPDPs such that common areas of need are identified and professional development is planned to meet these needs

Possible Data Sources Include:		
School Budget	School CAP	Other:
Non instructional staff evaluations	Board Meeting Agendas & Reports	Other:

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

Operational Leadership Culture of Achievement and Respect: <i>The principal fosters the success of all students collaborates effectively with all stakeholders to achieve the Lighthouse mission and vision.</i>				
<i>OL: Culture of A and R Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
Action 1: Market the school and recruit and hire staff with effective and strategic marketing materials and approaches.	☐ Does not develop a staff recruiting plan or measurable hiring goals ☐ Uses basic LHA template marketing materials without updating ☐ Does not effectively use LHA recruiting materials and selection protocols and does not make use of the Regional Director and/or Recruitment Team during the hiring season ☐ Makes hiring decisions independently ☐ The school is 80% staffed by Summit and less than 50% of staff embody and exemplify LHA’s essential qualities and understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement	☐ Develops a basic staff recruiting plan that identifies open positions and includes limited strategies for recruiting potential candidates, but does not include measurable hiring goals ☐ Uses LHA template marketing materials and annually updates dates, grade levels, and other basic information only ☐ Occasionally uses or only uses some of the LHA recruiting materials and selection protocols and reaches out to Regional Director and/or Recruitment Team late in the hiring season, if at all ☐ Has the DOI participate in staff interviews ☐ The school is 90% staffed by Summit and at least 50% of staff embody and exemplify LHA’s essential qualities and understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement	☐ Develops a basic staff recruiting plan that identifies open positions, includes strategies for recruiting potential candidates and states basic hiring goals and deadlines ☐ Uses LHA template marketing materials and annually updates these materials to reflect local factors ☐ Generally uses LHA recruiting materials and most components of the selection protocols and works with Regional Director and/or Recruitment Team to achieve hiring goals ☐ Involves a few members of the school team in the selection process ☐ The school is 100% staffed by Summit and 75% of staff embody and exemplify LHA’s essential qualities and understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement	☐ Develops a strategic staff recruitment plan that includes a clear articulation of the “target market” (i.e., specific characteristics of the ideal employee for the school), strategies for reaching the target market and ambitious goals and benchmarks and to meet and exceed hiring goals ☐ Tailors LHA template marketing materials to address local factors and target market as identified in staff recruitment plan ☐ Fully utilizes LHA recruiting materials and all components of selection protocols, actively works with Regional Director and Recruitment Team early and often to identify, recruit and hire top talent and achieve hiring goals ☐ Assembles, trains, and utilizes school selection team in the selection process to make informed hiring decisions ☐ The school is 100% staffed before Summit with people who embody and exemplify LHA’s essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.
Action 2: Recruit families through the use of effective and strategic marketing materials and approaches.	☐ Relies solely on word of mouth and does not actively market or recruit new parents ☐ Responds to requests for information with existing marketing materials or creates materials for each individual information request ☐ The school is less than 90% enrolled	☐ Checks in with Family Coordinator on regular basis and provides feedback on projects ☐ Develops a basic marketing plan ☐ Utilizes existing marketing materials ☐ Responds to offers for marketing partnerships in appropriate manner ☐ The school is at least 90% enrolled	☐ Checks in with Family Coordinator regularly and jointly develops the strategic plan ☐ Develops marketing plan ☐ Sets enrollment benchmarks and monitors progress towards goal ☐ Proactively seeks out marketing opportunities ☐ Develops basic partnerships with critical stakeholders ☐ Utilizes current parents or board members, staff members in the implementation of strategic marketing plan ☐ Utilizes current parents or board members, staff members and LHA network in the development of unique marketing materials ☐ Knowledgeable of the LHA educational model (brand) and conveys that understanding through strategic	☐ Meets with Family Coordinator regularly, jointly develops the strategic plan, and develops the capacity of the Family Coordinator to implement the plan in order to achieve the goals ☐ Surveys the potential enrollment zone, compiles list of neighborhoods, apartments, churches, etc. ☐ Has developed a strategic marketing plan which includes: specific goals, population targets, partnership development and a proactive marketing timeline ☐ Sets ambitious, reasonable enrollment benchmarks, monitors progress, and publicly tracks process towards goal

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

<i>OL: Culture of A and R Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
			- messaging ☐ The school is fully-enrolled by first day of school and on all applicable count days with a waitlist of 20%	☐ Utilizes organizational partnerships and community events to recruit families ☐ The school is fully-enrolled by first day of school and on all applicable count days with more than a 20% waitlist
Action 3: Engage families in varied opportunities to participate in their child’s education throughout the year.	☐ Relies on parents to initiate classroom level involvement ☐ Relies on teachers to plan and initiate classroom involvement for parents ☐ Does not set goals for parental involvement at any level	☐ Verbally encourages parental involvement in communications with teachers and parents ☐ Develops minimal organized opportunities for parents to visit the school ☐ Tracks home visits and parent conferences ☐ Sets “activity” focused goals for parental involvement ☐ Anecdotally tracks outcomes for activities	☐ Partners with teachers and parents to develop a yearlong calendar of parental involvement opportunities offering one family event a month ☐ Tracks outcomes and parent / teacher “satisfaction” with activities ☐ Utilizes feedback from participants to enhance opportunities throughout the year ☐ Utilizes unexpected events to encourage parental involvement. ☐ Frequently encourages parents and teachers to create classroom specific opportunities ☐ Utilizes parents as resources – (e.g. parents are planning and leading schools events, parents are bringing in external resources) ☐ Keeps parents informed of school events via weekly newsletter ☐ Tracks home visits with 100% completion and 100% of parents attending 3 out of 4 conferences ☐ Leverages the Family Coordinator and other staff to lead parental outreach and activities.	☐ Develops a school-wide parent involvement plan that includes one family event a month, numerical goals for involvement levels, a wide variety of opportunities, a school year calendar of events and opportunities, a communications plan to promote involvement and a method to evaluate the quality of involvement and collect feedback from parents ☐ Utilizes collaboration as the process for developing the plan includes input from parents, teachers and students as appropriate ☐ Utilizes feedback from parents and teachers to revise the plan as needed ☐ Actively cross references parental involvement levels and academic performance ☐ Frequently encourages parents and teachers to create classroom specific opportunities ☐ Tracks home visits with 100% completion and 90% of parents attending 4 out of 4 conferences ☐ Leverages the Family Coordinator, other staff, Parent Board Representatives (where applicable) and other parent stakeholders to lead parental outreach and activities.
Action 4: Establish and maintain relationships with arts partners.	☐ Has not established an ongoing arts partnership	☐ School works with an arts organization but does not have an ongoing program ☐ Invests arts partner in the school, its students, and its goals ☐ Arts partner provides minimal to no support for teachers to infuse the arts in the classroom	☐ Establishes an ongoing arts partner program ☐ Invests arts partner in the school, its students, and its goals aligned with state standards ☐ Establishes and maintains process for arts partner to provide support for teachers to infuse the arts in the classroom ☐ Student engagement surveys indicate at least 3.0 out of 4.0 for arts infusion ☐ Leverages arts-infusion specialist (where applicable) to	☐ Establishes an ongoing arts partner program over multiple years or establishes multiple arts partnerships ☐ Invests arts partner in the school, its students, and its goals aligned with state standards with the outcome being high quality programming ☐ Arts partner consistently offers arts infusion professional development for staff

Lighthouse Academies Principal Performance Rubric: *Operational Leadership Management*

<i>OL: Culture of A and R Action/Outcome</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Effective</i>	<i>Highly Effective: Leader fulfills all criteria for proficient leadership plus:</i>
			strategically plan, execute and evaluate community arts partners.	☐ Student engagement surveys indicate 3.1 or higher out of 4.0 for arts infusion ☐ Leverages arts-infusion specialist (where applicable) to strategically plan, execute and evaluate community arts partners.
Action 5: Establish and maintain relationships with other community based organizations (CBOs).	☐ Does not understand the needs of the school ☐ School does not have support from CBOs ☐ Fails to communicate about the school with the community	☐ CBO relationships do not always meet the needs of the school ☐ Support from CBOs is inconsistent ☐ Communicates inconsistently about the school with the community	☐ Conducts a “needs assessment” to determine best CBOs to meet the school’s needs ☐ Establishes at least one ongoing CBO relationship ☐ Invests CBOs in the school, its mission, vision, core values, and drive to achieve goals	☐ Conducts a “needs assessment” to determine best CBOs to meet the school’s needs ☐ Establishes multiple ongoing CBO relationships ☐ CBOs are invested in the school so that the impact of the programming results in the school achieving its goals

Possible Data Sources Include:

School Staffing Goals and Hiring Needs Tracker	Hirebridge Reports	Student Enrollment Reports	Family Events Calendar	Board Meeting Agendas & Reports
Parent Teacher Conference Attendance Data	Home Visits Completion Data	Family Satisfaction Surveys	Student Satisfaction Surveys	Other:

EXHIBIT 5 – INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Name: _____

Date _____

I. INTRODUCTION: Professional achievement is encouraged, cultivated and celebrated. This Individual Professional Development Plan (IPDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. **These goals must focus on increasing your capacity to achieve network and school goals.**

II. PROFESSIONAL PROFILE (SELF-ASSESSMENT)

A. List your strengths and interests in education specific to the essential functions of your role as delineated on the Principal Vision of Excellence.

List your areas of potential growth in education specific to the essential functions of your role as delineated on the Principal Vision of Excellence.

III. GOALS

Each school leader will develop three professional goals, which they will actively work on throughout the year. Goals will be measurable, in writing and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with the regional director. It is critical that these goals are measurable with quantitative data (i.e., NWEA and/or state assessment data) and qualitative data (i.e., observations, correspondence with staff, families and students, etc.).

INDIVIDUALIZED PROFESSIONAL GOALS	
PROFESSIONAL GOAL #1	MEASURES:
<i>EVIDENCE TOWARD MEETING THE GOAL (TO BE COMPLETED WITH THE PRINCIPAL SELF-EVALUATION AT THE END OF THE YEAR):</i>	
PROFESSIONAL GOAL #2	MEASURES:
<i>EVIDENCE TOWARD MEETING THE GOAL (TO BE COMPLETED WITH THE PRINCIPAL SELF-EVALUATION AT THE END OF THE YEAR):</i>	

PROFESSIONAL GOAL #3	<i>MEASURES:</i>
<i>EVIDENCE TOWARD MEETING THE GOAL (TO BE COMPLETED WITH THE PRINCIPAL SELF-EVALUATION AT THE END OF THE YEAR):</i>	

IV. DEVELOPMENT ACTIVITIES

A. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals.
****This section may be filled out with your regional director as you discuss the options available to you that will best help you to meet your goals.**

B. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.

V. CONCLUSION: Please discuss your personal development strategy with your regional director. Once terms have been established, sign the form and give to the regional director. Remember to keep a copy for yourself. The regional director's signature implies that he/she supports reasonable goals in conjunction with the goals of the school

Employee's Signature: _____

Date: _____

Supervisor's Signature: _____

Date: _____

EXHIBIT 6 – PRINCIPAL SELF- EVALUATION

Prior to completing this form, please review your position description, the Principal Vision of Excellence, the school CAP, progress toward LHA network goals, student test results and any other information that you believe is relevant.

PRINCIPAL SELF-EVALUATION			
Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Data Analysis	Action 1: Accurately analyze student achievement data from state, NWEA, and curricular assessments, in order to understand trends within and across teachers, grade levels, content areas and student sub-groups, contribute insights to school-wide planning, and support DOI in differentiating planning, interventions, and coaching of teachers to ensure all of our students achieve high levels of academic success.	<i>Mid- Year Reflection</i>	<i>End-of- Year Reflection</i>
	Action 2: Actively monitor and analyze teacher performance standard data, in order to have accurate, ongoing knowledge of teachers' levels of effectiveness on the LHA teacher evaluation rubric and vis-à-vis teachers' individual IPDPs, and know how to tailor school-wide and individual planning, support, interventions, and management of staff and resources to meet the mission.		
	Action 3: Actively monitor and analyze non-academic student data in school, in		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Data Analysis (continued)	order to have accurate, ongoing knowledge of students' progress against school-wide and network goals, and know how to tailor your school-wide and individual teacher planning, support, interventions, and management of staff and resources in order to meet the mission.		
	Action 4: Actively monitor school culture, in order to have an accurate, ongoing understanding of how school culture is serving or hindering key goals, and know how to tailor school-wide and individual planning, interventions, and management of staff and resources to meet the mission.		
	Action 5: Following a collaborative review of spring data, establish, monitor, and revise (after fall and winter data collection) the school's Culture of Achievement Plan in order to create a data-driven school culture that uses an analysis of needs to inform school-wide and individual professional development, instructional interventions, family involvement opportunities, and the management of staff and resources.		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Professional Development	Action 1: Build a collaborative culture and individual relationships with teachers, school staff, and school leadership, such that they understand and are invested in our instructional and operational model and provide valuable support for student achievement.	<i>Mid-Year Reflection</i>	<i>End-of-Year Reflection</i>
	Action 2: Establish structures and systems, such that the time of the school leadership, instructional staff, and non-instructional staff enables them to be focused on ensuring all students and staff achieve LHA and school goals.		
	Action 3: Observe and coach DOI to his/her Vision of Excellence, such that the DOI can identify Vision of Excellence actions that are areas of strength and growth, and s/he is able to accomplish the outcomes of his/her Vision of Excellence.		
	Action 4: Communicate about and lead effective execution of the IPDP process, such that all team members are encouraged to set goals and reflect on them throughout the year, team members who are struggling receive the necessary support and/or are appropriately dismissed in a way that minimizes any negative impact on the staff and the		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Professional Development (continued)	school culture, and all team members participate in the process in a way that best promotes professional, personal, and student growth.		
	Action 5: Conduct data analysis and map out professional development plans with school leadership (DOI, DSC, TLF), such that school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan, that professional development plans are directly aligned to student achievement data and observation data such that school priorities and action steps are collaboratively defined and written into the Culture of Achievement Plan and that professional development plans are directly aligned to student achievement data and observation data in order to ensure differentiated support for team members.		
	Action 6: Directly lead school-wide staff learning experiences, such that teachers internalize essential content and mindsets based on student or teacher data.		
	Action 7: Collaboratively manage Title 1 and special education teams such that instruction is data driven, high quality,		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Professional Development (continued)	and consistent with the LHA model and relevant laws.		
	Action 8: Collaborate with school leadership team to identify, promote, and support teacher leadership, such that teachers are able to share their areas of expertise with the larger school community (i.e., leading professional development, contributing to the school newsletter, conducting school-wide family nights) while at the same contributing to the collaborative culture at the school and across the LHA network.		
Instructional Leadership: Culture of Achievement and Respect	Action 1: Set expectations and operate in ways that consistently model Lighthouse Academies' mission, vision, and core values, and intervene when core values are breached, such that staff and students understand, see, and internalize a sense of urgency and a way of operating that maximizes progress towards goals.	<i>Mid-Year Reflection</i>	<i>End-of-Year Reflection</i>
	Action 2: Create and manage the approved code of conduct in conjunction with Responsive Classroom/Developmental Designs, such that expectations of students, leadership, staff, and families are clear and all school community members are invested in		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Culture of Achievement and Respect (continued)	building and maintaining a culture of achievement and respect, Responsive Classroom/ Development Designs components are evident in the life of the school, and students use school time productively to learn and develop positive social-emotional skills.		
	Action 3: Foster a sense of partnership, trust, and respect among all staff, students, and parents/family members such that staff, students and their families are invested in their work and remain productively engaged throughout the year and beyond.		
	Action 4: Build and maintain proactive relationships with RD and other LHA network employees as applicable, such that they are invested in school-specific goals as identified in the CAP, provide valuable support to leadership - both for student and staff learning, and such that the Lighthouse Academies model is implemented with fidelity and best practices that reflect the LHA mission, vision, and core values are shared across the network.		
	Action 5: Build proactive relationships with members of Board of Trustees and		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Instructional Leadership: Culture of Achievement and Respect (continued)	actively participate in Board Meetings, such that a clear picture of the operations and progress of the school are communicated through monthly board reports, and there is a clear and ongoing line of communication between all stakeholders regarding the school.		
	Action 6: Conduct regular evaluations of instructional staff members using LHA evaluation protocols and staff Individual Professional Development Plans, such that instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.		
	Action 7: Participate in Cambridge Education, LHA education team school visits, and authorizer visits (including preparation for the site visits) in order to reflect on, monitor, and act upon feedback pertaining to school culture, achievement, and fidelity to implementation of the school's charter and the LHA model.		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Operational Leadership: Management	Action 1: Actively manage the school charter and budget in accordance with LHA policies and procedures, such that resources are allocated strategically, to support the LHA model, and in accordance with budgetary constraints.	<i>Mid-Year Reflection</i>	<i>End-of-Year Reflection</i>
	Action 2: Customize operational visions to realities of school site, such that all school-based staff have clear understanding of expectations and goals for school operations in accordance with LHA, charter authorizer, and state policies and procedures.		
	Action 3: Build capacity of and manage OM's, FC's, custodians, and other support staff's ongoing execution of operations at school site, such that the school is a safe and clean place, school operations run smoothly and in accordance with LHA, authorizer, and state policies and procedures, all LHA, authorizer, and state reports are completed accurately and timely, and instructional staff are able to achieve goals with their students.		
	Action 4: Conduct regular evaluations of non-instructional staff members using LHA evaluation protocols and staff Individual Professional Development		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Operational Leadership: Management (continued)	Plans, such that non-instructional staff members are trained and supported in their work to achieve position-specific goals and improve/maintain the effectiveness of their work.		
Operational Leadership: Culture of Achievement and Respect	Action 1: Market the school and recruit and hire staff with effective and strategic marketing materials and approaches, such that the school is fully-staffed with people who embody and exemplify LHA's essential qualities and who understand and are committed to the LHA mission, vision, and core values and their role in increasing student achievement.	<i>Mid-Year Reflection</i>	<i>End-of-Year Reflection</i>
	Action 2: Recruit families through the use of effective and strategic marketing materials and approaches such that the school is fully-enrolled with a waitlist, students and families are knowledgeable about and committed to the mission.		
	Action 3: Engage families in varied opportunities to participate in their child's education throughout the year such that families are invested in the school and their student's learning.		
	Action 4: Establish and maintain relationships with arts partners, such that the arts partner is invested in the school,		

PRINCIPAL SELF-EVALUATION

Essential Functions	Action/Outcome	How are you progressing in meeting the network and school goals through this essential function? Please provide evidence to support your claim.	
Operational Leadership: Culture of Achievement and Respect (continued)	its students and its goals which yields a well-planned and successfully implemented arts infusion program from which the students and teachers benefit throughout the year.		
	Action 5: Establish and maintain relationships with other community based organizations (CBOs), such that CBOs are invested in the school and support it as appropriate to the mission, vision, core value, and its drive to achieve its goals.		

Principal's Comments

Please add any additional comments you wish to make about the school this year and your role as principal.

Principal's Signature

Date

EXHIBIT 7 – LHA COMMONS AND BOARD OF TRUSTEES/DIRECTORS FEEDBACK FORM

Principal's Name _____ Date _____

Reviewer _____ Reviewer's Role _____

Opportunity to Provide Feedback to be Included in the School Leader Evaluation

This form provides a means for you, an important member of the LHA community, to share your feedback on the principal's performance as it relates to the Principal Vision of Excellence, the school's CAP, the LHA Network Goals, and your personal interactions with the principal which are attached to this form.

Please describe the nature of the interactions you have with the principal:

Which documents did you review before providing the feedback?

Principal Vision of Excellence: ____

Principal Performance Rubric: ____

The school's CAP: ____

LHA Network goals: ____

School goals: ____

Staff survey: ____

Parent survey: ____

School assessment/performance data: ____

External reviews by the authorizer or others: ____

Questions to Consider

1. Do you believe that the principal is fulfilling the responsibilities of his/her position that interact with your work at this time? Please cite data or specific evidence to support your answer.

2. What actions do you believe the principal could execute within the school to better or more quickly realize the network and school's goals?

3. To what extent does the school leadership take advantage of the resources available through the LHA Network (Commons and other LHA schools) and/or the Board of Trustees?

4. Are there any general points of feedback or suggestions you have that you think would be useful for the principal or the school leadership team to follow up on before the end-of-year evaluation or in preparation of goal setting for the next school year?

5. Other comments:

****Upon completing this form, please return it to the regional director.**

EXHIBIT 8 – PRINCIPAL MID-YEAR EVALUATION

Principal Name _____ **Date of Evaluation** _____

Regional Director _____

The regional director will solicit feedback to contribute to this evaluation from the Board and members of the LHA Commons. The RD will summarize the findings and evidence used to support each finding.

1. Is the principal fulfilling the essential functions of the position as delineated in the Vision of Excellence at this time? Are there specific actions and outcomes that are still a work in progress for the principal? (Please draw upon specific actions from each essential function of the VOE as relevant). The rubric score for each Action/Outcome within an Essential Function is as follows: Ineffective = 0; Developing = 1; Effective = 2; Highly Effective = 3. The total possible points using this scale for each Essential Function are below.

Essential Function	Rubric Composite Score ⁷	Claim	Evidence	Next Steps
Instructional Leadership: Data Analysis	/15			
Instructional Leadership: Professional Development	/24			
Instructional Leadership: Culture of Achievement and Respect	/21			
Operational Leadership: Management	/12			
Operational Leadership: Culture of Achievement and Respect	/15			
TOTAL	/87			

⁷ Please note that the End of Year Evaluation will include a single composite effectiveness score for the principal based on the Principal Performance Rubric and student achievement data.

2. Does the evidence presented show that the principal is making adequate progress on his/her professional goals for this year? (Please refer to the principal's IPDP.)

Claim:

Evidence:

3. Does the evidence presented show that the principal is making adequate progress on the school's and LHA Network Goals? (Refer to Exhibit 1 and the school's CAP)

Claim:

Evidence:

4. Commendations:

5. Suggestions, if any, for the principal to follow up on before the end-of-year evaluation:

6. Other Comments:

Mid-year recommendation for continued employment:

Yes _____ Yes, with Contingencies (see attached documentation) _____ No _____

A copy of this review will be filed in your personnel folder. You have the right to request in writing that this review be removed from your personnel folder. You have the right to attach written comments to this review. The contents of your personnel folder will be retained for three years after the termination of your employment, unless we mutually agree, in writing, to remove a document (s) from your personnel folder

Principal's Signature

Date

Regional Director's Signature

Date

Board Chairperson's Signature

Date

EXHIBIT 9 – PRINCIPAL END-OF-YEAR EVALUATION**Principal Name** _____**Date of Evaluation** _____**Regional Director** _____

The regional director will solicit feedback to contribute to this evaluation from the Board and members of the LHA Commons. The RD will summarize the findings and evidence used to support each finding.

1. Is the principal fulfilling the essential functions of the position as delineated in the Vision of Excellence at this time? Are there specific actions and outcomes that were not fulfilled over the course of the year? (Please draw upon specific actions from each essential function of the VOE as relevant). The rubric score for each Action/Outcome within an Essential Function is as follows: Ineffective = 0; Developing = 1; Effective = 2; Highly Effective = 3. The total possible points using this scale for each Essential Function are below.

Essential Function	Rubric Composite Score	Claim	Evidence	Next Steps
Instructional Leadership: Data Analysis	/15			
Instructional Leadership: Professional Development	/24			
Instructional Leadership: Culture of Achievement and Respect	/21			
Operational Leadership: Management	/12			
Operational Leadership: Culture of Achievement and Respect	/15			
TOTAL	/87			

2. Does the evidence presented show that the principal made adequate progress on his/her professional goals for this year? (Please refer to the principal's IPDP, the school's CAP, and the LHA Network Goals.)

Claim:

Evidence:

3. Does the evidence presented show that the principal made adequate progress on the school's and LHA Network Goals?

Claim:

Evidence:

4. Commendations:

5. Suggestions, if any, for the principal to include in planning for the upcoming school year:

6. Other Comments:

Composite Score from Principal Rubric⁸

	Essential Functions	Possible Range	Rubric Score
Instructional Leadership	Data Analysis	0-15	
	Professional Development	0-24	
	Culture of Achievement and Respect	0-21	
Operational Leadership	Management	0-12	
	Culture of Achievement and Respect	0-15	
TOTAL		0-87	

Composite Score from Student Achievement⁹

Upper and Lower Academy Principals			CPA Principals		
Criteria	Possible Range	Score	Criteria	Possible Range	Score
Average gains of students enrolled for the whole school year will equal or exceed 120% of Fall-Spring RIT point growth on NWEA	0 or 10		Average gains of students enrolled for the whole school year will equal or exceed 120% of Fall-Spring RIT point growth on NWEA	0 or 5	
At least 70% of students will meet or exceed individual growth targets on NWEA	0 or 10		At least 70% of students will meet or exceed individual growth targets on NWEA	0 or 5	

⁸ The final table below will use the total rubric scores and total student achievement score to calculate an overall single composite effectiveness score for the principal with student achievement being weighted 40%. As a reference, the mathematical calculation behind the computation follows. Multiply the total rubric score for the individual principal by 60. Divide this number by 87 (total possible points for PAL Rubric score). Round to the nearest whole number. The number you get will be the Composite Score for PAL Rubric below. This converts the score from out of 87 to out of 60 points.

For Example:

Principal receives 82 points out of 87.

$$82 \times 60 = 4920$$

$$4920 \div 87 = 56.55 \text{ (round to 57)}$$

57 is the Composite Score for PAL Rubric for this principal.

⁹ Student achievement measures are aligned to the current fiscal year compensation policy and may be adjusted to reflect changes in this policy which is reviewed annually.

School makes AYP for achievement data (including safe harbor)	0 or 10		School makes AYP for achievement data (including safe harbor)	0 or 10	
75% or more of students are proficient or advanced on the state assessment in reading and math (5 points each)	0, 5 or 10		75% or more of students pass ¹⁰ the state assessment in reading and math (5 points each)	0, 5 or 10	
N/A			The average score on end of course assessments in the CPA is 75%	0 or 10	
TOTAL	40			40	

Principal Single Composite Effectiveness Score Worksheet

Enter data in shaded cells

	Points Awarded	Points Possible	Weighting Percentage
Rubric Subtotal		87	60
Data Subtotal		40	40
Weighted Rubric Subtotal (weighted at 60%)	0	60	
Weighted Data Subtotal (weighted at 40%)	0	40	
Single Composite Effectiveness Score	0	100	

Recommendation for continued employment:

Yes _____ No _____

A copy of this review will be filed in your personnel folder. You have the right to request in writing that this review be removed from your personnel folder. You have the right to attach written comments to this review. The contents of your personnel folder will be retained for three years after the termination of your employment, unless we mutually agree, in writing, to remove a document (s) from your personnel folder

Principal's Signature

Date

¹⁰ Passing is equivalent to proficient or above where applicable.

Regional Director’s Signature

Date

Board Chairperson’s Signature

Date

GARY LIGHTHOUSE CHARTER SCHOOL
SEPTEMBER 2011
FINANCIAL REPORT

October 18, 2011

To the Board of Directors of the
Lighthouse Academies of Indianapolis, LLC.

Dear Board Member,

Attached are the following financial statements of the Gary Lighthouse Charter School for the one month and three months ended September 30, 2011.

- Statement of Financial Position
- Statement of Activities, Budget

Highlights

- Cash balance at September 30th was \$1.6M, with most of the money held at Harris Bank. FDIC insurance coverage is up to \$250K.
- The budget to actual report reflected in the Statement of Activities compares the results for the one month and three months ended September 30th versus the FY12 budget.
 - o Per pupil revenue is based on 622 ADM @ \$7,622.12.
 - The budget will be amended to show an expected per-pupil revenue of \$4.7M for the year.
 - o Payroll:
 - There are five specialists against a budget of 4.
 - The Title I Coordinator became the Principal in October.
 - There are two Title I teachers in the grant. The budget will be amended.
 - Custodians are over budget, because of much overtime used in July and August. September is back on track.
 - o Computer equipment and projectors were purchased in September for \$46K.
 - o Repairs and maintenance is over budget because of \$26K in repainting the LA interior, and \$18K landscaping.
 - o Grant expenditures are being finalized through September 2011, and will create a carry-over into FY12. The budget will be amended for this.

Please do not hesitate to contact me if you have any questions.

Howard Hammond

Assistant Treasurer, Lighthouse Academies of Indiana, Inc

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF FINANCIAL POSITION

	9/30/2011	6/30/11
Assets		
Cash	\$ 1,649,664	\$ 1,974,691
Accounts and Grants Receivable	2,682,662	2,594,669
Prepaid Expenses	57,762	-
Security Deposits	-	27,733
Fixed Assets, net of accum depr	258,933	258,933
Total Assets	<u>\$ 4,649,021</u>	<u>\$ 4,856,027</u>
Liabilities		
A/P and Accrued Expenses	\$ 624,275	\$ 737,881
Deferred Revenue	36,240	2,103
Notes Payable-State Advancement	2,685,220	2,685,220
Total Liabilities	<u>3,345,734</u>	<u>3,425,204</u>
Unrestricted Net Assets	<u>1,303,287</u>	<u>1,430,822</u>
Total Liabilities and Net Assets	<u>\$ 4,649,021</u>	<u>\$ 4,856,027</u>

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
4	Revenue										86,606	4,725,714
5	Per Pupil Revenue	622 ADM @ \$7,622.12	\$ 395,080	\$ 401,027	\$ (5,947)		\$ 1,185,240	\$ 1,203,080	\$ (17,840)		\$ 4,812,320	\$ 3,627,080
6	EduJobs Fund Grant	Act's started in Sept	11,778	13,323	\$ (1,544)		\$ 11,778	39,968	\$ (28,190)		\$ 159,871	\$ 148,093
7	Full Day Kindergarten Grant		-	-	-		-	-	-		44,399	44,399
8	Special Ed Revenue		7,709	7,709	(0)		23,128	23,128	(0)		92,512	69,384
9	Title I Revenue		96,573	68,554	28,020		230,419	205,661	24,759		822,642	592,223
10	Title I Stimulus Revenue		57,720	-	57,720		65,259	-	65,259		-	(65,259)
11	Title I School Improvement		2,955	3,000	(45)		4,764	6,000	(1,236)		30,000	25,236
12	Title II(a) Revenue		8,112	12,200	(4,088)		9,341	24,400	(15,059)		122,000	112,659
13	Textbook Grant		-	-	-		-	-	-		63,823	63,823
14	Charter School Facility Grant		-	-	-		-	-	-		180,880	180,880
15	High Ability Grant		-	-	-		-	-	-		7,500	7,500
16	Other Grants		-	-	-		-	-	-		-	-
17	Erate Income		-	-	-		-	-	-		12,000	12,000
18	Food Program-USDA		36,192	30,791	5,400		61,419	61,582	(163)		307,912	246,493
19	Interest Income		-	-	-		-	-	-		-	-
20	Summer School		-	-	-		-	-	-		15,000	15,000
21	Fundraising		-	500	(500)		825	1,000	(175)		5,000	4,175
22	Uniform Revenue		-	1,600	(1,600)		-	3,200	(3,200)		16,000	16,000
23	Field Trip Revenue		-	1,430	(1,430)		-	2,860	(2,860)		14,300	14,300
24	Other Income		-	-	-		-	-	-		2,000	2,000
25	Total Revenue		616,120	540,133	75,986		1,592,174	1,570,879	21,295		6,708,159	5,115,985
26												
27	Expenses											
28	Payroll-Administrative											
29	Principal(s)	One principal; Acting received stipends (thru Sept)	11,375	14,617	3,242		30,233	43,852	13,619		172,750	142,517
30	Dir of School Culture		4,121	5,229	1,109		13,619	15,688	2,069		61,800	48,181
31	Dir of College Transitions		6,003	6,014	11		17,820	18,041	221		71,070	53,250
32	Business Manager and assistant	4 people against budget of 3.5	7,636	9,139	1,503		31,337	27,417	(3,920)		108,006	76,669
33	Total Payroll-Administrative		29,134	34,999	5,866		93,009	104,997	11,989		413,626	320,617
34												
35	Basic Education											
36	Classroom Teacher Salaries		108,163	110,068	1,904		243,053	245,151	2,098		1,300,800	1,057,747
37	EduJobs (Classroom Teachers)		-	-	-		-	-	-		-	-
38	Summer School		-	-	-		-	-	-		-	-
39	Salary-Specialists	5 people against budget of 4	18,954	15,253	(3,701)		41,085	33,972	(7,113)		180,260	139,175
40	Stipends-TLF		-	-	-		-	-	-		11,000	11,000
41	Substitutes		6,769	677	(6,093)		6,769	1,508	(5,262)		8,000	1,231
42	Total Teaching Salaries		133,887	125,997	(7,889)		290,907	280,631	(10,276)		1,500,060	1,209,153
43												
44	Title I Staff / SIG Staff											
45	Title I & Title 2a DOIs		18,271	17,346	(925)		55,423	52,038	(3,385)		205,000	149,577
46	Title I Coordinator		2,924	5,229	2,305		9,745	11,647	1,902		61,800	52,055
47	Title I Teachers	Two teachers in grant incl Credit Recov Teacher	6,992	3,225	(3,768)		16,019	7,182	(8,836)		38,110	22,091
48	Title I Teacher Assts		10,750	11,000	250		21,534	24,500	2,966		130,000	108,466
49	Title I Stipends - After School		-	1,142	1,142		-	2,544	2,544		13,500	13,500
50	Title I Stipends - Summer School		-	-	-		-	-	-		3,000	3,000
51	Parent Coordinator	Started in Sept	2,776	2,538	(238)		2,776	7,615	4,839		30,000	27,224
52			41,713	40,481	(1,232)		105,496	105,527	31		481,410	375,914
53												
54	Special Education											
55	Special Education Teachers		3,443	4,400	957		7,915	9,800	1,885		52,000	44,085
56	Sped Coordinator		4,337	4,231	(106)		12,998	12,692	(306)		50,000	37,002
57	SPED Assistants & Aides		2,661	4,201	1,541		5,721	9,358	3,637		49,654	43,933
58	Total Spec Ed Salaries		10,440	12,832	2,392		26,634	31,850	5,216		151,654	125,020
59												
60	Service Providers-Other Staff											

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
61	Stipends - TLF's		-	-	-		-	-	-		-	-
62	Stipends Summer School Title I		-	-	-		-	-	-		-	-
63	Stipends - Afterschool Enrichment		-	-	-		-	-	-		-	-
64	Counselors	Title I Counselors (only one in July)	7,995	8,038	43		20,704	24,115	3,412		95,000	74,296
65	ISS Monitor	Started mid-August	4,680	3,858	(822)		9,812	8,594	(1,218)		45,600	35,788
66	Bus Monitors		-	-	-		-	-	-		-	-
67	Sports Stipends		-	-	-		-	-	-		-	-
68	Student Service Manager		-	-	-		-	-	-		-	-
69	Nurse		3,395	3,312	(83)		7,562	7,378	(185)		39,146	31,584
70	Food Service		-	-	-		-	-	-		-	-
71	Custodians	Overtime in July and August	8,249	10,154	1,905		33,679	30,462	(3,218)		120,000	86,321
72	Total Service Providers-Other Staff		24,320	25,363	1,043		71,757	70,548	(1,208)		299,746	227,989
73			239,493	239,673	179		587,803	593,554	5,751		2,846,496	2,258,693
74	Taxes & Benefits											
75	Payroll Taxes		19,697	19,269	(428)		47,728	57,806	10,078		227,720	179,992
76	Health, Dental, Life and Disability		23,569	26,494	2,925		68,182	79,483	11,301		313,115	244,933
77	Retirement expense		-	7,360	7,360		-	22,081	22,081		86,986	86,986
78	Bonus Pool		-	-	-		1,000	-	(1,000)		55,000	54,000
79	Raises		-	-	-		-	-	-		63,154	63,154
80	Workers Comp		-	1,418	1,418		-	4,255	4,255		16,762	16,762
81	Total Taxes & Benefits		43,266	54,542	11,276		116,909	163,625	46,716		762,737	645,828
82												
83	Staff Development & Recruitment											
84	Staff Development		4,435	846	(3,589)		10,543	1,885	(8,658)		10,000	(543)
85	LHA Summer PDI		-	-	-		25,000	25,000	-		25,000	-
86	SIG Prof Dev		-	423	423		-	942	942		5,000	5,000
87	Arts Partner - See ARRA		-	846	846		-	1,885	1,885		10,000	10,000
88	Staff Recruitment		125	1,058	933		570	2,356	1,785		12,500	11,930
89	Release Substitutes		-	1,269	1,269		-	2,827	2,827		15,000	15,000
90	Total Staff Development & Recruitment		4,560	4,442	(118)		36,113	34,894	(1,219)		77,500	41,387
91												
92	Professional Fees											
93	Academic Services-LHA		43,679	37,653	(6,026)		114,745	112,959	(1,785)		451,837	337,092
94	Reimbursements to LHA		2,037	1,000	(1,037)		2,775	3,000	225		12,000	9,225
95	Technology Services		-	2,333	2,333		-	7,000	7,000		28,000	28,000
96	CPA Curriculum License Fee		-	-	-		-	-	-		5,000	5,000
97	Legal		1,239	417	(822)		2,178	1,250	(928)		5,000	2,822
98	Accounting & Auditing		218	1,000	782		218	3,000	2,782		12,000	11,782
99	Computer Support and Expenses		2,171	1,625	(546)		3,186	4,875	1,689		19,500	16,314
100	LSS Fee		-	208	208		-	625	625		2,500	2,500
101	HRIS		1,954	1,833	(121)		5,189	5,500	311		22,000	16,811
102	Background Checks - Staff		-	167	167		1,766	500	(1,266)		2,000	234
103	Background Checks - Volunteers		-	417	417		-	1,250	1,250		5,000	5,000
104	Marketing Expense		106	667	561		1,229	2,000	771		8,000	6,771
105	Food-Vended Meals Contract		38,673	39,565	892		67,433	67,826	393		357,968	290,535
106	Transportation		25,748	31,500	5,752		46,899	54,000	7,101		285,000	238,101
107	Assessment & Testing Services		-	700	700		-	1,400	1,400		7,000	7,000
108	SES Transportation Title I		2,626	-	(2,626)		2,626	-	(2,626)		-	(2,626)
109	T1 Set Aside		-	12,944	12,944		19,722	38,832	19,110		155,328	135,606
110	Total Professional Fees		118,450	132,029	13,579		267,965	304,017	36,051		1,378,133	1,110,168
111												
112	Supplies											
113	Classroom Supplies		1,243	5,337	4,094		9,464	11,887	2,423		63,075	53,611
114	Summer School Supplies and Activities		-	-	-		-	-	-		-	-
115	Title I Supplies		-	-	-		-	-	-		10,000	10,000
116	Textbooks		-	-	-		43,810	43,810	(0)		48,750	4,940
117	Sports Program		-	2,000	2,000		1,998	4,000	2,002		20,000	18,002

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
118	Janitorial and Kitchen Supplies		-	2,400	2,400		1,856	4,800	2,944		24,000	22,144
119	Nurse Supplies		-	240	240		-	480	480		2,400	2,400
120	Uniforms		11,965	9,000	(2,965)		13,874	10,000	(3,874)		10,000	(3,874)
121	Office Supplies		4,935	2,169	(2,766)		8,168	6,508	(1,661)		26,030	17,862
122	Total Supplies		18,143	21,146	3,003		79,172	81,485	2,313		204,255	125,084
123												
124	FFE											
125	FFE Lease Expense		-	-	-		11,026	13,191	2,165		52,765	41,739
126	Capital Outlays-FFE	New doorway; ductless split system	-	-	-		20,180	12,000	(8,180)		12,000	(8,180)
127	Capital Outlays-Title I	Ockers Computer Eqpt; Projectors	46,227	46,000	(227)		46,227	46,000	(227)		46,000	(227)
128	Total FFE		46,227	46,000	(227)		77,433	71,191	(6,242)		110,765	33,332
129												
130	Occupancy											
131	Rent		32,791	33,000	209		99,402	99,000	(402)		396,000	296,598
132	Utilities		11,006	13,792	2,786		25,867	41,375	15,508		165,500	139,633
133	Facility Management (CFM)		-	5,500	5,500		8,750	16,500	7,750		66,000	57,250
134	Landlord Operating Expenses		1,759	2,500	741		20,292	7,500	(12,792)		30,000	9,708
135	Purchase Option Pierce St.		5,681	-	(5,681)		191,147	158,000	(33,147)		158,000	(33,147)
136	Repair & Maintenance, Landscape, Snow	\$26K repainting LA; \$18K landscaping	6,962	6,250	(712)		71,224	18,750	(52,474)		75,000	3,776
137	Security		108	83	(25)		432	250	(182)		1,000	568
138	Waste Removal		467	750	283		2,494	2,250	(244)		9,000	6,506
139	Telecommunications		3,247	3,333	86		13,656	10,000	(3,656)		40,000	26,344
140	Total Occupancy		62,020	65,208	3,188		433,263	353,625	(79,638)		940,500	507,237
141												
142	ARRA Stimulus Expenses Title I											
143	Field Trips Intermed College Trips		-	-	-		-	-	-		-	-
144	Title I ARRA Supplies		933	-	(933)		9,567	-	(9,567)		-	(9,567)
145	Capital Outlays Title I ARRA		44,892	36,000	(8,892)		45,962	36,000	(9,962)		36,000	(9,962)
146	Travel-Literacy Coah Primary Purdue Clear Reading Program, Summer Summit		-	-	-		-	-	-		-	-
147	Total ARRA Stimulus Expenses Title I		45,825	36,000	(9,825)		55,529	36,000	(19,529)		36,000	(19,529)
148												
149	Other Expenses											
150	Miscellaneous		-	250	250		-	750	750		3,000	3,000
151	Bank Charges		(25)	250	275		10	750	740		3,000	2,990
152	Dues & Subscriptions		3,824	200	(3,624)		3,824	600	(3,224)		2,400	(1,424)
153	Field Trips		1,264	1,000	(264)		1,264	3,000	1,736		12,000	10,736
154	Student Activities		-	-	-		78	-	(78)		-	(78)
155	Travel		-	42	42		251	125	(126)		500	249
156	Insurance		2,610	-	(2,610)		12,068	10,000	(2,068)		30,000	17,932
157	Copying & Printing		901	1,333	433		9,913	4,000	(5,913)		16,000	6,087
158	Postage & Shipping		439	833	395		1,608	2,500	892		10,000	8,392
159	Ball State Fee		11,926	12,031	105		35,557	36,093	535		144,370	108,813
160	Total Other Expenses		20,938	15,939	(4,999)		64,573	57,818	(6,755)		221,270	156,697
161												
162	Total Expenses		598,923	614,979	16,056		1,718,761	1,696,208	(22,553)		6,577,656	4,858,895
163												
164	Operating Income (Revenue)		17,197	(74,846)	92,043		(126,587)	(125,329)	(1,257)		130,503	257,090
165												
166	OTHER REV (EXP)											
167	Depreciation Expense		-	-	-		-	-	-		-	-
168	Loan Payments - State		(8,983)	(8,667)	(316)		(26,949)	(26,000)	(949)		(104,000)	(77,051)
169												
170	Net Surplus (Deficit) after Loan Payments		8,214	(83,512)	91,726		(153,536)	(151,329)	(2,206)		26,503	180,039
171												
172	Closing costs on Purchase of Pierce St						-	-	-		(15,000)	(15,000)
173												

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
2												
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
174	Beginning Balance (budgetary basis)						808,559	808,559	-		808,559	-
175												
176	Ending Balance(s)			Ending Basis Budgetary			\$ 655,023	\$ 657,230	\$ (2,206)		\$ 820,062	\$ 165,039
177												

NWI Lighthouse Charter Schools Tech Summary.

Issue	Tech Plan
Hardware:	Ordering parts and filing for warranty
Network Issues: Bandwidth.	Attached workbook shows progress/status for each school installation. GLCS CPA ready for new 50 meg circuit.
Phone issues:	Phone system repairs ongoing.

Project Report



at&t

ST. JOHN HEALTHCARE

Report Date:

3/29/2011

Project ID:

Project Mgr: Lee Schoner
Office #: 574-237-8421

Email: cs9721@att.com

Customer : St. John Healthcare
Contact
Office#:
Email:



Customer Name:		Lighthouse Academies	Project Description:		ERATE upgrade (6) sites from MLPPP to EaMIS	
Contract #			Revision Date:		3/31/2011	
Name	Title	Phone	Cell/Pager	Fax	Address	e-mail
ATT						
Lee Schoner	Project Manager	574-237-8421	574-339-1635			cs9721#att.com
Eric Cougill	TSE	317-488-3122				ec3659@att.com
Keith Kroening	AM	219-972-5678				kk7847@att.com
Jacquelin Drew-Bowden	OS	404-745-6188				jd9530@att.com
Deldrick Ellsberry	OS	404-745-6325				DE1392@att.com
Jerlin Rhoden	OS	404-745-6147 404-578-0251				jr6247@att.com
Ewha Castro	OS	770-961-0651				
Customer						
Patrick Kangethe		508-380-7473				pkangthe@lighthouse-academies.org
Other						
						-

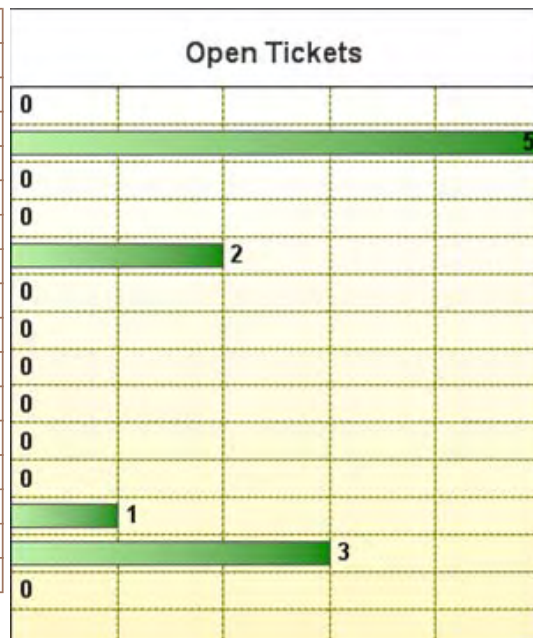
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Start Date 1/1/2011	End Date 12/31/2011	Date Range This Year	Ticket Age (# of days) Less Than
Location East Chicago	Technician -No Filter-	Technician Type -No Filter-	Class -No Filter-
Creation Category -No Filter-	Resolution Category -No Filter-	Closed By -No Filter-	Submitted By -No Filter-
Priority -No Filter-			
Group By Class	Then Group By -Collapse-		

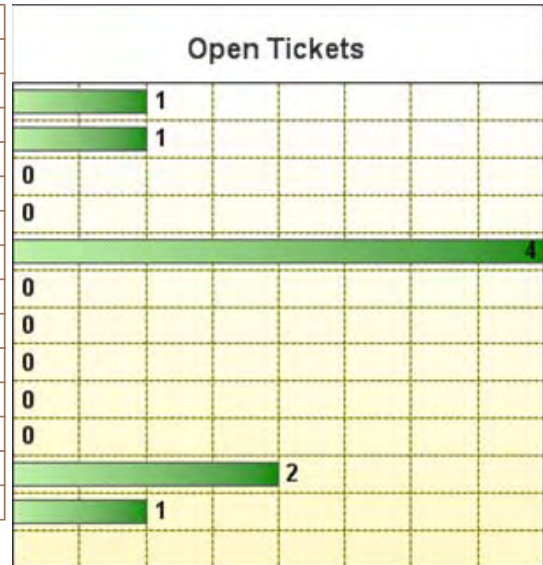
Class	Tickets		Tickets	Average Age	
	Open	Closed	Created	Open	Closed
Email	<u>0</u>	<u>12</u>	<u>12</u>		9d 0h 45m
Hardware	<u>5</u>	<u>45</u>	<u>46</u>	20d 9h 9m	24d 14h 34m
Hardware > Computer	<u>0</u>	<u>18</u>	<u>17</u>		17d 8h 44m
Hardware > Printer	<u>0</u>	<u>3</u>	<u>3</u>		2d 20h 46m
Internet Access	<u>2</u>	<u>3</u>	<u>4</u>	15d 21h 54m	30d 15h 23m
Local Network	<u>0</u>	<u>1</u>	<u>1</u>		5m
Login ID	<u>0</u>	<u>6</u>	<u>6</u>		3d 13h 50m
Missing Hardware	<u>0</u>	<u>1</u>	<u>1</u>		6h 54m
Phone	<u>0</u>	<u>11</u>	<u>11</u>		10d 22h 7m
PowerLunch	<u>0</u>	<u>2</u>	<u>2</u>		3d 16h 53m
PowerSchool	<u>0</u>	<u>3</u>	<u>3</u>		2d 16h 42m
Prism	<u>1</u>	<u>3</u>	<u>4</u>	1d 19h 58m	2d 15h 2m
Software	<u>3</u>	<u>26</u>	<u>28</u>	19d 22h 0m	20d 5h 25m
Website	<u>0</u>	<u>6</u>	<u>6</u>		11d 5h 6m
Total:	<u>11</u>	<u>140</u>	<u>144</u>	14d 12h 15m	9d 23h 35m



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Start Date 1/1/2011	End Date 12/31/2011	Date Range This Year	Ticket Age (# of days) Less Than
Location East Cichago CPA	Technician -No Filter-	Technician Type -No Filter-	Class -No Filter-
Creation Category -No Filter-	Resolution Category -No Filter-	Closed By -No Filter-	Submitted By -No Filter-
Priority -No Filter-			
Group By Class	Then Group By -Collapse-		

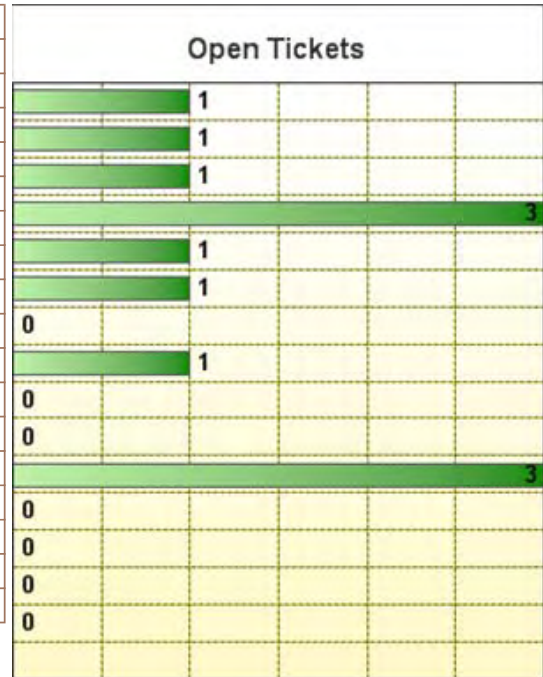
Class	Tickets		Tickets	Average Age	
	Open	Closed	Created	Open	Closed
Email	<u>1</u>	<u>5</u>	<u>6</u>	7d 4h 24m	2d 18h 5m
Hardware	<u>1</u>	<u>0</u>	<u>1</u>	7d 2h 11m	
Hardware > Computer	<u>0</u>	<u>5</u>	<u>5</u>		20d 18h 1m
Hardware > Printer	<u>0</u>	<u>1</u>	<u>1</u>		4d 9h 57m
Internet Access	<u>4</u>	<u>4</u>	<u>8</u>	12d 9h 3m	1d 5h 24m
LHA Network Wide	<u>0</u>	<u>1</u>	<u>1</u>		30d 18h 6m
Local Network	<u>0</u>	<u>4</u>	<u>4</u>		24d 1h 48m
Missing Hardware	<u>0</u>	<u>1</u>	<u>1</u>		3d 2h 21m
Phone	<u>0</u>	<u>7</u>	<u>7</u>		15d 1h 28m
Prism	<u>0</u>	<u>3</u>	<u>3</u>		6d 23h 38m
Software	<u>2</u>	<u>1</u>	<u>3</u>	31d 0h 30m	2d 17h 56m
Website	<u>1</u>	<u>1</u>	<u>2</u>	57d 1h 0m	9d 1h 55m
Total:	<u>9</u>	<u>33</u>	<u>42</u>	22d 22h 37m	10d 23h 52m



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Start Date 1/1/2011	End Date 12/31/2011	Date Range This Year	Ticket Age (# of days) Less Than
Location Gary Primary	Technician -No Filter-	Technician Type -No Filter-	Class -No Filter-
Creation Category -No Filter-	Resolution Category -No Filter-	Closed By -No Filter-	Submitted By -No Filter-
Priority -No Filter-			
Group By Class	Then Group By -Collapse-		

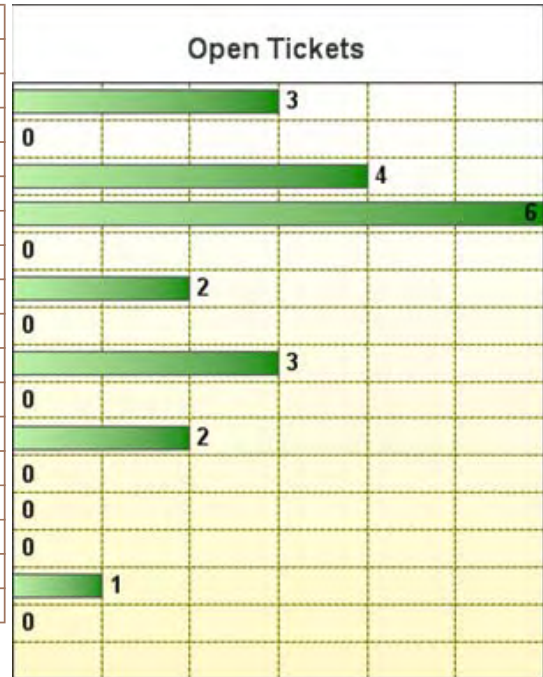
Class	Tickets		Tickets	Average Age	
	Open	Closed	Created	Open	Closed
Active Board	<u>1</u>	<u>5</u>	<u>6</u>	68d 2h 16m	12d 17h 11m
Email	<u>1</u>	<u>30</u>	<u>31</u>	21d 2h 42m	7d 15h 26m
Hardware	<u>1</u>	<u>25</u>	<u>26</u>	106d 3h 44m	9d 2h 45m
Hardware > Computer	<u>3</u>	<u>36</u>	<u>39</u>	25d 22h 21m	18d 14h 55m
Hardware > Printer	<u>1</u>	<u>10</u>	<u>10</u>	21d 1h 29m	13d 19h 42m
Internet Access	<u>1</u>	<u>13</u>	<u>13</u>	20d 3h 14m	13d 11h 21m
LHA Network Wide	<u>0</u>	<u>1</u>	<u>1</u>		23h 50m
Local Network	<u>1</u>	<u>8</u>	<u>9</u>	2d 0h 47m	9d 0h 59m
Login ID	<u>0</u>	<u>6</u>	<u>6</u>		12d 19h 30m
Missing Hardware	<u>0</u>	<u>1</u>	<u>1</u>		1d 4h 22m
Phone	<u>3</u>	<u>20</u>	<u>18</u>	55d 12h 56m	34d 21h 25m
PowerSchool	<u>0</u>	<u>5</u>	<u>5</u>		4d 18h 47m
Prism	<u>0</u>	<u>22</u>	<u>22</u>		5d 9h 25m
Software	<u>0</u>	<u>23</u>	<u>23</u>		8d 21h 51m
Website	<u>0</u>	<u>2</u>	<u>2</u>		5d 3h 15m
Total:	<u>12</u>	<u>207</u>	<u>212</u>	40d 0h 11m	10d 13h 38m



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Start Date 1/1/2011	End Date 12/31/2011	Date Range This Year	Ticket Age (# of days) Less Than
Location Gary Intermediate	Technician -No Filter-	Technician Type -No Filter-	Class -No Filter-
Creation Category -No Filter-	Resolution Category -No Filter-	Closed By -No Filter-	Submitted By -No Filter-
Priority -No Filter-			
Group By Class	Then Group By -Collapse-		

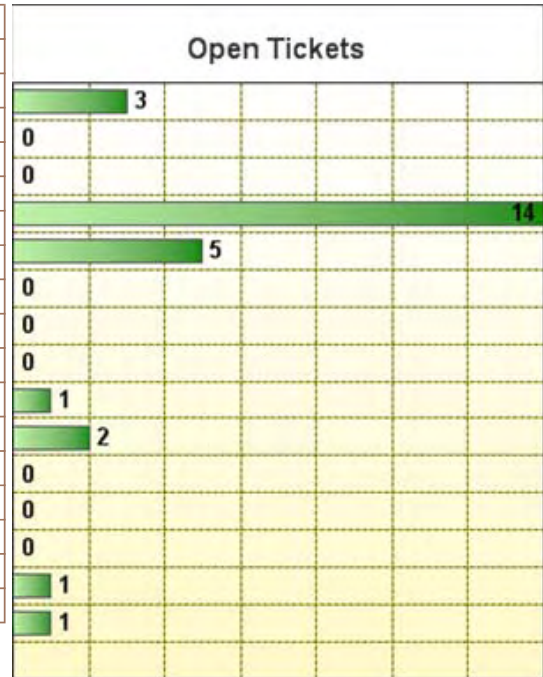
Class	Tickets		Tickets	Average Age	
	Open	Closed	Created	Open	Closed
Active Board	<u>3</u>	<u>2</u>	<u>5</u>	43d 18h 50m	8d 8h 14m
Email	<u>0</u>	<u>3</u>	<u>3</u>		4d 18h 55m
Hardware	<u>4</u>	<u>54</u>	<u>54</u>	22d 2h 34m	24d 16h 32m
Hardware > Computer	<u>6</u>	<u>31</u>	<u>34</u>	13d 14h 26m	31d 19h 26m
Hardware > Printer	<u>0</u>	<u>5</u>	<u>5</u>		13d 5h 0m
Internet Access	<u>2</u>	<u>26</u>	<u>26</u>	16d 2h 13m	11d 19h 52m
Local Network	<u>0</u>	<u>5</u>	<u>5</u>		10d 2h 48m
Login ID	<u>3</u>	<u>8</u>	<u>10</u>	16d 2h 14m	7d 5h 51m
Missing Hardware	<u>0</u>	<u>1</u>	<u>1</u>		15d 4h 22m
Phone	<u>2</u>	<u>1</u>	<u>3</u>	79d 3h 7m	70d 9h 6m
Power Teacher	<u>0</u>	<u>1</u>	<u>1</u>		5d 17h 15m
PowerSchool	<u>0</u>	<u>6</u>	<u>6</u>		14d 17h 43m
Prism	<u>0</u>	<u>5</u>	<u>5</u>		9d 4h 46m
Software	<u>1</u>	<u>12</u>	<u>13</u>	26d 3h 4m	12d 9h 14m
Website	<u>0</u>	<u>6</u>	<u>5</u>		39d 2h 54m
Total:	<u>21</u>	<u>166</u>	<u>176</u>	30d 23h 46m	18d 13h 59m



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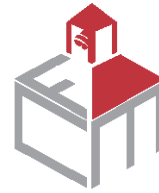
Start Date 1/1/2011	End Date 12/31/2011	Date Range This Year	Ticket Age (# of days) Less Than
Location West Gary	Technician -No Filter-	Technician Type -No Filter-	Class -No Filter-
Creation Category -No Filter-	Resolution Category -No Filter-	Closed By -No Filter-	Submitted By -No Filter-
Priority -No Filter-			
Group By Class	Then Group By -Collapse-		

Class	Tickets		Tickets	Average Age	
	Open	Closed	Created	Open	Closed
Active Board	<u>3</u>	<u>8</u>	<u>11</u>	1d 3h 30m	9d 15h 16m
Email	<u>0</u>	<u>14</u>	<u>13</u>		6d 6h 26m
Hardware	<u>0</u>	<u>15</u>	<u>14</u>		22d 19h 28m
Hardware > Computer	<u>14</u>	<u>89</u>	<u>93</u>	15d 11h 31m	18d 13h 21m
Hardware > Printer	<u>5</u>	<u>7</u>	<u>12</u>	18d 20h 27m	24d 18h 38m
Internet Access	<u>0</u>	<u>8</u>	<u>7</u>		27d 8h 41m
Local Network	<u>0</u>	<u>3</u>	<u>3</u>		15d 11h 9m
Login ID	<u>0</u>	<u>6</u>	<u>6</u>		3d 3h 9m
Phone	<u>1</u>	<u>11</u>	<u>11</u>	62d 4h 29m	33d 20h 5m
Power Teacher	<u>2</u>	<u>0</u>	<u>2</u>	1h 8m	
PowerLunch	<u>0</u>	<u>1</u>	<u>1</u>		8d 12h 6m
PowerSchool	<u>0</u>	<u>10</u>	<u>10</u>		13d 21h 39m
Prism	<u>0</u>	<u>2</u>	<u>2</u>		13d 0h 20m
Software	<u>1</u>	<u>15</u>	<u>16</u>	16d 13h 38m	18d 11h 34m
Website	<u>1</u>	<u>2</u>	<u>3</u>	21d 3h 19m	11d 16h 17m
Total:	<u>27</u>	<u>191</u>	<u>204</u>	19d 8h 17m	16d 5h 52m



Operational Update
NWIN Project Updates

As of November 14, 2011



CHARTER
FACILITIES MANAGEMENT LLC™

East Chicago Lighthouse School

- New hand rails several locations Not complete
- CFM has engaged Garcia Consulting to specify all needed capital improvements to school building and property.
- Need to install wood backing on the walls to secure bathroom stalls in all public bathrooms.
- Install 12 new locks and door repair
- Install new outlets in four rooms
- Install new lights in two rooms, repair gym light and stage lights
- Get a quote to build wall in Berthas office-----waiting for approval

East Chicago Lighthouse School-CPA

- Repair door locks-----in progress

Gary Lighthouse Charter School – 41st Avenue

- Need to get a quote for fence repairs—In progress-----work to be done week of 11/14/2011
- Repairs to gym lights and switches, this is an on-going project. Still a work in progress

Gary Lighthouse Charter School – Pierce Street

- Need to get a quote for fence repairs-In progress-----Work scheduled for week of 11/14/2011
- New light timers for hall lights, waiting on approval. Work in progress.

West Gary Lighthouse Charter School

- Look into having new AC system tied into alarm system. In progress----

This follow list of items is Advisory recommendations from the Loss Prevention from the Indiana Insurance for the Gary Lighthouse-CPA Building..

- Make sure the administration has a key to the chemical storage room for the Science Room.
- Art Storage, the school no longer has art but there closet with art room supplies that needs improved housekeeping to minimize potential fire hazards.

The DOF is reviewing and elevating the recommendations from the insurance company to get these items resolved.

Lighthouse Academies of Indiana

Lighthouse Academies of Indianapolis, LLC

Board Member Training
September 20, 4:00-5:30 P.M. (Eastern)
Monument Lighthouse Charter School, 4002 North Franklin Road, Indianapolis

Call-in Number: 1-866-846-3997 Passcode: 639619

Our Mission

We prepare our students for college through a rigorous arts-infused program.

Our Vision

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

Objectives –

Participants will be able to:

- Articulate the role of each Board in the governance structure of the Indiana schools
- Describe the mission, vision and organizational structure of the institutional partner Lighthouse Academies
- Describe the roles and responsibilities of board members
- Develop a strategy for moving forward with the school and school leadership

Time	Agenda Item	Facilitator	Accompanying Documents from Board Binder
5 min.	Welcome and Review of Agenda	Kimberlee	Agenda
15 min.	Lighthouse Academies and Charter Facilities Management - Lighthouse Academies Overview - How is LHA structured? - What does LHA offer the schools? - Charter Facilities Management	Kimberlee	- Overview of LHA - Organizational Chart LHA - Service Agreements with Lighthouse Academies - Overview of Charter Facilities Management
20 min.	Lighthouse Education Overview and Current School Performance - LHA Education Model (K-8 and 9-12) - Assessments - Authorizers - Ball State University - Indianapolis Mayor's Office - Overview of Schools	Kimberlee	- LHA Education Model Overview - Assessment Overview - School assessment data
20 min.	Lighthouse Academies of Indiana and Lighthouse Academies of Indianapolis, LLC - Structure - Bylaws		- Lighthouse Academies of Indiana organizational chart - Lighthouse Academies of Indiana Bylaws - Lighthouse Academies of Indianapolis LLC Bylaws
15 min.	Board Member Roles and Responsibilities - What does an effective board member do? - Fiduciary role - Policies - Whistleblower Policy - Conflict of Interest	Kimberlee/Rob	- Board Member Roles and Responsibilities - Measuring Charter School Financial Health - Board policies

We prepare our students for college through a rigorous arts-infused program.

Lighthouse Academies of Indiana

Lighthouse Academies of Indianapolis, LLC

Time	Agenda Item	Facilitator	Accompanying Documents from Board Binder
10 min.	Strategy for Moving Forward • School presence • Communication with staff and parents • Other ideas	Thakena/ Andrew	
5 min.	Closing	Kimberlee	Other Relevant Documents • Approved School Calendars 2011-2012 • Board Contact List

We prepare our students for college through a rigorous arts-infused program.

BYLAWS
OF
LIGHTHOUSE ACADEMIES OF INDIANA, INC.

ARTICLE I
NAME, LOCATION AND PURPOSE

Section 1.1 Name

The name of this corporation is Lighthouse Academies of Indiana, Inc.

Section 1.2 Purpose

The purposes of the Lighthouse Academies of Indiana, Inc. shall be to form, manage, oversee, support and otherwise encourage the continuation of public charter school in Indiana.

The purposes for which Lighthouse Academies of Indiana, Inc. is organized are exclusively charitable, scientific, literary, and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, as amended from time to time.

Section 1.3 Office Location

The registered office of the corporation shall be located at 36 South Pennsylvania Street, Suite 700, Indianapolis. The President may authorize a change in the registered office of the corporation, provided such location is within the state of Indiana.

ARTICLE II
BOARD OF DIRECTORS

Section 2.1 Powers and Responsibility

The powers of the corporation shall be vested in the Board of Directors, which shall have charge, control, and management of the property and affairs of the corporation. The Board of Directors shall have the power and responsibility to appoint Trustees to serve on the boards of Lighthouse charter schools in Indiana and to delegate certain responsibilities to the Trustees pursuant to I.C. 23-17-15-6.

Section 2.2 Number

The Board of Directors shall consist of not less than five nor more than nine persons. If, because of death, resignation, retirement or removal, there were fewer than five Directors remaining, these remaining Directors shall constitute the Board of Directors until the vacancy(ies) are filled as provided herein.

Section 2.3 Qualifications

Any natural person who supports the enumerated goals and policy objectives of the corporation shall be eligible for election or re-election to the Board of Directors. At least two Directors shall be residents of Indiana.

Section 2.4 Appointment and Term

All Directors shall be appointed by the Board of Directors. Subject to Section 2.5, each Director shall hold office for an initial term of two years or until his or her successor has been elected. Directors may be re-elected for additional terms of service. When a person has not served on the Board of Directors for a period of at least six consecutive months, such person shall again be eligible for appointment to the Board of Directors.

Section 2.5 Initial Directors

The following persons constitute the initial Board of Directors, to hold such office for the terms set forth below, which terms shall expire effective as of the date of the annual meeting of the Board of Directors in the year indicated.

Directors:	Expiration Date:

1. Michael Ronan	June 30, 2006

2. Jodi Tucker	June 30, 2006

3. Daniel Barcan	June 30, 2005

Section 2.6 Voting

Each Director shall be entitled to one vote on all matters coming before the Board of Directors, unless the Director must recuse himself/herself in accordance with the conflict of interest policy. There shall be no voting by proxy by any Director.

Section 2.7 Vacancies and Removal

In the event of the expiration of a Director's term, or the expansion of the Board of Directors to create additional terms, the remaining Board of Directors shall appoint persons qualified under Section 2.3 herein to serve such terms.

Any vacancy on the Board of Directors that results from the death, resignation, or removal of a Director shall be filled by appointment by Lighthouse Academies, Inc.

Any Director may be removed from office, with or without cause, by the vote of a majority of the Directors.

ARTICLE III MEETINGS AND COMMITTEES OF DIRECTORS

Section 3.1 Regular Meetings

Regular meetings of the Board of Trustees of each charter school shall be held at such time as the Board President directs. The Board of Directors of Lighthouse Academies of Indiana, Inc. shall meet at least one time per year. The Board of Directors of Lighthouse Academies of Indiana, Inc. shall meet within ten miles of a Lighthouse charter school authorized by Ball State University.

Section 3.2 Special Meetings

Subject to the requirements of Section 3.3 herein, special meetings of the Board of Directors may be called by the President, or upon written request to the President of a majority of the Board of Directors. Such requests shall be addressed to the Secretary.

Section 3.3 Quorum

The presence of a majority of the Directors at a meeting shall constitute a quorum. If a quorum is not attained, the Directors participating may adjourn the meeting to another place and time, until a quorum is present. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment and notice of such alternate meeting shall be posted at the charter school at least six hours prior to the alternate meeting.

Section 3.4 Action Without a Meeting

The Board of Directors may take any action that they might otherwise take at a meeting if such action is evidenced by unanimous written consent of all persons then serving on the Board of Directors. Such unanimous written consent may be executed in separate parts. Notice of any such action by unanimous written consent shall be posted at the charter school for a period of at least seven consecutive days.

ARTICLE IV OFFICERS

Section 4.1 Number and Qualifications

The principal officers of the corporation shall be a President and a Secretary each of whom shall be elected by the Board of Directors for a period not to exceed two years.

Section 4.2 President

The President shall be the chief executive officer of the corporation and shall, in general, supervise, direct, and control all of the business and affairs of the corporation. He/she shall have authority to sign, execute and acknowledge, on behalf of the corporation, all deeds, mortgages, bonds, contracts, leases, reports and all other documents or instruments necessary or proper to be executed, which shall be authorized by the Board of Directors. He/she may authorize any other officer or agent of the corporation to sign, execute and acknowledge such documents or instruments in his/her place and stead. He/she shall assist the Board of Directors in the formulation of policies of the corporation. In general, he/she shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 4.3 Secretary

The Secretary shall: (a) keep the memoranda of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records of the corporation; (d) ensure that all annual filings are made to both the state and federal governments as required by law, with the exception of tax documents; and (e) in general perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him/her by the President or by the Board of Directors.

ARTICLE V
INDEMNIFICATION OF DIRECTOR, OFFICER OR COMMITTEE MEMBER

Section 5.1 Definitions

- (a) "Expenses" include fees, costs, charges, disbursements, attorney fees and any other expenses incurred in connection with a proceeding.
- (b) "Liability" includes the obligation to pay a judgment, settlement, penalty, assessment, forfeiture or fine, and reasonable expenses associated therewith.
- (c) "Proceeding" means any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state, or local law and which is brought by or in the right of the corporation or by any other person(s).

Section 5.2 Indemnification

The corporation shall indemnify each present, former, and future Director, officer, or member of a committee appointed by the Board of Directors (herein the "committee member"), to the extent he or she has been successful on the merits or otherwise in the defense of a proceeding, for all reasonable expenses incurred in the proceeding if the person was a party because he or she is or was a Director, officer, or committee member of the corporation.

This provision is intended to indemnify all such persons to the fullest extent allowed by any and all laws of any state, District or territory of the United States or by any federal law.

Section 5.3 Other Indemnification

(a) In cases not included under Section 5.2 herein, the corporation shall indemnify each present, former, and future Director, officer, or committee member against liability incurred by such person in a proceeding to which the person was a party because such person is or was a Director, officer, or committee member of the corporation, unless liability was incurred because the person breached or failed to perform a duty such person owed to the corporation and the breach or failure to perform constitutes any of the following:

- (1) A willful failure to deal fairly with the corporation or its shareholders in connection with a matter in which the person has a material conflict of interest.

(2) A violation of criminal law, unless the Director, officer, or committee member had reasonable cause to believe his or her conduct was lawful.

(3) A transaction from which the Director, officer, or committee member derived an improper personal profit.

(b) The termination of a proceeding by judgment, order, settlement, or conviction, or upon a plea of no contest or an equivalent plea, does not by itself create a presumption that indemnification of the Director, officer, or committee member is not required under this subsection.

(c) Indemnification under this section is not required if the Director, officer, or committee member has previously received indemnification or allowance of expenses from any person, including the corporation, in connection with the same proceeding.

Section 5.4 Death

In the event of the death of any person entitled to indemnification under this Article, the benefits provided for herein shall extend to such person's heirs and legal representatives.

Section 5.5 Not Exclusive

The foregoing right to indemnification as set forth herein shall not be exclusive of any other rights to which any Director, officer or committee member of the corporation may otherwise be entitled to under the laws of the state of Indiana, in effect from time to time.

Section 5.6 Contract

This Article is intended to constitute a contract with each person who, subsequent to its adoption, is serving or shall subsequently serve as a Director, officer or committee member.

Section 5.7 Advance Payment of Expenses as Incurred

Upon written request by the person seeking indemnification under Section 5.3 hereof, a majority of the Directors may authorize the corporation to pay or reimburse such person's reasonable expenses as incurred if the person requesting such indemnification provides the corporation with all of the following: (a) a written affirmation of such person's good faith belief that such person's has not breached or failed to perform such person's duties to the corporation and (b) a written undertaking, executed by such person, to repay the allowance and reasonable interest on the allowance to the extent it is ultimately

determined under applicable law that the indemnification is not required or permitted as a matter of law.

ARTICLE VI FISCAL YEAR AND FINANCIAL MATTERS

Section 6.1 Fiscal Year

The fiscal year of the corporation shall be July 1st through June 30th.

Section 6.2 Reimbursement for Expenses

Certain debt and monies may be owed by the corporation to certain officers and Directors in connection with the start up and incorporation of the corporation. The Board of Directors may act to reimburse such expenditures. The Board of Directors may further act to reimburse the Directors and Lighthouse Academies, Inc. for expenses incurred in connection with the governance of this corporation, including reasonable expenses associated with travel to and stay in Indiana.

ARTICLE VII AMENDMENTS

These Bylaws or the Articles of Incorporation of the corporation may be altered, amended, or repealed, and new Bylaws or Articles of Incorporation may be adopted by the Board of Directors at any meeting of the Board of Directors.

Board of Directors



Michael Ronan, Director



Jodi Tucker, Director



Daniel Barcan, Director

Lighthouse Academies of Indiana Conflict of Interest Policy

A “conflict of interest” is a situation in which financial or other personal considerations may compromise, or have the appearance of compromising, a Trustees’ judgment in administration and oversight of the charter school. All decisions made by the Board of Trustees must be free of the undue influence of outside interests.

The mere appearance of a conflict may be as serious and potentially damaging as an actual affectation of judgment. Reports of conflicts based on appearances can undermine public support of the Academy in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

A conflict of interest may arise in regards to the Trustees’ own business interests, interests of family members or even interests of others whose relation to the Trustee is likely to unduly sway the judgment of the Trustee.

Prior to joining the Board, and annually thereafter, each Trustee and officer shall complete a Conflict of Interest Form and submit this to the Board.

Trustees and officers, and the employees of the Charter School shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Organizer and/or the Charter School in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Organizer and/or the Charter School.

Trustees and officers, and the employees of the Charter School shall not seek or accept for themselves or for any of their relatives (defined herein to include spouses, siblings, ancestors, or descendants, whether by whole- or half-blood), from any person or entity that transacts or seeks to transact business with the Organizer and/or the Charter School, any gifts, entertainment, or other favors relating to their positions with the Organizer and/or the Charter School. This shall not apply to the acceptance of nominal gifts such as pens, hats, coffee mugs, note-pads, or other nominal gifts which have a value similar to those items described herein with a value of less than \$50.00.

For purposes of the proposed policy, a pecuniary interest in a contract or purchase shall be found to exist if the contract or purchase will result in, or is intended to result in, an ascertainable increase in the income or net worth of:

- A Trustee or officer of the Organizer;
- An employee of the Charter School; or
- A relative of a Trustee or officer of the Organizer, or of a Charter School employee which relative:
 - o Is under the direct or administrative control of the Trustee or officer of the Organizer, or of the Charter School employee; or

- Receives, or is awarded, a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the Trustee or officer of the Organizer, or of the Charter School employee.

Full disclosure is vital to preventing and resolving conflict situations. Full disclosure of relevant information and the establishment of a public record are in the best interest of both the Academy and the Trustee. Such disclosure must occur immediately upon learning of a real or perceived conflict of interest, and disclosure of all relevant facts must continue as long as the matter remains pertinent to the well being of the Academy.

Each Trustee is responsible for disclosing potential conflicts of interest. Disclosure shall be made to the other Trustees and to the Lighthouse Academies. If a Trustee learns of a conflict of interest more than forty-eight hours prior to a regular meeting of the Board of Trustees, the Trustee should make the full disclosure via other written means at once using the attached form. Such written means may be via electronic mail, facsimile or mail. Disclosure shall include the type of potential conflict, a description of all parties involved, the potential financial interests and rewards, possible violations of state and federal requirements, and any other information, which the Trustee feels necessary to evaluate the disclosure. The Trustee may state his/her intention not to participate in any discussion or vote on the matter.

The information shall then be evaluated by the other Trustees and if necessary legal counsel. The President of the Board, or other officer if the conflict is presented by the President, may seek legal counsel regarding the situation. The President may also seek advice from the Authorizer. The evaluation should include a consideration of state and federal requirements. No decisions regarding the matter about which there may be a conflict may be made until a vote is taken by the Trustees regarding the conflict of interest.

Presented below are sample questions for use in evaluating potential conflicts of interest. The list is not inclusive and other questions related to special circumstances should be added as appropriate.

Has all relevant information concerning the conflict of interest been acquired (i.e., has there been full disclosure)?

- Do the Trustees' relevant financial interests suggest the potential for conflicts or the appearance of conflicts or bias?
- Is there any indication that the Trustee in his or her role as a Trustee has improperly favored any outside entity or appears to have incentive to do so?
- Has the Trustee inappropriately represented the Academy to outside entities?
- Is the Trustee involved in a situation that might raise questions of bias, inappropriate use of Academy assets, or other impropriety?
- Could the Trustees' circumstances represent any possible violation of federal or state requirements?

- Could the situation withstand public scrutiny?

At the next Board meeting or by unanimous written consent, the Trustees shall vote as to the resolution of the conflict of interest. One situation may demand the use of more than one option listed below. This list of possible resolutions is not intended to be comprehensive:

- Notice to the Authorizer;
- Public disclosure of all relevant information;
- Voting on a contract without any input from the Trustee with the conflict;
- Barring one or more vendors from servicing the Academy;
- Severance of outside relationships that pose conflicts;
- Resignation of the Trustee or removal of the Trustee from the Board; and
- Reimbursement by the Trustee to the Academy for excess expenses incurred and indirect costs incurred as a result of the conflict of interest.

After the vote by the Trustees, the Secretary shall prepare and the President shall execute a final written decision which designates the conflict of interest and the resolution(s) to be taken and what further action is permissible, permissible with certain clearly specified conditions, or not permissible. A copy of the resolution shall be sent to the Authorizer.

Adopted October 22, 2009

Lighthouse Academies of Indiana

Conflict of Interest Form

Instructions: Please circle yes or no to each question. If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper and state what action you intend to take in reference to the potential conflict. Please label explanations with the number of the corresponding question.

Do you or will you or your spouse have any contractual agreements with the charter school?

Yes No

Do or will you or your spouse or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the charter school?

Yes No

Did or will you or your spouse lease or sell property to the charter school?

Yes No

Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the charter school?

Yes No

Have you or your spouse guaranteed any loans for the charter school or loaned it any money?

Yes No

Are or will you, your spouse or any member of your immediate family be employed by the charter school, Lighthouse Academies or other contractors?

Yes No

Did you or your spouse provide any start up funds to the charter school?

Yes No

Do or will you or your spouse or any member of your immediate family have any ownership interest, directly or indirectly in any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7?

Yes No

Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?

Yes No

Do you currently serve as a member of the board of any public charter school?

Yes No

Do you currently serve as a public official?

Yes No

Have you or your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?

Yes No

I hereby certify, that except as identified below, for which a full description is provided, I have not now nor have I had in the last year, a Conflict of Interest, potential Conflict of Interest with service on the Board of Directors of Lighthouse Academies of Indiana, or the advisory Board for a Lighthouse school in Indiana.

List below all of your business affiliations, and board or committee memberships on other business or non-profit organizations.

Identify below any conflicts of interest or potential conflicts of interest as a result of your business affiliations or those of any family member.}

During the course of the year, should any new potential Conflict of Interest arise, I will follow this Conflict of Interest policy.

I hereby certify that the above information is true, correct and complete to the best of my knowledge and belief.

Date: _____

Signature: _____

Printed name: _____

GLOSSARY OF TERMS

Business relationship

Business relationships between two persons include the following:

1. One person is employed by the other in a sole proprietorship or by an organization with which the other is associated as a **trustee, director, officer, key employee**, or greater-than-35% owner.
2. One person is transacting business with the other (other than in the ordinary course of either party's business on the same terms as are generally offered to the public), directly or indirectly, one or more contracts of sale, lease, license, loan, performance of services, or other transaction involving transfers of cash or property valued in excess of \$10,000 in the aggregate during the organization's tax year. Indirect transactions are transactions with an organization with which the one person is associated as a trustee, director, officer, key employee, or greater-than-35% owner.
3. The two persons are each a director, trustee, officer, or greater than 10% owner in the same business or investment entity.

Ownership is measured by stock ownership (either voting power or value) of a corporation, profits or capital interest in a partnership or limited liability company membership interest in a nonprofit organization, or beneficial interest in a trust. Ownership includes indirect ownership (e.g., ownership in an entity that has ownership in the entity in question): there may be ownership through multiple tiers of entities.

Family member, family relationship

The family of an individual includes only his or her spouse, ancestors, brothers and sisters (whether whole or half blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren, and great-grandchildren.

Key employees

For purposes of Form 990 reporting, an **employee** of the organization (other than an **officer, director or trustee**) who meets all three of the following tests:

1. \$150,000 Test. Receives **reportable compensation** from the organization and all **related organizations** in excess of \$150,000 for the **calendar year** ending with or within the organization's **tax year**.
2. Responsibility Test. The employee:
 - a. has responsibilities, powers or influence over the organization as a whole similar to those of officers, directors, or trustees;
 - b. manages a discrete segment or activity of the organization that represent 10% or more of the activities, assets, income, or expenses of the organization, as compared to the organization as a whole;
 - c. or has shares authority to control or determine 10% or more of the organization's capital expenditures, operating budget, or compensation for employees.
3. Top 20 Test. Is one of the 20 employees (that satisfy the \$150,000 Test and Responsibility Test) with the highest reportable compensation from the organization and **related organizations** for the calendar year ending with or within the organization's **tax year**.

Lighthouse Academies of Indiana

Board of Trustees Meeting*

*A Public Meeting

November 22, 2011

1:00 PM Eastern Time

12:00 PM Central Time

at the

Gary Lighthouse Charter School

Lower / Upper Academy

1775 W. 41st Avenue

Gary, IN

In regards to the East Chicago Lighthouse Charter School,
Gary Lighthouse Charter School, Indianapolis Lighthouse
Charter School, Monument Lighthouse Charter School and
West Gary Lighthouse Charter School

For more information contact:

Chuck Salter

(219) 616-6094

or

John Huang

(317) 897-0251

We prepare our students for college through a rigorous arts-infused program.



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: FAMILY COORDINATOR

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) family coordinators are more than parent liaisons, student advocates and community outreach organizers. They help transform children's lives by creating opportunities for a brighter future. We are seeking family coordinators who will make the commitment to conduct their work with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy family coordinator works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Family coordinators' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our family coordinators are as follows:

FAMILY OUTREACH and ORGANIZATION

- Organize parent workshops that support the school's vision, mission and goals.
- Develop and manage programs that increase parent involvement in their child's education program, including the development and maintenance of a parent resource center.
- Communicate with parents about high academic and behavioral expectations for students, as well as the school's policies and programs.
- Work with the school leadership and staff to create a wide variety of parent volunteer opportunities; coordinate all aspects of the parent volunteer program.
- Serve as the school's liaison with homeless families ensuring homeless children are receiving necessary education and related services.
- Assist the school with achieving high student attendance (attendance data tracking, parent phone calls, home visits, working with attendance/truancy officers).
- Convey parent/guardian concerns to the school administration and staff.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (notes home, phone calls, in-person meetings) concerning school events and opportunities
- Work collaboratively with families, and other members of the community as requested to aid in the involvement and support of the success of a diverse student population, and to bring in volunteers and additional resources.

- Complete any related clerical/administrative support duties as required by the principal and LHA regional support staff, including state, district and network reports.

COMMUNITY OUTREACH and ORGANIZATION

- Serve as a liaison with the community, parents and institutions for the purpose of identifying and recruiting students; actively market the school in the community through flyer distribution, oral presentations, home visits.
- Manage and track recruitment activities with student marketing work plan.
- Develop and maintain relationships and partnerships with other agencies and community-based organizations to further the mission of the school; execute outreach programs.

PROFESSIONALISM

- Collaborate with colleagues (school-wide meetings, office manager calls, professional development days) to continuously improve personal practice and to support the achievement of the overall goals and mission of the school and the network.
- Access meaningful learning experiences (professional development opportunities, ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in practice and improvement.
- Reflect critically upon experience and practice; identify areas for further professional development as part of a professional development plan that is linked to professional growth and school/network level goals; access meaningful learning experiences; listen thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

I. EDUCATION: High School diploma, or G.E.D., with related coursework in relevant areas.

II. EXPERIENCE, KNOWLEDGE & SKILLS:

- Administrative experience in a school environment or teaching experience in a school environment
- Experience with community outreach and organization
- Thorough working knowledge of the immediate and surrounding community
- Demonstration of cultural competency with respect to school's student population
- Effective interpersonal skills to provide high quality customer service
- Engaging and informative presentation style
- Working knowledge of school administrative systems and student information systems
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Excellent organization skills; demonstrated decision-making and problem solving skills
- Sense of humor

HUMAN RESOURCE INFORMATION

EVALUATION: At least twice a year by Principal through formal and informal (ongoing) observations, progress toward standards outlined in Non-Instructional Staff Evaluation, and goals outlined in Individualized Professional Development Plan

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-Time, Administrative (non-academic), and Non-Exempt



PROCEDURES FOR PURCHASE ORDERS

I. Processing Purchase Requisitions

Purpose: A purchase order is required to be completed in order to request goods and services or for repairs and maintenance without regard to amount. Refer to Procurement of Goods and Contracted Services Procedure and Service Channel Work Flow Procedure for the need to obtain quotes and bids. Once a purchase order is approved, the order may be placed with the vendors by school personnel or in limited cases during startup, CFM.

Functional Lead

- ❖ Office Manager or Business Manager

Notes

- ❖ A **Purchase Order form** is needed for all goods and services ordered except utilities, phone service, rent, management contract, and any other approved contract that has an approved budget allocation.
- ❖ The Principal is responsible for insuring that purchases are not made in excess of the approved line item in the budget.
- ❖ To check current account status, log into QuickBooks Online, <https://login.quickbooks.com> and view budget versus actual report.
- ❖ Or if in a state that does not use QuickBooks, review the appropriate Budget vs. Actual report.
- ❖ For orders that require check payment, a **Check Request Form** must be completed and accompany the purchase order. Once the form is completed, it must be signed by the Principal and then forwarded to the school's Accountant to cut the check.
- ❖ Office Manager/ Business Manager should review the school's AHERA management plan and will ensure that the required forms are included in each purchase order to contractors who are completing work on the facility. The form is located in the AHERA management plan.
- ❖ Procurement rules vary by state.
 - Schools in the District of Columbia must follow the Public Charter School Board procurement procedures. Please see the DC Fiscal Policy Handbook.
 - Schools in AR must follow the Arkansas Financial Accounting Handbook.
- ❖ Tools to have:
 - Chart of Accounts
 - Grant Documents
 - Current budget remaining on Budget vs. Actual report
 - Prism access to Purchase Order Log

II. Related Policies and Procedures:

- ❖ Procedure for Schools Receiving and Returning Goods



- ❖ Procedure on Inventory and Record Keeping
- ❖ Procedure For Procurement Of Goods And Contracted Services
- ❖ Service Channel Work Flow chart

III. Technical Assistance:

- ❖ LHA Staff Accountant assigned to the school
- ❖ CFM Director, Finance & Procurement (DOFP)
- ❖ Regional VP or Regional Director
- ❖ CFM Maintenance Coordinator

IV. Administering Policy:

#	Responsibility	Procedure
1.	Office Manager/Business Manager	View Budget vs. Actual report and determine account balance. If sufficient funds are available for applicable budget line completes all lines on the PO.
2.	Office Manager/Business Manager	If sufficient funds are not available see Budget Approval and Amendment Procedure.
3.	Office Manager/Business Manager	Open PO Log from the Prism and obtain next sequential PO number. Note the first two digits refer to the calendar year and the next three are the school accounting code. OM should reset the sequence on the first day of each calendar year.
4.	Office Manager/Business Manager	Saves the PO file on the school server using the PO number as file name
5.	Office Manager/Business Manager	Enters required PO information on the PO log. (number, vendor, date placed, dollar amount, grant restrictions, by whom.)
6.	Principal	Reviews the PO for the need for the expense, the correct budget code, correct funding source, and availability of budget line.
7.	Office Manager/Business Manager	If approved by Principal, obtains required signatures. If over \$5,000 the Regional Director will obtain approval and signature from the Regional Vice President. If over \$25,000 the Regional Vice President will obtain approval and signature from Vice



#	Responsibility	Procedure
		President of Finance. VP Finance returns PO to Office Manager/Business Manager.
8.	Regional VP	If over 25K Regional VP will oversee the process of submission of required documents to DCPCSB.
9.	Office Manager/Business Manager	If PO is not approved void PO number on PO log and discard PO form.
10.	Office Manager/Business Manager	If approved, place the order with the vendor either by fax, phone or online.
11.	Office Manager/Business Manager	Enters the PO into QuickBooks Online through accounts payable as an invoice. Using the PO number as an invoice number. This is to encumber the budgeted funds. Schools that do not use QuickBooks follow the state specific accounting procedure.
12.	Office Manager/Business Manager	Places the PO into an open PO file until the shipment and invoice arrive and are matched up.
13.	Office Manager/Business Manager	When goods arrive follow Procedure for Receiving and Returning Goods.



PROCEDURES FOR PROCESSING INVOICES FOR PAYMENT

I. Processing Invoices

Purpose: The purpose of this procedure is to provide detailed steps for handling invoices to ensure the invoice is coded correctly and recorded accurately in the school's financial statements.

Notes:

- ❖ The (OM/BM) follows a schedule of processing invoices for payment and forwarding to designated staff accountant The (OM/BM) sends to LHA, by email a scanned copy of approved invoices ready for payment weekly.
- ❖ The (OM/BM) sets up reminders using Microsoft Outlook of recurring payments for which an invoice is not to be received (i.e. monthly rent).
- ❖ The payment system in Indiana is through the State Board of Accounts (SBOA), which has modifications to the below procedures. See INDIANA and NY COMMENTS below for specialized procedures.
- ❖ A vendor statement is not an invoice and should not be entered or forwarded for process. Rather the OM/BM must research the status of the related invoice if it has been paid or request a copy of the invoice from the vendor. Only invoices can be paid.

Functional Lead

- ❖ Office Manager/Business Manager (OM/BM)
- ❖ Principal
- ❖ Regional Director
- ❖ Staff Accountant

II. Related Policies and Procedures:

- ❖ Receiving and Returning Goods
- ❖ Purchase Order
- ❖ Check Request
- ❖ Office Mail
- ❖ Board Approval of Accounts Payable Voucher Register - Indiana

III. Technical Assistance:

- ❖ Staff Accountant
- ❖ Controller
- ❖ VP of Finance

IV. Administering Policy:

#	Responsibility	Procedure



1.	OM/BM	Invoice is stamped by the OM/BM with the Invoice Stamp, which requires the following: • Signature of Principal approving the invoice • Budget account number(s) • Fund (class) code INDIANA COMMENT: The Indiana Schools use prescribed form from the State Board of Accounts for approving invoices. The form is called Accounts Payable Voucher (APV) and it must be completed by the OM/BM and signed by the Principal and Treasurer.
2.	OM/BM	Obtain PO from closed or open PO file that corresponds to the invoice.
3.	OM/BM	Compare the invoice(s) to the closed or open PO to ensure correct quantity and price. If price and quantity are correct then the OM/BM attaches the PO package to the invoice. (See Receiving and Returning Goods procedure for more details.)
4.	OM/BM	Invoices are coded by the OM/BM with the proper budget account number and fund (class) code.
5.	OM/BM	Submit to Principal to sign. In IN attach invoice(s) to APV and submit to Principal to sign.
6.	OM/BM	OM/BM enters the invoices into the accounting application.
7.	OM/BM	Email copy of signed invoice(s) to designated staff accountant and file original. In IN file the invoice(s) in an open invoice file drawer. When accountant releases the check and sends a copy of the check back to school match the copy to the invoice and move the invoice to the closed invoice file drawer.
8.	Staff Accountant	Reviews the invoices for the proper amounts and the correct account coding.
9.	Staff Accountant	Ascertains current balance in school's operating bank account and requests from VP of Finance a transfer from Board or Savings account (if applicable).
10.	Staff Accountant	Records cash transfers into accounting application
11.	Staff Accountant	Prints checks.



12.	Staff Accountant	Clips checks to corresponding invoice for signer's review. INDIANA COMMENT: the check signer for the school(s) is the Treasurer DC, IL and NY - the primary check signer is the VPF. Two signatures are required for amounts above \$10,000. The CEO and the PBM are authorized secondary signatures. AR needs two signatures on every check. The LAA Board signatory and the RVP.
13.	Signer	Inspects invoice package and signs checks. Returns the signed check and invoice package back to the Staff Accountant.
14.	Staff Accountant	The check stub should be stapled to the invoice package(on the top half of the invoice)
15.	Staff Accountant	Checks placed in mail with vendor remittance
16.	Staff Accountant	Paid invoices filed at LHA for the current fiscal year.

Payroll Preparation

OM/BM prepares the payroll using ADP/PayXpert system. OM/BM obtain "Payroll Preview" report and reviews the payroll and updates a Payroll Trend Report kept on Excel.

Paying the employees

OM/BM and PAL sign off of the Trend Report. OM/BM sends the signed Trend Report and the Preview Report to the LHA PBM for review and acceptance. PBM downloads all payroll reports for the period to the server.

ADP ships payroll by FEDEX to schools for distribution. Some have live checks, some have direct deposit. Some employees have gone paperless and get payroll details online at I-Pay

Recording Payroll into Komputrol System

Accountant obtains updated payroll trend report from OM/BM.
Accountant obtain Payroll Register and Statistical Summary Reports from Server.
Accountant prepares a payroll journal entry form for input into Komputrol from Payroll Register, Statistical Summary and allocation of gross pay from the Trend Report.

Accountant signs off of payroll journal entry and sends to Controller.

Controller reviews coding for proper Fund and Account. Controller signs off.

Accountant prepare APV Form and sends it with the Payroll Journal Entry to OM/BM and PAL for final review to ensure employees are recorded in correct Fund and Account.

OM/BM sign Payroll Journal Entry indicating they have reviewed the coding. PAL signs the APV.

Both are forwarded to Accountant who posts the payroll into Komputrol.

OM/BM = Office Manager or Business Manager
PAL= Principal
PBM = Payroll Benefits Manager
APV=Accounts Payable Voucher for Indiana only
Komputrol = IDOE specific software (fund accounting)

Purpose: to document payroll processing from originating source to review and approval to entry into state accounting software (Komputrol) and to eliminate prior period reclassifications of payroll entries among various funds or accounts.



PROCEDURES FOR PAYROLL CYCLE

- I. Purpose:** The purpose of this procedure is to outline the steps for calculating hours to be paid to exempt and non-exempt employees.

Functional Lead:

- ❖ Principal
- ❖ Office Manager

II. Related Policies and Procedures:

- ❖ PayeXpert Training Manual
- ❖ Direct Deposit Procedure

III. Technical Assistance:

- ❖ Payroll and Benefits Manager
- ❖ ADP 866.237.7297

IV. Administering Policy:

#	Responsibility	Procedure	Comment
1	Payroll Benefits Manager	In PayX, Payroll Benefits Manager starts the cycle for each school company code	
2	Payroll Benefits Manager	Sends email to Office Manager's of the due dates for the upcoming payroll cycle. cc's Principal	
3	Office Manager	New employees and changes to employee data including pay rates are maintained in HRB immediately. See related procedures for new hire, termination, pay rate changes	Make sure that all information for each employee is up to date in HRB at least one business day prior to the day you will enter payroll.
4	Office Manager	Logs onto PayX and makes sure the payroll cycle has started for the upcoming payroll period	
5	Office Manager	Make any changes to employee's record in PayX that do not originate from HRB. This includes entering tax information and direct deposit information. Make sure any recently terminated employees have "cancel auto pay" checked in their record. Also remove direct deposit for any terminated employees	Note most payroll data originates in HRB including, name, pay rates, medical withholdings. Some data items do not transfer from HRB and is entered directly into PayX, under employee maintenance.
6	Office Manager	Make sure any recently terminated employees have "cancel auto pay" checked in their record.	This is under the tab "Employee Information/Position/Status"
7	Office Manager	Delete "direct deposit" for any terminated employees	This is under the tab "Employee Information/Deductions/Deposits"
8	Office Manager	In PayX, goes into "Pay Employees" and creates a batch	Batch will create a payroll grid where hours can be entered or stipends, or other pay types
9	Office Manager	Enter all hours and earnings in the proper columns. A separate check (pay #2, pay #3,	



		etc.) should be entered for each type of earnings (summer school, stipend, and bonus). Any salary employee will automatically be paid. Hours and days worked information must be entered if those items are tracked.	
10	Office Manager	In PayX, Creates the payroll file. Press the "Verify and Create Payroll File"	
11	Office Manager	In PayX, submits file payroll for processing by pressing "Submit files for Processing"	In about thirty (30) minutes, your payroll preview will be ready. Print out your preview. Go to "Accept/Reject" and then to the tab for payroll preview. Do not accept payroll at this time.
12	Office Manager	Prints the Payroll Preview Report	
13	Office Manager	Review the withholding columns for errors in retirement, social security, other withholdings	
14	Office Manager	Reviews and reconciles gross pay. Opens the Excel Payroll Trend Report for the current fiscal year.	The payroll trend report is a reconciliation report that is used for review and accounting
15	Office Manager	Creates a new column next to the previous payroll	
16	Office Manager	Enters the gross total from the last page of the Payroll Preview into the last line of the Excel column	See FORM Payroll Trend for information
17	Office Manager	Enters the gross from the Payroll Preview report of each employee into the Excel column, being careful to enter different pay types into different rows	If an employee is paid a stipend and a salary those are considered different types of pay. Overtime is also a different pay type and needs to be entered on its own row compare total of excel to report to make sure you have recorded all pay
18	Office Manager	Reconcile the gross pay entered on Excel to the Payroll Preview.	Compare to the trend for any unusual payments such as paying a terminated employee, or errors with the wrong pay rate such.
19	Office Manager	Review for errors in gross pay	
20	Office Manager	Fix errors, Reject the payroll and make corrections	
21	Office Manager	Re-submit the payroll	
22	Office Manager	Print the Payroll Preview report again	
23	Office Manager	Update Excel trend report	
24	Office Manager	Once payroll is deemed correct by the Office Manager, print the excel trend report, initial the top, staple the Payroll Preview report and hand it to the Principal for their approval	
25	Principal	Principal reviews the trend report	1. make sure all employees are included 2. There are no terminated employees being paid except for a final pay check 3. Compare to the approved salary column 4. compare to

Payroll Cycle.doc



			previous payrolls for any unusual amounts
26	Principal	Approves the payroll by signing the Trend Report and hands it back to the Office Manager	
27	Office Manager	Scans and emails the Trend Report with the Payroll Preview to the Payroll Benefits Manager	
28	Payroll Benefits Manager	Reviews the Trend Report - makes sure the gross matches the Payroll Preview.	
29	Payroll Benefits Manager	Reviews the Trend Report - reviews the trend and inquires about unusual payments such as unidentified stipends, gaps in payrolls, unusual gross payments	
30	Payroll Benefits Manager	Reviews the Payroll Preview Report, for errors in withholding	
31	Payroll Benefits Manager	Initials the Trend Report under the Office Manager and PAL	
32	Payroll Benefits Manager	Accepts the payroll	
33	Payroll Benefits Manager	Files the report worksheet by school	
34	Office Manager	Distributes the payroll checks. For those who elected paperless informs them of the website to retrieve payroll check info	Paychecks will be delivered to the school office on or before the pay date.
35	Payroll Benefits Manager	Logs into Ireports to retrieve the payroll cycle reports	
36	Payroll Benefits Manager	Downloads the reports onto the server	
37	Accountants	From the server makes sure the I-reports have been downloaded.	
38	Accountants	Prints the Payroll Register and Statistical Summary	
39	Accountants	Prepares the Payroll Journal Entry template from payroll trend report. All schools: Enters the payroll into Accounting System.	
40	Accountants	For Indiana only: Controller, OM/BM and PAL review Payroll Journal Entry for correct allocation of gross pay to Fund and Accounts in accordance with IDOE chart of accounts. Accountant forwards journal entry to Controller who reviews and sends to OM/BM who reviews and initials and sends to PAL for final review. Controller and accountant initial and post into Komputrol.	
41	Accountants	Reconciles all employee withholding accounts including garnishments, retirement	
42	Accountants	Reconciles manual checks with help of PBM	
43	Accountants	Reports any open issues or unreconciled accounts to VP Finance or Payroll Benefits Manager	

Lighthouse Academies
Expense Reimbursement and Travel Expense Reports Policy

A. Lighthouse Academies reimburses certain business related expenses in accordance with the guidelines stated below. These guidelines may be updated from time to time.

B. Corporate Credit Card

If you are issued a corporate credit card please note the following:

1. This card is issued for business expenses only. **The corporate credit card is not to be used for personal expenses.**
2. The credit card statement will be mailed to your home each month for payment by you. The bill will not be paid for directly by Lighthouse Academies.
3. Master copies of charges made by corporate employees will be reviewed for policy compliance. Failure to comply with company policy will result in revocation of the credit card and may lead to disciplinary action including termination.
4. The credit card is to be used for all possible pre approved business expenses. There are a few instances when a credit card will not be accepted by a merchant or the bill is too small. In such instances you may pay cash or use your personal credit card. Please submit the receipt for the expense.
5. The card is NOT to be used for cash advances.
6. Submit timely Travel and Expense Reports for reimbursement so that you have the funds to pay the credit card invoice when it arrives. Include original receipts with the expense report. **LHA will not reimburse you for late charges, finance fees or interest. No expense will be reimbursed after 30 days without the approval of the Vice President for Finance.**

C. Particular Expenses Covered and Not Covered

The Employee *will* be reimbursed for the following expenses, when incurred in relation to business and approved in advance by his/her supervisor.

1. Car mileage, in accordance with the current IRS rates. The approved current rate is shown on the expense report template which may be found on the Prism under School Site Operations/Procedure Manual/Accounting Forms.. Car mileage is an allowed expense if the business travel is in addition to the daily commute the employee makes in order to report to their assigned work place.
2. Transportation such as airline tickets, train tickets, taxis, or rental cars (see note below)
3. Lodging (see note below)
4. Meals and tips (to be reimbursed in accordance with the Per Diem Meal provisions shown below)
5. Office supplies
6. Long distance telephone charges, as needed for business related calls. Employees are asked to use the least expensive form of communication, such as company issued Blackberries.

7. Internet connection charges, as needed for business. Employees are asked to use least expensive means, such as accessing internet through a school computer or the T-Mobile account or a free service at a local coffee shop.

D. The Company *will not* reimburse employees for the following expenses:

1. Personal travel insurance
2. Personal reading materials
3. Luggage
4. Day care services (for children or animals)
5. Personal grooming services and supplies
6. Dry cleaning or laundry services
7. Expenses incurred by spouses, children, or relatives
8. In-room movies or video games
9. School supplies or other school operational expenses unless prior written permission in the form of a signed requisition.

Please check with your supervisor regarding any expenses not listed above. *Other expenses not listed above will not be reimbursed unless you receive prior written approval from the company.*

E. Per Diem Meal allowance

1. Meal per diem allowances are determined by the traveler's destination.
2. Reimbursement will not be allowed for per diem or other subsistence expenses incurred on the premises of a traveler's own residence or other non-commercial establishment.
3. A traveler shall be allowed reimbursement for meals in accordance with these rules not to exceed the per diem allowance rates. When a traveler is entitled to a full day's allowance, the amount expended for any particular meal is left to the discretion of the individual, but the total for all meals in one day shall not exceed the maximum per diem allowance. If reimbursement claimed is within the rates stated below, receipts for meals are not required.
4. Partial day per diem meal allowances: Allowances for individual meals for travel that is less than a full 24 hour day will be based on the following:
 - a. Breakfast: Is reimbursable when travel commences prior to 7:00 A.M.
 - b. Lunch: Is reimbursable if travel commences on or before 11:00 A.M. and ends at or after 5:00 P.M. and the travel destination is 35 miles or more from his/her usual place of work or residence.
 - c. Dinner: Is reimbursable when travel extends to 8:00 P.M. or beyond or when the traveler leaves for overnight travel on or before 6:00 P.M.

Per Diem Allowance: Please see the ***Expense Report Form*** for current per diem rates.

8. Meals Provided: Whenever meals are provided at no additional cost to the traveler (including meals on planes and meals included in conference registration fees), the traveler shall not be entitled to any meal allowance for those particular meals. If circumstances, such as unique dietary needs, make it necessary to forego the provided meal, then the traveler may claim up to the maximum meal allowance. In this case, a

receipt and a written explanation are necessary. A traveler who is required to buy a meal, in excess of the particular meal allowance at a conference or meeting, may be reimbursed actual expenses provided a receipt (or brochure) and approved explanation are submitted.

F. Claiming Reimbursement

Expense reports, signed by your supervisor must be submitted by the Monday of each payroll week to be included in that pay period. Submit reports to the Payroll and Benefits Manager. You must use the reimbursement form and it must be completed fully and properly. Original receipts must be attached to the expense report. With the exception of amounts for Per Diem Meals and tips, receipts must be attached. NOTE: Employees pay their own AMEX and will be reimbursed. For all expenses, you must note the reason for which the expense was incurred and to which school location it should be billed.

G. Guidelines

We are a nonprofit organization. As such, we aim to minimize our expenses. We ask that employees remember this when planning their travel. Although we insist our employees be safe and comfortable when traveling, we are confident this can be done while keeping expenses reasonable.

1. Unless traveling as part of a group, all Principals, RDs, VPs must plan his/her own travel. Other school based employees will submit requests to their OM/BM and they will process the travel online using CliqBooks, Atlas Travels online system.
2. All travel requests must include a signed PO with the travel section filled out.
3. Group travel for professional development will be handled through Atlas Travel. Again, all requests must be submitted with a signed PO and the travel section on the PO filled in. These requests should be submitted to the Director of Operations, National Office. The DOO will contact Atlas Travel and the traveler will receive all confirmations directly from Atlas Travel
4. Whenever possible, employees should use their Corporate AMEX credit card because this card may provide certain insurance coverages and other benefits. Each employee is required to pay directly to the credit card company the amount owed each month. In no event will the School or Lighthouse Academies be responsible for any late fees or finance charges. The card may never be used for personal expenses.
5. **Please use the United States Postal Service whenever possible.**
6. For business travel in your car, you will be reimbursed at the mileage rate established by the IRS. In addition, you will be reimbursed for appropriate parking fees and tolls. You will not be reimbursed for fuel, maintenance, traffic or parking violations.
7. When renting a car with the corporate credit card you use will provide insurance coverage so you can decline the extra coverage.
We always fly coach class with the lowest available airfare. We suggest Southwest Airlines (www.swa.com), Air Tran (www.airtrain.com) or Jet Blue (www.jetblue.com). On line fares may often save the company money.
6. Amtrak is a low cost alternative to air travel in the northeast corridor. (www.amtrack.com). Your tickets can be booked on line.

One Final Request

We ask that you let us know about your experiences with any airlines, hotels, rental car companies, etc. You can send an email to cbates@lighthouse-academies.org. This will help us to guide our employees to the safer, more courteous vendors.

Receipt of Travel Policy

I have this day received a copy of the Lighthouse Academies Inc. Lighthouse Academies of Arkansas, Lighthouse Academies of Pine Bluff Arkansas, Bronx Lighthouse Charter School and Metropolitan Lighthouse Charter School Travel Policy.

I agree to abide by and be bound the policies contained therein.

If I have questions regarding the content or interpretation of this policy, I will bring them to the attention of my supervisor.

Employee Name (print) _____

Date _____

**Employee
Signature**_____



Travel Procedure

- I. Purpose:** The purpose of this procedure is to ensure all travel plans are arranged with both individuals' schedules and school budgets in mind.

Functional Lead:

- ❖ Employee traveling
- ❖ Office/ Business Manager (OM/BM)
- ❖ Principal

Note:

- ❖ Unless traveling as part of a group, all Principals, RDs, and VPs can plan his/her own travel. Other school based employees can submit requests to their OM/BM and they will process the travel online using www.egencia.com , Egencia, Expedia's business travel system.
- ❖ **A PO must be completed for all travel requests.**
- ❖ All travel and related expenses must follow the Expense Reimbursement and Travel Expense Policy and be approved by your supervisor to be reimbursed.
- ❖ Travel including flights cannot be completed without the name as it appears on an ID and date of birth.
- ❖ Use of Egencia Travel online site is \$6 per air trip.
- ❖ Use of Egencia travel agent is \$22 per use. Only contact agent if necessary. Office hours are 8:00 AM ET to 9:00 PM ET Monday – Friday.
- ❖ Use of Egencia Travel After Hours 24 hour assistance is an additional \$15 per transaction. To assist with travel issues such as weather related flight cancellations during weekends and night. Call 1 (866) 397-2677.
- ❖ Rental cars reserved through Egencia are paid for upon pick up. **If you have a LHA credit card you should decline the rental insurance. If you are paying with a personal credit card please accept the rental insurance. When traveling together, please rent the car in the employees name that has a LHA credit card.**
- ❖ Flights and some hotels can be paid with a LHA credit card on file with Egencia. When booking hotels please select an Egencia preferred hotel for the charges to be directed to the DOO's Lighthouse Academies Visa credit card.
- ❖ Any charges added to the DOO's Visa must have a signed PO sent to the DOO to confirm all charges. Contact the DOO with any questions regarding payment.

II. Technical Assistance:

- ❖ Egencia 1 (866) 397-2677
- ❖ Director of Operations, National Office (DOO)

III. Related Policies and Procedures:

- ❖ **PO Procedure**
- ❖ **Expense Reimbursement and Travel Expense Policy**



IV. Administering Policy: (for school personnel traveling)

#	<u>Responsibility</u>	<u>Procedure</u>
1	Employee traveling	Employee traveling on behalf of LHA or their school must have their travel approved by their Principal before arrangements are made.
2	OM/BM or employee traveling	Must fill out a PO including the section of questions relating to travel.
3	Principal	Signs PO and returns to OM/BM or employee.
4	OM/BM	If travel is part of a group with other schools forward the signed PO to the Director of Operations, National Office.
5	OM/BM	If travel is for the individual(s) at one school OM/BM will arrange travel through Egencia online site: www.egencia.com If this travel includes airfare that will be charged to the LHA credit card on file with Egencia the approved PO must be sent to the Director of Operations, National Office.
6	Supervisor	Will receive an Out of Policy notification if any reservation made is not within the LHA policy. Supervisor can confirm reasons for selection deny or approve. If approved no action is required on the Supervisors part.



PROCEDURES FOR EMPLOYEE REIMBURSEMENTS

I. Employee Reimbursements

Purpose: The purpose of this procedure is to outline the steps for employees to be reimbursed for school expenses paid out of personal funds.

Functional Lead

- ❖ Principal
- ❖ Office Manager

Note: Employee reimbursements should not be a substitute for standard purchasing practices described in Purchase Requisitions and Orders. Staff must obtain pre-approval for Travel and purchases of small or immediate items using a requisition form.

II. Related Policies and Procedures:

- ❖ Purchase Requisitions and Orders
- ❖ Processing Payment Procedure

III. Technical Assistance: Vice President of Finance

IV. Administering Policy

#	Responsibility	<u>Procedure</u>
1.	Employee	The employee will complete Travel and Expense Reimbursement form (Form 3A) and attach original receipts.
2.	Employee/Supervisor	The Employee will sign form and get manager/supervisor's approval. Once signed, give to Office Manager
3.	Office Manager	Process expense report according to Processing Payment Procedure.
4.	Office Manager	Forward form and back up to Senior Accountant.
5.	VPF or, designated Charter School Accountant	Process reimbursement for payment. Check will be cut for the following pay period.



Request to Attend Professional Development Conference

Conference Title: _____

Area of Focus: _____

Dates: _____

Substitute needed? Y or N If yes, how many days _____

Registration Fee: _____

Estimated hotel costs: _____/night at ____ nights

Estimated transportation costs: _____

How does this conference address your IPDP?

What are the expected outcomes:



Outside PD Protocol

Part of the expectations for attending professional development opportunities outside the Lighthouse Network is to bring your key take-aways and learning back to the team. This will happen during the Share time of our weekly Team Development meetings within the two weeks following your training. This form is to help provide a structure to what you bring back to the team.

Professional Development Title: _____

Key Ideas:

1)
2)
3)

Instructional Strategies You Will Implement:

1)
2)
3)

Resources to Copy for the Team

Would You Recommend Others Attend this Training? ☐ Yes ☐ No

Rate this Training: (poor) 1—2—3—4—5 (excellent)



Field Trip Guidelines

Student field experiences are a requirement of the charter and should be occurring frequently throughout the year. The following guidelines apply:

- Every field experience, even when earned by the class as a positive reinforcement, is to have an educational foundation and must be tied to the curriculum;
- Every field experience is to involve either an activity to be completed during the trip or a follow-up activity upon returning to school;
- Field experiences must be approved a minimum of 3 weeks prior to the trip. This requires careful planning and submission of the request form. Submitting a request form 3 weeks in advance does not equate to approval 3 weeks in advance;
- Any student participating in a field experience must have a signed permission form in order to attend. The deadline for signed permission forms to be returned to the classroom teacher should be at least one day in advance of the trip. Verbal permission by telephone or written permission by fax will not be accepted.
- Transportation for approved field experiences will be arranged through the school office. At no time are students permitted to be transported in vehicles driven by parents, legal guardians, relatives, etc.;
- If the field experience will require the students to miss their lunch at school it is the responsibility of the grade level to notify the food service provider in writing a minimum of 3 weeks prior to the trip;
- If the field experience will require the students to have sack lunches provided by food service it is the responsibility of the grade level to notify the food service provider in writing a minimum of 3 weeks prior to the trip;
- If the field experience requires a student fee under \$2.00 per child the school will pay the expense;
- If the field experience requires a student fee in excess of \$2.00 per child the school will pay \$2.00 per child and either fundraising or parent/legal guardian coverage is expected for the balance of the fee;
- Unless deemed an issue of safety, field experiences should never be taken away from a child as a form of discipline;
- Any student remaining at school during a field experience must have an assignment to complete which meets the goals and objectives of the field experience;



- If more than 10 students (total, even amongst a grade level) are unable to attend a field experience one teacher must remain at school to provide instruction;
- A bus should never leave the school or any location without the following taking place:
 - Classroom teacher ensuring that all students are accounted for,
 - Classroom teacher introducing the chaperones to the students,
 - Classroom teacher outlining the student expectations in the presence of the chaperones,
 - Classroom teacher ensuring that all students are under control and prepared for the bus to leave;
- Any student with persistent behaviors should be kept under teacher supervision the entire trip. Such students should not be assigned to parent groups unless their parent is serving as a chaperone.
- Bus transportation is to be supervised by teachers. Teachers should strategically locate themselves throughout the bus to ensure proximity and appropriate supervision.
- A packet of guidelines and expectations must be developed and provided to each chaperone. This should include, but is not limited to, the following:
 - Information as to the purpose of the trip,
 - Expectations of the chaperone,
 - A clear explanation of activities to be completed,
 - Information and suggestion on handling behaviors,
 - Expectations for student conduct,
 - A schedule including meeting times
- Chaperones must be provided a method of providing written feedback to the teacher regarding the field experience and student behavior;
- At least one teacher must have a cellular phone in his/her possession. The phone number must be left in the main office. The phone is to remain on. If necessary, a cellular phone will be provided by the school office. The request must be made in advance.



Field Trip Experience Request Form

Teacher submits to Principal; Principal submits to RD/VP who then submits the request for board approval

Date Submitted>

ALL field trip experiences must be approved a minimum of 3 weeks prior to the trip.

Grade Level/Group>

Teacher(s)>

Field Trip Location>

Address>

Date of Trip>

Educational Purpose>

Mode of Transportation>

Number of Students>

Number of Adults>

Bus Must Leave By>

Bus Will Return to By>

Lunch Plans>

Do you need sack lunches arranged by food service?

Student Fees>

Will a check be needed the day of the trip for fees? If so, how much? >

Submitted By: _____ Date: _____

***PLEASE BE SURE THAT ALL FIELD TRIP GUIDELINES HAVE BEEN REVIEWED**

=====
Date approved by Board_____ Date not approved by Board_____

If Approved:

- ☐ **Original to Office Manager**
- ☐ **Office Manager provides copy to teacher submitting request**
- ☐ **Office Manager arranges bus transportation; notifies teacher submitting request when completed**
- ☐ **Office Manager arranges the check request**
- ☐ **Teacher receives a copy with a form to submit notifying food service of lunches needed**



PROCEDURES FOR OVERNIGHT AND OUT OF STATE FIELD TRIPS

- I. Purpose: The purpose of this procedure is to provide detailed steps for requesting approval of out of state and overnight field trips.**

Notes:

- ❖ Once approval is given the (OM/BM) follows the procedure for Purchase Orders.

Functional Lead

- ❖ Teacher
- ❖ Principal

- II. Related Policies and Procedures:**

- ❖ Purchase Order
- ❖ Check Request
- ❖ Office Mail
- ❖ Board Approval of Accounts Payable Voucher Register - Indiana

- III. Technical Assistance:**

- ❖ Vice President/ Regional Director
- ❖ Staff Accountant
- ❖ Controller
- ❖ VP of Finance

- IV. Administering Policy:**

#	Responsibility	Procedure
1.	Teacher and Principal	Determines need for overnight or out of state field trip.
2.	Teacher and Principal	Completes the attached forms and submits there to his/her supervisor for board action.
3.	RD/VP	Reviews forms and submits to board for approval. Note: In Indiana the forms go to the local LLC board if one exists.
4.	RD/VP	Informs principal of board action.
5.	Principal	If approved the principal will follow the Purchase Order Procedure.



Proposal for Out of State / Overnight Field Trips

Today's Date: _____

____ Grade Field Trip

(Fill in trip to...)

I. Purpose:

The ____ graders at ____ Lighthouse Charter School are requesting to engage in an overnight educational field trip to _____. The field trip will be used as a forum to educate our students on many of the ____ State standards as well as to teach valuable social skills and community building.

Prior to our field trip we will be discussing and working through many of the standards that will be observed and practiced on this field trip. We will be doing a unit on the _____. We have also been discussing _____.

Our plan is to _____. This will help to activate knowledge when we do our _____. The _____ visit to the _____ will reinforce many of the standards that have been taught throughout the year. Our _____ curriculum is an inquiry based curriculum, and at the _____ the students will be engaging in hands _____ aligned to state standards in which they will use their inquiry skills to continue their learning.

____ LCS is a college prep charter school, and because of this we feel it is important to engage students in continuing their education and to see just what college is and what they are working for. On our trip to _____ we will make two college visits. We will be visiting _____. This will be an incredible experience for our students to allow them to see colleges that they have most likely never been exposed to, and to see a world outside of what they know.

We will be practicing many of the social skills throughout the trip as well. We will be working in small groups in which we have to rely on each other. We will also be showing them proper etiquette and give them a chance to live out the core values of our school: Self Discipline, Humility, Intelligence, Nobility, and Excellence. This field trip aligns not only to state standards, but also the values and mission of our school community.

II. Safety Plan

1. We will notify our insurance carrier about the trip.¹

¹ The school needs to notify the insurance carrier if there is something highly unusual about the trip/exposure. For example rafting, boating, rock climbing and related higher hazard activities would
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____ Yes – due to the nature of the activity.

____ No – as planned this is a routine field trip.

2. We will conduct criminal background checks on all non school employees who are chaperoning the trip.
3. We will ensure a copy of the current CPR/First Aid certificate from school staff member(s) going on the trip is on file at the school.
4. We will establish a rendezvous point at all locations for students if they get lost.
5. We will provide each student with an ID with his/her picture to carry and ensure a copy of this ID with photo is carried by the school staff member on the trip.
6. We will take a first aid kit.
7. The students will wear _____ Lighthouse uniform – pants, shoes and shirt/sweatshirt so they are identified as Lighthouse scholars.
8. We will collect completed student permission slips and take updated contact information with us.

III. Proposed Itinerary

Field Trip Date: _____

Time	Activity
7:30-8:15	Students arrive at ____ LCS---Eat Breakfast—Pick up sack
8:15-8:30	Pack up bus and depart for _____
11:00	Arrive at the hotel—Check In--- Class meeting reviewing expectations
12:00	Prepare for transition to the _____
12:15	Leave for _____
1:00	Arrive at _____
3:00	Depart _____
(Other notes)	
6:00	Arrive back at Hotel
6:30	Pizza at the hotel
7:30	Class meeting to prepare for Friday
7:45	Small group time with chaperons
9:00	In rooms
10:00	Bed check

(fill in date)

Time	Activities

be something that would fall outside what would be considered a normal activity and need to be addressed and evaluated individually. PLPCS and BLCS must notify carrier of all trips.



7:15	Wake up call
7:45	Breakfast
8:30	Depart for _____
9:00	Campus visit _____
11:00	Lunch
11:30	Depart for _____
12:00	Arrive _____
4:00	Depart for _____ LCS
6:30	Arrive at _____ LCS

IV. Budget

___ students— ___ boys, ___ girls
 ___ Chaperons— ___ males, ___ females
 ___ Total people

Bus/ Transportation----\$(add cost)

Food-

Dinner Thursday---_ (cost x number people) _____ = \$(total)

Lunch Friday---_ (cost x number people) _____ = \$(total)

Snacks for rooms/ on bus = \$

Total for food = \$

Lodging-

___ Rooms x \$ __.00 = \$ __.00 plus tax.....Tentative estimate \$ _____

(Cost for admission to place visiting)--- Tickets for every 10 students = 1 free adult ticket

Students-----_ (cost x number people) _____ = \$(total)

Adults-- ---_ (cost x number people) _____ = \$(total)

Total for tickets = \$

Total cost for trip: \$ _____

Fundraising for the trip:

(Fundraising) Sale--\$

_____ Foundation—Request support

_____—Request support

Donations---\$

Students--- \$



Students will be responsible for \$_____ a piece to help cover price of Hotel Room

___(cost x number people)_____

Raised so far---\$

Left to raise---\$

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report on Corrective Action Plan

June 30, 2010

September 8, 2010

The Board of Directors
Lighthouse Academies of Indiana, Inc.
c/o Lighthouse Academies, Inc.
1661 Worcester Road, Suite 207
Framingham, MA 01701

Dear Board Members:

The Indiana State Board of Accounts ("SBOA") conducted audits of Gary Lighthouse Charter School, East Chicago Lighthouse Charter School, and West Gary Lighthouse Charter School covering periods from July 1, 2006 to June 30, 2009, reporting a number of internal control deficiencies and other audit findings. In response, management prepared a plan of corrective action to address the concerns expressed. We have been requested to review the corrective action plan developed by management and to determine the extent to which the corrective action plan has been put into place.

As part of our annual financial statement audit for the year ended June 30, 2010, we conducted certain tests of the processes and controls relating specifically to the SBOA audit findings for the purpose of determining the extent to which the indicated corrective action has been implemented. Our testing was for the purpose of obtaining evidence that the specific audit findings have been addressed and not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the organization's internal control.

The accompanying report of corrective action summarizes the audit findings, the corrective action, the testing we conducted, and our observations.

This communication is intended solely for the information and use of management, the Board of Directors, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,



LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Fund Report revenue and expense data did not agree with Revenue History Report or Budget History Report data.

Issue

Reports frequently will not agree due to limitations in the ability of the SBOA-required software system to post corrections to the Fund Report. Because the system is date-sensitive, prior period adjustments, voided checks, and other corrections will not be recorded in the period to which they pertain.

Corrective Action

Will print and save the reports each month, and produce a report reconciling the data on the reports. In addition, efforts are being made to eliminate the number of prior period adjustments by conducting a comprehensive review each month of all expenses recorded, particularly payroll expenses allocated to various funds.

Testing

We obtained the reconciliation report for June 2010 which identified the differences in the total expenditures for the month, noting that the differences had been identified. The differences were due to the need to void certain check disbursements.

Finding

Title I expenses could not be reconciled between the Form 9 report and the general ledger.

Issue

Three fund accounts were reported on the general ledger, but only two were reported on Form 9. All activity was reported.

Corrective Action

An out-of-date fund code was used in processing disbursements. Better monitoring of fund codes will be implemented.

Testing

As part of our audit of the fiscal year 2010 financial statements, we tested the use of fund codes on a sample of transactions. We found that the fund codes were current and accurate.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Receipt books were used by the school as well as the LHA office to report cash receipts. This caused confusion in accounting for all receipt books used during the audit period.

Issue

A record of cash receipts activity could not be located at the time of audit.

Corrective Action

The use of receipts at both the school and LHA produces better accounting efficiency. LHA will maintain a log of all receipt books in use whether used by the school or LHA.

Testing

We examined the log of receipt books as of August 23, 2010 which provides a record of the receipt books in numerical order, which should aid in locating the records for inspection.

Finding

Fund codes or fund names were not consistently included on the accounts payable vouchers.

Issue

Lack of fund codes could result in improper recording of expenditures. This was evidenced by numerous expense reclassification entries.

Corrective Action

Fund codes will be included on all payment vouchers. School employees will be instructed in the proper use of the fund codes.

Testing

As part of our audit of the fiscal year 2010 financial statements, we tested the use of fund codes on sample of transactions. We found that the fund codes were current and accurate.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Payroll expense by department according to the ADP payroll reports did not agree with the departmental expense as recorded in the general ledger.

Issue

Subsidiary records do not support entries to general ledger.

Corrective Action

ADP departmental codes are not used to record payroll due to frequent changes in personnel positions. LHA will continue to use an Excel spreadsheet, which lists all personnel by department, to create payroll journal entries. As of January 1, 2010, the process was refined to list each employee by department as part of the journal entry. As of June 1, 2010, the process was further refined to include a review and approval process for the payroll journal entry.

Testing

We examined the payroll journal entries for the payroll period ended April 3, 2010 and noted that the Excel journal entries were supported by the payroll register and listed each employee by department.

Finding

Clearing accounts for employee withholdings were not being properly used.

Issue

No entries were being made since withholding and payment occurred at the same time.

Corrective Action

As of April 1, 2010, the payroll clearing funds accounts will be used to reflect all withholdings and related payments.

Testing

We examined the Fund Report as of June 30, 2010 and noted revenue and expense entries for payroll tax and other withholding accounts. Also, examined the journal entries for the April 3, 2010 payroll and noted fund codings for payment of withholding amounts.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Accounting records were not readily accessible at the school and available for audit.

Issue

Certain records are maintained at the LHA office and needed to be transmitted during the audit.

Corrective Action

None anticipated. Records are available upon request.

Testing

Not applicable.

Finding

Accounts payable vouchers were not always supported by adequate detailed documentation.

Issue

Support for payments requires original invoices or detailed expense requisitions. Certain payments with made from vendor statements or lacked detail of the business purpose of the expense.

Corrective Action

Training will be initiated regarding what represents appropriate support for expenditures. In addition, accounting personnel will review payment vouchers for proper documentation.

Testing

As part of our audit of the fiscal year 2010 financial statements, we examined a sample of expenditure transactions for evidence of proper support. We found that the expenditures were properly supported with one exception. In this instance, payment was made based on the monthly statement rather than the original invoice.

In addition, we noted a number of accounts payable vouchers that were signed by only one person, either the school principal or the treasurer, but not both. In two instances, the accounts payable voucher was not signed by either party.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

The schools had not obtained a data universal numbering system (DUNS) number.

Issue

This number is required in order to properly report audit results to the Federal Audit Clearinghouse.

Corrective Action

Application will be made to obtain the number for Lighthouse Academies of Indiana, Inc.

Testing

We obtained from the Dun & Bradstreet website a record of the DUNS number for each of the five Indiana schools.

Finding

A bond insuring faithful performance of duty by the school treasurer is required to be filed with the office of the county recorder.

Issue

Such a bond is required to protect against improper use of public funds.

Corrective Action

The bonding coverage has been renewed in June 2010, and will be recorded as indicated.

Testing

We examined evidence that the surety bond coverage (Policy #BOI-1760364) is in effect for the period June 9, 2010 to June 9, 2011. We also examined communication with the County Recorders for Marion and Lake Counties regarding official recording of the bond coverage.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Cash balances for certain funds indicated a negative balance.

Issue

A negative balance might be an indication of financial problems and should be investigated.

Corrective Action

Cash balances by fund will be examined on a monthly basis and transfers made to correct any shortfalls.

Testing

We obtained the Fund Report as of June 30, 2010 and noted a number of negative cash balances. Most were relatively small (less than \$5,000) and were the result of timing differences between the expenditure of funds and subsequent reimbursement. The notable exception was the School Lunch Fund for the Gary school, which reflected a negative balance of \$43,270. A portion of the balance (\$15,496) was reduced by cash receipts in July 2010. The remaining balance (\$27,774) will need to be eliminated via a transfer from the General Fund.

Finding

The report of Average Daily Membership (ADM), certified by the school principal, could not be located.

Issue

The certified report represents a significant document in the schools' record retention.

Corrective Action

A signed copy will be retained in the files of each school.

Testing

None. The ADM report for the 2010-2011 school year is not due until September 2010.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Revenues and expenses reported for the year exceeded activity recorded in the School Lunch Fund.

Issue

Subsidies from the General Fund for paid and reduced meals should be transferred to the School Lunch Fund in order to accurately reflect program activity.

Corrective Action

An interfund transfer will be recorded to reflect the subsidy for paid and reduced meals provided.

Testing

Examined schedules for the 2009-2010 school year that accumulated the value of the subsidy for paid and reduced meals. The value was transferred from the General Fund to the School Lunch Fund.

Finding

The schools maintained cash balances in federal grant programs in excess of immediate needs.

Issue

Grant recipients are required to maintain cash balances at a minimum to avoid holding excess federal funds.

Corrective Action

None. The Indiana Department of Education has implemented new cash request procedures whereby the schools will receive funding semi-monthly based on actual expenditures.

Testing

Not applicable.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

The number of meals claimed for reimbursement exceeded the number reported on the Edit Check report.

Issue

The internal records did not support the number a meals claimed for reimbursement. The differences occurred when the electronic system was not functioning.

Corrective Action

Whenever the electronic system is malfunctioning, manual records will be used to record the meal count. The manual records will be entered into the electronic system once it is operational.

Testing

We compared the meal reimbursement claims for each school for the month of April 2010 to the meal counting listing from the PowerSchool system. No exceptions were noted.

Finding

Applications for free and reduced lunches could not be located at the time of audit.

Issue

Eligibility of recipients could not be established.

Corrective Action

LHA conducts an internal food audit which includes examination of meal applications. Also, most students are eligible by way of the direct certification process.

Testing

None. We discussed this finding with the business manager at the East Chicago school. The student applications were provided to the SBOA auditor. What could not be located were the records documenting verification of income, as required for 3% of applicants. These records are also subject to bi-annual review by the Department of Education. No exceptions have been reported.

LIGHTHOUSE ACADEMIES OF INDIANA, INC.

Report of Corrective Action

Finding

Budget information was not maintained in the fund accounting system.

Issue

Budget information within the fund accounting system will help to assure that budget limitations are not exceeded.

Corrective Action

The budget data will be entered in the fund accounting system

Testing

Examined the West Gary Appropriation Report for the 2010-2011 school year and observed that budget information had been entered.

Finding

Non-highly qualified teachers were hired.

Issue

Federal guidelines require all teachers who provide instruction in core academic subjects to be highly qualified, defined as a teacher who is licensed or in process of obtaining a license.

Corrective Action

Each school has funding under Title I or Title II to assist teachers to achieve the status of highly qualified.

Testing

We obtained a report of the license status for all teaching personnel at the Gary school. Based on the license status, all faculty members are considered to be highly qualified with one exception. That individual is currently working with the Indiana Department of Education to determine her eligibility.

GARY LIGHTHOUSE CHARTER SCHOOL

Financial Statements

June 30, 2011 and 2010

GARY LIGHTHOUSE CHARTER SCHOOL

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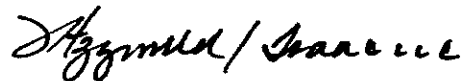
INDEPENDENT AUDITORS' REPORT

The Board of Directors
Lighthouse Academies of Indiana, Inc.

We have audited the accompanying statements of financial position of **Gary Lighthouse Charter School** (an operating component of Lighthouse Academies of Indiana, Inc., a not-for-profit corporation) as of June 30, 2011 and 2010 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the management of Lighthouse Academies of Indiana, Inc. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Gary Lighthouse Charter School as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



October 20, 2011

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Financial Position

Assets	June 30	
	2011	2010
Current assets:		
Cash and cash equivalents	\$ 1,974,692	1,910,193
Accounts receivable:		
State education support	2,432,518	2,456,789
Grants	159,463	268,250
Other	2,689	1,976
Prepaid expenses	26,000	73,542
Total current assets	<u>4,595,362</u>	<u>4,710,750</u>
Security deposit	27,733	27,733
Property and equipment:		
Leasehold improvements	147,023	64,569
Furniture and equipment	248,492	248,492
Accumulated depreciation	<u>(136,583)</u>	<u>(66,574)</u>
Property and equipment, net	<u>258,932</u>	<u>246,487</u>
	<u>\$ 4,882,027</u>	<u>4,984,970</u>
 <u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 460,803	830,849
Refundable advances	9,603	125,020
Total current liabilities	<u>470,406</u>	<u>955,869</u>
Accrued interest on Common School Fund loans	270,572	162,657
Long-term debt	<u>2,685,220</u>	<u>2,685,220</u>
Total liabilities	<u>3,426,198</u>	<u>3,803,746</u>
Unrestricted net assets	<u>1,455,829</u>	<u>1,181,224</u>
	<u>\$ 4,882,027</u>	<u>4,984,970</u>

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Activities

Revenue, Gains and Support	Year Ended June 30	
	2011	2010
State education support	\$ 4,867,825	4,913,597
Grant revenue	1,937,709	2,325,597
Student fees	9,013	15,299
Interest income	-	1,620
Fundraising income	7,862	15,785
Other	1,516	588
Total revenue, gains and support	<u>6,823,925</u>	<u>7,272,486</u>
<u>Expenses</u>		
Program services:		
Educational instruction	4,182,392	4,526,614
Education support	1,077,388	1,101,905
Administrative	1,289,540	1,401,532
Fundraising	-	12,172
Total expenses	<u>6,549,320</u>	<u>7,042,223</u>
Increase in net assets	274,605	230,263
Net assets, beginning of year	<u>1,181,224</u>	<u>950,961</u>
Net assets, end of year	<u>\$ 1,455,829</u>	<u>1,181,224</u>

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Cash Flows

	Year Ended June 30	
	2011	2010
<u>Operating Activities</u>		
Change in net assets	\$ 274,605	230,263
Adjustments to reconcile change in net assets to cash flows from operating activities:		
Depreciation	70,009	39,226
Change in:		
Accounts receivable	132,345	(87,148)
Prepaid expenses	47,542	(40,073)
Accounts payable and accrued expenses	(262,131)	492,533
Refundable advances	(115,417)	(57,315)
Net cash provided by operating activities	<u>146,953</u>	<u>577,486</u>
<u>Investing Activities</u>		
Acquisition of property and equipment	<u>(82,454)</u>	<u>(203,415)</u>
Net cash used by investing activities	<u>(82,454)</u>	<u>(203,415)</u>
<u>Financing Activities</u>		
Principal payments on State of Indiana loans	<u>-</u>	<u>(10,020)</u>
Net cash used by financing activities	<u>-</u>	<u>(10,020)</u>
Net increase in cash	64,499	364,051
Cash and cash equivalents, beginning of year	<u>1,910,193</u>	<u>1,546,142</u>
Cash and cash equivalents, end of year	<u>\$ 1,974,692</u>	<u>1,910,193</u>
Supplemental disclosures:		
Cash paid for interest expense	\$ -	7,368

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

June 30, 2011 and 2010

(1) Summary of Significant Accounting Policies

General

Gary Lighthouse Charter School (the "School") is a public charter school established under Indiana Code 20-24-3-1 and sponsored by Ball State University. The sponsor has granted a charter to the school's organizer, Lighthouse Academies of Indiana, Inc. ("LAI"), a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. LAI is the organizer and governing body of five charter schools located in Indiana. LAI has entered into a service agreement with Lighthouse Academies, Inc., a not-for-profit organization incorporated in the State of Delaware to provide educational, managerial, legal, and financial services to the School.

Accounting Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

Accounts Receivable

Accounts receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Subsequent Events

The School evaluated subsequent events through October 20, 2011, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

Reclassifications

Certain figures for 2010 that were previously reported have been reclassified for comparative purposes.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(1) Summary of Significant Accounting Policies, Continued

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the school year in which educational services are rendered.

Property and Equipment

Purchases of these assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than \$5,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Leasehold improvements.....	7 years
Furniture and equipment	5 years

Taxes on Income

Lighthouse Academies of Indiana, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization. Accordingly, no accounting for federal and state income taxes is required in the accompanying financial statements.

Professional standards require Lighthouse Academies of Indiana, Inc. to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. Lighthouse Academies of Indiana, Inc. has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending 2010, 2009, and 2008 are open to audit for both federal and state purposes.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(2) Accounts Receivable

Accounts receivable for state education support as of June 30, 2011 and 2010 represent amounts due from the State of Indiana relating to the following sources:

	<u>2011</u>	<u>2010</u>
Tuition support	\$2,269,443	2,349,577
Special education grant	47,856	52,918
Restoration grant	<u>115,219</u>	<u>54,294</u>
	<u>\$2,432,518</u>	<u>2,456,789</u>

Tuition support is determined by state law and is dependent upon the geographic location of the school. The tuition is also indexed to the poverty data of the enrolled students. The payment schedule is likewise determined by state law with tuition support payable in equal monthly installments in the calendar year following the start of school. Upon revocation or termination of the charter, the payment streams will cease and any unpaid amounts will be applied to the unpaid balance of notes from the Indiana Common School Fund (see Note 3).

(3) Long-Term Debt

Long-term debt at June 30, 2011 and 2010 was comprised of five separate notes payable to the Indiana Common School Fund. Each of the notes requires semi-annual payments of principal and interest over a period of 20 years with interest at 4% per annum. In 2011, the Indiana Common School Fund granted a second moratorium on loan payments. Payments are scheduled to commence again on July 1, 2013. The last note matures January 1, 2033. These notes are secured by unpaid tuition support distributions (see Note 2).

Future maturities of long-term debt are as follows:

Year Ended June 30:

2012	\$	-
2013		-
2014	146,991	
2015	146,991	
2016	146,991	
Thereafter	<u>2,244,247</u>	
	<u>\$2,685,220</u>	

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(4) Leases

In 2011 and 2010, the School leased two buildings used as its school facilities under operating leases. The lease with the City of Gary provided for monthly rental payments of \$13,867 through August 2012. Under the lease, the School was also responsible for repairs, maintenance, and utilities. Subsequent to June 30, 2011, the School exercised an option to purchase the building at a price of \$157,733, which was based on a value of \$1,170,000, less lease payments made throughout the course of the lease.

The lease with Gary Lighthouse Facility, LLC provides for monthly rental payments of \$32,322 through June 2018. The School is also responsible for operating expenses, including repairs, maintenance, insurance, and utilities. Gary Lighthouse Facility, LLC is indirectly owned by Lighthouse Academies, Inc., which provides management services to the School.

The School also leases textbooks, furniture and equipment from Lighthouse Academies, Inc. under multiple leases. These leases are accounted for as operating leases and require quarterly and monthly payments over periods of three and four years.

Total lease expense for the years ended June 30, 2011 and 2010 was \$772,792 and \$884,723, respectively. A schedule of minimum lease obligations as of June 30, 2011 follows:

Year Ended June 30:

2012	\$455,465
2013	443,079
2014	402,699
2015	389,782
2016	387,865
Thereafter	775,730

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(5) Retirement Plans

Effective January 1, 2009, the School began participation in a Section 403(b) retirement plan sponsored by the Indiana Public Charter School Association for the benefit of its employees. Effective August 1, 2010, all School personnel became employees of Lighthouse Academies, Inc., which provides management services to the School. At that time, School personnel became covered under the Lighthouse Academies, Inc. Section 401(k) retirement plan. Under both plans, the School matches 100% of employee contributions not to exceed 4% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the LAI board of directors. No discretionary contributions were made in 2011 and 2010. Retirement plan expense under both plans for the years ended June 30, 2011 and 2010 was \$21,634 and \$58,633, respectively.

(6) Refundable Advances

The School has been awarded grants from the Indiana Department of Education to provide educational instruction. The grants are considered to be exchange transactions. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. At June 30, 2011 and 2010, the School had refundable grant advances in excess of expenditures of \$9,603 and \$125,020, respectively.

(7) Commitments

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support. Payments under this agreement were \$143,163 and \$144,233 for the years ended June 30, 2011 and 2010, respectively. The charter remains in effect until June 30, 2012, and is renewable thereafter by mutual consent.

Lighthouse Academies of Indiana, Inc. ("LAI") has contracted with Lighthouse Academies, Inc. to provide management, administrative, and educational programming services for each of its schools. Under the terms of the agreement, LAI has agreed to pay an amount equal to 7.5% of revenues, as defined, for such services. Payments under this agreement were \$477,649 and \$514,445 for the years ended June 30, 2011 and 2010, respectively. This agreement remains in effect until June 30, 2012.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(8) Risks and Uncertainties

The School provides education services to families residing in Lake and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2011, substantially all of the accounts receivable balance was due from the State of Indiana.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(9) Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statements of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the years ended June 30, 2011 and 2010:

	2011			
	<u>Educational Instruction</u>	<u>Education Support</u>	<u>Admini- strative</u>	<u>Fundraising</u>
Salaries and wages.....	\$2,128,060	257,763	232,012	-
Employee benefits	438,894	52,170	46,958	-
Staff development and recruitment.....	88,207	-	12,461	-
Academic services –				
Lighthouse Academies	-	-	501,818	-
Authorizer's oversight fee.....	-	-	143,163	-
Food service	-	340,668	-	-
Transportation service	-	267,184	-	-
Other professional services	159,103	-	97,713	-
Property and textbook rental	225,248	-	-	-
Classroom, kitchen and office supplies.....	232,329	60,715	28,897	-
Occupancy	759,510	91,995	82,806	-
Depreciation	56,911	6,893	6,205	-
Interest	-	-	107,409	-
Other	94,130	-	30,098	-
	<u>\$4,182,392</u>	<u>1,077,388</u>	<u>1,289,540</u>	<u>-</u>

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(9) Functional Expense Reporting, Continued

	2010			
	<u>Educational Instruction</u>	<u>Education Support</u>	<u>Admini- strative</u>	<u>Fundraising</u>
Salaries and wages.....	\$2,234,928	274,804	276,582	-
Employee benefits	542,429	66,696	67,128	-
Staff development and recruitment.....	44,330	-	7,649	-
Academic services – Lighthouse Academies	-	-	531,292	-
Authorizer's oversight fee.....	-	-	144,233	-
Food service	-	291,821	-	-
Transportation service	-	303,827	-	-
Other professional services	211,776	-	103,483	-
Property and textbook rental	336,544	-	-	-
Classroom, kitchen and office supplies.....	314,836	71,838	31,971	-
Occupancy	724,231	89,050	89,627	-
Depreciation	31,463	3,869	3,894	-
Interest	-	-	107,458	-
Other	<u>86,077</u>	<u>-</u>	<u>38,215</u>	<u>12,172</u>
	<u>\$4,526,614</u>	<u>1,101,905</u>	<u>1,401,532</u>	<u>12,172</u>



PROCEDURES FOR PROCUREMENT of GOODS and CONTRACTED SERVICES

I. Purchase Orders, Procurement, Contracted Services

Purpose: Procedures used in obtaining best price and quality of goods to be purchased.

Functional Lead

- ❖ Office Manager/Business Manager

Notes

- ❖ Procurement rules vary by state.
 - Schools in the District of Columbia must follow the Public Charter School Board procurement procedures. Please see the DC Fiscal Policy Handbook.
 - Schools in AR must follow the Arkansas Financial Accounting Handbook.
- ❖ Depending on the cost, obtaining quotes or a formal bid process may be required.
- ❖ For non-CFM customers Regional VP oversees procurement process.
- ❖ Procurement for FF&E (furniture, fixtures, and equipment) does not include technology. The CIO at LHA will coordinate all technology items for the schools.
- ❖ If contracted services are being procured for the treatment of asbestos containing building materials (ACBM) treatment or work is being done in a building with ACBM, then the Office Manager will review the Asbestos Hazardous Emergency Removal Act (AHERA) management plan for the documentation that must be acquired and/or processed.
- ❖ Quotes and bids are not required under an approved contract for goods and services. (see Prism for list of approved contract list)
- ❖ For Annual FF&E Orders (delivery July/ August at start of school year) CFM will send an order template to the school principal by April 1. To expect timely delivery, the school needs to send the completed template to the Director of Procurement by May 1. CFM will post current status of expected delivery dates, backorders and claims on Prism. The school should not interact directly with the supplier as current information will be visibly provided by CFM.
- ❖ For amounts exceeding \$25,000 an open bid process must be followed. The request for bids must be advertized in a least one paper one time. Note: In Arkansas the notice must be in a paper having state wide circulation.
- ❖ Normally professional services are exempt from bidding.

II. Related Policies and Procedures File Names:

- ❖ Purchase Orders
- ❖ Updating Inventory and Proper Record Keeping

- ❖ Receiving and Returning Goods
- ❖ Processing Invoices for Payment
- ❖ Budget Approval and Amendment
- ❖ Check Request
- ❖ School Imprest Account

III. Technical Assistance:

- ❖ Regional Director
- ❖ Director, Finance & Procurement (DOFP)-CFM – for CFM customers
- ❖ Regional VP
- ❖ Director of Facilities
- ❖ CIO

IV. Administering Policy:

#	Responsibility	<u>Procedures for Procurement of Goods and Contracted Services</u>
1.	Office Manager/Business Manager	Review list of approved contracts to determine if item is already approved for purchase. If item is not approved or if you wish to obtain new prices for an item go to step 2.
2.	Office Manager/Business Manager	When the value of the purchase is estimated to be under \$5,000: • The quantity sought must be determined in reasonable detail. • The quality sought must be described in reasonable detail. • Three quotations should be obtained when practical to ensure best price. • A firm price with shipping and handling must be obtained. • The Procedure for Purchase Order process must be followed once the vendor is selected.
3.	Principal	When the value of the purchase is estimated to be above \$5,000 contact the Regional Director to determine the need for the good or service.
4.	Office Manager / Business Manager	• Once approved by the Regional Director, Principal will instruct Office/Business Manager to contact DOFP at CFM. For non-CFM customers the Regional Director will contact the Regional Vice President.
5.	DOFP or Regional Vice President	• Will develop a written statement of quantity, quality, delivery, terms of payment and insurance requirements. • Send the written description in reasonable detail to <u>three (3) vendors</u>. • Request a firm quote in writing agreeing to provide supply/services at the price and terms specified. The bid may be lump sum, hourly, or daily. The vendor must specify in writing any additional costs/expenses including shipping and handling. • Obtain three (3) written quotations, review, evaluate and

		send a written recommendation to the school for consideration. • The school will select the lowest price that provides the best quality goods/service.
6.	Office Manager/Business Manager	After selecting vendor follow procedures in "Purchase Orders".

#	<u>Responsibility</u>	<u>Procedure for Contracted Services Over \$5,000</u>
1.	Principal	Purchase of services will follow the same procedures described in steps above.
2.	DOFP	Draft agreement and consult with Regional Director about any questions. • Vendor's name and full address • Vendor's project or responsibilities – in detail • Compensation to be paid to Vendor– based on hours? Based on project? • Expenses to be reimbursed to Vendor, if any • Maximum amount to be paid to Vendor • End date of Vendor's work
3.	DOFP	Sends the agreement to the Principal to be signed. Once contract is signed the Principal follows Purchase Order Procedure.
4.	DOFP	Once approved by the Principal sends the agreement to the vendor to be signed. Signed agreement will be sent to OM/BM, Principal, and Vendor. A copy will be maintained in CFM files.
5.	Office Manager/Business Manager	The signed agreement should be filed in a vendor file at the school. A copy of the agreement should then be sent to the school's LHA Staff Accountant.
6.	Staff Accountant	Once the agreement is received invoices for services shall be processed as an account payable.

Professional Services for consultants (example: legal, curriculum, accounting, architects, and visiting artists):

7.	Designated person	Develop scope of services for consulting.
8.	Designated person	Obtain price for services by hour, day or project.
9.	Designated person	Complete consulting agreement using approved template, or engagement letter or in some instances a contract.
10.	Designated person	Obtain required signatures.
11.	Designated person	See Purchase Orders procedure.

GARY LIGHTHOUSE CHARTER SCHOOL
SEPTEMBER 2011
FINANCIAL REPORT

October 18, 2011

To the Board of Directors of the
Lighthouse Academies of Indianapolis, LLC.

Dear Board Member,

Attached are the following financial statements of the Gary Lighthouse Charter School for the one month and three months ended September 30, 2011.

- Statement of Financial Position
- Statement of Activities, Budget

Highlights

- Cash balance at September 30th was \$1.6M, with most of the money held at Harris Bank. FDIC insurance coverage is up to \$250K.
- The budget to actual report reflected in the Statement of Activities compares the results for the one month and three months ended September 30th versus the FY12 budget.
 - o Per pupil revenue is based on 622 ADM @ \$7,622.12.
 - The budget will be amended to show an expected per-pupil revenue of \$4.7M for the year.
 - o Payroll:
 - There are five specialists against a budget of 4.
 - The Title I Coordinator became the Principal in October.
 - There are two Title I teachers in the grant. The budget will be amended.
 - Custodians are over budget, because of much overtime used in July and August. September is back on track.
 - o Computer equipment and projectors were purchased in September for \$46K.
 - o Repairs and maintenance is over budget because of \$26K in repainting the LA interior, and \$18K landscaping.
 - o Grant expenditures are being finalized through September 2011, and will create a carry-over into FY12. The budget will be amended for this.

Please do not hesitate to contact me if you have any questions.

Howard Hammond

Assistant Treasurer, Lighthouse Academies of Indiana, Inc

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF FINANCIAL POSITION

	<u>9/30/2011</u>	<u>6/30/11</u>
Assets		
Cash	\$ 1,649,664	\$ 1,974,691
Accounts and Grants Receivable	2,682,662	2,594,669
Prepaid Expenses	57,762	-
Security Deposits	-	27,733
Fixed Assets, net of accum depr	258,933	258,933
Total Assets	<u>\$ 4,649,021</u>	<u>\$ 4,856,027</u>
Liabilities		
A/P and Accrued Expenses	\$ 624,275	\$ 737,881
Deferred Revenue	36,240	2,103
Notes Payable-State Advancement	2,685,220	2,685,220
Total Liabilities	<u>3,345,734</u>	<u>3,425,204</u>
Unrestricted Net Assets	<u>1,303,287</u>	<u>1,430,822</u>
Total Liabilities and Net Assets	<u>\$ 4,649,021</u>	<u>\$ 4,856,027</u>

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
4	Revenue										86,606	4,725,714
5	Per Pupil Revenue	622 ADM @ \$7,622.12	\$ 395,080	\$ 401,027	\$ (5,947)		\$ 1,185,240	\$ 1,203,080	\$ (17,840)		\$ 4,812,320	\$ 3,627,080
6	EduJobs Fund Grant	Act's started in Sept	11,778	13,323	\$ (1,544)		\$ 11,778	39,968	\$ (28,190)		\$ 159,871	\$ 148,093
7	Full Day Kindergarten Grant		-	-	-		-	-	-		44,399	44,399
8	Special Ed Revenue		7,709	7,709	(0)		23,128	23,128	(0)		92,512	69,384
9	Title I Revenue		96,573	68,554	28,020		230,419	205,661	24,759		822,642	592,223
10	Title I Stimulus Revenue		57,720	-	57,720		65,259	-	65,259		-	(65,259)
11	Title I School Improvement		2,955	3,000	(45)		4,764	6,000	(1,236)		30,000	25,236
12	Title II(a) Revenue		8,112	12,200	(4,088)		9,341	24,400	(15,059)		122,000	112,659
13	Textbook Grant		-	-	-		-	-	-		63,823	63,823
14	Charter School Facility Grant		-	-	-		-	-	-		180,880	180,880
15	High Ability Grant		-	-	-		-	-	-		7,500	7,500
16	Other Grants		-	-	-		-	-	-		-	-
17	Erate Income		-	-	-		-	-	-		12,000	12,000
18	Food Program-USDA		36,192	30,791	5,400		61,419	61,582	(163)		307,912	246,493
19	Interest Income		-	-	-		-	-	-		-	-
20	Summer School		-	-	-		-	-	-		15,000	15,000
21	Fundraising		-	500	(500)		825	1,000	(175)		5,000	4,175
22	Uniform Revenue		-	1,600	(1,600)		-	3,200	(3,200)		16,000	16,000
23	Field Trip Revenue		-	1,430	(1,430)		-	2,860	(2,860)		14,300	14,300
24	Other Income		-	-	-		-	-	-		2,000	2,000
25	Total Revenue		616,120	540,133	75,986		1,592,174	1,570,879	21,295		6,708,159	5,115,985
26												
27	Expenses											
28	Payroll-Administrative											
29	Principal(s)	One principal; Acting received stipends (thru Sept)	11,375	14,617	3,242		30,233	43,852	13,619		172,750	142,517
30	Dir of School Culture		4,121	5,229	1,109		13,619	15,688	2,069		61,800	48,181
31	Dir of College Transitions		6,003	6,014	11		17,820	18,041	221		71,070	53,250
32	Business Manager and assistant	4 people against budget of 3.5	7,636	9,139	1,503		31,337	27,417	(3,920)		108,006	76,669
33	Total Payroll-Administrative		29,134	34,999	5,866		93,009	104,997	11,989		413,626	320,617
34												
35	Basic Education											
36	Classroom Teacher Salaries		108,163	110,068	1,904		243,053	245,151	2,098		1,300,800	1,057,747
37	EduJobs (Classroom Teachers)		-	-	-		-	-	-		-	-
38	Summer School		-	-	-		-	-	-		-	-
39	Salary-Specialists	5 people against budget of 4	18,954	15,253	(3,701)		41,085	33,972	(7,113)		180,260	139,175
40	Stipends-TLF		-	-	-		-	-	-		11,000	11,000
41	Substitutes		6,769	677	(6,093)		6,769	1,508	(5,262)		8,000	1,231
42	Total Teaching Salaries		133,887	125,997	(7,889)		290,907	280,631	(10,276)		1,500,060	1,209,153
43												
44	Title I Staff / SIG Staff											
45	Title I & Title 2a DOIs		18,271	17,346	(925)		55,423	52,038	(3,385)		205,000	149,577
46	Title I Coordinator		2,924	5,229	2,305		9,745	11,647	1,902		61,800	52,055
47	Title I Teachers	Two teachers in grant incl Credit Recov Teacher	6,992	3,225	(3,768)		16,019	7,182	(8,836)		38,110	22,091
48	Title I Teacher Assts		10,750	11,000	250		21,534	24,500	2,966		130,000	108,466
49	Title I Stipends - After School		-	1,142	1,142		-	2,544	2,544		13,500	13,500
50	Title I Stipends - Summer School		-	-	-		-	-	-		3,000	3,000
51	Parent Coordinator	Started in Sept	2,776	2,538	(238)		2,776	7,615	4,839		30,000	27,224
52			41,713	40,481	(1,232)		105,496	105,527	31		481,410	375,914
53												
54	Special Education											
55	Special Education Teachers		3,443	4,400	957		7,915	9,800	1,885		52,000	44,085
56	Sped Coordinator		4,337	4,231	(106)		12,998	12,692	(306)		50,000	37,002
57	SPED Assistants & Aides		2,661	4,201	1,541		5,721	9,358	3,637		49,654	43,933
58	Total Spec Ed Salaries		10,440	12,832	2,392		26,634	31,850	5,216		151,654	125,020
59												
60	Service Providers-Other Staff											

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
61	Stipends - TLF's		-	-	-		-	-	-		-	-
62	Stipends Summer School Title I		-	-	-		-	-	-		-	-
63	Stipends - Afterschool Enrichment		-	-	-		-	-	-		-	-
64	Counselors	Title I Counselors (only one in July)	7,995	8,038	43		20,704	24,115	3,412		95,000	74,296
65	ISS Monitor	Started mid-August	4,680	3,858	(822)		9,812	8,594	(1,218)		45,600	35,788
66	Bus Monitors		-	-	-		-	-	-		-	-
67	Sports Stipends		-	-	-		-	-	-		-	-
68	Student Service Manager		-	-	-		-	-	-		-	-
69	Nurse		3,395	3,312	(83)		7,562	7,378	(185)		39,146	31,584
70	Food Service		-	-	-		-	-	-		-	-
71	Custodians	Overtime in July and August	8,249	10,154	1,905		33,679	30,462	(3,218)		120,000	86,321
72	Total Service Providers-Other Staff		24,320	25,363	1,043		71,757	70,548	(1,208)		299,746	227,989
73			239,493	239,673	179		587,803	593,554	5,751		2,846,496	2,258,693
74	Taxes & Benefits											
75	Payroll Taxes		19,697	19,269	(428)		47,728	57,806	10,078		227,720	179,992
76	Health, Dental, Life and Disability		23,569	26,494	2,925		68,182	79,483	11,301		313,115	244,933
77	Retirement expense		-	7,360	7,360		-	22,081	22,081		86,986	86,986
78	Bonus Pool		-	-	-		1,000	-	(1,000)		55,000	54,000
79	Raises		-	-	-		-	-	-		63,154	63,154
80	Workers Comp		-	1,418	1,418		-	4,255	4,255		16,762	16,762
81	Total Taxes & Benefits		43,266	54,542	11,276		116,909	163,625	46,716		762,737	645,828
82												
83	Staff Development & Recruitment											
84	Staff Development		4,435	846	(3,589)		10,543	1,885	(8,658)		10,000	(543)
85	LHA Summer PDI		-	-	-		25,000	25,000	-		25,000	-
86	SIG Prof Dev		-	423	423		-	942	942		5,000	5,000
87	Arts Partner - See ARRA		-	846	846		-	1,885	1,885		10,000	10,000
88	Staff Recruitment		125	1,058	933		570	2,356	1,785		12,500	11,930
89	Release Substitutes		-	1,269	1,269		-	2,827	2,827		15,000	15,000
90	Total Staff Development & Recruitment		4,560	4,442	(118)		36,113	34,894	(1,219)		77,500	41,387
91												
92	Professional Fees											
93	Academic Services-LHA		43,679	37,653	(6,026)		114,745	112,959	(1,785)		451,837	337,092
94	Reimbursements to LHA		2,037	1,000	(1,037)		2,775	3,000	225		12,000	9,225
95	Technology Services		-	2,333	2,333		-	7,000	7,000		28,000	28,000
96	CPA Curriculum License Fee		-	-	-		-	-	-		5,000	5,000
97	Legal		1,239	417	(822)		2,178	1,250	(928)		5,000	2,822
98	Accounting & Auditing		218	1,000	782		218	3,000	2,782		12,000	11,782
99	Computer Support and Expenses		2,171	1,625	(546)		3,186	4,875	1,689		19,500	16,314
100	LSS Fee		-	208	208		-	625	625		2,500	2,500
101	HRIS		1,954	1,833	(121)		5,189	5,500	311		22,000	16,811
102	Background Checks - Staff		-	167	167		1,766	500	(1,266)		2,000	234
103	Background Checks - Volunteers		-	417	417		-	1,250	1,250		5,000	5,000
104	Marketing Expense		106	667	561		1,229	2,000	771		8,000	6,771
105	Food-Vended Meals Contract		38,673	39,565	892		67,433	67,826	393		357,968	290,535
106	Transportation		25,748	31,500	5,752		46,899	54,000	7,101		285,000	238,101
107	Assessment & Testing Services		-	700	700		-	1,400	1,400		7,000	7,000
108	SES Transportation Title I		2,626	-	(2,626)		2,626	-	(2,626)		-	(2,626)
109	T1 Set Aside		-	12,944	12,944		19,722	38,832	19,110		155,328	135,606
110	Total Professional Fees		118,450	132,029	13,579		267,965	304,017	36,051		1,378,133	1,110,168
111												
112	Supplies											
113	Classroom Supplies		1,243	5,337	4,094		9,464	11,887	2,423		63,075	53,611
114	Summer School Supplies and Activities		-	-	-		-	-	-		-	-
115	Title I Supplies		-	-	-		-	-	-		10,000	10,000
116	Textbooks		-	-	-		43,810	43,810	(0)		48,750	4,940
117	Sports Program		-	2,000	2,000		1,998	4,000	2,002		20,000	18,002

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
118	Janitorial and Kitchen Supplies		-	2,400	2,400		1,856	4,800	2,944		24,000	22,144
119	Nurse Supplies		-	240	240		-	480	480		2,400	2,400
120	Uniforms		11,965	9,000	(2,965)		13,874	10,000	(3,874)		10,000	(3,874)
121	Office Supplies		4,935	2,169	(2,766)		8,168	6,508	(1,661)		26,030	17,862
122	Total Supplies		18,143	21,146	3,003		79,172	81,485	2,313		204,255	125,084
123												
124	FFE											
125	FFE Lease Expense		-	-	-		11,026	13,191	2,165		52,765	41,739
126	Capital Outlays-FFE	New doorway; ductless split system	-	-	-		20,180	12,000	(8,180)		12,000	(8,180)
127	Capital Outlays-Title I	Ockers Computer Eqpt; Projectors	46,227	46,000	(227)		46,227	46,000	(227)		46,000	(227)
128	Total FFE		46,227	46,000	(227)		77,433	71,191	(6,242)		110,765	33,332
129												
130	Occupancy											
131	Rent		32,791	33,000	209		99,402	99,000	(402)		396,000	296,598
132	Utilities		11,006	13,792	2,786		25,867	41,375	15,508		165,500	139,633
133	Facility Management (CFM)		-	5,500	5,500		8,750	16,500	7,750		66,000	57,250
134	Landlord Operating Expenses		1,759	2,500	741		20,292	7,500	(12,792)		30,000	9,708
135	Purchase Option Pierce St.		5,681	-	(5,681)		191,147	158,000	(33,147)		158,000	(33,147)
136	Repair & Maintenance, Landscape, Snow	\$26K repainting LA; \$18K landscaping	6,962	6,250	(712)		71,224	18,750	(52,474)		75,000	3,776
137	Security		108	83	(25)		432	250	(182)		1,000	568
138	Waste Removal		467	750	283		2,494	2,250	(244)		9,000	6,506
139	Telecommunications		3,247	3,333	86		13,656	10,000	(3,656)		40,000	26,344
140	Total Occupancy		62,020	65,208	3,188		433,263	353,625	(79,638)		940,500	507,237
141												
142	ARRA Stimulus Expenses Title I											
143	Field Trips Intermed College Trips		-	-	-		-	-	-		-	-
144	Title I ARRA Supplies		933	-	(933)		9,567	-	(9,567)		-	(9,567)
145	Capital Outlays Title I ARRA		44,892	36,000	(8,892)		45,962	36,000	(9,962)		36,000	(9,962)
146	Travel-Literacy Coah Primary Purdue Clear Reading Program, Summer Summit		-	-	-		-	-	-		-	-
147	Total ARRA Stimulus Expenses Title I		45,825	36,000	(9,825)		55,529	36,000	(19,529)		36,000	(19,529)
148												
149	Other Expenses											
150	Miscellaneous		-	250	250		-	750	750		3,000	3,000
151	Bank Charges		(25)	250	275		10	750	740		3,000	2,990
152	Dues & Subscriptions		3,824	200	(3,624)		3,824	600	(3,224)		2,400	(1,424)
153	Field Trips		1,264	1,000	(264)		1,264	3,000	1,736		12,000	10,736
154	Student Activities		-	-	-		78	-	(78)		-	(78)
155	Travel		-	42	42		251	125	(126)		500	249
156	Insurance		2,610	-	(2,610)		12,068	10,000	(2,068)		30,000	17,932
157	Copying & Printing		901	1,333	433		9,913	4,000	(5,913)		16,000	6,087
158	Postage & Shipping		439	833	395		1,608	2,500	892		10,000	8,392
159	Ball State Fee		11,926	12,031	105		35,557	36,093	535		144,370	108,813
160	Total Other Expenses		20,938	15,939	(4,999)		64,573	57,818	(6,755)		221,270	156,697
161												
162	Total Expenses		598,923	614,979	16,056		1,718,761	1,696,208	(22,553)		6,577,656	4,858,895
163												
164	Operating Income (Revenue)		17,197	(74,846)	92,043		(126,587)	(125,329)	(1,257)		130,503	257,090
165												
166	OTHER REV (EXP)											
167	Depreciation Expense		-	-	-		-	-	-		-	-
168	Loan Payments - State		(8,983)	(8,667)	(316)		(26,949)	(26,000)	(949)		(104,000)	(77,051)
169												
170	Net Surplus (Deficit) after Loan Payments		8,214	(83,512)	91,726		(153,536)	(151,329)	(2,206)		26,503	180,039
171												
172	Closing costs on Purchase of Pierce St						-	-	-		(15,000)	(15,000)
173												

GARY LIGHTHOUSE CHARTER SCHOOL STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K	L	M
1			Month Ended 9/30/11				Year-to-Date 9/30/11					
2												
3		comment	One Month - Actual	One Month - Budget	Variance		Three Months - Actual	Three Months - Budget	Variance		FY12 Budget	remaining
174	Beginning Balance (budgetary basis)						808,559	808,559	-		808,559	-
175												
176	Ending Balance(s)			Ending Basis Budgetary			\$ 655,023	\$ 657,230	\$ (2,206)		\$ 820,062	\$ 165,039
177												

GARY LIGHTHOUSE CHARTER SCHOOL

Financial Statements

June 30, 2011 and 2010

GARY LIGHTHOUSE CHARTER SCHOOL

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INDEPENDENT AUDITORS' REPORT

The Board of Directors
Lighthouse Academies of Indiana, Inc.

We have audited the accompanying statements of financial position of **Gary Lighthouse Charter School** (an operating component of Lighthouse Academies of Indiana, Inc., a not-for-profit corporation) as of June 30, 2011 and 2010 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the management of Lighthouse Academies of Indiana, Inc. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Gary Lighthouse Charter School as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



October 20, 2011

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Financial Position

Assets	June 30	
	2011	2010
Current assets:		
Cash and cash equivalents	\$ 1,974,692	1,910,193
Accounts receivable:		
State education support	2,432,518	2,456,789
Grants	159,463	268,250
Other	2,689	1,976
Prepaid expenses	26,000	73,542
Total current assets	<u>4,595,362</u>	<u>4,710,750</u>
Security deposit	27,733	27,733
Property and equipment:		
Leasehold improvements	147,023	64,569
Furniture and equipment	248,492	248,492
Accumulated depreciation	<u>(136,583)</u>	<u>(66,574)</u>
Property and equipment, net	<u>258,932</u>	<u>246,487</u>
	<u>\$ 4,882,027</u>	<u>4,984,970</u>
 <u>Liabilities and Net Assets</u>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 460,803	830,849
Refundable advances	9,603	125,020
Total current liabilities	<u>470,406</u>	<u>955,869</u>
Accrued interest on Common School Fund loans	270,572	162,657
Long-term debt	<u>2,685,220</u>	<u>2,685,220</u>
Total liabilities	<u>3,426,198</u>	<u>3,803,746</u>
Unrestricted net assets	<u>1,455,829</u>	<u>1,181,224</u>
	<u>\$ 4,882,027</u>	<u>4,984,970</u>

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Activities

Revenue, Gains and Support	Year Ended June 30	
	2011	2010
State education support	\$ 4,867,825	4,913,597
Grant revenue	1,937,709	2,325,597
Student fees	9,013	15,299
Interest income	-	1,620
Fundraising income	7,862	15,785
Other	1,516	588
Total revenue, gains and support	<u>6,823,925</u>	<u>7,272,486</u>
<u>Expenses</u>		
Program services:		
Educational instruction	4,182,392	4,526,614
Education support	1,077,388	1,101,905
Administrative	1,289,540	1,401,532
Fundraising	-	12,172
Total expenses	<u>6,549,320</u>	<u>7,042,223</u>
Increase in net assets	274,605	230,263
Net assets, beginning of year	<u>1,181,224</u>	<u>950,961</u>
Net assets, end of year	<u>\$ 1,455,829</u>	<u>1,181,224</u>

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Statements of Cash Flows

	Year Ended June 30	
	2011	2010
<u>Operating Activities</u>		
Change in net assets	\$ 274,605	230,263
Adjustments to reconcile change in net assets to cash flows from operating activities:		
Depreciation	70,009	39,226
Change in:		
Accounts receivable	132,345	(87,148)
Prepaid expenses	47,542	(40,073)
Accounts payable and accrued expenses	(262,131)	492,533
Refundable advances	(115,417)	(57,315)
Net cash provided by operating activities	<u>146,953</u>	<u>577,486</u>
<u>Investing Activities</u>		
Acquisition of property and equipment	<u>(82,454)</u>	<u>(203,415)</u>
Net cash used by investing activities	<u>(82,454)</u>	<u>(203,415)</u>
<u>Financing Activities</u>		
Principal payments on State of Indiana loans	<u>-</u>	<u>(10,020)</u>
Net cash used by financing activities	<u>-</u>	<u>(10,020)</u>
Net increase in cash	64,499	364,051
Cash and cash equivalents, beginning of year	<u>1,910,193</u>	<u>1,546,142</u>
Cash and cash equivalents, end of year	<u>\$ 1,974,692</u>	<u>1,910,193</u>
Supplemental disclosures:		
Cash paid for interest expense	\$ -	7,368

See accompanying notes to financial statements.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

June 30, 2011 and 2010

(1) Summary of Significant Accounting Policies

General

Gary Lighthouse Charter School (the "School") is a public charter school established under Indiana Code 20-24-3-1 and sponsored by Ball State University. The sponsor has granted a charter to the school's organizer, Lighthouse Academies of Indiana, Inc. ("LAI"), a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. LAI is the organizer and governing body of five charter schools located in Indiana. LAI has entered into a service agreement with Lighthouse Academies, Inc., a not-for-profit organization incorporated in the State of Delaware to provide educational, managerial, legal, and financial services to the School.

Accounting Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

Accounts Receivable

Accounts receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Subsequent Events

The School evaluated subsequent events through October 20, 2011, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

Reclassifications

Certain figures for 2010 that were previously reported have been reclassified for comparative purposes.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(1) Summary of Significant Accounting Policies, Continued

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the school year in which educational services are rendered.

Property and Equipment

Purchases of these assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than \$5,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Leasehold improvements.....	7 years
Furniture and equipment	5 years

Taxes on Income

Lighthouse Academies of Indiana, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization. Accordingly, no accounting for federal and state income taxes is required in the accompanying financial statements.

Professional standards require Lighthouse Academies of Indiana, Inc. to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. Lighthouse Academies of Indiana, Inc. has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending 2010, 2009, and 2008 are open to audit for both federal and state purposes.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(2) Accounts Receivable

Accounts receivable for state education support as of June 30, 2011 and 2010 represent amounts due from the State of Indiana relating to the following sources:

	<u>2011</u>	<u>2010</u>
Tuition support	\$2,269,443	2,349,577
Special education grant	47,856	52,918
Restoration grant	<u>115,219</u>	<u>54,294</u>
	<u>\$2,432,518</u>	<u>2,456,789</u>

Tuition support is determined by state law and is dependent upon the geographic location of the school. The tuition is also indexed to the poverty data of the enrolled students. The payment schedule is likewise determined by state law with tuition support payable in equal monthly installments in the calendar year following the start of school. Upon revocation or termination of the charter, the payment streams will cease and any unpaid amounts will be applied to the unpaid balance of notes from the Indiana Common School Fund (see Note 3).

(3) Long-Term Debt

Long-term debt at June 30, 2011 and 2010 was comprised of five separate notes payable to the Indiana Common School Fund. Each of the notes requires semi-annual payments of principal and interest over a period of 20 years with interest at 4% per annum. In 2011, the Indiana Common School Fund granted a second moratorium on loan payments. Payments are scheduled to commence again on July 1, 2013. The last note matures January 1, 2033. These notes are secured by unpaid tuition support distributions (see Note 2).

Future maturities of long-term debt are as follows:

Year Ended June 30:

2012	\$	-
2013		-
2014	146,991	
2015	146,991	
2016	146,991	
Thereafter	<u>2,244,247</u>	
	<u>\$2,685,220</u>	

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(4) Leases

In 2011 and 2010, the School leased two buildings used as its school facilities under operating leases. The lease with the City of Gary provided for monthly rental payments of \$13,867 through August 2012. Under the lease, the School was also responsible for repairs, maintenance, and utilities. Subsequent to June 30, 2011, the School exercised an option to purchase the building at a price of \$157,733, which was based on a value of \$1,170,000, less lease payments made throughout the course of the lease.

The lease with Gary Lighthouse Facility, LLC provides for monthly rental payments of \$32,322 through June 2018. The School is also responsible for operating expenses, including repairs, maintenance, insurance, and utilities. Gary Lighthouse Facility, LLC is indirectly owned by Lighthouse Academies, Inc., which provides management services to the School.

The School also leases textbooks, furniture and equipment from Lighthouse Academies, Inc. under multiple leases. These leases are accounted for as operating leases and require quarterly and monthly payments over periods of three and four years.

Total lease expense for the years ended June 30, 2011 and 2010 was \$772,792 and \$884,723, respectively. A schedule of minimum lease obligations as of June 30, 2011 follows:

Year Ended June 30:

2012	\$455,465
2013	443,079
2014	402,699
2015	389,782
2016	387,865
Thereafter	775,730

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(5) Retirement Plans

Effective January 1, 2009, the School began participation in a Section 403(b) retirement plan sponsored by the Indiana Public Charter School Association for the benefit of its employees. Effective August 1, 2010, all School personnel became employees of Lighthouse Academies, Inc., which provides management services to the School. At that time, School personnel became covered under the Lighthouse Academies, Inc. Section 401(k) retirement plan. Under both plans, the School matches 100% of employee contributions not to exceed 4% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the LAI board of directors. No discretionary contributions were made in 2011 and 2010. Retirement plan expense under both plans for the years ended June 30, 2011 and 2010 was \$21,634 and \$58,633, respectively.

(6) Refundable Advances

The School has been awarded grants from the Indiana Department of Education to provide educational instruction. The grants are considered to be exchange transactions. Accordingly, revenue is recognized when earned and expenses are recognized as incurred. At June 30, 2011 and 2010, the School had refundable grant advances in excess of expenditures of \$9,603 and \$125,020, respectively.

(7) Commitments

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support. Payments under this agreement were \$143,163 and \$144,233 for the years ended June 30, 2011 and 2010, respectively. The charter remains in effect until June 30, 2012, and is renewable thereafter by mutual consent.

Lighthouse Academies of Indiana, Inc. ("LAI") has contracted with Lighthouse Academies, Inc. to provide management, administrative, and educational programming services for each of its schools. Under the terms of the agreement, LAI has agreed to pay an amount equal to 7.5% of revenues, as defined, for such services. Payments under this agreement were \$477,649 and \$514,445 for the years ended June 30, 2011 and 2010, respectively. This agreement remains in effect until June 30, 2012.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(8) Risks and Uncertainties

The School provides education services to families residing in Lake and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2011, substantially all of the accounts receivable balance was due from the State of Indiana.

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(9) Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statements of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the years ended June 30, 2011 and 2010:

	2011			
	<u>Educational Instruction</u>	<u>Education Support</u>	<u>Admini- strative</u>	<u>Fundraising</u>
Salaries and wages.....	\$2,128,060	257,763	232,012	-
Employee benefits	438,894	52,170	46,958	-
Staff development and recruitment.....	88,207	-	12,461	-
Academic services – Lighthouse Academies	-	-	501,818	-
Authorizer's oversight fee.....	-	-	143,163	-
Food service	-	340,668	-	-
Transportation service	-	267,184	-	-
Other professional services	159,103	-	97,713	-
Property and textbook rental	225,248	-	-	-
Classroom, kitchen and office supplies.....	232,329	60,715	28,897	-
Occupancy	759,510	91,995	82,806	-
Depreciation	56,911	6,893	6,205	-
Interest	-	-	107,409	-
Other	94,130	-	30,098	-
	<u>\$4,182,392</u>	<u>1,077,388</u>	<u>1,289,540</u>	<u>-</u>

GARY LIGHTHOUSE CHARTER SCHOOL

Notes to Financial Statements

(9) Functional Expense Reporting, Continued

	2010			
	<u>Educational Instruction</u>	<u>Education Support</u>	<u>Admini- strative</u>	<u>Fundraising</u>
Salaries and wages.....	\$2,234,928	274,804	276,582	-
Employee benefits	542,429	66,696	67,128	-
Staff development and recruitment.....	44,330	-	7,649	-
Academic services – Lighthouse Academies	-	-	531,292	-
Authorizer's oversight fee.....	-	-	144,233	-
Food service	-	291,821	-	-
Transportation service	-	303,827	-	-
Other professional services	211,776	-	103,483	-
Property and textbook rental	336,544	-	-	-
Classroom, kitchen and office supplies.....	314,836	71,838	31,971	-
Occupancy	724,231	89,050	89,627	-
Depreciation	31,463	3,869	3,894	-
Interest	-	-	107,458	-
Other	86,077	-	38,215	12,172
	<u>\$4,526,614</u>	<u>1,101,905</u>	<u>1,401,532</u>	<u>12,172</u>

School Name:	Gary Lighthouse Charter School						East Chicago Lighthouse Charter School						West Gary Lighthouse Charter School						Monument Lighthouse Charter School						Indianapolis Lighthouse Charter School						Bronx Lighthouse Charter School						Metropolitan Lighthouse Charter School						Potomac Lighthouse Public Charter School						Bronzeville Lighthouse Charter School						Jacksonville Lighthouse Charter School						Pine Bluff Lighthouse Charter School																										
School Location (City, State):	Gary, IN						East Chicago, IN						Gary, IN						Indianapolis, IN						Indianapolis, IN						Bronx, NY						Bronx, NY						Washington, D.C.						Chicago, IL						Jacksonville, AR						Pine Bluff, AR																										
Public School District Located In	Gary Community School Corporation						School City of East Chicago						Gary Community School Corporation						Indianapolis Public Schools						Indianapolis Public Schools						NYC Community School District #12						DC Public Schools						Chicago Public Schools						Pulaski County Public Schools																																						
Year Opened:	2005						2006						2006						2007						2005						2004						2010						2005						2006						2009						2011																										
Current Grades Served:	K-11						K-9						K-10						K-9						PK-11						K-9						K-3						PK-6						K-8						K-8						K-4																										
% Eligible for Free Lunch (as of Oct. 2011):	74%						83%						84%						80%						83%						72%						76%						74%						59%						45%						84%																										
Criterion-Referenced Assessments																																																																																							
Assessment Name						ISTEP						ISTEP						ISTEP						ISTEP						NY State Assessment						NY State Assessment						DC-CAS						ISAT						ACTAAP						ACTAAP																											
School Year	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11	SY09	SY10	SY11																																							
Grade 3 ELA: % Meeting or Exceeding Standards	68%	79%	89%	57%	59%	63%	52%	59%	53%	39%	57%	74%	56%	61%	75%	69%	41%	35%	NA	NA	NA	44%	70%	56%	48%	71%	86%	NA	70%	78%	NA	NA	NA																																																						
Grade 3 Math: % Meeting or Exceeding Standards	76%	75%	80%	51%	59%	61%	60%	55%	52%	44%	54%	56%	60%	51%	56%	94%	56%	65%	NA	NA	NA	24%	67%	72%	68%	88%	92%	NA	80%	86%	NA	NA	NA																																																						
Grade 4 ELA: % Meeting or Exceeding Standards	37%	72%	78%	49%	54%	62%	40%	69%	60%	44%	70%	57%	61%	68%	71%	60%	30%	38%	NA	NA	NA	6%	30%	54%	57%	55%	64%	NA	72%	70%	NA	NA	NA																																																						
Grade 4 Math: % Meeting or Exceeding Standards	54%	70%	49%	55%	70%	50%	42%	77%	47%	46%	66%	42%	50%	57%	54%	93%	74%	65%	NA	NA	NA	0%	48%	63%	90%	67%	91%	NA	70%	82%	NA	NA	NA																																																						
Grade 5 ELA: % Meeting or Exceeding Standards	32%	47%	40%	40%	50%	60%	38%	43%	34%	32%	36%	61%	56%	57%	52%	68%	49%	35%	NA	NA	NA	31%	11%	62%	63%	71%	62%	NA	65%	75%	NA	NA	NA																																																						
Grade 5 Math: % Meeting or Exceeding Standards	41%	71%	66%	60%	78%	80%	50%	56%	64%	35%	51%	83%	80%	77%	84%	91%	49%	60%	NA	NA	NA	13%	5%	57%	59%	80%	70%	NA	65%	77%	NA	NA	NA																																																						
Grade 6 ELA: % Meeting or Exceeding Standards	40%	60%	33%	25%	54%	60%	51%	39%	67%	38%	62%	58%	47%	53%	71%	74%	30%	49%	NA	NA	NA	40%	40%	NA	76%	70%	87%	NA	67%	54%	NA	NA	NA																																																						
Grade 6 Math: % Meeting or Exceeding Standards	52%	82%	43%	54%	79%	69%	56%	70%	71%	69%	88%	63%	59%	64%	71%	91%	53%	84%	NA	NA	NA	20%	47%	NA	73%	68%	79%	NA	59%	78%	NA	NA	NA																																																						
Grade 7 ELA: % Meeting or Exceeding Standards	42%	40%	60%	NA	48%	50%	50%	47%	47%	32%	53%	66%	56%	61%	67%	NA	36%	27%	NA	NA	NA	NA	38%	NA	73%	76%	74%	NA	NA	53%	NA	NA	NA																																																						
Grade 7 Math: % Meeting or Exceeding Standards	57%	67%	44%	NA	81%	68%	63%	42%	61%	57%	47%	52%	43%	59%	60%	NA	61%	50%	NA	NA	NA	NA	38%	NA	73%	80%	84%	NA	NA	85%	NA	NA	NA																																																						
Grade 8 ELA: % Meeting or Exceeding Standards	37%	37%	39%	NA	NA	56%	NA	49%	59%	NA	56%	55%	55%	65%	80%	NA	NA	16%	NA	NA	NA	NA	NA	NA	NA	80%	85%	NA	NA	NA	NA	NA	NA																																																						
Grade 8 Math: % Meeting or Exceeding Standards	65%	44%	47%	NA	NA	63%	NA	64%	51%	NA	46%	53%	46%	68%	78%	NA	NA	44%	NA	NA	NA	NA	NA	NA	NA	73%	77%	NA	NA	NA	NA	NA	NA																																																						
Grades 3-8 ELA: % Meeting or Exceeding Standards	45%	56%	54%	46%	53%	59%	46%	53%	53%	38%	56%	62%	56%	61%	69%	68%	37%	36%	NA	NA	NA	31%	42%	57%	63%	71%	75%	NA	69%	66%	NA	NA	NA																																																						
Grades 3-8 Math: % Meeting or Exceeding Standards	59%	69%	55%	54%	72%	66%	54%	61%	57%	52%	58%	56%	58%	61%	66%	92%	59%	62%	NA	NA	NA	14%	47%	65%	73%	77%	83%	NA	69%	82%	NA	NA	NA																																																						
DISTRICT Grades 3-8 ELA: % Meeting or Exceeding Standards	47%	57%	59%	53%	60%	61%	47%	57%	59%	51%	56%	56%	51%	56%	56%	54%	27%	27%	NA	NA	NA	48%	44%	44%	68%	68%	73%	NA	67%	70%	NA	NA	NA																																																						
DISTRICT Grades 3-8 Math: % Meeting or Exceeding Standards	47%	55%	55%	48%	52%	52%	47%	55%	55%	54%	60%	58%	54%	60%	58%	71%	37%	40%	NA	NA	NA	46%	43%	43%	74%	77%	79%	NA	68%	70%	NA	NA	NA																																																						

	Jacksonville Lighthouse Charter School		Metropolitan Lighthouse
	Spring 2010	Spring 2011	Spring 2011
% of students at or above national median (reading)	61%	62%	62%
% of students at or above national median (math)	59%	65%	50%
% of students meeting or exceeding expected fall-to-spring growth (reading)*	52%	66%	79%
% of students meeting or exceeding expected fall-to-spring growth (math)*	46%	77%	75%
% of typical fall-to-spring growth achieved in reading (based on national norms)*	104%	141%	165%
% of typical fall-to-spring growth achieved in math (based on national norms)*	89%	150%	140%
*Only students with a valid baseline score from the fall are included.			
<i>Note: In a typical school, one would expect about half the students to score at or above the national median, and about half the students to meet or exceed their expected growth.</i>			