



## Office of Charter Schools

### REPLICATION APPLICATION

*For*

### Hammond Lighthouse Charter School

*Opening in the 2016-2017 School Year*



This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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## PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

**Primary Contact.** Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team's CSAPPHIRE account to ensure that your team receives all general communications promptly.

*Note:* As with all aspects of your application, names and contact information of the Primary Contact will become public information.

**Primary contact person:** Jeremy Williams

**Mailing address:** 417 Stratford Lane, Schererville, IN 46375

**Phone:** (day) (508)309-0907 (evening) (508)309-0907

**Email address:** jewilliams@lhacs.org

**Primary contact for facilities planning:** Jeremy Williams

**Phone Number:** (508)309-0907

**e-mail:** jewilliams@lhacs.org

**Name of team or entity applying:** Lighthouse Academies

**Names, roles, and current employment of all persons on applicant team (you may add lines as needed):**

Full Name	Current Job Title and Employer	Position with Proposed School
Jeremy Forest Williams	Regional Vice President, NWI	Regional Vice President, NWI
Susan Jamback	Chief Schools Officer, LHA	Chief Schools Officer, LHA
Sherri Beshears-McNeely	Director of Student Development and Engagement, LHA	Director of Student Development and Engagement, LHA
Tess Mitchner Asinjo	Senior Vice President, Research Design and Strategy Team	Senior Vice President, Research Design and Strategy Team
Khori Whittaker	CEO	CEO
Eddie Harvey	Board President, LHANWI	Board President, LHANWI

**\*Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** No

**Will an application for the same charter school be submitted to another authorizer in the near future?** No

**If yes, identify the authorizer(s):** \_\_\_\_\_

**Planned submission date(s):** \_\_\_\_\_

**Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:**

**Authorizer(s):** \_\_\_\_\_

**Submission date(s):** \_\_\_\_\_

**Provide the name and desired opening year for each school included in this proposal (adding lines as needed).**

**Model or Focus of Proposed Schools** (e.g., Arts, College Prep, Dual Language, etc.), if any: Arts Infused, College Prep

<b>Proposed School Name</b>	<b>Opening Year</b>	<b>City or Geographic Community</b>	<b>Opening Grades</b>	<b>Grade Levels at Full Enrollment</b>
Hammond Lighthouse Charter School	2016-2017	Hammond, Indiana	K-3	K-5

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**\*Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

Yes

If yes, identify the ESP or other partner organization: Lighthouse Academies

**Proposed Principal / Head of School Information** (for all school(s) proposed to open in 2013; add additional lines as needed) if known:

Name of proposed Principal Candidate: TBD

Name of School: \_\_\_\_\_

Current employment: \_\_\_\_\_

Daytime phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

Email: \_\_\_\_\_

**School Enrollment Projection**

Provide the following information for **each school** included in this proposal. Specify the planned year of opening for each (*duplicating the table as needed.*)

School Name: Hammond Lighthouse Charter School

<b>Academic Year</b>	<b>Planned Number of Students</b>	<b>Maximum Number of Students</b>	<b>Grade Levels Served</b>
Year 1 (specify)	300	300	K-3
Year 2	375	375	K-4
Year 3	450	450	K-5
Year 4	450	450	K-5
Year 5	450	450	K-5
At Capacity (Year 3)	450	450	K-5

## PROPOSAL NARRATIVE

**Please respond to the following questions, limiting your narrative response to all sections to 75 pages total, excluding attachments.**

### School Overview

The School Overview should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant's performance record and capacity to execute the plan successfully. The School Overview should address the following

**Mission and Vision for Growth in Indiana.** State the mission and vision of the proposed school(s) and network as a whole. Provide an overview of the organization's<sup>1</sup> strategic vision and five-year growth plan for developing new schools in Indiana including years of opening; number and types of schools (grade levels); and projected numbers of students. Briefly describe the targeted city(ies) or community(ies) and explain how each school would meet identified needs in its respective community.

Hammond Lighthouse Charter School (HLCS) will open in 2016 dedicated to preparing all scholars for college and life through a rigorous arts-infused program. At HLCS, 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 in Northwest Indiana. HLCS will join a national network of schools (Lighthouse Academies) sharing the same vision and mission. Leveraging the power of our Network, we will create a thriving community of practice among teachers and teacher leaders in Northwest Indiana and throughout the state.

Lighthouse Academies schools in Indiana are governed by two organizations: Lighthouse Academies of Northwest Indiana (LANWI) and Lighthouse Academies of Indiana (LAI), in Indianapolis. We are a firmly established network in Indiana with over 10 years of impact. We started Indianapolis Lighthouse and Gary Lighthouse in 2005. In 2009, we opened our first College Preparatory Academies (CPA), or high schools, in Indianapolis and Gary. In 2013 we had our first graduating class with graduation and college acceptance rates that prepared nearly 100% of enrolled students for productive and fulfilling futures. Our five year growth plan allows us to strengthen our current offerings—our college access and persistence initiatives will continue to meeting the needs of the community and families of NWI.

We will launch in Hammond with grades K-3 and grow to grades K-5.

Student population growth trend in Northwest Indiana:				
2015-16	2016-17	2017-18	2018-19	2019-20
1,925	2,125 (HLCS opens, K-3)	2,225	2,325	2,425

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<sup>1</sup> Note: The term "organization" as used throughout this RFP applies to any applicant or partnership among groups applying to replicate a school model. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or education service provider (ESP) applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable.*

Student population growth trend in Indianapolis:				
2015-16	2016-17	2017-18	2018-19	2019-20
1,225*	1,325	1,425	1,525	1,625

\*Indianapolis Lighthouse CPA East Opens, 8<sup>th</sup> through 12<sup>th</sup> grade

**Anticipated Population and Educational Need.** Describe the anticipated student population, including geographic preferences (if applicable); students' anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

Hammond, Indiana is described by the Indiana Department of Education as a major city. The population for Hammond is 80,830. Of those 80,830 people, the School City of Hammond currently has 13,289 school-age residents. In addition, Hammond Academy of Science and Technology (the only current charter option for Hammond) serves 480 students in grades 6-12.

Hammond currently does not have a K-5 charter option for families. Hammond Lighthouse Charter School would serve 450 students in grades K-5 when fully enrolled. Lighthouse Academies currently has a concentrated Northwest Indiana infrastructure including a Regional Vice President, Regional Operations Manager, and an Indiana finance team. This combination of opportunity, need, and current infrastructure will provide Hammond families with a needed option.

**Educational Plan/School Design.** Provide an overview of the education program proposed for replication. Briefly explain the research base and performance record that demonstrate the school model will be successful in improving academic achievement for the targeted student population.

Please see Innovation Section and Academic Program Section below.

### ***Performance Record***

LHA has had graduating classes in 2013 and 2014. Graduates from Lighthouse College Prep Academy (Gary, Indiana) and Indianapolis Lighthouse Charter School have been admitted to leading universities including Ball State, Georgetown, and Purdue Universities, the College of William and Mary, and many other competitive higher education institutions. 87% of these students graduated on time and 100% matriculated to college. These are impressive results considering the targeted student population of families in urban poverty.

- 2014 Four-Year Cohort High School Graduation Rate: 93% in Indianapolis; 84% in Gary
- 2014 College Acceptance Rate among Graduates: 100% in Indianapolis; 92% in Gary
- College scholarships earned/ awarded: \$3 million dollars awarded to 2014 Graduates

**Community Engagement.** Describe your approach to community engagement when opening a school. Describe any outreach you have conducted – and the relationships you have established – to engage students, parents, and the community for the school(s) proposed in this application. If possible, provide evidence of support among parents, students, teachers, or any combination thereof. Describe the plan for future community engagement including any community meetings, parent/teacher/student input, surveys of prospective stakeholders, etc. you plan to conduct.

LHA's approach to community engagement is to work at the grassroots level by identifying local community groups and civic organizations that align with the LHA mission and vision and then providing opportunity and structures within which to partner.

Outreach has been initiated to the following groups/organizations:

- Geminus: negotiations are underway to potentially establish an early learning program partnership
- Indiana Parenting Institute (IPI): IPI is an established partnership already in residence onsite on our Gary campus. They will co-locate in our facility in Gary to support family needs in Hammond
- Parents of East Chicago Lighthouse families

**Leadership and Governance.** For any school intending to open for the 2016-2017 school year, identify the school's proposed leadership team and governing board. (Add lines to this table as needed.)

Full Name	Current Job Title and Employer	Position with Proposed School/School Name
Jeremy Williams	<i>Superintendent LHA</i>	
Bertha Rios	<i>Regional Operations Manager LHA</i>	
TBD	X	<i>Principal</i>
TBD	X	<i>School Operations Manager</i>
TBD	X	<i>Assistant Principal of Student Services</i>
Robert Prieboy	X	<i>Regional Director of Student Services</i>
Eddie Harvey	Union Representative at Arcelor Mittal	<i>Board President</i>
James Piggee	Retired School Principal	<i>Board Member</i>
Dr. Kay Ward McDuffie	Retired School Principal/Professor	<i>Board Secretary</i>
Eddie Hinton	Retired School Principal	<i>Board Member</i>
Rita Daniels	Counselor and Social Worker Department of Child Services	<i>Board Member</i>
Yvette Irons-Johnson	Banker- First Midwest Bank	<i>Board Member</i>
Michelle Maxwell	Counselor and Social Worker Department of Child Services	<i>Board Member</i>

Provide, as **Attachment 1**, full resumes (including contact information) and professional biographies for the individuals named.

**Age and Grade Range of Students to be Enrolled.**

Complete the following table for each school to open in 2016-2017. You may duplicate the table as needed. Remove any rows for grades the school will not serve as needed in each table.

Grade Level	Number of Students					
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4	Year 5	At Capacity 2018-2019
(Pre-K)*	(50)	(50)	(50)	(50)	(50)	(50)
K	75	75	75	75	75	75

1	75	75	75	75	75	75
2	75	75	75	75	75	75
3	75	75	75	75	75	75
4		75	75	75	75	75
5			75	75	75	75
Total	300 (350)	375(425)	450 (500)	450 (500)	450 (500)	450 (500)

\* Pre-school will not be funded through the per pupil allocation

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Three sections pre grade level also allows for strong teacher to teacher collaboration and grade level team support.

The number of students in each grade in year one allows for class size of 25. There will be three sections of grade level groups in each grade every year thereafter, allowing for even growth. Ideally, once a student enrolls they remain enrolled over the course of 6 years.

## **Section 1: Curriculum and Instructional Methods**

### **Education Program**

Describe the design and plan for each school for which you are applying, responding to all of the questions in the subsections below. If you are applying for multiple schools designed around the same model, simply state so.

### **Program Overview**

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model(s). Briefly describe the evidence that promises success for this program with the anticipated student population.

The Lighthouse Academies Education Model attends equally to the academic, social and emotional, and creative lives of scholars in and out of the classroom. To that end, each school employs a fully-integrated arts model and social development curriculum alongside a rigorous academic curriculum to wholly prepare students for success in college and ultimately for future career achievement.

### **Arts Infusion**

Arts infusion is an approach in which students engage in the creative process to construct and demonstrate understanding through the arts. Arts infusion connects an art form to another subject to meet evolving objectives in both disciplines. The infusion of the arts into the core curriculum increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. The theories behind an arts-infused education align with the critical thinking and rigor level expected by the state standards.

In LHA classrooms, the arts are incorporated in two ways: as a driver of rigorous content learning, and through exposure to relevant art and artists. The arts are used to activate thinking and prior knowledge, engage students in learning through visual, kinesthetic, musical, dramatic, and digital strategies, and assess student understanding in alternative ways.

### **Evidence in Support of Arts Infusion**



- A goal of the arts is to connect person and experience directly, to build the bridge between the verbal and nonverbal, between the strictly logical and the emotional—the better to gain an understanding of the whole. (National Standards for Arts Education, 1994)
- While learning in other disciplines may often focus on development of a single skill or talent, the arts regularly engage multiple skills and abilities. Engagement in the arts nurtures the development of cognitive, social, and personal competencies. (Champions of Change, 2000)
- When students engage in an artistic process, they are introduced to a particular problem that doesn't have a single solution...The arts are some of our most powerful disciplines for imagining what might be possible and for thinking through problems democratically. (College Board, 2010)
- The four creative practices the arts promote—imagination, investigation, construction of meaning, and reflection—nurture the effective work habits of curiosity, creativity and innovation, critical thinking and problem-solving, communication, and collaboration, each of which transfer to all aspects of learning and life in the 21<sup>st</sup> century. (National Coalition for Core Arts Standards, 2012)
- 8<sup>th</sup> grade and high school students who had high levels of arts engagement were more likely to aspire to college than were students with less arts engagement. (Catterall, et.al. *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, 2012)
- Students who have arts-rich experiences in school do better across-the-board academically and they also become more active and engaged citizens, voting and volunteering, and generally participating at higher rates than their peers. (National Endowment for the Arts, 2012)
- Arts education helps students become better readers and writers...increasing reading readiness and word fluency in early grades and continues to improve reading comprehension and writing skills throughout middle and high school. (Arts Education Partnership: *Preparing Students for the Next America*, 2013)

### **Social Development**

Steering the Social Development of our school communities are the five character traits of our **SHINE** program and the supporting actionable skills known as our **Habits of Scholars** (Active Community Membership; Critical Thinking; Effective Communication; and Self-Direction & Self-Management). Together, these attributes and actions foster excellent work among staff and students, and inspire meaningful contribution to the learning community.

At the base of the social curriculum is the school-wide use of the Responsive Classroom® (K-5) approach. These programs link directly to academic goals while building students' social and emotional literacies in community with others.

### **Evidence in Support of Social Development Programming**

- To succeed in school, students need to be engaged. They need to know how to maintain focus and effort in the face of setbacks, work effectively with others, and be good communicators and problem-solvers. Social and emotional skills form a foundation for people's success not just in school, but as healthy and caring adults, productive workers, and engaged citizens. (H.R.1875- *Academic, Social, and Emotional Learning Act of 2013*. 113<sup>th</sup> Congress- 2013-14)
- The test score accountability movement and conventional educational approaches have tended to focus on intellectual aspects of success, such as content knowledge. However, this is not sufficient. If students are to achieve their potential, they must have opportunities to engage and

develop and much richer set of skills. Indeed, a growing body of research suggests that non-cognitive factors can have just as strong an influence on academic performance and professional attainment as intellectual factors. (*Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21<sup>st</sup> Century*. February 2013. US Department of Education)

- The top characteristics looked for in new hires by 276 employer respondents were all soft skills: communication ability, a strong work ethic, initiative, interpersonal skills, and teamwork. (National Association of Colleges & Employers. 2008)
- While credentials (degrees and certificates) are important, it is the development of soft skills (those that are more social than technical) that is critical to developing a strong, vibrant workforce. (*Mastering Soft Skills for Workplace Success*. US Department of Labor)

### **Rigorous Academics**

True to our uncompromising focus on preparing every student for college, we have extended our school year (to 190 days) and school day (to 8 hours). Lighthouse Academies uses a variety of assessments and data tools to inform instruction, identify areas of growth, and increase student achievement throughout the network. To accommodate different learning styles, classroom instruction includes a mix of whole-class, small group and individual work.

Primary instructional methods and non-negotiable elements of the LHA educational model are represented below. Each column contains LHA non-negotiables but the degree and method by which each element is implemented can vary.

CORE	GUIDED	OPEN
All LHA schools will implement these components (to be implemented with fidelity.)	Schools will implement, but have flexibility in how to implement (with LHA network support.)	Schools will implement, but have flexibility in how to implement (with unique implementation determined at the local school level.)
<b>Assessment and Data Driven Instruction</b>		
<ul style="list-style-type: none"> <li>• Data Driven Instruction</li> <li>• Report Cards and Progress Reports</li> <li>• LHA Grading Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessments</li> <li>• Common Core Aligned Interim Assessments</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Weekly Home/school communication</li> <li>• Exit Tickets</li> </ul>
<b>Standards-Based Planning and Instructional Resources</b>		
<ul style="list-style-type: none"> <li>• Standards-Based Planning</li> <li>• Backwards Planning</li> <li>• Vertical and Horizontal alignment – academy and grade level meetings</li> <li>• Rubrics in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Maximizing Instructional Time and Pacing</li> <li>• Inclusive Model – Response to Intervention program</li> <li>• Portfolios</li> <li>• Literacy Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Field Experiences</li> <li>• Technology Integration</li> <li>• Posted Student Work with standards and rubrics</li> </ul>

CORE	GUIDED	OPEN
<b>Social Development and Arts Infusion</b>		
<ul style="list-style-type: none"> <li>LHA Code of Conduct</li> <li>Core Values</li> <li>Habits of Scholars: Active Community Membership; Critical Thinking; Effective Communication, Self-management and Self-Direction</li> <li>Morning Meeting and Class Meetings</li> <li>Rich arts experiences</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Culture Checklist</li> <li>Annual Orientation</li> <li>Adult and Student Dress Codes</li> <li>Restorative Justice</li> <li>Social Contracts - Rules and Logical Consequences</li> <li>Art infusion in core classes</li> </ul>	<ul style="list-style-type: none"> <li>Town Hall Meetings</li> <li>Student Recognition</li> <li>Morning Routine</li> <li>Closing Circle</li> <li>College visits</li> <li>Arts shows and student performances</li> </ul>
<b>Coaching and Development</b>		
<ul style="list-style-type: none"> <li>Danielson Framework for Effective Teaching and Evaluation</li> <li>All teachers observed weekly and provided targeted coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>Weekly professional development</li> <li>Grade Level/Content Area Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Meetings</li> </ul>
<b>Vision and Mission</b>		
<ul style="list-style-type: none"> <li>Making Families Partners</li> <li>Family-Student-School Compact</li> <li>Ongoing Family Communication</li> <li>Open Door Policy</li> <li>Core Values and Beliefs</li> <li>Setting Operational Vision</li> </ul>	<ul style="list-style-type: none"> <li>College Focus</li> <li>Family-Teacher-Student Conferences</li> <li>Home Visits</li> <li>Monthly Family Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Communication with Families</li> </ul>
<b>Other</b>		
<ul style="list-style-type: none"> <li>Heterogeneous Grouping</li> <li>PowerSchool and PowerTeacher</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating, and Tracking Assessment and Curricular Materials</li> <li>Coordinating School-wide Assessments</li> </ul>	

### ***Standards-Based Planning and Instructional Resources***

Backwards planning (planning with the end in mind) will be the primary planning method in all content areas in grades K-5. The LHA planning templates are designed to ensure success with standards-aligned instruction and will help to ensure teachers are thinking about both the big picture and the details necessary to ensure mastery of the standards. Teachers will include specific information about

performance tasks and formative assessments, higher order questioning, and exit tickets to ensure mastery of content.

### ***Assessment and Data-Driven Instruction***

**Interim Assessments Aligned to Common Core Scope and Sequence:** A common scope and sequence for ELA and math instruction in grades K-5 is used to create interim assessments. A common scope and sequence allows schools to measure progress towards common standards and the network as a whole to identify areas of strength and growth.

Interim assessments aligned to the scope and sequence will mirror the rigor levels expected by the Indiana State Standards. The resources used to create the interim assessments include question banks from the assessment management system, sample questions from PARCC and Smarter Balanced, and questions from Indiana.

The following assessments will be administered at HLCS:

<b>Assessment</b>	<b>Grades</b>	<b>Frequency</b>	<b>Use</b>
<b>MClass</b>	K-2	3x/year	The purpose of the <i>mCLASS</i> assessments is to provide diagnostic measures in literacy and numeracy.
<b>DIBELS</b>	K-3	3x/year	The Dynamic Indicators of Basic Early Literacy Skills ( <b>DIBELS</b> ) are a set of procedures and measures for assessing the acquisition of early literacy skills.
<b>ISTEP</b>	3-5	Yearly	Indiana Statewide Testing for Educational Progress-Plus (usually referred to simply as <b>ISTEP</b> or ISTEP+) is an annual No Child Left Behind test designed by the Indiana Department of Education to measure students' mastery of basic language and science skills, particularly reading, writing and mathematics.
<b>IREAD</b>	3	Yearly	The purpose of the <i>Indiana Reading Evaluation And Determination (IREAD-3)</i> assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, <i>IREAD-3</i> is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."
<b>NWEA</b>	K-5	3x/year	The <b>NWEA</b> assessments are: Measures of Academic Progress® (MAP®) – These computerized tests are adaptive and offered in Reading, Language Usage, and Mathematics. When taking a MAP® test, the difficulty of each question is based on how well a student answers all the previous questions.
<b>Acuity</b>	3-5	3x/year	The purpose of the Acuity assessments is to provide diagnostic measures in English/Language Arts (ELA), Mathematics, Science, and Social Studies. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level.
<b>Classroom Formative Assessments</b>	K-5	Ongoing	A <b>formative assessment</b> is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as <b>standardized tests</b> or end-of-course exams.

**Using Data to Drive Instruction:** Teachers at Hammond Lighthouse Charter School will not only administer the above assessments regularly throughout the year but will also systematically review the results and use the data to inform their instruction. Teachers will do this work collaboratively as members of instructional data teams (IDTs). IDTs will be organized around grade levels or content areas such that all teachers teaching the same or similar content will be on the same team. IDTs will meet every two to three weeks and follow a structured meeting protocol based on the six-step process developed by the Leadership and Learning Center. The six steps of this process are:

1. Collect and chart the data
2. Analyze the data and prioritize needs
3. Establish SMART goals
4. Select instructional strategies
5. Determine results indicators (evidence that instructional strategies were implemented)
6. Monitor and evaluate

Teachers will drive this process, but each team's work will be supported and overseen by a school leader such as the principal or assistant principal. This leader will participate in many of the team's meetings, help the team to identify instructional strategies that will effectively address the student learning needs uncovered by their data analysis, and monitor and evaluate the team's success in implementing these strategies and meeting SMART goals.

During the data analysis portion of the meeting (steps 1 and 2), teachers will conduct "test-in-hand" analysis. This means that although they may start by looking at overall scores or proficiency rates, they will not stop there. Teachers will closely examine the questions, considering what students needed to know and do to answer correctly and using clues (distractor analysis for multiple choice; student answers for constructed response) to identify why students got a question wrong. They will explicitly make connections between student responses and their own instruction, forming hypotheses about the causes of student misunderstandings, based on the precise ways in which they taught the standards.

The remaining steps of the meeting protocol (steps 3 through 6) ensure that teachers do not simply analyze the data but also take action based upon their analysis. They set targets for student performance, agree upon specific instructional strategies that they will implement in their classrooms to meet those targets, and hold each other accountable for using those strategies and assessing their effectiveness. This creates a data cycle in which assessment leads to analysis which leads to action which leads to additional assessment. Repeated engagement in this process creates a culture of data-driven instruction and data-driven decision making throughout the school.

**Assessment Management Systems:** Hammond Lighthouse will use Learning Station to administer interim assessments aligned to the scope and sequence. Learning Station provides a platform to administer interim assessments as well as tools for teachers to create classroom formative assessments to administer to students in between the dates of the interim assessments.

## ***Coaching and Development***

Charlotte Danielson's Framework for Effective Teaching will guide coaching practices at Hammond Lighthouse as it has for several years at East Chicago Lighthouse Charter School. The Danielson Framework provides:

- A common understanding of excellence in teaching and developing the competencies needed to achieve ambitious results.
- Definitions for highly effective teaching and a common language with clear performance expectations for these teachers.
- High quality, targeted, differentiated supports to consistently help teachers increase their effectiveness.
- Supports for coaches to implement the LHA Coaching model effectively and help every teacher meet his/her goals.

Coaching will take place between an employee and his or her direct supervisor, between a mentor and a mentee, and between peers. The coaching cycle incorporates the following elements:

- The coaching process is constructed upon **trust** and **permission** elicited through **relationship building**.
- The coaching process is **data-based**, focusing as much as possible on objective facts.
- The coach and coachee recognize that problems and needs are opportunities for growth, and therefore, the coaching process is **performance focused**.
- The coaching process is intended to help shift behaviors and underlying beliefs, which means the coach and the coachee will give and receive **feedback** and implement a variety of **strategies** to make these changes happen.
- The coaching process is aimed at **uncovering the underlying cause** of a problem – the knowledge, skill or mindset that is holding the employee back from improving or from greater efficacy.

The goal of coaching at Lighthouse Academies is to foster a mutual problem solving of issues to increase performance and achievement. This type of problem solving analyzes a situation to find root causes. The coach and coachee work together to identify and solve challenge areas, professional growth takes place, and this helps ensure future success. While at times it may be necessary for the coach to offer technical assistance, a quick-fix to a problem, this approach should be used minimally as it does not allow for examination of causes for the problem or formulation of long-term solutions. The cycle may begin at any of the stages – planning, working, or reflecting – and the entire process is embedded in relationship building.

## **Curriculum and Instructional Design**

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the expectations of the Indiana Academic Standards (described in IC § 20-31-3) and the Common Core State Standards (available at: <http://www.doe.in.gov/achievement/curriculum/resources-implementing-common-core-state-standards>).

As stated above, the Danielson Framework has been adopted by all LHAs and Danielson Domains 1 and 3 offer a clear and compelling guidance regarding instructional design.

1. Describe the basic learning environment (*e.g.*, classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served.

Students will be placed in heterogeneous same grade groupings for grades K-5 with class size of approximately 25 students. Within each classroom setting, students will experience some whole group instruction but will also experience small group cooperative work and independent work time as well.

2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division the operator would serve. Identify course outcomes and demonstrate alignment with the Indiana Academic Standards and Common Core State Standards.

At all grade levels K-5, Hammond Lighthouse Charter School will teach reading, writing, math, science, social studies, fine arts, music, and physical education. When the school reaches enrollment of 450 and above, students will also experience courses in technology, Spanish, and/or drama.

Hammond Lighthouse Charter School will offer a content-rich curriculum by focusing on the critical college ready standards from Conley's College Knowledge:

1. Read to infer/interpret/draw conclusions
2. Support arguments with evidence
3. Resolve conflicting views encountered in source documents
4. Solve complete problems with no obvious answer

Power standards from Common Core State Standards and Indiana Academic Standards will be identified for each grade level and content area and then paced out across the year in the scope and sequence with accompanying curriculum maps. Based on these maps, teachers will design units of study and write effective lessons that are designed to ensure that all students are learning each segment of the lesson.

See **Attachment 2** for the LHA K-12 English Language Arts and Math Scope and Sequence and the Indiana Standards K-8 Scope and Sequence.

3. If the curriculum is fully developed, summarize curricular choices such as text book selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

Please see section 4 (below) for how we will select and adapt curricula.

4. Summarize curricular choices, by subject, and the rationale for each. Include examples of how these choices align with the mission of the operator, and discuss evidence that these curricula will improve academic results with the anticipated student population. Discuss any substantial variations from the curricula in your established schools and the rationale for those variations.

Teachers at Hammond Lighthouse Charter School K-5 will use the LHA Scope and Sequence and curriculum maps. These maps will be modified, as needed, to align to the Indiana Academic Standards. Units of study and lesson plans will then be constructed using "backwards planning" techniques from

the scope and sequence and curriculum maps. In addition, the following curricular resources will be used in the creation units of study and lesson plans. Each of these resources has been chosen based on the extent to which they prepare students for rigorous high school and college education and the extent to which they align with Indiana Academic Standards. Teachers will flexibly utilize these resources. That is, they will teach to the standards and objectives while adapting these resources to meet the needs of their students as demonstrated on academic diagnostic testing, through information included in IEPs and 504 plans, etc.

<b>Content Area</b>	<b>Curricular Resources to Be Used</b>
<b>Reading</b>	Imagine It! Engage NY Junior Great Books Leveled Guided Reading Libraries
<b>Writing</b>	Lucy Calkins Units of Study 6+1 Writing Traits
<b>Math</b>	Engage NY Number Talks DreamBox
<b>Science</b>	Project Lead the Way Engineering is Elementary FOSS
<b>Social Studies</b>	History Alive! The Alexandria Plan published by CommonCore.org

In creating standards-based unit and lesson plans, teachers will use the following electronic resources to assist in planning. The LHA national team has reviewed these sites for rigor and alignment to the Common Core State Standards and Indiana Academic Standards.

#### English/Language Arts:

- LearnZillion: <http://learnzillion.com/teacher/dashboard>
- America Achieves: <http://commoncore.americaachieves.org/>
- Illinois State Board of Education: [http://www.isbe.net/common\\_core/htmls/resources.htm#ela](http://www.isbe.net/common_core/htmls/resources.htm#ela) (ELA Teaching and Learning Strategies section)
- The NYC DOE's performance tasks:  
<http://schools.nyc.gov/Academics/CommonCoreLibrary/UnitsStudentWork/default.htm>
- ReadWorks: <http://www.readworks.org/books/passages>

#### Math:

- LearnZillion: <http://learnzillion.com/teacher/dashboard>
- Khan Academy: <https://www.khanacademy.org>
- Illustrative Mathematics: <http://www.illustrativemathematics.org>
- America Achieves: <http://commoncore.americaachieves.org/>



- The NYC DOE's performance tasks: <http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>
- Inside Mathematics: <http://insidemathematics.org/index.php>
- NCTM Lessons: <http://illuminations.nctm.org/Lessons.aspx>
- Common Core Maps: [http://www.commoncore.org/docs/math/9-12\\_curriculum\\_overview.pdf](http://www.commoncore.org/docs/math/9-12_curriculum_overview.pdf)

We choose to utilize the EngageNY curriculum as a primary resource for all grade levels because it is based on rigorous, college preparatory standards. Additionally, EngageNY has been specifically designed to meet the needs of a diverse group of learners who may be up to four grade levels behind as well as several grade levels ahead of their current grade level.

5. Describe instructional strategies that the operator will implement to support the education plan and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.

LHA teachers are expected to implement student-centered, data-driven instruction in whole group and small group settings within the classroom. Teachers will differentiate instruction based on data collected from interim assessments, teacher-created checks for understanding, and formal summative and informal formative assessments. To this end, teachers are expected to use common pedagogical practices (instructional strategies) to meet the needs of all students. When effectively implementing these instructional strategies, effective differentiated instruction results.

Expectations for common instructional strategies require teachers to provide instruction that guarantees the following outcomes:

- Teachers make students aware of the standard/skill being addressed as teachers make the purpose of lessons clear to students.
- Teachers enrich all lessons in all subjects with content related vocabulary and students are expected to use this vocabulary.
- Teachers infuse academic rigor in lessons by posing questions and tasks that require deep thinking and analysis.
- Students are active in all classroom discussions and have frequent opportunity to interact with and build understandings with peers.
- All students are cognitively engaged in the activities and assignments in their exploration of content at the appropriate level for each student.
- Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
- Instructional materials and resources are suitable to the instructional purposes and engage students mentally based on needs of individual students.
- Lesson structures are highly coherent, allowing for reflection and closure. Pacing of s lesson is appropriate for all students and differentiated based on student need.

- Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Rubrics will be used to assess student products in all subjects.
  - Teachers actively and systematically elicit diagnostic information from individual students regarding their understanding and monitor the progress of individual students.
6. Discuss the rationale for the proposed educational program, including evidence of results, especially with comparable student populations, as available. (You may refer to your response to Section 4, "Portfolio Review & Performance Record.")

Please see Section 4.

### ***College Preparatory Curriculum and Instruction***

Research has shown that one of the greatest impacts on student achievement is the teacher's pedagogical style. The college preparatory curriculum and instructional methodology to be incorporated into classrooms at Hammond Lighthouse Charter School are demonstrated best practices, are research based and have been proven to be effective when implemented in urban schools settings.

Intensive reading and math instruction is an essential element of the instructional day at HLCS. Providing more time for reading and math instruction is essential to providing the skills needed for college success. Spending more time on the basics, particularly English Language/Arts, Reading and Math, represents a pathway to higher achievement overall. To excel in all subjects, students must know how to read, write and have the necessary mathematical skills. The following are examples of the research based instructional strategies that will be implemented at Hammond Lighthouse Charter School:

### ***Workshop - Differentiated Instruction***

HLCS will employ a strong daily workshop model in reading, writing and math. The workshop model allows students to experience challenge that is appropriate to their current performance level. The workshop model also allows the teacher to focus on a specific set of learners each day and provide small group instruction. In Lighthouse Academies, teachers use current student achievement data to determine key curricular objectives. The Workshop model and Differentiated Instruction is well-grounded in research and is an understanding of how people learn. Instruction begins with an assessment of what students already know, and builds new concepts on their existing knowledge.

The workshop model originality formulated by the works of Nancie Atwell, Lucy Calkins, Anne Goudvis, Stephanie Harvey, Ellin Oliver Keene, Regie Routman, Katie Wood Ray, Susan Zimmerman and others have provided us with well documented and researched strategies, approaches and structures that will supply the foundation for our work. The workshop model is consistent with the authentic experiences, complex learning, negotiated curriculum and metacognitive experiences students will have throughout their day. The environment engages them in the real work and problem solving of readers and writers on a daily basis. This approach is founded upon the belief that students must be actively involved in and reflecting upon their learning.

Differentiation provides students with varied experiences to engage with content. A differentiated classroom offers multiple ways for students to access content, to process and make sense of the

concepts and skills, and to develop products that demonstrate their learning. The following are key research findings on the use of the workshop and differentiated classroom instruction:

- Students learn best when presented with moderate challenges —not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems.
- The Reading and Writing Workshop Model has proven effective in schools with high poverty students. From 2005 until now, NAEP has disaggregated data to show progress in ten large urban cities. From the first research in 2002 until the most recent data in 2005, New York City has made a 10% gain on NAEP Reading scores. It is important to note that New York City has 1.1 million children with 85% of them eligible for free and reduced lunch.

### ***Teaming***

LHA believes in the power of collaboration among faculty. Teachers in kindergarten through grade four work collaboratively in grade level teams. Weekly grade level team meetings are set up to provide opportunities for these teachers to work together to plan and implement the curriculum as well as analyze student data on a regular basis.

In grades 4<sup>th</sup>-5<sup>th</sup>, the teaching team structure is different, with two teacher content teams, Humanities (ELA & SS) and Math/Science. This structure provides developmentally appropriate instructional structures which allow students to gain important organizational and management skills. In addition, this transition allows the 4<sup>th</sup>-5<sup>th</sup> Team to have increased individual student interaction and opportunities for relationship building. As students progress to the more rigorous and content-specific curricula of the 4<sup>th</sup>-5<sup>th</sup> Team, they will receive instruction from content area specialists allowing for more depth of knowledge.

- The Center for Teaching at Vanderbilt University indicates that the advantages of teaming include the potential for deep student learning because of exposure to the connections across the disciplines of the instructors. Teams need to be well organized and students need to be able to see connections between disciplines.
- Capelluti and Brazee, in a study conducted by NASSP, list the advantages of teams as: promoting a caring environment, creating a learning community, developing their own curriculum and promoting decision making and shared governance.
- Capelluti and Brazee list the advantages of teams as: promoting a caring environment, creating a learning community, developing their own curriculum and promoting decision making and shared governance.

### ***Heterogeneous Grouping***

All core instruction will take place in heterogeneous classrooms. Specific needs-based instruction occurs in addition to the core programming. Occasionally, an exception is made. For example, upper grade students in the reading intervention class may receive the support in place of the core programs. Significant research has been conducted through the past several decades highlighting the value in grouping students heterogeneously in classrooms.

- Struggling learners are seldom well-served by homogeneous grouping. However, advanced learners can benefit from accelerated classes.
- In effective heterogeneous classrooms, the needs of all learners are specifically and systematically addressed.

### ***More Time on Instruction***

Educating our students is urgent work. Based on current 2012 School City of Hammond data available, the majority of students from the neighborhoods we will be recruiting will enter HLCS well below the academic levels of their national and state peers. Based on school academic data from the most recent ISTEP+ we understand that a significant amount of work will need to be done in order to enable our students to achieve at or above grade level instead of below grade levels. To ensure that every child masters the work necessary to prepare them for college, HLCS will provide more time in school and on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 200 more hours of instruction of the students at HLCS each year. Research on extending learning time for high poverty students supports the longer day/longer year aspect of our educational program:

- *Learning Time in America* (Spring Update, 2013) highlights legislation by Florida Senator David Simmons (R-Maitland). The legislation provided funding to add an hour of literacy each day for 100 of the lowest performing elementary schools in Florida. Simmons said he drew his inspiration from a 2007 pilot program that he had put in place while in the Florida House of Representatives. The “Plus One” program involved four schools (one each in Miami, Orange, Gadsden, and Duval counties) that all showed significant improvement in a single year. “We know these children, if you give them extra time, are able to do as well as their peers. But they need that extra time,” Simmons explained.
- In a survey conducted by KRC Research and presented in *Learning Time in America* revealed that 78% of individuals surveyed in February, 2013 agreed that students in high-poverty schools can benefit from expanding the school day or year.

7. Describe any key educational features that will *differ* from the operator’s existing schools not already discussed above. Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

Please see innovation section below.

### **INNOVATION** *(if applicable)*

The Office of Charter Schools (OCS) is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,

- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit the OCS to hold the operator to the same high accountability standards to which it holds all authorized schools.

### **Teaching**

N/A

### **Technology**

N/A

### **Time**

N/A

### **Other Innovations**

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas.

See below.

### **INNOVATION: Relationship-Based Home-School-Community Partnership**

HLCS intends to demonstrate that fundamentally different approaches to student management and behavioral consequences can provide students with safe learning environments AND better prepare students to be self-motivated, self-directed and demonstrate increased personal responsibility, at every grade level. The approach is grounded in developing respectful and productive relationships between students, between staff and students, between staff and families. To accomplish this with students, HLCS will teach, model, and empower students to exhibit the Habits of Scholars. This will result in the following:

<b>LHA Habits of Scholars</b>	<b>What this looks like in action:</b>
<b>Active Community Membership</b>	<ul style="list-style-type: none"> <li>• Each class develops their class rules, then student ambassadors to come to consensus on a guiding charter document that outlines expectations across grade levels.</li> <li>• Student leaders facilitate town hall meetings, peer mediation services, or restorative justice committee meetings recommending peer restitution when needed.</li> <li>• Students service as tour guides at open houses and during recruitment events.</li> </ul>
<b>Critical Thinking and Creativity</b>	<ul style="list-style-type: none"> <li>• Students model and think-aloud when they have solved problems in unique ways or reached mastery of difficult content so that others can learn from them.</li> <li>• Teachers share research on creativity and brain development to encourage students to develop a growth mindset where innovation and expansive thinking are highly valued.</li> <li>• Students role play scenarios related to content-specific problems, seeking various probable solutions and lead a discussion on which outcomes make the best sense and why.</li> <li>• Student artwork and performances re varied, unique, and expressive.</li> </ul>

<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>• Students use dialogue prompts during daily discussions to disagree or challenge a peer's thinking and encourage others to contribute.</li> <li>• Students listen, respond, and negotiate with respect even in difficult conversations.</li> <li>• Students create thinking maps or concept maps using words and visuals to show how critical content ideas are linked.</li> <li>• Students' oral and/or public presentations incorporate 21st century technology.</li> </ul>
<b>Self-Direction and Self-Management</b>	<ul style="list-style-type: none"> <li>• Students explore and practice conflict resolution strategies.</li> <li>• Students utilize peer feedback and editing protocols (with a rubric) to strengthen their work and to recognize strengths and opportunities in their own and others' work.</li> <li>• Classes discuss desirable character attributes, content-specific thinking/behaviors, or leadership qualities in context of assignments and projects...which traits scholars will need to practice and exhibit for success (or which they demonstrated in reflection after a task is complete).</li> <li>• Student behaviors are driven by internal controls and intrinsic motivation.</li> </ul>

### ***How the proposed model is fundamentally different from typical school models***

Typical schools rely on rules and punishments to create order. Many traditional schools establish a list of rules and publish a corresponding list of punishments, deterrents, and/or penalties which are intended to help students decide to behave more appropriately. More "progressive schools" also reward students who make positive choices assuming that students are motivated by rewards. At HLCS we fundamentally believe that the culture of school is indeed more healthy, more nurturing, and that student understanding of their own responsibilities to self and community will be rapidly developed by a full implementation of restorative justice, peer mediation, discipline by dialogue, and logical consequences and restitution. And that for us to be able to reach and teach all students, students have to be in school all day every day. We will avoid all out of school suspensions to the extent allowed by Drug Free and Safe Schools regulation and Indiana state law.

### ***Ideas underlying the innovation***

The innovation is grounded in restorative practices, a proactive framework based on cooperation, mutual understanding, trust and respect. In restorative communities, all stakeholders who are impacted by misconduct are involved in finding solutions to repair harm and restore relationships. Two guiding principles, specifically, underlie the innovation.

**Guiding Principle #1: The school actively creates a positive school climate for all members of the school community through the regular and ongoing use of restorative practices.**

- All discipline and student support staff work on one interdependent team sharing data and practices towards a coherent, goal-driven approach
- Teachers and administrators routinely review and discuss discipline data in a transparent manner including:
  - Overuse of student removals

- Disproportional use of student removal (based on student group)
- Students who are in chronic violation of rules
- Teachers who submit frequent requests for intervention
- Teachers and administrators place value on providing time for restorative practices including discussions in the classroom about how members of the community should treat one another; time to share highs and lows of the day; mechanisms for students to check-in with an adult to discuss problems they are facing; and collaborative work between teachers and students to set positive academic goals and establish classroom norms for excellent work and appropriate behavior
- Beginning of the year observations are focused on varied aspects of discipline, interventions and classroom climate practices to ensure all staff are off to a good start

**Guiding Principle #2: In response to disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative rather than punitive.**

- All staff and students are trained in Social Discipline/ Restorative Conferencing strategies for handling conflict (discipline circles, restorative chats, fairness committees, and mediated conferencing, etc.)
- Ongoing attention is paid to build staff capacity to more fully understand challenging, high need students and address challenging behaviors effectively
- All individuals who are impacted by a behavior conflict shall collectively identify the harm done, develop solutions for how the harm will be addressed, and identify the needs and obligations of all involved in order to heal and repair the situation as fully as possible
- The school uses restorative or positive approaches except for the most serious and dangerous offenses when exclusion from school is absolutely necessary to protect the safety of the school community

The innovation adheres to the Lighthouse Academies School Climate and Discipline Policy and is in step with the 2014 federal guidelines regarding student discipline and climate.

***Explanation of how the model will still permit the OCS to hold the operator to the same high accountability standards to which it holds all authorized schools.***

Hammond Lighthouse Charter School will hold itself to high standards of implementation and we expect to produce results. The data collected will reflect the mission and intention of school leaders and the school's Board of Trustees and will provide OCS with concreted measureable data upon which to hold the school accountable. We fully expect that our suspension data will speak for itself.

### **Pupil Performance Standards**

Responses to the following items regarding the proposed operator's pupil performance standards must be consistent with the Indiana Academic Standards and Common Core State Standards.

1. Describe the pupil performance standards for the school(s) on the whole.

Hammond Lighthouse Charter School will utilize the Indiana Standards as well Common Core. The state standards have become much more rigorous and are aimed to better prepare all students for college and will be a primary source for the establishment of student performance standards.

2. Provide, in **Attachment 3**, a complete set of the operator's proposed learning standards for one grade in each division the operator will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school(s) will serve only one division, the exit standards provided in response to question 5 in this section will suffice.

**Attachment 3** provides the Lighthouse Academies Scope and Sequence for third grade in English Language Arts. The students will be expected to master the core standards, as defined by the state in each grade.

3. If you plan to adopt or develop additional academic standards beyond the Indiana Academic Standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the Indiana Academic Standards.

As complement to the rigorous academic programming, the LHA Habits of Scholars Rubric has been developed to qualify and specify desired mindsets and skill sets scholars need to be successful in their work and interactions at school. The Rubric defines student-level expectations and clarifies growth opportunities related to each of the four LHA **Habits of Scholars (ACES)**:

- Active Community Membership
- Critical Thinking & Creativity
- Effective Communication
- Self-Direction & Self-Management

All teachers use the **LHA Habits of Scholars** as a mechanism to model, explain, and drive scholar success. For a full description, including content and grade level applications, see **Attachment A**.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

The policies for K-5 promotion consider many factors such as special education distinction, social and emotional development, and academic performance of the child. All of these are critically important in making a decision about a child's placement. HLCS will be responsive to the needs of the child and will operate with a flexibility that differentiates for all. If grade retention is to be considered, parents will be initially notified mid-year to allow for interventions to be attempted. A team meeting will be convened to list the pros and cons of retention. Sample factors to be considered include attendance, pre - and post-assessment data, student growth from previous years, current grades, attitudes towards school and schooling and relationships with peers and adults.

5. Provide, in Attachment 3 the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

N/A

### **School Calendar and Schedule**

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.



Hammond Lighthouse Charter School will follow a similar calendar to School City of Hammond but will add additional days. This allows for families of siblings attending other Hammond schools to make minimal accommodations for their work to allow for child care if needed.

Additionally, the school day will be from 8am to 3pm. From 3pm to 4pm, supplemental programming will be offered as well as supplemental instructional time for students demonstrating need. These programs include tutoring, clubs, and athletics. Transportation will be provided for students enrolled in the afterschool program. The school year will be 190 days for students to provide additional learning time.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 4**, a sample daily and weekly schedule for each division of the school.

Research on extending learning time for high poverty students supports the longer day/longer year aspect of our educational program. (See page 16 for further detail.) Start time for HLCS will be 8:00AM and dismissal will be 3:00PM. Students will receive 90 minutes of both English/Language Arts and Mathematics/Problem Solving each day. Science and Social Studies will happen each day for 45 minutes. Additionally, students will receive classes that expose them to the arts (such as theatre, media arts/technology, music, or visual arts) and physical education.

### **School Culture**

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Please see the Innovation Section.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Creating and implementing this culture for students, teachers, administrators, and parents from the first day of operation requires substantial training, development, and support. Restorative Justice training will be provided for each of the aforementioned school community members.

For students entering mid-year, they will participate in a 2-day student led enculturation orientation. For older students, this orientation will include partnering new students with student ambassadors, new students observing instruction before engaging in classes and student-led tours of the school. Younger students will be paired with "buddies" in pull out play-based sessions to accelerate the building of friendships and positive association with the school. Parents will meet in an afterschool meeting with the principal also. Parents may not enroll their child until attending a parent meeting with the principal. Transportation for the parent(s) can be provided if needed. When students are ready, they will be welcomed in morning meetings and at town hall meetings.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

The academic culture of Hammond Lighthouse Charter School will be one that values and fully commits to the success of every student. Hammond Lighthouse Charter School will serve all students with the same level of dedication and excellence regardless of need. The staff of HLCS will share one vital, common belief: all students, regardless of family background, income, race, religion, sex, or health, can and will learn. Students identified as English Language Learners, special education students and students at risk of academic failure will be identified and served. Our commitment to serve all students and especially those with unique needs is evidenced and supported by our regional staffing model. We will employ a regional director of special education and a regional coordinator of Title One and Title Three and Response to Intervention (RTI).

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.

A day in the Lower Academy at Hammond Lighthouse Charter School starts for Juan with a greeting and a handshake from a school leader or fellow student ambassador at the door to the school. Juan then proceeds to breakfast, which ends with morning motivation. During morning motivation, Juan will participate in cheers and songs that reflect the school's values. Once Juan arrives in his classroom, his teacher leads the class in a morning meeting. Based on the Responsive Classroom principles, Juan will greet the other students, share something about his life, and participate in a teambuilding activity.

Instructional time begins with literacy. Juan's teacher will lead the whole class in a direct instruction lesson with objectives involving phonics instruction and reading strategies. Juan will then work in a small group on independent reading and writing activities until Juan's teacher indicates it is time for her to work with his small group. This week, Juan is placed in a group of students with similar needs as demonstrated on last week's interim assessment data. Math instruction will start with a math Do Now that stresses practical math application of the content taught yesterday. The teacher then presents a whole group lesson that lasts just a few minutes so that Juan can begin to practice the new skill. After math, Juan attends his physical education class that emphasizes movement through coordination games and activities. Juan moves to lunch and outdoor recess. Juan's teacher will then begin writing instruction which also incorporates social studies content and arts infusion. Juan is comparing the pottery of the Incas to that of Native American Indians; he writes and he draws and paints.

At some point during the day, probably during small group independent work time, Juan may express frustration with a peer. The two students are trained in conflict resolution, restorative justice and restitution and Juan apologizes to his friend for "hogging the red paint". They create a plan to share the red paint brush equally.

In the afternoon, Juan will experience science. This class is another opportunity to provide literacy instruction, while also providing content area knowledge. Further, science and social studies use hands-on and experiential learning opportunities for students to master information. Today, Juan and his partner will use a tablet to graph data related to their study of weather. After this subject, Juan will have a brief fresh fruit or vegetable snack.

The last part of Juan's instructional day is workshop time. During this time, Juan will continue to work with the teacher in a small group that targets needed skill development that has been identified by NWEA data analysis and a reading fluency running record.

Juan's day will end much as it began with a brief class meeting to review and reflect on the day. He will take a few moments to make sure he has his homework, a book to read at home, and any notes his teacher needs to send home. He will travel home by bus provided by Hammond Lighthouse Academies.

5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Mrs. Holmes moves quickly around the classroom finalizing her classroom set up and preparing materials for the day. She writes the Morning Message on the message board and thinks carefully about the prompt for the day. Her students are making good progress in their responses and she knows that their success depends upon the task that she provides. She checks on the hermit crabs that she has brought in to help with the day's writing lesson. At the meeting area she checks that all of her meeting materials are available and ready. She provides a teaching space for the art teacher, who will be sharing a quilt project, and gets props ready for the team building theater activity that will be part of today's meeting. Mrs. Holmes chooses a Tito Puente CD, the Musician of the Month, and puts it in the CD player.

Mrs. Holmes leads the morning announcements and the singing of the daily affirmations. Then she picks up her xylophone and plays a few notes to signal the reciting of the reading affirmation. The students stand and recite the reading affirmation which signals the transition to the reading lesson. Mrs. Holmes passes out picture cards that she has set aside for the reading warm-up. The cards have pictures of words that start with "initial r" – such as run, rake, and rock. She asks students to say the name of their picture with different emotion (sadness, excitement, boredom). She then asks children what the words have in common. Children respond that they all begin with the /r/ sound.

Mrs. Holmes introduces the phonemic awareness activity focusing on blending and segmenting words. Then she reinforces the new sound /cj/. She reads a story about Jumping Jack. After students complete this phonics component she moves them on to reading and responding. She directs students to go on a search for words with the initial /r/ and /c/ sound in their decodable book. Mrs. Holmes pairs students to partner read and practice oral fluency. She has carefully decided on the partners ahead of time. During her lesson planning time she organized pairs which would optimize everyone's learning experience.

Next, students choral read sections of a book in preparation for an independent read of the story a few days later. Mrs. Holmes uses large chart paper as the class discusses the book while each student creates a word web on their own mini whiteboard recording what they learned. She uses this activity as a lead into writing workshop. As part of the workshop students are given the opportunity to observe the hermit crabs that Mrs. Holmes has brought to school. As the students work Mrs. Holmes circulates through the room and stops to work with individuals. She carries a clipboard where she tracks the individual progress of each student and highlights particular students that she needs to spend time with today. By using the list and the data she collects, she can guarantee that everyone gets focused individual time to work with her at their level.

At the end of the literacy block Mrs. Holmes signals to the students to clean up and head to art class. She gathers her lesson plans for the week, samples of student writing, and heads to a grade level team meeting. Mrs. Holmes and her colleagues are continuing a lesson student to ensure that the work that

the students are producing is aligned to the standards taught and demonstrates rigorous application of writing skills.

At the conclusion of art class, the students reenter the classroom and get out their math materials which include math journals and manipulatives. Next the class chorally counts to 100 and claps for each number which is a multiple of 5. As part of the initial math lesson they work on doubles addition, practicing as a class and using unifix cubes to represent the number sentences. Then Mrs. Holmes introduces the song, Numbers Rap. She leads the students through the lines of the song and teaches them to rap the lyrics as reinforcement to the doubles addition skill. After the class has mastered the rhythm and lyrics of the song, students transition to their desks to complete the guided class practice.

At the completion of Mathematics, Mrs. Holmes dismisses the students to lunch and recess. In addition to quickly eating her lunch, Mrs. Holmes uses this time to put away math materials and prepare for the afternoon's social studies lesson. She puts out the book she will read to the class and begins to prepare paints and other materials that the students will need for their map project.

Students work in small groups to continue their maps of the continents. They are using varied materials, such as paint, to illustrate the seven continents on the globe. Mrs. Holmes signals the end of the social studies activity and small groups work together to clean up their area. The music teacher arrives and begins the music class where the group is learning about dance using concepts of balance and motion. This activity introduces students to the concepts of balance and motion which they will be studying next in science class. The music teacher encourages the children to use their bodies to represent the motions of pinwheels, roller coasters, and tops as they listen to music.

Mrs. Holmes gathers the class together to begin their end of the day activities. She shares this week's additions to the class character cube. She has chosen two students, Destiny and Nicholas to be recognized by their classmates for demonstrating the quality of respect, the personal quality of the month. These two particular students have worked hard to understand the quality and she has watched them carefully to find the right time to give them recognition for their efforts. After the student recognition and group celebration, Mrs. Holmes reviews the homework and reading for the evening. Students gather their homework folders, backpacks and coats as they listen to Tito Puente's "Salsa Caliente". She waits with the students as their parents arrive and shakes each student's hand as they leave. Once all of the students have been dismissed Mrs. Holmes begins cleaning up from the day's activities and preparing materials for the next day's lesson. She sits at her desk to review curriculum guides, assessment sheets, and picks up the phone to call a couple of parents. She will be at school for a few more hours before heading home.

### **Supplemental Programming**

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?

Summer school will be offered for four hours each day for four (4) weeks each summer. Students needing remediation will be strongly encouraged to attend. The IDOE summer school grant will help cover the cost of staffing and transportation. NWEA data will be utilized to determine what students need to attend. Only highly effective teachers will be able to teach in the summer school program. The number of teachers needed will be determined by the number of students needing summer school.

Also, students who are ready for enrichment, determined by NWEA testing, will be provided with the ability to attend various summer camps throughout the summer school period.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Students will have the ability to participate in various co-curricular and extra-curricular programs. The current LHANWI schools offer programs like Guitar Club, Art Club, Dance Club, Basketball, Track and Field, Rugby, Soccer, Baseball, and Quiz Bowl. The schedule for these offerings may vary depending on the age group of the children and activity being offered. All offerings will be funded through the general fund.

3. Describe the programs or strategies to address student mental, emotional, and social development and health.

Lighthouse Academies believes that attention to social/emotional and soft skills development is as important as the academic curriculum. We support our scholars in their capacity to engage collaboratively, be disciplined in their academic and personal pursuits, and contribute in meaningful ways to their community. Steering the Social and Emotional Development of our school communities are the five character traits of our **SHINE** (Self-discipline, Humility, Intelligence, Nobility, and Excellence) program and the supporting actionable skills known as our **Habits of Scholars** (see **Attachment A**). Together, these attributes and actions foster excellent work among staff and students, and inspire meaningful contribution to the learning community. At the base of the social and emotional curriculum is the school-wide use of Responsive Classroom® (K-4), Developmental Designs (6-8), and Advisory (9-12) approaches. These programs link directly to academic goals while building students' social and emotional literacies in community with others. The LHA Student Development and Engagement (SDE) Framework (**Attachment B**) and the LHA Habits of Scholars Rubric (**Attachment A**) provide vision and further detail regarding programming in these critical areas. All aspects of the SDE Framework and Habits of Scholars Rubric contribute to a healthy school and classroom culture that is distinctly Lighthouse Academies. Additionally, a school social worker will be hired for HLCS.

4. If applicable, describe any other student-focus activities and programs that are integral to the educational and student-development plans.

N/A

### **Special Populations and At-Risk Students**

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and

sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

While the school is unable to create a complete strategy for serving our students until they are enrolled and IEPs are collected, we have developed a preliminary plan for meeting the needs of students with disabilities. HLCS will implement a tiered strategy. The school will provide resource help with a special education teacher. For the more intensive services such as long-term physical therapy, HLCS will look to work with third-party contractors to meet the needs listed in IEP's. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our students with special needs. A more definitive strategy for meeting the needs of students with disabilities will be developed after the specific needs of these students are identified. We have established a surplus in the budget for needs that arise once students are enrolled.

HLCS will adhere to all state and federal requirements regarding Child Find to meet the State's requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending HLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team. The comprehensive plan for serving students with special needs and those who have suspected disabilities will be guided by the legal framework established in the Federal laws of the *Individuals with Disabilities Act 2004 (IDEA)*, *The Americans with Disabilities Act (ADA)* and the Indiana State law of *Article 7*. This Federal and State legislation has provided people with disabilities the right to have equal access to the same K-12 educational programs as people without disabilities. To accomplish this task, IDEA puts an emphasis on requiring schools to provide a continuum of special education services in the best possible environment. IDEA recognizes that the best possible environment or the least restrictive environment for K-12 students with disabilities is the general education classroom.

The school expects to serve a student body that is diverse. In relation to special needs, using a generalized analysis of neighborhoods, economics and IDOE compass data, the diversity is expected to be similar to the student body at East Chicago Lighthouse Charter School, which has 433 students. The identified groups that the school expects to serve could include:

- At least 60 students with IEP's
- At least 20 students with 504 Plans
- At Least 125 ELL students with ILP's
- At least 40 students who are not yet identified with a disability but are At-Risk
- At least 20 students who are identified as Gifted and Talented

The course scope and sequence to appropriately meet the needs of this diverse body of learners will consist of the following: Course curriculums will be based on Indiana State Standards as well as Common Core standards. The curriculum within the general education classroom will be based off these standards. Students within the general education classroom will be expected to show mastery of the content based on formative and summative assessments. Students who do not show mastery of the content by their formative and summative assessments scores will be provided additional instruction either within the general education classroom or outside of the general education classroom. The

structure of the additional instruction, to ensure content mastery, will be based on a Response to Intervention (RTI) consisting of Tier 1, 2 and 3.

Tier 1 level of instruction will be delivered in the general education classroom in consultation with and in partnership with a special education teacher. In this general education setting, appropriate accommodations may be made to the delivery of the curriculum, this will allow teachers to adjust and better meet the needs of the diversity represented within the student body.

Tier 2 level of instruction will further address the learning needs of a diverse student body by providing continued support and more direct instruction on the content standards. This level of support would be primarily the responsibility of special education teachers, academic support coordinators and para educators. Tier 2 level of instruction would be provided in a small group setting inside or outside of the general education classroom. The Tier 2 academic groups would consist of 6-12 students. The groups would be organized by the results of the formative and summative assessment data. Students with similar needs would be placed together and would be progress monitored by the use of formative assessments on a daily or weekly basis. Depending on the progress monitoring results, students can be removed from Tier 2 groups when mastery of content standards is achieved, continue working in Tier 2 groups or be identified for a more targeted approach in a Tier 3 setting.

Tier 3 level of instruction would be provided in a small group setting outside of the general education classroom in a resource room. The Tier 3 groups would consist of 3-5 students whose academic needs would require instruction that is specifically targeted to their needs. Instruction in this setting would be highly differentiated, focused and targeted to specific and essential academic skills. Students receiving instruction in a Tier 3 setting could have an IEP, 504 Plan, ILP or be identified to be At-Risk. Any student whose formative and summative assessment data placed them in the bottom 25% of school wide scores would have the option to participate in a Tier 3 level of support.

To ensure the success of a student body with diverse academic needs, the daily schedule will run as follows: All students should participate in the general education classroom with Tier 1 level of support. Students who are identified through the formative and summative assessment data meet in their Tier 2 and Tier 3 groups on a schedule that runs from Monday through Thursday with Friday made available to allow teachers to progress monitor students. In general, the Tier 2 and Tier 3 groups meet for at least 30 minutes. The Tier 2 and Tier 3 intervention groups consist of both reading and math content. Essentially, with this type of intervention schedule students in Tier 2 receive 30 minutes of reading intervention and 30 minutes of math intervention Monday through Thursday. Students who need Tier 3 level of support receive an additional 30 minutes of reading and 30 minutes of math instruction on the same Monday through Thursday schedule. Thus resulting in, Tier 3 students receiving an additional 120 minutes of reading and math instruction on the Monday through Thursday schedule.

This staffing model includes special education teachers, para educators, a social worker, and teacher for English Language Learners and is based on the needs as identified in student learning plans and IEP.

This staffing model utilizes a Professional Learning Community approach with weekly grade level and RTI meetings to discuss the progress monitoring results.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification);

The methods for identifying students with special education needs will follow the requirements of IDEA and the Indiana State law of Article 7. To identify students for special education services, a multifaceted approach will be utilized.

### **Student Support Team**

The Student Support Team (SST) is another method we will use to identify students with special needs. While RTI uses an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. The chart below describes how students will be brought into the SST process. If a scholar still has difficulties after being in Phase Two for a prolonged period of time, the student may be formally evaluated (with parental consent) and may get additional supports, in the form of an IEP or 504.

### ***Student Support Team Cycle***

	<b>Action</b>	<b>Timeline</b>
<b>PHASE ONE</b>	Teacher contacts the special education coordinator. Teacher describes what is hindering the learning/learning difficulty and strategies you have tried.	
	A member of the SST establishes an observation timeline.	48 hour reply to email
	Observation –SST member goes into the classroom to observe and takes notes (must have date, time, and content area).	1 – 2 weeks of observations
	Teacher and SST Member meeting- come together to talk about the child and complete/discuss the Pre-Referral Intervention Manual checklist, determine next steps strategies/timeline and “meeting” time. Meetings are documented (observation dates, next steps, strategies/timeline and meeting time).	Within a week a meeting is planned and a follow up meeting is scheduled
<b>PHASE TWO</b>	SST Meeting with Teacher - next steps strategies/timeline and “meeting” time.	
	Follow up with teacher to see progress.	

The first step in this process would come from the results of the formative and summative assessments within the general education curriculum. If a student has math and reading scores that identify them for more support, or scores that show that content has not been mastered, the student would be eligible to receive more targeted and direct instruction as described above. If a student placed in Tier 3 for 6-8



weeks did not make appropriate academic gains as documented with the weekly progress monitoring, then it may be appropriate to refer the student for an evaluation for special education services. Once a student is referred for an evaluation for special education services all of the legal protocols of Article 7 will be strictly adhered. The protocols of forming a Multidisciplinary Team to discuss and suggest the disability area, completing the required academic, psychological, and behavioral assessments, informing the parent and receiving parental consent, and operating within the 20 or 50 day timelines will be followed and documented using *Indiana Individualized Education Plan* (IIEP). Also note that the Multidisciplinary Team may also be used to deny an evaluation for special education services. All decisions concerning the identification and services provided by the school will take place within the case conference committee (CCC) meeting. The members of the CCC will consist of the Multidisciplinary Team which includes: Parent, Teacher of Record, General Education teacher, Special Education teacher, Principal, and Psychologist. Related services such as Speech, Occupational Therapy, Physical Therapy, may also be part of the CCC. The Director of Special Education will also be an integral part of the CCC, especially, in cases where expertise, knowledge and experience with creating programs for students with disabilities are required.

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

The Northwest Indiana Lighthouse network will employ a certified Regional Director of Special education and school-based staff which will include special education teachers, aides and a Director of School Culture/Counselor. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA) and its reauthorizations, HLCS will educate students with disabilities in the least restrictive environment with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The specific instructional programs and practices the school will employ will consist of designing a continuum of services that will be able to take into account and serve a diverse population. The continuum of services will include the educational environments of the general education classroom, small group targeted instruction within or outside of the classroom and a resource room. More restrictive placements and services will be provided as needed. To ensure all students have access to the general education curriculum it is imperative that all students regardless of disability will receive Tier 1 instruction in the general education setting. To further the students understanding and mastery of content standards, students who have special education needs will receive additional instruction that is direct, focused, targeted and differentiated for their specific learning needs. This type of Tier 2 and Tier 3 academic support system could take place in a resource room setting which is outside the general education curriculum or could occur within the classroom setting. The Tier 2 and Tier 3 support structures would consist of small groupings of students organized by the results of their progress monitoring assessments.

Specific instructional programs that would ensure the academic success for students with special needs would focus on instructional methods and programs that are researched based to be effective. For teaching reading and math intervention in Tier 2 and Tier 3, would include programs such as:

## READING/ENGLISH LANGUAGE ARTS/ English Language Acquisition

- Read 180
- Leveled Literacy Intervention
- Risinski Fluency Model
- Marzano Supercluster Vocabulary Instruction
- Achieve 3000
- Structured Intervention Observation Protocol (SIOP)

## MATH/PROBLEM SOLVING

- IXL
- Dream Box

Also note that in relation to the continuum of services, all of the above interventions would be used in the general education classroom as a Tier 1 support. These interventions would also be utilized in the Tier 2 and Tier 3 groups. In this process, once these supports are used in the general education classroom the continuum of services will have a homogeneity that is based off of the concept of Universal Design.

- c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);

The plans for monitoring and evaluating the progress of students in special education will start with establishing baseline data on which to create effective and individualized goals. This baseline data is a requirement noted in Article 7 and is an essential component of the IEP. Student goals will be created from the results of the formative assessments, psychological and behavioral evaluations. In this process, student goals will be specific, measurable, and attainable within the terms of the goal. The student goals will also contain objectives and benchmarks that will function as a guide to keep the students' progress on track. All of this data is a requirement of Article 7 and will be documented using IIEP.

Progress monitoring reports on the students' goals will be provided to parents a minimum of 4 times per year and will be included with the information sent home with student report cards. The progress monitoring data will be made available to parents at the students' case conferences, parent/teacher conferences and at any time a parent requests a progress monitoring report on the students' goals.

The method to ensure that students with disabilities are progressing on their goals will be the same for students with mild, moderate or severe needs.

Students who have disabilities will receive additional academic or behavioral support in Tier 1, Tier 2, and Tier 3. As part of the overall intervention cycle, progress monitoring will take place once per week to assess student growth. If students are hitting their benchmarks, then the student will be considered on track to attain the goal. However, if the student is showing no growth, or progress toward hitting the benchmarks or attaining the goal, then the teacher will consult the Multidisciplinary Team to discuss

alternative approaches to instruction. The teachers will also utilize a Professional Learning Community approach with weekly grade level and RtI meetings to discuss the progress monitoring results.

The only caveat here would be that students with severe needs will have goals that are designed to their level of instruction, which may or may not align to grade level standards. In cases of students with severe disabilities all decisions will take place within the CCC, to determine appropriate progress toward goals.

- d. Plans for promoting graduation for students with special education needs (high school only); and

N/A

- e. Plans to have qualified staffing adequate for the anticipated special needs population.

The plans to have qualified staffing for the anticipated special needs population will require administrators to hire special education teachers with the appropriate licensure. The areas of anticipated need would require that the staff is licensed in the areas of:

- Specific Learning Disabilities
- Emotional Disabilities
- Mild Disabilities
- Moderate Disabilities

Another area of anticipated need will be in the area of Autism. To prepare for the staff for this area of disability, the Director of Special Education will provide professional development through a connection to the Indiana Resource Center, specifically the HANDS; Autism Resource Center.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
  - a. Methods for identifying ELL students (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
  - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
  - d. Means for providing qualified staffing for ELL students.

### ***English Language Learners at HLCS***

HLCS will serve any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Students at HLCS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. HLCS will ensure that ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language. Parental outreach may also be conducted through home visits by a school official and an interpreter.

HLCS will use the following process for identifying ELL students as follows:

- A Home Language Survey will be used to screen all new enrollees in the school for potential limited English proficiency.
  - If the student's home language is one other than English, school staff shall conduct an informal interview in the family's native language and English.
  - If the student's family speaks a language other than English at home according to the Home Language Survey, the school will administer the WIDA-APT, an ELL screening assessment. If the student scores below the established cut-off point on that test, the student is classified as an ELL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an ELL student.
  - Once ELL students are identified, the ELL teacher, Coordinator of Title Programs, and a translator will hold an annual meeting with parents of ELL students. The purpose of the meeting is to make parents aware of the following: their child's status as an ELL student, and ELL student programs available at HLCS.
  - The ELL coordinator/teacher at HLCS will then provide services to the student to meet his/her needs in developing English language proficiency. Progress will be monitored with students identified as ELL on a yearly basis using the ACCESS.
  - The school will directly provide or make referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. The school is prepared to address the needs of students who are struggling with the structured English immersion program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

See Student Support Team section above.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
- a. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

All students in kindergarten will be considered and assessed for high ability program services in the spring of each year. Approximately 5 - 10% of the kindergarten student population will be selected for high ability services. Hammond Lighthouse Charter School will use the NWEA assessment as a universal screener for admission into the high ability program. Teacher recommendations and observations will be included in identifying high ability students. Other data points such as grades, and performance on Acuity, DIBLES, and other formative and summative assessments will be taken into consideration. In addition, parents will have the opportunity to nominate students for high ability services. All students will be reevaluated in the spring of second and fourth grade to ensure correct placement.

Hammond Lighthouse Charter School will use cluster grouping to address the needs of high ability students. In a cluster grouped classroom, those students identified as high ability are clustered in a mixed-ability classroom. Teachers will make accommodations for high ability students by compacting the curriculum, providing differentiated tasks, using flexible instructional groupings, and creating independent investigations and projects. Teachers who are assigned cluster grouped classes will receive quarterly training from a coach that is licensed in high ability and has experience teaching high ability students. The progress of high ability students will be monitored through dissection of NWEA, Acuity, and ISTEP data. Teachers will also use DIBLES, running records, and teacher created assessments to monitor progress.

### **Admission Policy and Criteria**

1. Explain the plan for student recruitment and marketing that will provide equal access to students and families interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; homeless students; and other youth at risk of academic failure.

HLCS will attempt to recruit through marketing material, recruitment fairs and through community partnerships and will not be satisfied until we have reached all Hammond neighborhoods. Families will be provided transportation for school tours and to recruitment events as needed. We have learned through experience in our other schools in Indiana, that our most effective outreach activities are those that occur in settings where school leaders can talk directly with parents, thus we rely mostly on direct contact with families through door to door campaigns, as guest speakers in local churches and civic organizations, and through employer connections. Our leadership team drives parents to the school if needed, parents are provided with bus passes, and we have, at times, bussed parent groups to the school. Parent ability to get to the school will not be a roadblock to enrollment because we do not allow it to be a limiting factor.

Our message to parents includes encouragement to consider our school for the quality of programming that we provide, but especially if their current school experience indicates that their child is not experiencing success. We warmly welcome students experiencing academic struggle, those that are underinvesting in learning (likely they are bored), students with poor attendance patterns and those who do not associate with a neighborhood school due to crisis with housing. We let parents know that we provide all school supplies, help with uniforms and transportation for homeless students. As a charter school, HLCS will follow all state laws for admission as it does at the other four Lighthouse Academies campuses in Northwest Indiana.

Indiana Parenting Institute will be an additional key outreach partner in the enrollment of Hammond Lighthouse Charter School. They will rely on local partnerships and relationships to help us reach all

interested families. Additionally, Lighthouse Academies has a waitlist of approximately 300 students in neighboring East Chicago. Many of these students will be able to attend Hammond Lighthouse Charter School if they choose to do so and we will provide transportation.

2. Provide, as **Attachment 5**, the school Admission Policy, which should include the following:
  - a. Tentative dates for the application period and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
  - b. A timeline and plan for student recruitment/engagement and enrollment;
  - c. An explanation of the purpose of any pre-admission activities for students or parents; and
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

### **Student Discipline**

1. Describe the philosophy of student discipline that supports your school model. Discuss how parents will be informed of the school discipline policy.

LHA's progressive philosophy of student discipline supports the student and the entire family and is aligned with our mission to change the lives of families living in underserved urban communities and is relationship based rather than rule and policy based. Our model intends to break the link between dropouts and incarceration and prepares students to lead productive lives through college access. This success is brought about, in part, by fully developed home/school relationships. In this model, parents become more comfortable in our schools and with our staff and teachers rely on student relationships as the first pillar in managing students. This positive relationship with parents is extended to parents who become valued partners. The previously established partnership with Indiana Parenting Institute is a key lever in establishing a relationship-based approach to student management and development of family partnerships. IPI serves as a liaison between the school, individual parents and parent groups.

LHA makes the LHA Scholar Family Handbook available in two formats. Parents can access the handbook online or can receive a hardcopy, if requested. All parents are required to sign forms associated with receiving the handbook and various policies require parent signature. Students and Parents/Guardians sign a compact that describes mutual expectations. Students and Parents/Guardians also sign that they have read and understand the guidelines in the Student Family Handbook.

In addition to receiving the handbook, parents will be oriented to school discipline policy during pre-opening home visits and/or pre-opening family orientations. In addition to being informed, all parents will be presented opportunities to engage with Indiana Parenting Institute where IPI works with individual parents and parent groups to help them understand the intent of the LHA approach to student discipline.

See also **Attachment 6**

### **Parent & Community Involvement**

1. Describe the role to date of any parents and community members involved in developing the proposed school.

The Indiana Parenting Institute (IPI) is partnering with LHA on the Hammond Lighthouse Charter School (HLCS) proposal. Executive Director Laura Wynn and Marketing Director Jena Belleza have been

involved since the initial ideation. They have been essential partners in helping to create a framework for a school that will be community based and centered. They have met with Lighthouse Academies several times and are involved in the composition of this application, specifically in the innovation section and parent involvement.

2. Describe how you will engage parents and community members from the time that the operator is approved through the opening of school(s).

LHA will engage parents throughout the startup process of HLCS. We will consult our current Hammond families who have children enrolled in another Lighthouse Academy of Northwest Indiana and seek feedback on marketing strategies, seek advice on desirable community partners and will appoint a Hammond parent to the board. Parent involvement will continue throughout the startup process as parents will be invited to participate in parent forums and serve as interview panel members in key school leadership hiring. Parents will also be asked to assist in marketing the school as we know that parent-to-parent marketing is our best and most effective vehicle for spreading the word about the benefits of joining the LHA family.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Parents will be asked to serve voluntarily in a number of roles. First, as ambassadors for the school, they will serve as important liaisons between the school and the local community. School leadership will welcome introductions into churches, community civic groups, and neighborhood organizations as arranged by parent ambassadors. Parents will also welcome to support instruction once they have been properly trained. As such, parents can serve as partner readers, assist in art class, help display student work, make calls to parents to encourage participation in upcoming events, and most importantly, they can help to bridge the home/school gap by advocating the parent and student perspective. Parents will be invited to attend monthly parent meetings where the agenda is determined by their expressed needs. Parental involvement overtime will be honored by public recognition of parents who reach milestones with Hammond Lighthouse Charter School. Parents who continuously enroll their children year after year will become Legacy Parents and they will be recognized for their commitment to the mission of LHA and will be viewed as valuable partners with the school. Parents will be expected to voluntarily attend quarterly student-led parent conferences. The conferences will further support our students as they display self-direction, effective communication and display a clear sense of the value and application of their learning. We hope to establish a parent-run uniform swap shop and establish a Teacher Advisory Board and Parent Advisory Board (TAPAB).

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 7**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

HLCS has determined to incorporate family engagement and relationship as a core component in its educational model. With the goal of family engagement integrated (and integral) to the school, HLCS has

decided to locate a community partner within the school that will occupy a dedicated Parent Resource Center (PRC).

Indiana Parenting Institute (IPI) operates a parent education and resource center headquartered in downtown Gary that has been serving the families of Northwest Indiana (NWI) for nearly 10 years. IPI is familiar with the needs and assets of the families Lighthouse will be serving in Hammond, and has the experience and expertise to best work with these families to achieve desired outcomes.

IPI currently provides parenting education and resource allocation to the Truancy Court program in Gary, IN, as well as being a current Lighthouse Northwest Indiana community partner, providing the afterschool program at Gary Upper Academy campus. This afterschool program works with behaviorally-challenging students and their parents to redirect and expand their options towards more productive and effective expressions of frustration, hurt, and/or boredom – three main triggers of urban youths' adverse behaviors today.

IPI and Lighthouse of Northwest Indiana acknowledge that successful outcomes in urban schools today require taking all outside influences into consideration. The impact that family, community, culture, in-school relationships (interactions) are having on students' education must be incorporated into all LHA decisions regarding curriculum, operations, etc.

Therefore, Lighthouse Academies of Northwest Indiana has determined to enrich student learning opportunities for the demographic it serves by investing in a Coordinator of Family and Community Partnerships (CFCP) office/department in each of its schools, making family and community outreach and engagement systemic within its school structure. And in partnership with LHA, IPI will be engaged to build, staff, train and manage CFCP Outreach's day-to-day operations.

CFCP Outreach will serve two functions:

1. Develop adult capacity for partnerships linked to learning that support student achievement and development and share responsibility for student outcomes (leading to engagement), and
2. Connect LHACS' families (which includes LHACS' students) to resources and services in the community through LHACS' onsite Parent Resource Center which will result from this partnership.

### ***Parent Resource Center***

The Parent Resource Center also serves as a tool to increase community engagement with the school. As a community referral instrument, not only will it make families more aware of what is available to them in the community, but it will also provide the community with opportunities to bring their services into the school, allowing Lighthouse Academies of Northwest Indiana to significantly extend the academic options it can offer/provide to the families it serves.

For example, IPI is known for developing classes geared around client requests by combining one of its evidence-based parenting programs with a personal or professional life skills training opportunity like job skills, college readiness, healthy home management safety, or budgeting. If parents are struggling with managing their dollars in a recession (when resources are limited and are thus more costly), then IPI creates a class that combines parenting and financial skills acquisition. The financial skills component gets outsourced to a community partner to conduct, such as a bank (who provides this training for free), while IPI conducts the parenting skills component. IPI is looking to incorporate this concept into the CFCP Outreach's operations. As a result, Lighthouse Academies of Northwest Indiana is looking to build



an extensive community resource network through its CFCP Outreach department with partners such as:

- Purdue-Cal University and Calumet College of St. Joseph for college credit/college level course options
- Labor unions and the Chamber of Commerce for career skills-building course options
- Boys & Girls Clubs of NWI, Communities in Schools, and other youth-serving organizations for afterschool partnerships
- Hammond Clinic and other healthcare providers for healthcare education for LHACS' families, staff, students, and the community – even free/reduced healthcare opportunities
- Purdue Calumet Extension and other adult education programs for life skills options like cooking and organization, and for livelihood options like career (preparation) assistance and financial assistance.

Another part of “connecting families to resources in the community” is getting to know the community, establishing relationships in the community, and establishing LHA brand/name/reputation/presence in the community. CFCP Outreach will follow the model established by IPI, representing LHA in support of, or as a sponsor of, local and countywide community vendor events, promoting and positioning Lighthouse Academy service so that HLCS becomes known as an institution that cares deeply about serving the entire Hammond community.

CFCP Outreach will place great emphasis on community partnerships, as LHA believes sustainability and successful outcomes are best achieved through active, respectful and effective partnerships. As a result, each LHA partnership will be assessed individually; that is, each partnership's nature, purpose, terms and scope of services will depend on the need to be filled (the service being requested). Therefore, terms, for example, can go from one session to impart specific information to staff, students or their families (like “How Expungement Works”) or up to a one-year skills-building offered for staff, students and their families (ie. Lighthouse Academies of Northwest Indiana After School Program).

LHA firmly believes that the concept outlined here is the best, most comprehensive, means to realize its goal: to prepare LHA students for college and for life, developing in them the knowledge, skills, and values necessary for responsible citizenship and lifelong learning.

See **Attachment 7**

### **Educational Program Capacity**

1. For any school expected to open for the 2016-2017 school year, identify the key members of the school and management team's leadership. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success. These may include current or proposed governing board members, school leadership/management, CMO management, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and

- Parent and community engagement.

Describe the group's ties to and/or knowledge of the target community.

Member	Role	Community/Education Connection	Qualifications
<b>Jeremy Williams</b> 11 years as teacher, principal and network leader	Superintendent, LHA	Native of NWI	School Leadership, Administration, Governance
<b>Ed Harvey</b> 7 years as Founding NWI Board member	Board Chair	Native of NWI/Community Advocate	Local Business Leader, Parent, Parent and Community Engagement, Governance
<b>Sue Jamback</b> 39 years as teacher, principal, national reform consultant, and network leader	Chief Schools Officer, LHA	Served LHA in NWI for 7 years	Experienced Charter School Leader, Performance and Management
<b>Khori Whittaker</b> 14 years teacher, community advocate, network leader	Chief Executive Officer, LHA	National Education Reform Leader	Experienced College Access Leader, Administration
<b>Tess Mitchner Asinjo</b> 21 years as teacher, principal and network leader	Director of LHA Research, Development and Strategy Team	Prior Principal at Charter School in East Chicago	Experienced Charter School and National Network Leader, Curriculum, Instruction and Assessment
<b>Bertha Rios</b>	Regional Operations Manager	Founding staff member of Each Chicago Lighthouse Academy, long term resident of NWI.	Parent and Community Engagement, Operations

2. Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

LHA relies on two strategies for sourcing and preparing potential school leaders. Our internal process allows for successful teachers to climb the leadership ladder after exhibiting instructional excellence as a teacher. Successful teachers, who aspire to lead schools, can continue to serve their schools outside of the classroom as assistant principals and/or Director of Teacher Leaders. In this role, aspiring leaders are closely mentored and coached to evaluate instruction and coach developing teachers. Once appointed to a principalship, all LHA leaders are provided with leadership development institutes four times per year. These institutes are focused on LHA core priorities and provide hands on leadership practice. External efforts to source potential leaders includes researching high performing charters in

the state and across the country and cultivating relationships to encourage successful leaders to join the LHA network. LHA employs full-time Talent and Recruitment Specialists to assist in the mining of all external leads.

3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

See parent and community involvement, question 1.

4. Identify the principal/head of school candidate for each school projected to open in \_\_\_\_\_ and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 8**, the resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population. If no candidate has been identified, provide the job description or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

Please see Principal Vision of Excellence document, **Attachment C**. We anticipate identifying a principal on or before January 2016.

The LHA recruitment and selection process is extensive and thorough. To find highly qualified candidates for a Lighthouse Charter School, we post jobs and conduct outreach on the following sites:

- Nation-wide: Harvard School of Education, State Universities, National Alliance of Public Charter Schools, Teach for America, and <http://www.wanttoteach.org>
  - Teach for America Leadership E-mail blast
  - We actively recruit experienced principals with track records of success
  - Finally, we screen for highly qualified candidates through the application and interview process at Hammond Lighthouse Charter School: This process includes paper screen, two phone screens, two to three in person interviews at the school one of which includes observing teaching and providing feedback, community meetings, board interview, and reference checking
5. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 9**, the resumes and professional biographies for these individuals. If these positions are not yet filled, explain the timeline and process for recruitment and hiring, and provide the job description or qualifications for these positions.

Member	Role	Responsibilities
Jeremy Williams	Superintendent, LHA	Oversight of all aspects of Lighthouse Academies of NW Indiana school.
Bertha Rios	Regional Operations Manager	Oversight of financial and HR processes for all NWI Lighthouse schools

<b>TBD</b>	Principal	Executive director of HLCS, responsible for total operation of academic and operational program.
<b>Robert Prieboy</b>	Regional Director of Student Services	Responsible for the Special Education programming for all LHANWI schools.
<b>TBD</b>	School Operations Manager	Oversight of all school operations at the local level

6. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The LHA Regional Vice President NWI, Jeremy Williams, will work on a nearly full-time basis immediately following assignment of a location to lead development of the school. That work will be aided by LHA Vice President & Managing Director of Development, Troy Bell. Bertha Rios, LHA Regional Operations Manager, will assist with Human Resources and vendor contracts for the new school. All of these individuals are paid with LHA network operating funds.

Additionally, assuming HLCS is awarded start up monies, LHA will hire the school leader so that he or she may assume responsibility for establishing the school prior to the 2016-2017 school year.

## Section 2. Operations Plan & Capacity

Provide the following information about the organization or network growth plan and capacity to carry out that plan with quality and integrity.

### Network Vision, Growth Plan, & Capacity

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

Hammond Lighthouse Charter School will open in 2016 dedicated to preparing all scholars for college and life through a rigorous arts-infused program.

Student population growth trend in Northwest Indiana:				
2015-16	2016-17	2017-18	2018-19	2019-20
1,925	2,125 (HLCS opens, K-3)	2,225	2,325	2,425
Student population growth trend in Indianapolis:				
2015-16	2016-17	2017-18	2018-19	2019-20
1,225*	1,325	1,425	1,525	1,625

Lighthouse Academies operates under the same mission and vision as our Indiana schools. We are dedicated to working in areas of the country where families need greater choice and students need better opportunities. In expansion, we look for several indicators:

- Free and reduced lunch population of 85% and higher
- Target zip codes where students are currently attending failing schools with low high school graduation and low college attainment rates
- Readily available facility options
- Ability to recruit and hire quality teachers

- Favorable charter statute per National Alliance of Public Charter Schools

### ***Communities We Serve***

In Indiana we will deepen our connection and service to communities in Northwest Indiana and Indianapolis. These areas have high Federal Free and Reduced Lunch populations, chronically failing schools, and low high school graduation and college attainment rates.

Other high need communities across the country where we intend to launch or increase our service include:

- South Bronx, New York
- Detroit, Michigan
- Central Arkansas
- Tulsa, Oklahoma
- Oklahoma City, Oklahoma
- Tampa Bay, Florida
- Miami-Dade, Florida
- Broward County, Florida

### ***School Mix and Enrollment Growth***

	2015	2016	2017	2018	2019	2020
Elementary Schools	11	15	18	21	24	27
Middle Schools	3	3	3	3	3	3
High Schools	4	4	4	5	5	5
Enrollment	6800	7832	8582	9582	10332	11082

In the 2015 – 2016 academic year, we will open elementary schools in Central Arkansas, Oklahoma City, and Tampa, Florida. In 2016 – 2020 we are projecting to open, on average, 3 schools per year, primarily in communities in Florida. Our goal is to have clusters of elementary schools feeding into a high school (what we call a College Preparatory Academy).

For each of the communities we serve, we will see a marked difference and impact in the lives of the scholars. We will push our scholars to learn, achieve and aim high with a sense of joy. Our scholars will outperform the local schools in academic performance and achieving at or near 100% high school graduation and college acceptance rates. We will extend Lighthouse Academies' programming to then support our scholars through college.

2. If the existing portfolio or growth plan includes schools in other states, explain specifically how Indiana fits into the overall growth plan.

The largest cluster of LHA schools is in Indiana. Expansion plans for Indiana are consistent with our mission to serve in under resourced communities with highest need for quality public school options and is supported by our existing infrastructure and capacity to serve. With Indianapolis Lighthouse Charter School being recently awarded a replication charter, Indiana will be the largest hub for LHA in the immediate future. Growth in other parts of the country will unlikely reach to scale of our Indiana operations for quite some time.

3. Provide evidence of organizational capacity to open and operate high quality schools in Indiana and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

The regional leadership infrastructure is in place and is ready to serve. The Regional Vice President, Regional Operations Manager, and Regional Director of Student Services (all of whom are Northwest Indiana natives and permanent residents), are a qualified team with the expertise and capacity to open and operate HLCS. This team is supported by national leaders who assist, guide, and oversee all regional functions. The timeline below indicates our plan for deployment.

When	What	Who	How	Financial resources needed
<b>March 2015</b>	Locate Potential Facilities	RVP, Local Commercial Real Estate Agent, ROM, VP/MDD	Real Estate Agent to share short list of 10 potential properties. These will be sorted into three categories (yes, no, maybe).	None
	Begin to Identify school site	RVP, CEO, Local Commercial Real Estate Agent, ROM, VP/MDD, School Board Members	This team will travel to prospective school sites and make a recommendation on a potential site for HLCS to occupy for 16-17.	Travel for national staff
	Construct lease/purchase agreement pending charter approval from BSU	RVP, CEO, VP/MDD	Identify chosen school site for HLCS. VP/MDD to construct lease or purchase agreement.	None
	Submit Charter Replication Application	RVP	RVP will submit ten copies to Ball State University Office of Charter Schools	None
<b>April 2015</b>  <b>*All steps after April 13, 2015 are only applicable with permission from BSU OCS</b>	Participate in Ball State University Office of Charter Schools Interview	RVP, CSO, CEO, VP/MDD, SVP RDS	Panel of Lighthouse Academies Staff will participate in interview process	Travel for National Staff
<b>May 2015</b>	Participate in Ball State University Office of	RVP, ROM, Current NWI Principals, LHA Families,	Lighthouse will present its' vision for HLCS to the community.	Transportation for LHA families

	Charter Schools Public Hearing	Current Students		to meeting
<b>June 2015</b>	Begin Founding Principal Selection Search	Midwest Talent Recruiter, CEO, CSO, RVP, Indiana Parenting Institute, LHANWI Parents and Students	The search for a 2016-2017 founding principal will begin. Candidates will be narrowed down to three with help of local and national staff, as well as Indiana Parenting Institute.	None
	Parent and Community Interview Session for Principal	RVP, CSO, Parents and Students	Parents and students will have an opportunity to spend 50 minutes each with the three finalists and may ask questions surrounding their vision for HLCS.	Transportation for LHANWI families to meeting
<b>No later than January 2016</b>	Principal for HLCS is appointed	RVP	The new principal will be brought before the board. At this time, the principal will start his or her planning year for the 2016-2017 opening date.	Start-up grant funding

4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

Indianapolis Lighthouse Charter School has been granted a Replication Charter to form Indianapolis Lighthouse Charter School- East (Indy-East). The replication charter will officially open in the fall of 2015, but the authorizer granted LHA an enrollment extension of the existing charter which has allowed LHA to establish the foundation of the school one year prior to official opening. (ILCA -East opened in a separate facility, has its own principal and staff and serves approximately 200 students).

Lessons learned:

- It is important to identify staff to relocate to the new building and select a large enough staff to relocate to the new building to serve as a nucleus for replication.
  - Identify which systems to replicate and which practices to replicate in which years –recognizing how to scale structures in over time.
  - To the extent that grade or geography overlap, make sure that the replication extends neighborhood reach to ensure full enrolment.
  - Ensure that the replication accounts for variances in the student body or in the community being served (being aware that the model may need adjustment to respond to the population being served).
5. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana over the next five years and how the organization will meet these challenges and mitigate risks.

The most significant challenge faced by LHA, and all other Indiana public schools, to achieving desired outcomes over the next five years will be related to supporting teachers to deliver quality instruction that is aligned with the rigor of newer, more-challenging, Indiana Standards.

To meet these challenges, teachers will be provided with solid foundational curriculum and leaders will be trained and developed with the skills necessary to move instruction toward distinguished criteria as defined by the Danielson Framework for Teaching. Lighthouse Academies has the capacity to facilitate this development with its unique combination and concentration of local and national staff. Lighthouse Academies of Northwest Indiana is locally run and operated, while having the strength, support, and resources of a network behind it.

We mitigate risks by providing daily support to school leaders and teachers. All LHA instructional staff is observed frequently and receive targeted formative and summative feedback that is grounded in student growth and results (student performance data). LHA has systems in place to track all student performance data, to analyze results by teacher and student subgroup, conduct item analysis, and link this data to teacher input and quality of previously provided constructive feedback. This highly developed system of monitoring and adjustment allows LHA to take action and execute course correction as soon as a need is identified.

6. Provide, as **Attachment 10**, the organization's annual reports for the last two years and any current business plan for the organization or network.

See **Attachment 10**

## Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

Member	Role	Responsibilities
<b>Khori Whittaker</b>	Chief Executive Officer	Executive leader in charge of all network decision making
<b>Mike Driscoll</b>	Chief Financial Officer	Executive leader responsible for the financial management and oversight of the network
<b>Sue Jamback</b>	Chief Schools Officer	Executive leader responsible for the academic program for each school of the network
<b>Jeremy Williams</b>	Regional Vice President, Superintendent	Executive leader responsible for all aspects of schools in Northwest Indiana
<b>Bertha Rios</b>	Regional Operations Manager	Executive leader responsible for the operations of Northwest Indiana Schools
<b>Troy Bell</b>	Vice President and Managing Director of Development	Responsible for facilities selection, operations, and management of school startups

2. Explain any shared or centralized support services the network organization will provide to schools in Indiana. Describe the structure, specific services to be provided,



the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract which will be provided in **Attachment 16**).

There will be several shared and centralized support services that Lighthouse Academies will provide to Hammond Lighthouse Charter School.

The Regional Vice President (RVP) is paid for by Lighthouse Academies at the network level. The RVP is responsible for the coaching, oversight, and management of all aspects of the schools in Northwest Indiana, but has a laser-like focus on instruction. The RVP is the equivalent of the CEO of his or her region.

The Regional Operations Manager (ROM) is paid for by Lighthouse Academies at the network level. The ROM is responsible for the coaching, oversight, and management of human resources, finance, vendor contracts and negotiations, and accounts payable for each school in Northwest Indiana. The ROM reports to the RVP. Additionally, the ROM manages school-based operation managers (SOMs). This position is also paid for by the network.

The Regional Director of Student Services (RDSS) is paid for equally by each previously existing LHANWI school at a total salary of \$78,500. This person is responsible for ensuring that students with exceptionalities get needed services. Also, they monitor Response to Intervention (RTI) at a regional level. They coach, mentor, and monitor the school-based Assistant Principal of Student Services for each campus. The RDSS reports to the RVP. Hammond will not responsible for funding this position.

The Regional Testing Coordinator manages all testing management by Ball State University and the State of Indiana. This position is paid for equally by each previously existing LHANWI school at a salary of \$60,000. This person ensures rosters are updated and correct for each campus. Additionally, this person also coordinates and manages all directives regarding testing from the Indiana Department of Education. Hammond will not be responsible for funding this position.

Financial Management is localized but supported by the national office. Each school processes purchase orders and all purchasing and receiving is supported by the national finance team. All Human Resources (HR) is initially handled at the school level and is also supported by the national HR department. The national finance and HR departments are funded by the network with school-based positions funded by the local school operating budgets.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

<b>Function</b>	<b>Network/Management Organization Decision-Making</b>	<b>School Decision-Making</b>
Performance Goals	Sets network-wide goals to achieve mission.	Sets annual school goals based on state and authorizer requirements.

Curriculum	<p>Sets expectations for effective curriculum development and trains leaders on best practices.</p> <p>Researches curriculum and recommends supplemental materials.</p> <p>Provides scope and sequence and curriculum maps.</p> <p>Provides rubrics for evaluating unit and lesson plans.</p>	<p>Provides teachers with curriculum and sets expectations for curriculum development.</p> <p>Trains teachers on curriculum development process and curricular materials.</p> <p>Reviews all unit and lesson plans.</p>
Professional Development	<p>Provides training and development for school leaders on LHA model and core priorities.</p> <p>Sets expectations for effective PD for leaders and teachers.</p> <p>Develops coaching model and resources.</p> <p>Trains leaders on coaching and monitors effectiveness through observations.</p>	<p>Creates yearlong professional development plan.</p> <p>Plans and delivers all school-based PD.</p> <p>Determines coaching assignments and collects data to determine effectiveness of coaching.</p>
Data Management and Interim Assessments	<p>Sets expectations for data-driven instruction and trains leaders on best practices.</p> <p>Provides data warehouse and management system (LinkIt).</p> <p>Provides NWEA analysis reports.</p> <p>Researches interim assessment options and provides interim assessments.</p> <p>Provides resources for data analysis - sample re-teach plans, model for data teams, model for data-driven coaching.</p>	<p>Creates annual assessment calendar.</p> <p>Ensures data is entered into data warehouse and management system.</p> <p>Conducts quarterly school-wide data reviews based on reports from data systems.</p> <p>Ensures interim assessments are administered and data is entered into assessment platform.</p> <p>Trains teachers on data analysis process, facilitates deep data dives, and monitors re-teach plans.</p>
Promotion Criteria	<p>Provide counsel for schools when needed.</p>	<p>Determine whether or not students are promoted or retained.</p> <p>Collaborate with families to determine best decision for each student.</p>
Culture	<p>Sets expectations for student development and engagement. Provides Scholar-Family Handbook.</p> <p>Provides Habits of Scholars rubric and implementation resources.</p> <p>Provides Advisory Scope and Sequence (5th-8th) and implementation resources.</p> <p>Provides training resources for restorative justice practices.</p>	<p>Creates school culture guide.</p> <p>Establishes school-wide routines, rituals, and celebrations.</p> <p>Trains teachers on restorative justice practices - student conferences, logical consequences, positive teacher language.</p> <p>Provides instructional resources to teach and monitor Habits of Scholars.</p> <p>Collects and reviews school culture data.</p>
Budgeting, Finance, and Accounting	<p>Collaboratively manages and creates school budgets for current and next FY</p> <p>Communicates financial status of schools with board.</p>	<p>Reviews financials sent from corporate.</p> <p>Spends in line with board approved budget.</p> <p>Meets and exceeds SBOA expectations for finance.</p>
Student Recruitment	<p>Provides sample student recruitment plan and marketing templates.</p> <p>Provides guidance on lottery process.</p> <p>Sets up online application system.</p>	<p>Develops and implements student recruitment plan.</p>

School Staff Recruitment and Hiring	Manages online application system. Posts teacher and leader positions on job boards. Conducts outreach to state and national partners and cultivates leader prospects. Provides teacher and leader interview protocols, question scripts, and selection rubrics. Conducts principal interviews and makes all principal hiring decisions.	Reviews teacher and leader resumes. Attends state and local recruitment fairs. Conducts all teacher and leadership team interviews. Makes all teacher and leadership team hiring decisions.
H/R Services (payroll, benefits, etc)	Provides counsel (legal if necessary) to schools when HR resources arise.	Ensures staff members are paid correctly and on time. Enrolls staff members in benefits.
Development/ Fundraising	Identifies state and federal grants. Completes grants above \$25,000. Provides guidance on state and federal grants.	Creates annual fundraising plan and leads all local fundraising efforts. Identifies regional and local grants. Completes grants below \$25,000.
Community Relations	Provides community partnership templates and sample agreements.	Determines community partners, establishes relationships, and creates partnership agreements.
I/T	Helps with ERate management. Manages network email and infrastructure.	School-based technology specialists help ensure staff tech works correctly. Ensures online testing is functional.
Facilities Management	Facilitates facility management services with outside vendors.	School operations manager manages local facility needs and manages custodians if an outside vendor is not used.
Vendor Management / Procurement	Facilitates the filing of RFPs and ensures compliance with procurement laws.	Sorts through RFP responses and selects vendors.
Other operational services, if applicable	Supports the schools as needed.	Asks for support from network as needed.

4. Provide, as **Attachment 11**, the following organization charts:
  - a. Year 1 network as a whole (including both network management and schools within the network)
  - b. Year 3 network as a whole
  - c. Year 5 network as a whole
  - d. Year 1 school-level organization chart for the proposed 2016-2017 school
  - e. School-level organization chart at full expansion for the proposed 2016-2017 school.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the

organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

## **Governance**

### **Legal Status and Governing Documents**

Describe the legal status of each proposed school, including whether the entity proposing to hold the charter is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Provide the following in **Attachment 12**: a copy of the Articles of Incorporation for the entity proposing to hold the charter (if filed), proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), as well as copies of the proposed board bylaws and policies. As **Attachment 13**, provide a completed and signed Statement of Assurances. Lighthouse Academies of NWI was incorporated as a nonprofit in 2014 and was granted for 501 (c) 3 status and has obtained federal tax-exempt status.

All Board members and prospective board members undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service.

### **Governing Board**

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The board views its role and responsibilities with a philosophy oriented around community service and legal and governmental accountability. The Board is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. The Board of Directors exercises its responsibility and authority by making decisions on matters of governance and oversight. This process includes planning and policy-making and the fulfillment of legal responsibilities and fiduciary obligations. At the same time, the board is committed to providing quality public educational options to all families of the communities in NWI and views its existence as an essential service to the future of the region.

The Board has the ultimate responsibility for and authority over the school. Lighthouse Academies has an important role to play in the success of the school. The success of the school ultimately depends on each party's clear understanding of their respective roles. A summary of each party's responsibilities is below.

The Board's governance role requires that the Board exercise its powers and duties:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the Lighthouse mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to Lighthouse Academies.
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Board recruitment:** The Board will recruit new members through its Executive Committee
- **Support:** Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.

- **Community Relationships:** The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.
- **Stakeholder Groups:** The board is responsive to the school's most important key stakeholder groups: students and their families. Board meetings are open to the public, students make presentations, the board considers family satisfaction survey results and responds to parental comments and questions presented both formally and informally to the board.

2. Describe the governance structure at both the network and individual school levels.

- a. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement that a parent of a child at each school serve on the governing body.

The network is governed by a national not for profit board. Each region has a local board that is separate from the national LHA board. The current LHANWI Board will be enlarged to include a parent representative from Hammond Lighthouse Charter School and a community representative will also be added. The existing LHANWI board will hold the charters for schools in Gary, East Chicago and Hammond.

- b. Describe the size and composition (current and desired) for each board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

Hammond LCS will be governed by the current LHANWI board. The composition will be enhanced with the addition of a Hammond parent. Active and effective representation is created, in part, due to the affiliations of current members. The board represents the community through employment in key local industries and community service organizations, have public school and university education background as three of the current board members are former school administrators, and two of them previously served as a principal in Gary and Hammond. LHANWI Board President Eddie Harvey is a parent of a current Lighthouse College Prep Academy student.

- c. Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).

In addition to the powers and duties described above, the Board's Finance Subcommittee will work with the school's business manager and Lighthouse Academies Finance Team to review monthly reports with the Board. The monthly financial report will include:

- FY Budget with amendments
- Budget to actual YTD with notations on trends
- Cash on hand
- Any extraordinary expenditures
- Forecast for remaining months
- Invoices paid
- Any contracts to be approved over \$5000.00

The Board also approves the following policies:

- Personnel Handbook

- Student/Parent Handbook
- Employee compensation and benefits through the annual budget
- Facility lease / purchase
- Vendor selection for contracts over \$5000.00 through an RFP process

- d. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

In addition to a board composition that reflects business, educational, legal and community advocacy, the structures within the board ensure educational and operational success. A subcommittee structure will be established to allow the board to acquire sufficient knowledge of school effectiveness and to inform future governance decisions.

As part of their monthly meetings the Board receives a report from these subcommittees, the principal and Lighthouse's Vice President that inform them about the progress being made toward the school's academic and organizational goals. This "dashboard" report includes not only academic data (such as NWEA scores), but also includes measures related to enrollment, attendance and student suspension. The Board and the principal review this data and additional end of year data when available and together make decisions about the efficacy of the educational program and principal and any adjustments that might be necessary.

The Board uses data to conduct an annual review of Lighthouse Academies and the school program. Data are used to inform changes in school policy and the school's annual goals. Policy changes or new policies are developed through the Board's subcommittee structure and presented to the Board for discussion. Examples of policies that will be discussed and approved are: promotion and retention and staff compensation. The annual review of all vendors, including LHA, results in discussion and decisions related to extending or terminating relationships.

3. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.  
If this application is being submitted by an existing non-profit organization respond to the following:
  - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the school with additions to membership listed above.

- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

N/A

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

N/A

4. List all current and identified board members and their intended roles (adding rows as needed).

Proposed Governing Board		
Full Name	Current Job Title and Employer	Position
Eddie Harvey	Union Representative at Arcelor Mittal	Board President
James Piggee	Retired School Principal	Board Member
Dr. Kay Ward McDuffie	Retired School Principal/Professor	Board Secretary
Eddie Hinton	Retired School Principal	Board Member
Rita Daniels	Counselor and Social Worker Department of Child Services	Board Member
Yvette Irons-Johnson	Assistant Vice President and Branch Manager, First Midwest Bank	Board Member
Michelle Maxwell	Counselor and Social Worker Department of Child Services	Board Member

Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14**, provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).

5. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.  
The applicant team does include an initial governing board.

If this application is being submitted by an existing non-profit organization:

- a. Will the charter ultimately be held by the existing non-profit or a different non-profit board? If the latter, explain the transition.

The charter will be held by the existing non-profit charter school board.

- b. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The existing board was originally formed to govern all LHANWI charters. The replication of East Chicago Lighthouse creates Hammond Lighthouse which adds one more school to the board's portfolio of schools. The board is currently transitioning its scope of responsibilities to oversee Hammond Lighthouse as it is discussing progress of the application process, reviewing the application, is involved with the facility search, and is adding board members to ensure proper capacity to govern and additional site and school.

- c. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

N/A

6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

The board meets monthly on the 3rd Monday of the month. Proposed committee structure includes:

- Executive Committee of the Board: review effectiveness of contracted service providers
- Nominating Committee: lead the process of recruiting and selecting new Board members
- Finance Committee

The Board is currently in the process of recruiting additional Hammond community members for the Board. In addition, once the school is open the Board will allow one or more parents to self-nominate themselves to serve on the Board for a one year term. This process will be repeated annually.

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. Directors with the following attributes will be able to work most effectively amongst themselves and with Lighthouse Academies and the school leadership to successfully meet the challenges that the school will face:

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the Lighthouse Academies' school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.
- Results orientation.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and Lighthouse Academies.

7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy.

See **Attachment 15**.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There are no known conflicts of interest.



8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Given the current by-laws of the existing board, the board will not expand beyond adding a parent representative from Hammond and will add a parent from Gary, bringing the total to nine members. According to the by-laws, the Board of Directors shall consist of not less than five (5) nor more than nine (9) persons. Any person who supports the goals and policy objectives of school shall be eligible for election or re-election to the Board. All board members shall be residents of Indiana. Each board member shall hold office for an initial term of two (2) years or until his or her successor has been elected. Board members may be re-elected for additional terms of service. At least one (1) parent of a student enrolled in HLCS shall be a member of the LHANWI Board. The parent member shall serve a term of one (1) year from the date of appointment. This parent may be self-nominated and shall be appointed by the board.

In the event of the expiration of a member's term, or the expansion of the Board of Directors to create additional terms, the remaining Board members shall appoint persons qualified.

The timeline for increasing the capacity of the board will commence with the granting of the Replication Charter. Once the charter has been granted, the LHANWI Board will hold its first meeting as it begins to also govern HLCS and the new parent member has been appointed. This will begin the stage for increasing the board's capacity. All new board members experience orientation and not for profit governance training that is provided by the Regional Vice President. The capacity building and board training will occur on the following timeline over a 90 day onboarding period:

First 30 days: review of charter and school goals, review of expectations for board participation and processes.

Next 30 days: Review of report templates that the board receives regularly and is expected to understand.

Final 30 days: review school goals, authorizer reports, financial audits.

Once the board membership has stabilized, ongoing board development will occur at each monthly board meeting as the Regional Vice President reports on educational legislation updates related to charter schools, provide information to changes in funding, and will educate the board about the school's classification/grades by the state and authorizer. The RVP will also prepare the board to conduct a self-assessment and an evaluation of the services received by Lighthouse Academies.

9. Provide copies of background checks for all potential board members.  
See **Attachment 14**.

## Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

A Teacher Advisory Board and Parent Advisory Board (TAPAB) will be formed to ensure adequate parent and teacher participation in the growth and ongoing development of the school. The TAPAB will meet monthly with the principal and Regional Vice President. The RVP will report TAPAB activities, interests, and initiatives to the board. The composition of the board will reflect the structure of the school and will seek to build a board with teacher and parent representatives from each grade level and/or content area. The social worker will be charged with organizing the formation of the board, ensure proper representation of parents and teachers (who will volunteer and self-nominate) and will also participate in meetings.

## Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Should a parent or student object to a policy or practice, the LHA Scholar & Family Handbook specifies the following complaint procedure to be followed:

1. Contact the staff member directly involved with the issue to seek answers and reach a resolution
2. If unsatisfied with the response, or if a response is not received, contact the school principal for an appointment (face-to-face or by phone)
3. If unsatisfied with the response, the issue may be brought before the Board of Directors
4. Questions about the complaint procedure can be directed to the LHA Regional Vice President

## School Management Contracts

***If the applicant does not intend to contract with a non-profit education service provider or management organization, mark "Not Applicable" and skip to next section.***  
**Please see attachment 16.**

If any proposed school intends to contract with an education service provider (ESP; *i.e.* charter management organization or education management organization) for school management, provide the following information (and include the requested documentation in **Attachment 16**):

1. An explanation of how and why the ESP was selected;  
LHA was selected due to the replication process. The LHANWI Board has a long standing relationship with LHA as its Charter Management Organization.
2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

See **Attachment 16**

3. A draft of the proposed management contract;  
See **Attachment 16**, example of management contract for other LHA school.

4. Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;

The Board reviews the performance of LHA informally at each monthly board meeting as it reviews the data presented in the board packet. The board monitors all expenditures of funds and signs off on all bills and payments each month. No less than once per year, the board will conduct a self-assessment and will formally evaluate the performance of LHA in the spring of each year.

5. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;  
and

There are no potential conflicts of interest between the board and Lighthouse Academies or any affiliated business entities.

6. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Indiana.

See **Attachment D**

## Human Capital

### Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	18	21	24	27	30
Number of high schools	4	4	5	5	5
<b>Total schools</b>	22	25	29	32	35
Student enrollment	7832	8582	9582	10332	11082
<b>Management Organization Positions</b>					
Accountants	3	3	4	4	4
Admin and Data Assistant	1	1	1	1	1
President and CEO	1	1	1	1	1
Chief Schools Officer	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Vice President/Managing Director of Development	1	1	1	1	1
Controllers	3	3	3	3	4
Director of Data Management and Analysis	1	1	1	1	1

Director of Information Systems	1	1	2	2	2
Director of Instructional Resources	1	1	1	1	1
Director of Leader Development	1	1	1	1	1
Director of Student Development and Engagement	1	1	1	1	1
Grants Specialist	1	1	1	1	1
Managing Director of College Transitions	1	1	1	1	1
Office Manager Corp Office	1	1	1	1	1
Payroll and Benefits Manager	1	1	1	1	1
Regional Operations Manager	3	3	4	4	4
Regional Vice Presidents	6	6	7	7	8
Senior Vice Presidents	4	4	5	5	5
Managing Director of Human Capital	1	1	1	1	1
Talent Operations Manager	1	1	1	1	1
Talent Recruiter	1	1	2	2	2
<b>Total back-office FTEs</b>	<b>36</b>	<b>36</b>	<b>42</b>	<b>42</b>	<b>44</b>

### School Staff Structure

1. Complete the table(s) below outlining your school staffing rollout plan for a “typical” elementary school and/or a “typical” high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator’s norm, please explain.

### New Elementary School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principal	0	1	1	1	1	1
Director of Student Services	1	1	1	1	1	1
Social Worker	1	1	1	1	1	1
Parent Advocate (FACE)	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	15	18	18	18	18
Classroom Teachers (Specials)	2	3	4	4	4	4
Special Education Teacher	2	2	3	3	3	3
ELL Coordinator/Teacher	1	1	1	1	1	1
ELL Aides	.5	1	1	1	1	1
Special Education Aides	1	2	2	2	2	2
Teacher Aides and Assistants	3	4	5	5	5	5
School Operations Support Staff	2	2	2	2	2	2
<b>Total FTEs</b>	<b>26.5</b>	<b>35</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>

2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

Relationships are key to managing the school and staff. LHA leaders work collaboratively with the faculty to ensure philosophical alignment and adherence to network values and core priorities. All staff are expected to perform at high levels and all staff take personal accountability for results. The RVP holds the principal accountable for academic outcomes and the principal holds teachers responsible for academic outcomes yet, when working as one team, collective responsibility for the whole is shared. Internal vertical and horizontal team structures ensure effective communication and are effective vehicles for managing relationships and outcomes.

The Teacher/Student ratio is 1:25. The Adult/Student Ratio is 1:11.3

### **Staffing Plans, Hiring, Management, and Evaluation**

1. Explain the relationship that will exist between the proposed charter school(s) and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 17**, any personnel policies or an employee manual, if developed.

All employees, including corporate employees, will be at-will.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Please see **Attachment E**, Compensation Policy.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff in accordance with IC § 20-24-6, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

All core classroom teachers will be highly qualified. The timeline for hiring will be aggressive as hiring of teachers in Northwest Indiana is very competitive. Due to the specific innovation of HLCS which is relationship based behavior management, we will screen for mindset-working with students and families and using relationship and restorative justice principles to manage students. Teachers who do not embrace eliminating suspension and keeping students in school will not be added to the staff. We will first open our application process to local residents of NWI as we desire to have teachers commit to serving students overtime and who see themselves as part of the community.

To find highly qualified candidates for Hammond Lighthouse Charter School, we will post jobs and conduct outreach on the following sites: Nation-wide: Harvard School of Education, Indiana State Universities, National Alliance of Public Charter Schools, Teach for America, and <http://www.wanttoteach.org>. Because Hammond is close to Illinois, we will also target Chicago-based teachers. Chicago-specific sources include: DePaul University, Illinois Network of Charter Schools, University of Illinois Alumni Association, Chicago State University, Illinois Small College Placement Association, Illinois State University, National Louis University, Northern Illinois University, Northwestern University and University of Illinois at Chicago.

We plan to attend the following recruitment fairs to find highly qualified candidates: University of Chicago Urban Teacher Education Program (UTEP) Job Fair; Illinois Network of Charter Schools (INCS) Education Job Fair.

We also plan to share open positions with the following organizations to attract highly qualified candidates: University of Chicago Urban Teacher Education Program (UTEP); Teach for America Leadership Email blast

Finally, we will screen for highly qualified status through the application and interview process at Hammond Lighthouse Charter School. The first questions on all of our application forms for teachers at Hammond will be:

- Do you currently hold a valid teaching license in Indiana?
- Please list your current certifications and the state(s) in which you hold this certification.
- How are you considered “Highly Qualified” under NCLB?

4. Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The school operations manager conducts criminal background checks in accordance with Indiana state law. Once a candidate has been selected through the rigorous interview process, the candidate will be on-boarded. The onboarding process involves review of all local, state and LHA expectations and the process for removal should the employee exhibit behaviors or actions that require action. See **Attachment 17**, personnel handbook.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 18**, your leadership evaluation tool(s).

See **Attachment 18**

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 18**, your teacher evaluation tool(s).

See **Attachment 18** and coaching section above.

7. Explain how the school and organization intend to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Principals are observed and informally evaluated weekly by the RVP. In addition, the RVP will provide a beginning of year, middle of year, and end of year evaluation.

Principals are expected to evaluate directly or indirectly each staff member in the middle of year and the end of year.

It is with extreme urgency that Lighthouse Academies moves to ensure students a quality education. Performance Improvement Plans (PIP) are used whenever a staff member is not meeting expectations. These PIPs are structured to provide a direction on a focus area for improvement to assist the underperforming staff member towards excellence. Failure to comply or improve with the timeline of the PIP will result in immediate termination.

Leadership and teacher changeover is managed with effective communication, carefully thought-out interim action steps, and a timeline for announcing changes. Proactive and effective communication is key to minimizing concerns within the school community. Regional and school leaders are expected to take an "all hands on deck" approach when someone is terminated from a school. This may require leaders or teachers to assume additional responsibilities while a suitable replacement is located, recruited, and selected. Parents, students and the board are provided information on expected and unexpected changes as needed and as legally appropriate.

### **Professional Development**

Describe the school and organization's professional development expectations and opportunities, including the following:

1. Who will be responsible for professional development?

School-level professional development is the responsibility of the principal with support and oversight of the RVP and the national leadership team. The principal must create, oversee, and lead professional development for the school on a weekly basis. The national LHA Research, Design, and Strategy (RDS) team creates modules tailored to specific school needs and offers these modules with modifications to each school. The RDS team also organizes quarterly leadership institutes for network leaders. These institutes address current needs in the network and allow for collaboration across regions. The Regional Vice President is another key source of professional development. The RVP is expected to develop principals through day to day interactions and as part of the national leadership team.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally at the school, by the network, or externally and the extent to which it will be individualized or uniform for each teacher.

As noted in a previous description of the educational model, coaching and development is a cornerstone of the LHA model. Significant time is spent both during the summer and throughout the year to continually refine our practice. The professional development program is driven by data about student learning in the school and reflects a balance between individualized and collaborative learning experiences for teachers.

All teachers and staff members will participate in a minimum of 20 professional development days over the course of the school year. Topics of these professional development days will be determined through an analysis of student achievement data and teacher performance needs as measured by the Danielson Framework for Effective Teaching.

There is a collaborative approach to professional development at LHA schools. The principal (and school leadership team) will be responsible for ensuring all teachers have the coaching, training and support they need to implement the programs in the school's charter with the continuous support of the RVP and RDS team. The RVP and Principal will monitor the school's goals, measure the success and effectiveness of professional development plans, and compare this monitoring to the evidence collected on learning walks and extended classroom observations. Conclusions drawn will be used to modify professional development initiatives.

### ***Professional Development Institute (PDI)***

The school leadership team will plan and implement these professional development days beginning with the school's Professional Development Institute (PDI) - 5 days of professional development scheduled prior to school opening - and include at least 15 additional days over the course of the first year.

During the first year of PDI at the school site, much of the professional development focuses on school culture, interpreting and planning curriculum and assessments, expectations of teachers, team building and school-specific policies. In subsequent years, PDI is data-driven and staff members dig more deeply into various components of the educational model.

### ***Ongoing Professional Development***

Professional development goals and potential sessions will be planned for the year over the summer and captured in a Year Long PD Plan (YLPD). In addition to the 20 formal professional development days (160 hours), ongoing opportunities for professional development will happen throughout the school year in the following ways:

- \* Weekly classroom observation and coaching.
- \* Weekly grade level/content area meetings.
- \* Weekly team (staff) meetings.
- \* Collaboration with colleagues at the school and across the Lighthouse network.
- \* Professional Development days and team staff meetings may include opportunities for the staff to analyze data (as a school and individually), build staff culture, and perfect their planning or execution of elements of our curricular programs. Depending on the needs of the staff, these days may be differentiated with different leaders leading professional development on topics relevant to sub-groups of teachers (e.g. newer teachers vs. veteran teachers).
- \* Coaching relationships will vary greatly depending on the needs of each teacher. However, every coaching relationship will allow for the "coaching cycle" of planning (setting goals for the coach-coachee work based on classroom observation and student data), working (actually doing the work – e.g., planning lessons together, modeling and debriefing lessons), and reflecting (measuring progress against the goals set). All coaching is driven by observations and evidence aligned with the Danielson Framework for Teaching as well as student achievement data. All LHA coaches regularly participate in network-level professional development aimed at refining their coaching skills in order to provide precise and productive feedback to all teachers.

### ***Individualized Professional Goal-Setting and Tracking***

Each teacher will work with his or her coach to set professional growth goals driven by data from the Danielson Framework Rubric and student achievement data. The goals and next steps will be set and monitored using the Bloomboard online portal. Bloomboard provides an avenue for teachers to set professional goals with the guidance and support of the coach and manager. In turn, school leadership is able to track goals and progress towards completion while designing differentiated professional development appropriate for the school's needs. Student progress will be brought to the forefront of these support structures through regular discussions of classroom, grade level, and school-wide and



state assessment data. Teachers will be coached through the analysis of the data and how to apply the results to decisions made about instructional practices.

In addition to instructional staff, the principal, director of teacher leadership, other administrators set and track goals aligned to respective performance evaluation rubrics using Bloomboard. Each position will be supported by a coach or member of the Lighthouse team. This approach will allow the school to differentiate professional development for all staff members.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

See sample PDI schedule **Attachment H**

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and how such time will typically be used.

See sample PDI plan **Attachment I**

- Summer PDI - 5 Days
- Ongoing Professional Development - 15 Days
- Grade Level/Content Area Team Meetings - Weekly
- Individualized Coaching – Weekly

### **Performance Management**

BSU will evaluate the performance of every charter school annually including for “green-lighting” conditionally approved charters for subsequent years and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the BSU’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific **educational** goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.
- Goal 1: Elimination of Out of School Suspension.
  - Goal 2: 80% of scholars in 3<sup>rd</sup>-5<sup>th</sup> will pass or pass plus ISTEP ELA and Math.
  - Goal 3: 80% of K-2 scholars will be proficient or above as measured by mClass Reading.
  - Goal 4: 70% (increase of 44%) of staff members will agree or completely agree that HLCS is preparing scholars for success in a four-year college.

2. Describe any mission-specific **organizational** goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.
  - Goal 1: Enrollment growth: meet target enrollment numbers.
  - Goal 2: Ratings on state/local accountability systems- B or better.
  - Goal 3: Ratings on authorizer/charter accountability systems: Meets or exceeds expectations.
  - Goal 4: Clean Annual financial audits.
3. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the curriculum, performance goals, and state standards.

HLCS will use interim assessments in all grade levels in both ELA and math. To create them, we will pull from a variety of sources, including item banks (available in Learning Station platform) aligned to the Indiana and the Common Core standards and interim assessments previously created by Lighthouse Academies. The assessments will align to the state standards, fit the curricular scope and sequence that teachers will follow, and include rigorous items that require students to construct responses and explain their reasoning. These assessments will help teachers to pinpoint student learning needs and assess progress against college-readiness expectations to an extent not currently possible with many purchased assessment packages such as the current offerings from Acuity.

If the state of Indiana develops Indiana specific interim assessments prior to 2016-2017, those will be considered in place of the Lighthouse-created interim assessments. Data-driven instruction is core pillar of the Lighthouse Academies instructional program.

4. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.

Throughout the school year, teachers and school leaders will closely monitor student academic progress, using both interim assessments and classroom formative assessments to measure the extent to which each student is mastering the grade-level standards. During the instructional data team (IDT) meetings, teachers will review the most recent interim or formative assessment results for their grade level, identify students who have not yet mastered key academic standards, and collaboratively plan instructional strategies to address the learning needs of those students. In addition, the NWEA MAP tests will provide nationally-normed benchmarks for student ability levels and growth in math and reading. The winter administration of NWEA MAP will serve as a mid-year progress check that teachers and school leaders will use to identify with individual students and classes are making adequate progress. The Regional Vice President, Chief Schools Officer, and other network leaders will review results of the interim assessments and of NWEA MAP testing, and use this data to inform the support they provide the school.

At the end of the academic year, the school leaders, along with the Regional Vice President, Chief Schools Officer, and other network leaders, will review the school's academic performance in relation to its goals. Metrics to be reviewed include, but are not limited to, the school's achievement of performance targets on state assessments such as ISTEP and IREAD, and the amount of growth achieved

on NWEA MAP tests in relation to national norms. To review performance data, leaders will use the Link It data system, a warehousing and reporting system for assessment data that Lighthouse Academies has piloted successfully in its Northwest Indiana schools during the 2014-15 academic year. The Link It data system allows leaders to not only see overall school results, but also examine the extent to which performance of particular classes, grade levels, and subgroups of students contributed to those results, and the extent to which results of different assessments correlate with each other.

The Link It system will also assist leaders in examining data over the term of the charter contract, comparing results year-on-year, and tracking the performance of cohorts of students.

5. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Teachers and school leaders will closely monitor student academic progress, using both interim assessments and classroom formative assessments to measure the extent to which each student is mastering the grade-level standards. Interim assessments will be administered through an assessment platform (e.g. Learning Station) that allows teachers to efficiently score assessments and view reports on student performance, including both summary and item-level reports.

During the instructional data team (IDT) meetings, teachers will review the most recent interim or formative assessment results for their grade level, identify students who have not yet mastered key academic standards, and collaboratively plan instructional strategies to address the learning needs of those students.

The school leaders will employ public data displays, data reviews during faculty meetings, and recognition events during whole-school assemblies to celebrate successes and communicate focus areas for further growth with the school community. These events will help to build a school-wide culture of using data to inform decisions and continually improve practice.

The school principal and assistant principal will be responsible for showing teachers how to use the assessment platform, properly administer and score assessments, and analyze the data reports.

6. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

During instructional data team (IDT) meetings, classroom teachers will perform data analysis themselves, first examining summary reports that show the number of students in their class who achieved at each performance level on a given assessment, and then diving deeper into “test-in-hand” analysis in which they look closely at the test questions and student responses to identify specific student misconceptions and learning needs. The school principal and assistant principal will support teacher teams in this work, ensuring that team members can access the data reports they need, stay focused on the meeting protocol, and follow through with implementing the instructional strategies they agree upon in the meeting. The school principal and assistant principal will also provide any professional development that the teachers need to interpret the data reports or to implement the instructional strategies that were chosen based on the data analysis.

7. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

During the Professional Development Institute prior to the start of the school year, teachers will receive an initial introduction to the school's assessment and data management systems, the data cycle (assessment to analysis to action), and the school's culture of using data in self-reflection, peer feedback, and continuous improvement. Furthermore, all teachers will participate in instructional data team meetings, which provide a powerful opportunity for professional learning as teachers actively engage in a highly-structured process of data analysis, reflection, and commitment to specific improvements in instructional practice.

School leaders will receive primary support from their Regional Vice President, who will serve as a coach and mentor to them as they lead this process. Lighthouse's Director of Data Management and Analysis will provide consultation support as needed, assisting school leaders with learning how to use data systems and manage the data cycle. School leaders will also benefit from structured opportunities to connect with leaders of other Lighthouse schools and share best practices for supporting data-driven instruction.

8. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

See Tiered Support document, **Attachment F**.

For schools that fall short of student academic achievement expectations or goals, Lighthouse Academies implements a Tiered Support Plan. LHA's School Improvement Process is based on a continual data cycle of assessment, analysis, and action. Over the summer, the Regional Vice President assigns the school to a tier based on thirteen performance indicators. If a school is placed in Tier 3, the national team develops a Tiered Support Plan which is differentiated and may include three to four school support visits, intense leader coaching, and additional operations support. At school support visits, a support team (Chief Schools Officer, Regional Vice President, Principal, Research, Design, and Strategy member, and other LHA school leaders) reviews school data, observes instruction and coaching, and identifies key findings that are contributing to the school's performance. Based on the data collected, the support team creates an action plan of targeted interventions at the leadership and classroom level including timelines and measures of success. The Regional Vice President monitors the implementation and effectiveness of the action plan through walk-thrus, data reviews, and regular check ins with the school leadership team. For a Tier 3 school, support school visits are scheduled every two to three months to monitor improvement, identify the next set of priorities, and to develop a comprehension action plan.

9. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Lighthouse Academies, Inc. is committed to delivering an exceptional education program to all the communities we serve. In order to do this, we must be diligent about how we track, monitor, upgrade and adjust our practices to ensure we're meeting our goals. We use several indicia to assess the performance of our schools including but not limited to:

- Enrollment Growth/High School graduation rates/College attainment rates
- NWEA growth
- Ratings on state/local accountability systems/ authorizer/charter accountability systems
- Annual financial audits/ Internal academic (Tiered Support Site Visits – TSSV)

Should our network, as a whole, struggle to meet the goals we set for ourselves, we are nimble enough to course correct. LHA senior management monitors and the LHA Board oversees school status updates on a quarterly basis. “Real life” examples shed light on how we address network performance

- 1) *Academic and operational performance in the network was uneven. We devised a plan to provide broader and deeper network-level support to strengthen our instructional programming. The Tiered Support Sites Visits are the catalysts for improving how we operate.*
- 2) *We had our first high school graduating class in 2013 and our second in 2014. Graduation and college attainment rates for these cohorts were high however we noticed a slight decline in the 2014 class and we also noticed persistence and retention challenges with several of our alumni in college. In response to this we have hired a managing director of college transitions, to oversee our college access and persistence programming to ensure our scholars have the non-cognitive and non-academic skills to be successful through college degree attainment.*
- 3) *Other actions we have taken include leadership and staff removal; enhancing curriculum; increasing the level of network support provided to a school.*

Lighthouse Academies is expansionary in our DNA. We seek to bring more opportunities to more communities in need every year. However, we make sure that we are prepared from a human capital perspective and from a financial perspective.

## **Facilities**

Charter school facilities must comply with state and local health and safety requirements (per IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies). In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

We have enlisted the assistance of Commercial InSites’ Adam Karras to identify property available for lease or purchase that fits our criteria that includes space, cost, short-term and long-term entitlement/property control, safety, and accessibility. With each property identified we will review the most recent census data and any available updates to aggregate data on population densities for the age groups that would be served. These densities are arranged in categories of 5, 10, and 15 mile radii. Within each of those distance categories a factor is assigned that predicts the percentage of students for that population that would be attracted to that location based on the academic performance of the alternatives available in that distance category. If the total number of students predicted to be attracted exceeds the enrollment targets for the proposed school then the property is further evaluated based on the cost factors.

The cost factors used to evaluate the viability of the property include the following considerations. At a rate of 75 sq. ft. per student for Pre-K – 8 or K - 8 solutions, is the property large enough to meet the needs of the school in its first year of enrollment and at what cost – total cost and per annum? Will the location provide enough space to meet the needs of the school’s growth plan and at what cost – total cost and per annum? With those facilities that offer the space needs required (or the potential to meet the space needs by the required move-in date that is minimally 1 month before classes start) we evaluate negotiations to provide the necessary upgrades and build-out for the school’s requirements as part of the annual cost of the lease or purchase. These negotiations include preliminary cost projections from a local, regional, or national architectural and engineering firm with extensive design and construction experience on school building projects – with preference always given toward developing local partnerships.

A minimum construction timeline of 7 months will be pursued for each project and should work be required to prepare the facility for use, a facility management company that has been used in the past such as Charter School Support Services, Red Apple Development, or Turner Agassi, may be engaged to expedite and manage the process of identifying construction/building partnerships to perform the work and obtaining final costing. Each project plan and timeline is vetted for viability by the property holder, financial partners, local building/permitting authorities (where possible), contractors identified to perform any necessary work to prepare the facility, and the school Furniture Fixtures and Equipment providers.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. If you have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 19**. Briefly describe the facility including location, size, and amenities. Provide a detailed list of any anticipated construction or renovation costs (these should also be described in the budget narrative and reflected in the budget). You may provide, as **Attachment 20**, up to 10 pages of supporting documents providing details about the facility.

A facility has not been officially identified.

## Start-Up & Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. The start-up plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school’s first day of operation per IC § 20-24-3-4. This plan should align with the Start-Up (Year 0) Budget in the Budget Worksheets.

See **Attachment 21**

2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

The school will issue an RFP for transportation services. LHA has existing contracts for transportation in NWI vendors which will provide valuable insight into the challenges and solutions to providing transportation to the families of Hammond and surrounding communities. The transportation contract will specify the cost for additional fieldtrips as needed.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

The school will be locked at all times and all those who enter will do so from the front door and will either be visible by camera or by office staff. All visitors will be buzzed into the locked building. Each school completes detailed Safety Plans that are reviewed with all staff at the beginning of each year and are updated regularly.

See **Attachment G** for the East Chicago Lighthouse Safety Plan

4. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

See **Attachment 22**

### **Operations Capacity**

Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- Staffing;
- Professional development;
- Performance management;
- General operations; and
- Facilities management.

Since 2004, LHA has successfully opened over 15 schools by executing a detailed operations and facilities plan created for each campus. This operations plan covers all aspects of start-up and includes school operations and facility management details. The LHA leadership team uses established staffing/recruitment strategies and selection protocols to staff each school and has successfully recruited and hired approximately 250 teachers and leaders each year. Our team employs research-based professional development methods to train and develop teachers and leaders. Our yearlong professional development plan for teachers is grounded in the Danielson Framework for Effective Teaching and leverages resources from LHA schools. LHA national leader institutes are designed to promote proficiency on LHA leader evaluation rubrics. The LHA coaching and development model is rooted in frequent, job-embedded observations and feedback to promote reflection and swift improvement. All teachers and leaders are evaluated and held accountable to performance evaluation rubrics. Additionally, the operations teams are held to high standards of efficiency and effectiveness with a strong desire to provide high quality customer service to families, students, and staff.

Applicants should describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

LHA has extensive experience and success in building acquisition, renovation, leasing, and bond financing. In each community where a LHA exits, facilities have been provided that are safe, attractive, and well maintained. An example of successful school facility start up includes our recent build of a school in Detroit where the land was negotiated and construction started and completed within a six month window. LHA has built relationships with Turner Agassi as well as other contractors and finance organizations.

## Section 3. Budget and Financial Plan

### Financial Plan

*(No limit to budget narrative; include as Attachment 24)*

For multi-site operators or networks, the Achievement School District requires individual **school** and **network-level** financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization and school(s) will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.

Auditors are contracted separately for each school but all other financial services are provided at the network level by the LHA finance team. This included accounting, purchasing, and payroll.

2. Describe how you will provide an independent annual audit of both **organization-level** and **school-level** financial and administrative operations.

The board for NWALHA contracts independently with an auditing firm. This firm reviews ALL financial information and carefully reviews processes and adherence to standard financial practices and reports its findings to the board annually. An independent auditing firm has been contracted for East Chicago and this firm may or may not serve as the auditor for HLCS. Securing the services of an auditor is part of the start-up plan.

LHA also engages auditing firms to engage in annual financial audits. These findings are reported to the board for LHA.

3. Provide, as **Attachment 23**, detailed budgets for the operator at the network level AND for EACH individual school. Applicants must provide a network-level budget (no template is provided). Applicants must either complete the Budget Worksheets (all sections) for the network and each campus, including revenue and expenditure projections that reflect proposed growth and development needs over time, or may submit financial forms in the organization's existing format, provided that they accomplish the following:
  - a. Include a separate budget for each school
  - b. Include a back-office budget
  - c. Specify per-pupil management fees
  - d. Incorporate financial implications of facilities plans
  - e. Explicitly detail major assumptions including but not limited to:
    - Student enrollment
    - **All** anticipated funding sources<sup>2</sup>, including:
      - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
      - Other government resources

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<sup>2</sup> Note: Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable.



- Private fundraising
- eRate
- Student fees
- Compensation (school and network/CMO levels), including:
  - Salary table and number of staff by position
  - Yearly pay increases
  - Pension contribution and other benefits
- Line items for each major expense and delineation of assumptions, including:
  - Instructional materials and supplies
  - School equipment and furniture
  - Technology for student and instructional use
  - Professional development
  - Student assessments
  - Student information system
  - Special education services
  - Student activities
  - Contracted services at school and network/CMO levels (audit, I/T, PD, etc.)
  - Rent and utilities
  - Office supplies and equipment
  - Technology for administrative use
  - Fundraising materials and resources (non-staff)
- School start-up costs
- Management fees and any other management compensation
- Facility scenarios
- Capital, contingency, and insurance reserve funds

See **Attachment 23**

2. Present, as **Attachment 24**, a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (*e.g.*, grants, donations, fundraising).
  - a. Per-Pupil Revenue. Use the figures below in developing your budget assumptions.
  - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.
  - c. Discuss the school/organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

See **Attachment 24**

3. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

LHA, historically, has not engaged in fundraising at the local or national levels. As the network continues to grow and restructure, LHA has decided to implement a long-term development program at

the national level along with providing support for local level development activities. As a best practice, all nonprofit board members should engage in development. The national LHA board will model this best practice by committing to a give/get amount each year. Network leadership will encourage and support local boards to do the same. A national leadership team member will be assigned to drive this effort.

4. Describe the annual audit of the financial and administrative operations of the school and organization. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana.

Each LHA school prepares for the annual audit of financial and administrative operations throughout the entire year. Annual financial audits include all standard elements including, in part, Statements of Financial Position, Statements of Activities and Net Assets, Statements of Cash Flows, Schedule of State Awards, etc. Locally based, School Operations Managers, collect, document, file, and prepare reports each month that include evidence of compliance with state and federal reporting requirements. School management is responsible for the preparation and presentation of all financial statements in accordance with the accounting principles generally accepted in the United States and State Of Indiana. LHA has many years of experience in Indiana related to state and authorizer compliance and reporting. The Regional Operations Manager has been employed by LHA since one of our first Indiana school was founded and has acquired historical knowledge of the expectations and requirements of reporting. (The Regional Operations Manager was a founding staff member at East Chicago Lighthouse Charter School.) The LHA Regional School Operations Manager will work closely with the new School Operations Manager to ensure that operational and financial expertise is shared and put into place at HLCS.

**\*In developing your budget, contact Indiana Department of Education to determine your per pupil funding estimates. These figures are based on figures from 2011-12 and should be used for planning purposes only.**

#### **Financial Capacity**

Describe the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting.

LHA has a decade of financial and operations experience in school management as described above. Additional operational and financial management capacity and expertise rests throughout the organization. The Finance Team at the LHA network level has worked in finance and operations since the network was founded a decade ago. The finance team consists of a Comptroller, an accountant, and assistant accountant, all of whom are supported by the Chief Financial Officer. LHA schools have successfully sought and received private and competitive grants at every campus. These grants have been written by a LHA employed grant writer.

#### **Section 4. Portfolio Review/Performance Record**

BSU will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. ***This section does not require applicants to provide academic performance data for schools operated by the organization. Reviewing performance data is a critical part of the BSU's due diligence and evaluation process, and BSU will tailor this review to the scale and scope of each organization's***

***portfolio. Applicants should expect a supplemental request for information tailored to the history and structure of the applicant organization.***

1. Using the Portfolio Summary Template, provide, as **Attachment 25**, a detailed summary of all of the schools in the operator's portfolio.
2. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.
  - a. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
  - b. Discuss the primary causes to which you attribute the school's distinctive performance.
  - c. Discuss any notable challenges that the school has overcome in achieving its results.
  - d. Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

See **Attachment J**: Indy Lighthouse Charter School College Prep Academy (ILCA\_CPA) Graduation Data.

ILCS-CPA has one of the top graduation rates (without waivers) in the state, the top honors diploma rates (without waivers) and serves a nearly 90% free and reduced student population.

The primary causes of ILCS-CPA high performance have been strong and deliberate scheduling procedures with detailed attention to student needs and aligning the master schedule to course offerings. For example, students often take double block math courses if achievement data reveals significant gaps in learning. Also, ILCS-CPA has benefited from strong, effective, and consistent leadership. The school also has created fruitful community partnerships with IUPUI, Ivy Tech Community College, Career Center, and College Summit all of which pave the path to college.

Notable challenges include maintaining quality while undertaking growth, maintaining a vision that supports all students regardless of behavioral or academic history and still gets them to achieve at high levels, and limited funding.

NWI has benefited from the experience and expertise of the Indianapolis Regional Vice President, as Lighthouse CPA of Gary has recently adopted similar scheduling practices, now has students enrolled in dual credit programs, and is more closely monitoring and programming students' schedules to minimize graduation students with waivers.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.
  - a. Be specific about the results on which you base your judgment that performance is unsatisfactory.
  - b. Describe the primary causes to which you attribute the school's problems.
  - c. Explain the specific strategies that you are employing to improve performance.
  - d. How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

North Point Lighthouse Charter School opened in 2012-2013 and is its third year of operation.

LHA has identified North Point as a Tier 3 school and has invested heavily in turning around the school. According to Wisconsin Department of Public Instruction, the school failed to meet expectations based on the school's 2013-2014 overall accountability rating as indicated below:

Possible Points	Points Earned
Reading: 50	9.2
Math: 50	11.9
Attendance rate: 80	70.9
State Performance: % proficient or advanced	School Performance
Reading: 36.7%	8.8%
Math: 48.8%	7%

Primary Causes: Lack of proficient leadership.

Activities to improve performance: Remove and replace the principal (done in 2014). Provide the new principal with ongoing onsite and network provided mentoring and support in the areas of writing, curriculum and using data to drive instruction. Weekly accountability check-ins and data monitoring occur with network leadership.

Expectations for satisfactory performance and timing: It is the expectation of LHA and the school's board that the school will not be placed on probation at the end of the 2014-2015 school year. Early indicators reveal that the school will increase points earned last year on the school's Learning Memo which is expected to indicate that the school is indeed turning around.

4. *For all schools operating in the state of Indiana, provide as **Attachment 26**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).*

See **Attachment 26**

5. *For all schools operating in the state of Indiana, provide the following in **Attachment 27** (a) the last three years of audited financial statements for the school(s); and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP level, and the overall operations are distinctly represented.*

See **Attachment 27**

6. *For the organization as a whole and any related business entities, provide the following as **Attachment 28**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP level and the overall operations are distinctly represented.*

See **Attachment 28**

7. *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach.*

Potomac Lighthouse Public Charter School: Contract terminated June 30, 2014 via mutual separation agreement. There was no material breach. As LHA reassessed our growth strategy, we determined that the District of Columbia was not a region where we would develop a cluster of schools. The school is still operating under the name Potomac Prep.

8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.

Lighthouse Academies decided to leave the state of Ohio due to the authorizing environment and challenges maintaining enrollment. Lighthouse Academies withdrew its application to renew Monument Lighthouse in Indianapolis and instead sought a replication charter for Indianapolis Lighthouse which was successfully granted. Indianapolis Lighthouse East will open in the fall of 2015.

9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.

N/A

10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment 29** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

N/A

## EXHIBITS

Charter School Board Member Information Form

Statement of Assurances Form