BALL STATE UNIVERSITY®

Office of Charter Schools

East Chicago Lighthouse Charter School

2015-16 CHARTER RENEWAL APPLICATION

October 1, 2015

TABLE OF CONTENTS

   I.   Enrollment and Demographic Overview

   II.   Executive Summary

   III.   Self-Assessment

   IV.   Academic Performance

   V.   Stakeholder Assessment (optional)

   VI.   Organizational Performance

   VII.   Financial Performance

INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

Release of Renewal Application   May 29, 2015

Renewal Orientation: Meetings with School Leaders and Board Members   June-July 2015

Letter of Intent to Renew and Renewal Application Due to OCS   October 1, 2015

On site School Visits   June – December 2015

Renewal Decisions   On or before January 15, 2016

RENEWAL DECISION OVERVIEW

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2015-2016 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2015.**

FORMAT FOR SUBMISSIONS:

☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.

☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.

☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Organizational Chart (updated administrative organizational chart with names)
☐ Staffing Matrix
☐ General Descriptions of Responsibilities of Teachers and Staff
☐ School Calendar (current school year)
☐ Curriculum and Instructional Methods
☐ Methods of Promoting Parent and Community Involvement Practices
☐ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))
☐ Methods of Pupil Assessments

Current School Policies and Plans

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Staff Handbook
☐ Student Handbook
☐ Promotion/Retention Policy

☐ Elementary School Reading Plan
☐ Policy and Procedures for Special Education
☐ Policy and Procedures for ELL Students
☐ Performance Evaluation Plan for Administrators and Teachers
☐ Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
☐ Teacher and Staff Compensation and Benefits Plans
☐ Professional Development Methods
☐ School Admission Policy
☐ Transportation Policy (if applicable)
☐ School Safety and Emergency Preparedness Plan
☐ Student Health Screening Policy
☐ Student Records Policy
☐ Medication Policy
☐ Discipline Policy
☐ Criminal Background Check Policy
☐ Graduation Requirements, including diploma types offered (if applicable)
☐ Conflict of Interest Policy
☐ Fundraising Policy and Guidelines
☐ Deposit of Funds Policy
☐ Social Media Policy

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Articles of Incorporation (and any Amendments thereto)
☐ Any Fictitious Name Registrations filed with the Indiana Secretary of State
☐ Board By-Laws
☐ Board Member List (including Current Contact Information)
☐ Calendar of Board Meetings
☐ EMO Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ School's Budgets for 2014-15 and 2015-2016
☐ School's Audit (if not conducted by Fitzgerald Isaac) for the school year ended 6/30/2015

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Board Minutes approving School's Budgets for 2014-2015 and 2015-2016

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Certificate of Liability Insurance

☐ Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Lease Agreement(s) or Deed(s) for All Occupied Facilities
☐ Certificate of Occupancy issued by the Indiana Department of Health

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

A. Provide the enrollment and demographic information for the current school year.

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	432	
# of Students on Waiting List	54	
Gender		
# Male	217	50.2%
# Female	215	49.7%
Ethnicity/Race		
# White	4	.9%
# Black	171	39.5%
# Hispanic	246	56.9%
# Asian	0	0%
# Native American	0	0%
# Other	11	2.5%
Special Populations		
# Students with IEPs	52	8.3
# English Language Learners	89	20.6%
# Homeless Students	0	0%
# Eligible for Free and Reduced Lunch	361	83.5%

B.   Provide enrollment information for length of charter contract.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	115	204	292	356	411	511	575	429	433

C.   Provide the student attendance information for the length of the charter contract.

Grade	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	Year 4 2009-2010	Year 5 2010-2011	Year 6 2011-2012	Year 7 2012-2013	Year 8 2013-2014	Year 9 2014-2015
K		90.2%	95.7%	95.1%	96.3%	95.2%	95.2%	94.4%	90.02%
1		91%	95.2%	95%	94.3%	93.7%	95.3%	94.8%	94.97%
2		90.8%	96%	95.8%	95.5%	96%	95.8%	94.1%	95.48%
3		91.8%	95.6%	97.2%	96.8%	96.4%	96%	95.4%	94.66%
4		92.7%	97.2%	95.7%	97.1%	96.6%	95.7%	95.8%	95.46%
5		92.9%	98.2%	97.4%	95.3%	97.1%	96.5%	96.1%	96.43%
6			96.1%	97.1%	97.3%	95.3%	96%	96.5%	96.47%
7				96.3%	97.2%	97.3%	94.4%	95.6%	92.58%
8					95.5%	97.2%	95.5%		
9						95.5%	94.4%		
10							93%		
All Grades		91.3%	96.2%	96.2%	96.1%	95.6%	95.3%	95.4%	94.65%

d.   Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																		
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
	2006-2007 115		2007-2008 204		2008-2009 292		2009-2010 356		2010-2011 411		2011-2012 511		2012-2013 575		2013-2014 429		2014-2015 433	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0	0	0	1	1>	0	0	1	1>	0	0	0	0	0	0	1	1>
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	1	1>	7	3	6	2	4	1	6	1	9	1	11	1	5	1	5	1
Deaf of Hard of Hearing	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	1	1>	0	0	0	0	0	0		0	0	0		0	0	0	0	0
Emotional Disability	0	0	0	0	1	1>	0	0	0	0	1	1>	3	1>	0	0	1	1>
Language or Speech Impairment	1	>	0	0	3	1	4	1	7	1	9	1	10	1	11	2	10	2
Multiple Disabilities	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	1	1>	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability	1	>	6	2	8	2	12	3	7	1	17	3	23	4	18	4	21	4
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Provide the number and percentage of ELL students for length of charter contract.**

ELL STUDENT POPULATION CHART																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

| 21 | 18% | 45 | 22% | 81 | 28% | 120 | 33.7% | 176 | 42.8% | 235 | 46% | 276 | 48% | 199 | 46.3% | 206 | 47.35% |

F. Provide the number and percentage of homeless students for length of charter contract.

HOMELESS STUDENT POPULATION CHART																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

G. Provide the number and percentage of High Ability students for length of charter contract.

HIGH ABILITY STUDENTS																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
								28	7%					39	9%	42	10%

II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

a. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.

East Chicago Lighthouse Charter School serves approximately 425 students and is located in East Chicago, Indiana. The campus is located at 3916 Pulaski Avenue.

In the past three years, East Chicago Lighthouse has made significant changes. The leadership in East Chicago has changed this past year. Lisa Rusen, a longtime assistant principal at the school, was promoted to principal. Ms. Rusen brought in nearly an all new administrative team to help set the course for an increase in student achievement.

With over 84% of students receiving free and reduced lunch, the student composition has not change significantly. East Chicago Lighthouse has a tremendous amount of student diversity with approximately 1% Caucasian students, roughly 60% are Latino students, and 40% being African American students. Additionally, East Chicago Lighthouse is one of only two charter schools in the state of Indiana with an English Language Learner (ELL) population greater than 20% of the entire school population.

The staff composition for East Chicago Lighthouse has not changed significantly at the teacher level. East Chicago Lighthouse has teachers that come from a variety of backgrounds and walks of life. East Chicago Lighthouse hires teachers from Teach from America, local universities, and other universities across the United States. At the administrative level, East Chicago Lighthouse has streamlined positions so that the organization is flatter and can be more responsive to the needs of the school and community.

b. What unique features and challenges are associated with the community/communities the school serves?

East Chicago has a per-capita income of roughly $13,417, which falls below the poverty line. This creates a situation in which both students and parents can be high need. Also, East Chicago has a high population of English Language Learners, many of whom have not had much exposure to English before reaching East Chicago Lighthouse in Kindergarten. This is an extra barrier than must be overcome for our students to close the achievement gap.

School's Purpose (6000 character limit)

a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission
The mission for East Chicago Lighthouse is to prepare our students for college through a rigorous arts-infused program.

Vision

The vision is that all scholars 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.

Values

The values of East Chicago Lighthouse are:

- **Work hard. Get Smart. Graduate from college.** This means that staff at East Chicago Lighthouse put whatever time in it takes to get the job done right. We ask questions

to "get smart" about we don't know. We aim our efforts at college- not just getting there but graduating and the new opportunities that will be available beyond.

- **High expectations equal results.** This means that if we expect great things from our students, staff, and community, great things will be achieved. When we make excuses, we lower the bar for everyone.

- **Nothing less than excellence.** This means we relentlessly pursue excellence.

- **Today is the day we make it happen.** This means we don't wait for change. We make change happen each day with all that we do.

Core Beliefs

In terms of core beliefs, at East Chicago Lighthouse we believe:

- All children deserve access to an excellent school.

- All children can achieve at high levels.

- 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.

- More family participation is better. Families have a lot to offer us.

- Every dollar we spend on overhead is a dollar unavailable to directly serve our children.

The way we align our actions to our mission, values, and beliefs is by focusing on the following core priorities:

- **Assessment and Data Driven Instruction**

- **Standards Based Planning**

- **Social Emotional Development and Arts Infusion**

- **Coaching and Development.**

See attachment A for more information on Lighthouse Academies Core Priorities

c. Address why the school was founded? What educational need were the founders seeking to address in your community?

The school was founded in August 2006 as a response to the changing educational climate in East Chicago, Indiana. The focus was to provide families in the East Chicago community with a high quality choice for the education of their children. Providing

transportation (without state funding) has allowed East Chicago Lighthouse to truly provide equitable access to East Chicago families to attend the campuses.

> d. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

East Chicago Lighthouse has some substantive changes to the school's educational program for the next charter term. One major revision is the network-wide adoption of common curriculum in grades K-8. This will ensure that teachers are able to execute high quality lessons, rather than creating them from scratch. This initiative also will ensure that network wide sharing of best practices for implementation can be shared. This curricula aligns to the more rigorous standardized testing expectations put forth by the state of Indiana.

See attachment B for a description of the EngageNY Curricula.

Also, East Chicago Lighthouse has adopted a "restorative approach" to school climate and culture. This aligns with federal and state policy requiring schools to find alternatives to suspension. With a restorative approach, East Chicago Lighthouse works to find ways to repair broken relationships when a problem arises. Peer mediation is used to help increase student ownership and voice of what is happening at the school. This has come in the form of a new school handbook that helps explain the restorative process to both students and parents. If an issue with weapons or drugs occurs on school grounds, East Chicago Lighthouse will follow all state guidelines for handling the aforementioned conduct.

Lastly, Lighthouse Academies, at the network level, has created interim assessments that align the newly adopted EngageNY curricula. This helps to fill some of the void created by the changing of standards and test format mandated by the state of Indiana.

The challenge with these initiatives is that they are all substantive changes. At the network level, Lighthouse Academies is providing resources, manpower, and thought partnership to help ensure effective implementation.

> e. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

One substantial modification pertaining to the educational program provided by East Chicago Lighthouse is that we request the ability to serve students K-12 as granted on our charter. We would like to propose serving 120 students each in grades 8 through 10, for the 2016-2017 school year. Each year thereafter, East Chicago Lighthouse would like to expand until reaching a full 8-12th grade campus of 600 students.

Lighthouse Academies of Northwest Indiana is aggressively pursuing a partnership with Ivy Tech East Chicago to create an 8-14 model that would allow for students to get their first two years of college started in the same building in which they attend high school.

We believe our 95% pass rate on the Algebra I ECA, as well as our 4.0 for college readiness through the attainment of dual credit and AP classes as measured by the state of Indiana's A-F Accountability Formula provide evidence of the success of our high school program. Additionally, each of our graduating classes have exceeded both Gary Community and School City of East Chicago for the past three years.

Achievements and Notable Improvements *(6000 character limit)*

a. Describe the school's notable achievements and areas of improvement in the last three years.

b. Describe areas for improvement that the school is striving to achieve in the next three years.

c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

In the past three years, ECLCS has invested in differentiating instruction to meet the needs of scholars. In grades 3-7, the school has moved to using Lexile data to measure student growth and college and career readiness in reading. During the 2014-2015 school year, students in sixth and seventh grade made on average two years of growth on their Lexile's. These dramatic gains occurred because scholars were grouped by their Lexile's and used Achieve, an online program that has students read and respond to nonfiction articles. Teachers regularly conference with scholars about their reading progress and set goals with students. This structure is now being replicated across third through seventh grade.

ECLCS has also had consistent achievement on IREAD; over the past three years over seventy five percent of third graders have passed March IREAD.

Over the past three years, ECLCS has dramatically decreased the number of out of school suspensions given to students. In 2012-2013, one hundred forty nine suspensions were issued; in 2013-2014 one hundred twenty one suspensions occurred. In the 2014-2015, the number decreased to sixty one out of school suspensions. Currently in the 2015-2016 school year, no suspensions have occurred. This data reflects the philosophical shift in how ECLCS creates and monitors its school culture. The school has shifted to a restorative justice model, focusing on building relationships between staff and scholars, and between classmates. In addition, the school has shifted roles and resources so that students have opportunities to repair with one another and to learn social and emotional replacement skills and strategies.

As a school, leaders and teachers have identified that the curriculum used the past three years did not accurately reflect the increased rigor of the new Indiana Standards. Starting in 2015, ECLCS has adopted the Expeditionary Learning ELA curriculum in 3-7, Fountas and Pinnell Reading in K-2, and Eureka Math in K-7. These curricula show a much closer alignment to what is expected of scholars on ISTEP and NWEA.

A consistent struggle at ECLCS over the past three years has been the myriad of different assessments the school has been presented. The instructional staff has expressed frustration with knowing which data is critical when there are many assessments administered. For the next three years, ECLCS has identified NWEA and reading level data as

the most critical data points across the school. By focusing on these two data points, and providing structured professional development to staff on understanding these assessments and the data they provide, the school will strive to achieve 150% growth on both NWEA and reading levels.

In order to have more frequent benchmark measures about whether the school is on track to meet these ambitious goals, in the summer of 2015, school leaders created interim benchmark assessments that are aligned to the rigor of NWEA. School leaders analyzed IDOE resources, curriculum blueprints, and the NWEA learning continuum to create quarterly benchmark assessments in math and reading for K-7. These assessments include scaffolded questions that will provide critical data on whether individuals and classes are on track to meet our ambitious NWEA growth goals.   Data will be analyzed in grade level looping teams on a quarterly basis and teachers and leaders will work together to use the data to impact whole group and small group instruction. Over the next three years, the school will continue to revise these interims to ensure they accurately predict NWEA growth.

III.   Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

       a. Purpose and Direction
       b. Governance and Leadership
       c. Teaching and Assessing for Learning
       d. Resources and Support System
       e. Using Results for Continuous Improvement

IV.   Academic Performance Overview

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2006-07	Commendable		28.6%	13.3%	42.4%	20.83%	22.50%	10.83%
SY 2007-08	Acad Progress		55.7%	55.7%	47.0%	45.69%	38.48%	30.69%
SY 2008-09	n/a		63.3%	55.9%	79.4%	50.00%	38.00%	31.00%
SY 2009-10	Acad Progress (C)	Probation	64.8%	49.8%	67.0%	71.00%	52.00%	46.00%
SY 2010-11	C	Does not meet standard	64.0%	65.1%	66.5%	65.63%	59.29%	50.99%
SY 2011-12	C	Does not meet standard	55.2%	71.5%	68.3%	67.82%	61.25%	53.63%
SY 2012-13	F		46.7%	43.4%	56.3%	66.1%	64.1%	54.2%

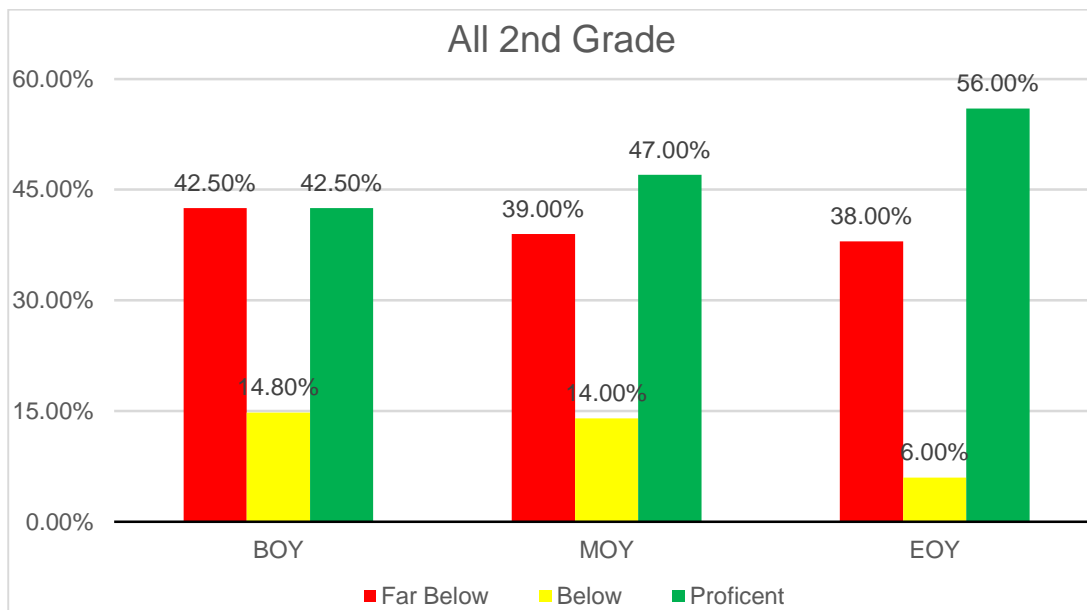|								
SY 2013-14	D		57.1%	58.6%	47.8%	66.7%	68.9%	56.7%
SY 2014-15			36%	32.5%	26.25%	NA	NA	NA

IREAD-3
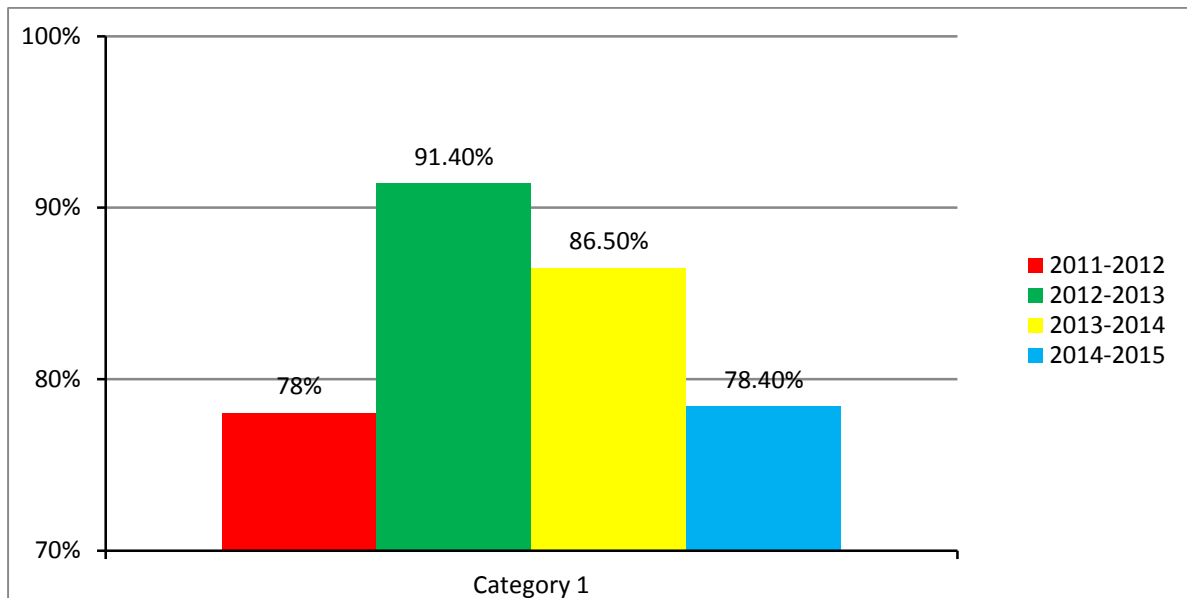
The IREAD-3 graph above shows the ECLCS has consistently passed students on the IREAD-3 assessment. Each year the school has passed over 75% of its students. ECLCS will continue to improve and meet proficiency by using Lexile data to monitor student growth. Teachers will frequently meet with students to discuss current levels and set goals. Students are also grouped according to level to ensure students are learning at their individual reading level.

All Kindergarten

	Far Below	Below	Proficent
BOY	16.20%	18.60%	65%
MOY	11.60%	30.20%	58%
EOY	9.00%	18.60%	72%

All 1st Grade

	Far Below	Below	Proficent
BOY	3.70%	14.80%	81.40%
MOY	36.50%	11.50%	51.90%
EOY	40.80%	12.20%	46.90%

All 2nd Grade

|	Far Below	Below	Proficent
BOY	42.50%	14.80%	42.50%
MOY	39.00%	14.00%	47.00%
EOY	38.00%	6.00%	56.00%
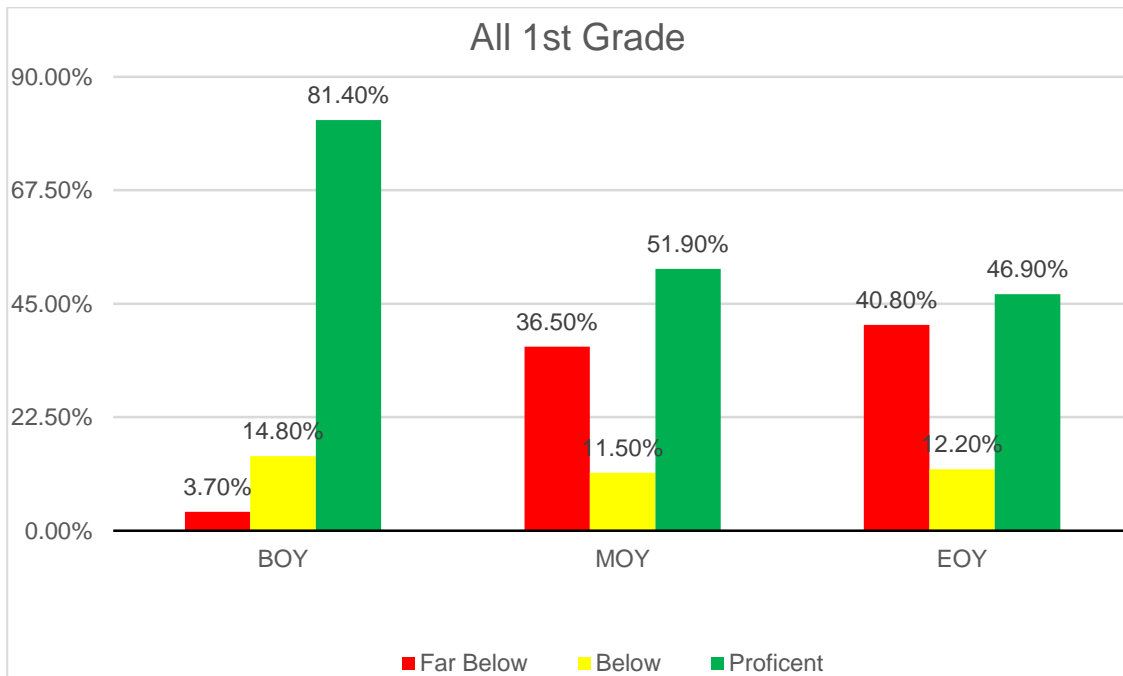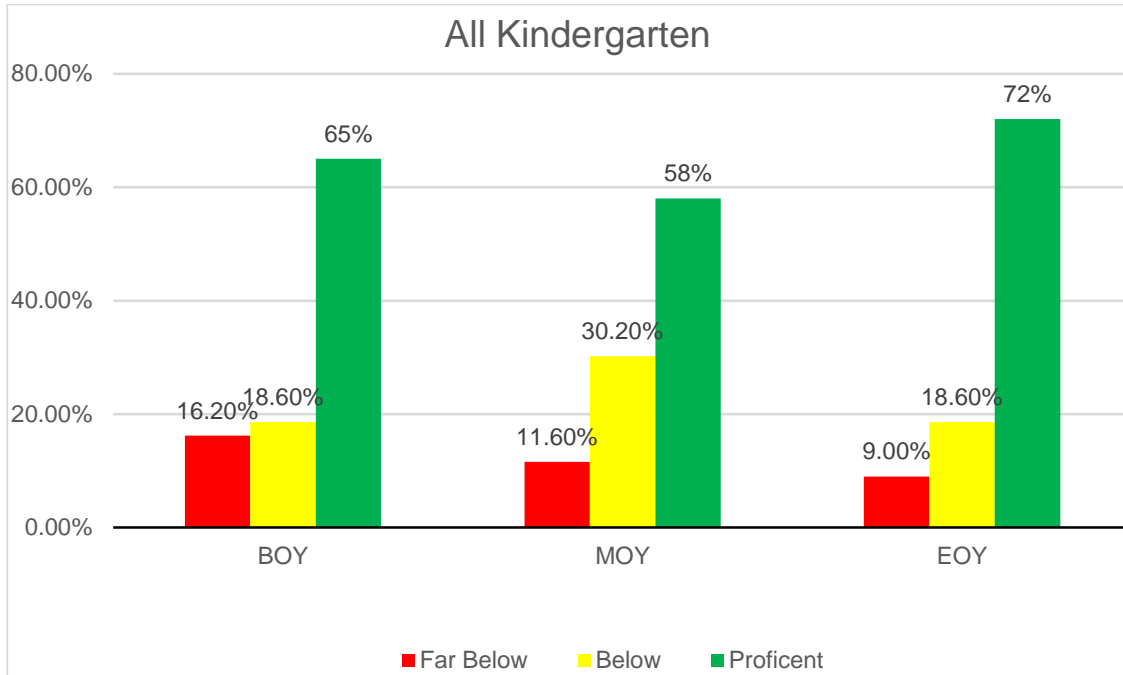
The above graphs show mClass DIBELS data during the 2014-2015 school year. The graph shows student results at the beginning of the year, middle of the year, and the end of year. The data shows that although the majority of the students were showing growth and were proficient there were still a larger percentage of students who were far below proficient. To ensure improvement teachers will conference with students often about their Lexile or reading levels and have students set goals. The students who fall below proficient will also be progressed monitored every other week.

Additionally, while in Grade 1 and Grade 2 students did not see significant improvement on mClass DIBELS, it should be noted that there most students grew as many as 6 levels, but still remained in the red. In Grade 1, we hired very poorly for one of the teachers (who was terminated), we were unable to find a suitable replacement, and lost the only other Grade 1 teacher by November due to a very complicated pregnancy. We have made sure that those students are paired with highly effective second grade teachers and we are giving significant attention to those students through remediation.

6th and 7th Grade Lexile Chart
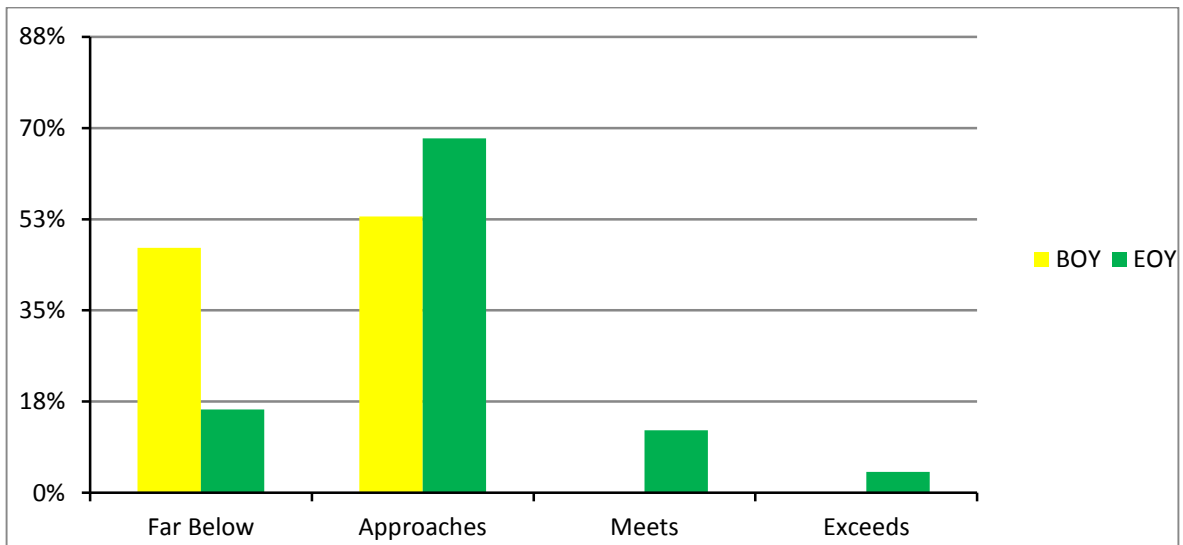
The above graph shows Lexile data in sixth and seventh grade during the 2014-2015 school year. The graph shows student results at the beginning and the end of year. The data shows that a significant number of students moved out of the far below category and are now approaching the College Readiness Lexile. Sixth and seventh grade scholars used Achieve, an online based nonfiction reading program, to independently read and respond to texts during a specific Language Lab period in middle school. While students were working on Achieve, teachers worked with small groups and individually conferenced with scholars about their progress. Because of the growth seen in this model, for the 2015-2016 school year, we are replicating this structure in 3-5.
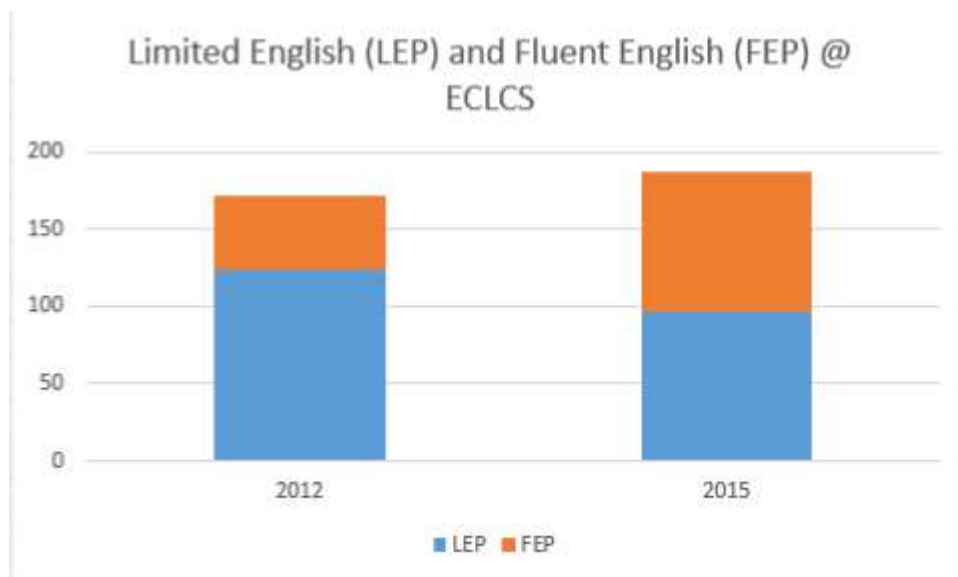
The above graph shows ELL data from 2012-2015. The graph shows student results from yearly English Language Proficiency testing. The data shows that a significant number of students moved from limited English proficiency to fluent English. Over the past three

years, ECLCS has invested heavily into SIOP (Sheltered Instruction Observation Protocol) professional development and coaching for all teachers. Observation data shows an increase in interaction and building background strategies being implemented across the school. In addition, the school restructured staffing in order to have an ELL paraprofessional so that there is more small group support for high need students. Moving forward, we will continue to train new and returning staff in SIOP so that all instructional staff members are implementing best practices to meet the needs of our English language learners.

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school's performance in relation to OCS's Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (e.g., 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the Academic Performance Framework: http://bit.ly/162WbPx

Goal	Metric	Data Collected
Implementation of RULER and SEL Skills	25% decrease of time lost to ISS and OSS	43% decrease in loss of instructional time to ISS and OSS from 2013-2014 school year to 2014-2015
Parent Survey	70% families satisfied with Qs related to mission	93% of parents agreed/strongly agreed that the school is preparing their scholar for academic success in college; 86% agree/strongly agree the school is teaching values/social skills that will help scholars succeed in college and in life.
College Readiness Lexile on Achieve 3000	Growth of 15% of students each year moving into College Readiness Lexile	13% growth of students moving into College Readiness Lexile

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

Student Performance

a. Assessment Data- See above

b. Areas of Notable Improvements

1) To what do you attribute these improvements?

ECLCS has demonstrated consistent performance on IRead, and we believe that data will increase due to the systems put in place at ECLCS. Having used Lexile Data to drive reading instruction ensured students were showing reading growth. By using this data we were able to group students according to need. The teachers also conferenced students regularly to discuss progress and set goals.

c. Areas in Need of Improvement

1) Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?

An area of weakness for many at ECLCS according to the testing data is in both reading and mathematics. The data in both NWEA and Mclass DIBELS shows that there is a trend that is affecting many students as the results of both reading assessments show a decrease in students who are meeting proficiency. There was also a decrease in students meeting their growth goal in NWEA Mathematics.

Additionally, we are focusing heavily on SIOP (Sheltered Instructional Observation Protocol) to help spur ELL growth and progress. With the shift toward more rigorous mathematics, comes more reading required to successfully master the standards. An increase of minutes devoted to reading and math lab, as well as focusing more on less data points will help us continue or growth to achieve B letter grade from the state.

b. What progress monitoring tools do you have in place that provided this information?

We utilize NWEA data heavily. Additionally, we are using Achieve3000 and Dreambox to track mastery of standards in Reading and Mathematics respectively.

c. Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?

ECLCS is taking many steps to improve academic indicators basted on the Academic Performance Framework. We attribute the decline in NWEA scores to an over focus on too many data points, primarily getting ready for the new ISTEP+, which we don't have any data for currently. This year, we have a lazed-like focus on NWEA to ensure that we aren't confusing teachers with what data is most important. ECLCS will also use NWEA's learning continuum to ensure that all students are being taught the skills they need to meet their individual growth goals.

We believe this approach will help us move both the lowest and highest quartile to ensure that we meet standards as described the BSU Academic Performance Framework.

V.   Stakeholder Assessment (optional)

VI.   Organizational Performance

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Note: With respect to Organizational Performance, there will be a presumption of compliance, unless the school's record includes evidence to the contrary.

1.   Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.   Please reference appropriately the sections of the Organizational Performance Framework *http://bit.ly/162X0ru*.

2.   Please respond appropriately to the following evidence of the school's alleged noncompliance with the Organizational Performance regarding the following information:

[If this section is blank, there are no organizational findings in which a response is needed.]

3.   **Governance and Management.**   Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

There will be no new changes to the board except the addition of a finance sub-committee that meets on a monthly basis. The board composition will comply with all expectations found in the by-laws.

4.   **Transportation (if applicable).**   Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Lighthouse Academies of Northwest Indiana currently provides transportation for all campuses. Additionally, LANWI provides an after-school shuttle bus so students can be afforded access to tutoring without transportation becoming an obstacle.

5.   Facility. Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location, which include any changes to lease terms and/or building plan.

The current facility is located at 3916 Pulaski Ave in East Chicago. It is in great shape and recently had a 1 million dollar expansion added through a bond for Lighthouse Academies of Indiana. There are no changes to report with the lease agreement.

6. Educational Service Providers. Renewal applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "ESP" refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. After the organizing board of directors' appropriate review of the performance of the school and the services provided by an ESP, applicants should choose the applicable statement from the choices, below, and follow the related instructions. Copy/paste the statement that is applicable and proceed as directed:
NOTE: The OCS may require additional information before approving this modification.

a) *We contracted with an educational service provider during the original term of the charter and intend to continue to contract with the same education service provider.*

b) There are no material changes to the agreement from the one currently in effect.

c) ******Submit a copy of the proposed management agreement for the renewal term.**

VII. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework *http://bit.ly/10uUv98*.

With respect to Findings for Financial Performance, there will be a presumption of compliance unless the school's record includes evidence to the contrary.

1. Provide an assurance that the school is current in meeting its liabilities including, but not limited to, payroll taxes, debt service payments, and employee benefits.

2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in the Office of Charter School records. Submissions may include but are not limited to document of actions taken and results achieved in response to audit findings; updated financial records; and other updates regarding previous school findings.

2-year Financial Projections. Complete a two-year projected budget for the next term at the campus and network level (if applicable) *See Attachment C*. The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The two year projected budget should include the Board of Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes. See

2. Prior year's Board approved budget with minutes.

3.	Current facility/school lease term and conditions.

4.	Applicable insurance policies and their renewal.

5.	Current Accrual-Based Audits

6.	Enrollment Plan. Describe the enrollment plan for the next charter term (e.g., grade level and projected student enrollment). Please provide a brief paragraph on the school's enrollment and tuition support. Explain how enrollment impacts the budget and the school's overall financial health. Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.

Currently, East Chicago Lighthouse has a healthy waitlist. Lighthouse Academies of Northwest Indiana has hired a Regional Director of Community Engagement who is helping to grow the waitlist and provide services to families in need. We have been fully enrolled for the past three years.

If granted the opportunity to amend our charter for an 8-16 building, we would immediately hire a school start-up specialist who would begin getting people to fill out an application. We have already had proactive conversations with East Chicago Urban Enterprise about working together also, and we hope that through continued conversation, they will help promote our high school to their students as the leave middle school. Our school relies heavily on enrollment to provide the robust services to our families.

			Meets
			Does Not Meet
			Falls Far Below

FINANCIAL PERFORMANCE FRAMEWORK
BALL STATE UNIVERSITY

	1. NEAR TERM INDICATORS		
1.a.	**Current Ratio (Working Capital Ratio)**	Current Assets divided by Current Liabilities	1.21
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	0.70
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	16
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1
1.e.	**Default**		0.00
	2. SUSTAINABILITY INDICATORS		
2.a.	**Total Margin**	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	Margin: -.0396 Aggregated: .0049
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	0.95
2.c.	**Cash Flow**	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	multi-year -285,802
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	0.65

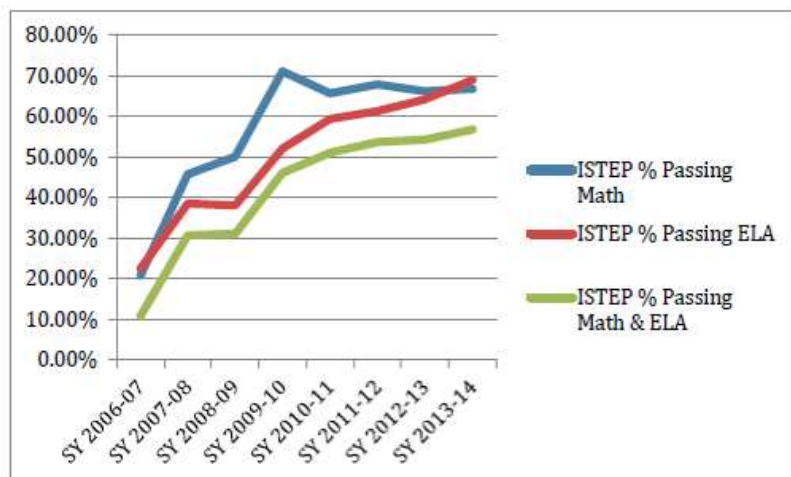| Financial Performance Framework – Data Points	
Current Assets	337469
Current Liabilities	279587
Cash	195006
Unrestricted Cash	195006
Total Expenses	4319196
Depreciation Expenses	102040
Enrollment Projection in Charter School Board-Approved Budget	399
Actual Enrollment	398
Default	0
Net Income	-164426
Total Revenue	4154770
Aggregated Total Margin	0.00493369
Total 3 Year Net Income	67759
Total 3 Year Revenues	13733940
Total Liabilities	3037994
Total Assets	3202125
Year 1 Total Cash	480808
Year 2 Total Cash	244138
Year 3 Total Cash	195006
Depreciation	102040
Interest	
Interest Expense	336388
Annual Principal, Interest, and Lease Payments	418606

School Data Summary Document

East Chicago Lighthouse Charter
East Chicago, IN
In Operation since 2006 (9 Years)
EMO: Lighthouse Academies
Grade Range: K-10

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2
Total Student Enrollment	115	204	292	356	411	511	575	

| 2014-2015 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	433	
Ethnicity/Race		
# White	6	1.4
# Black	154	35.6
# Hispanic	264	61.0
# Asian		
# Native American		
# Multiracial	9	2.1
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	406	93.8

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA
SY 2006-07	No	Commendable	n/a	n/a	n/a	28.6%	13.3%	42.4%	20.83%	22.50%
SY 2007-08	No	Acad Progress	n/a	n/a	n/a	55.7%	55.7%	47.0%	45.69%	38.48%
SY 2008-09	n/a	n/a	n/a	n/a	n/a	63.3%	55.9%	79.4%	50.00%	38.00%
SY 2009-10	No	Acad Progress	C	Probation	n/a	64.8%	49.8%	67.0%	71.00%	52.00%
SY 2010-11	No	n/a	C	Revocation	Does not meet standard	64.0%	65.1%	66.5%	65.63%	59.29%
SY 2011-12	n/a	n/a	D	Not applicable due to IDOE policy change	Does not meet standard	55.2%	71.5%	68.3%	67.82%	61.25%
SY 2012-13						46.7%	43.4%	56.3%	66.1%	64.1%
SY 2013-14						57.1%	58.6%	47.8%	66.7%	68.9%

Math Growth:
2007: High growth, low achievement
2008: High growth, low achievement
2009: High growth, low achievement
2010: High growth, low achievement
2011: Low growth, low achievement
2012: Low growth, low achievement
2013: Low growth, low achievement
2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2007	46	26.1	55.0
Spring 2008	95	48.4	55.0
Spring 2009	141	55.3	61.0
Spring 2010	199	71.4	69.5
Spring 2011	256	65.2	48.5
Spring 2012	286	68.2	40.0
Spring 2013	307	67.1	32.0
Spring 2014	255	66.7	30.0
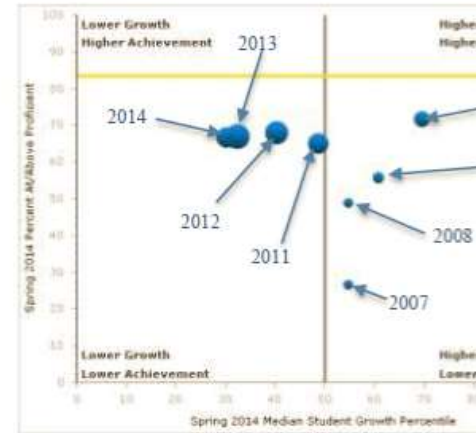
ELA Growth:
2007: High growth, low achievement
2008: Low growth, low achievement
2009: Low growth, low achievement
2010: High growth, low achievement
2011: High growth, low achievement
2012: Low growth, low achievement
2013: Low growth, low achievement
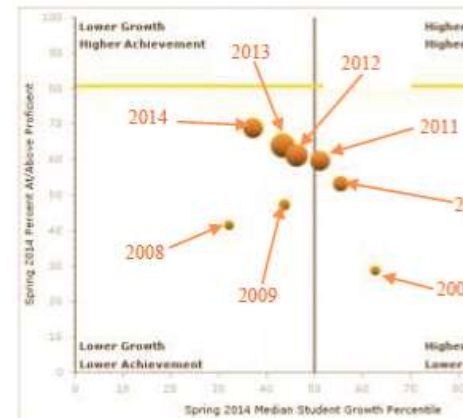2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2007	46	28.3	63.0
Spring 2008	95	41.1	32.5
Spring 2009	141	46.8	44.0
Spring 2010	198	53.0	55.5
Spring 2011	253	59.7	51.0
Spring 2012	286	61.5	46.0
Spring 2013	306	64.1	43.0
Spring 2014	254	68.9	37.0

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested
2011-12	50	39	78.0	32.0	94.0		
2012-13	58	43	74.1	31.3	90.8		
2013-14	52	45	86.5	33.3	91.6		

LHA EDUCATION MODEL AND 2013-2015 CORE PRIORITIES

Lighthouse Academies developed a research-based program to ensure all students are prepared to graduate from college. It is a three-pronged approach: Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they foster high student achievement and success. The core elements of the LHA Education Model include:

Rigorous Academics
- College Focus
- More Time on Instruction
- Assessment and Data-Driven Instruction
- Standards-Based Planning and Instructional Resources
- Coaching and Development

Social Emotional Development
- Habits of Scholars
- SHINE character education
- Responsive Classroom/Developmental Design/Advisory

Arts Infusion
- Student Engagement
- Exposure to Great Art and Artists
- Arts as a Driver of Rigorous Content Learning

LEVEL OF MODEL COMPONENT GUIDANCE		
CORE All LHA schools will implement this component following the expectations set.	**GUIDED** Schools will implement, but have flexibility in how to implement with national and regional support available.	**OPEN** Schools will implement, but have flexibility in how to implement.
Assessment and Data Driven Instruction - Data Driven Instruction - SAT/ACT (PSAT, Explore, Plan) - Report Cards and Progress Reports - LHA GradingGuidelines	*Assessment and Data Driven Instruction* - Common Core Aligned Interim Assessments - Formative and Summative Assessments - NWEA (K-8)	*Assessment and Data Driven Instruction* - Homework - Weekly Folders
Standards-Based Planning and Instructional Resources - Standards-Based Planning - Vertical and Horizontal Alignment –	*Standards-Based Planning and Instructional Resources* - Common Core Aligned Curricular Programs - Understanding by Design - Maximizing Instructional Time and Pacing	*Standards-Based Planning and Instructional Resources* - Field Experiences - Technology - Organization of Materials and Resources

LEVEL OF MODEL COMPONENT GUIDANCE		
CORE All LHA schools will implement this component following the expectations set.	**GUIDED** Schools will implement, but have flexibility in how to implement with national and regional support available.	**OPEN** Schools will implement, but have flexibility in how to implement.
• academy and grade level meetings • More Time on Instruction – longer day and longer school year • Collaboration	• Advanced Placement courses • Dual Enrollment • Inclusive Model – Response to Intervention • Literacy Focus • Summer Learning	• Posted Student Work • Portfolios
Social-Emotional Development and Arts Infusion • LHA Code of Conduct • Core Values and SHINE • Habits of Scholars (K-12) • Morning Meeting (K-4), Circle of Power and Respect (5-7), Advisory (8-12) • Collective Responsibility	*Social-Emotional Development and Arts Infusion* • LHA Arts Infusion Toolkit • Arts Partners • Looping • Classroom Culture Checklist • Zero Tolerance Behaviors • Annual Orientation • Summer 9th Grade Gateway • Adult and Student Dress Codes • Hopes and Dreams/Goals and Aspirations • Social Contracts - Rules and Logical Consequences	*Social-Emotional Development and Arts Infusion* • Artist/Musician of the Month • Town Hall Meetings • Student Recognition - Shining Star Award • Morning Routine • Closing Circle • BEAM • Individual Learning Plans (CPA) • College visits • Take a Break, Buddy Room • Loss of Time/Privilege
Coaching and Development • Danielson Framework • LHA Coaching Model • Position Descriptions & VOEs • IPDP	*Coaching and Development* • Professional Development • Grade Level/Content Area Meetings • Feedback Cycle • Teaming • Staff Recruitment and Selection • Staff Retention and Termination Processes	*Coaching and Development* • Faculty Meetings
Vision and Mission • Engaging Families as Partners • Family-Student-School Compact • Ongoing Family Communication • Open Door Policy • Core Values and Beliefs • Setting Operational Vision	*Vision and Mission* • College Focus • Family-Teacher-Student Conferences • Home Visits • Monthly Family Meetings	*Vision and Mission* • Weekly Communication with Families
Other • Graduation Requirements	*Other* • Lab Safety	*Other* • Substitutes and Coverage

LEVEL OF MODEL COMPONENT GUIDANCE		
CORE All LHA schools will implement this component following the expectations set.	**GUIDED** Schools will implement, but have flexibility in how to implement with national and regional support available.	**OPEN** Schools will implement, but have flexibility in how to implement.
▪ Senior Thesis ▪ Exhibitions ▪ Heterogeneous Grouping ▪ PowerSchool and PowerTeacher ▪ Managing Your Charter ▪ Managing Your Budget ▪ Full Enrollment	▪ Ordering, Coordinating, and Tracking Assessment and Curricular Materials ▪ Coordinating School-wide Assessments ▪ Student Marketing and Recruitment	

LHA 2013-2015 CORE PRIORITIES

To achieve the revised LHA network goals, the network-wide 2013-2015 core priorities are:

- ▪ Assessment and Data-Driven Instruction
- ▪ Standards-Based Planning and Instructional Resources
- ▪ Student Development and Engagement
- ▪ Coaching and Development

ASSESSMENT AND DATA-DRIVEN INSTRUCTION

Interim Assessments Aligned to Standards: A Common Core-based scope and sequence for ELA and math instruction in grades K-12 is available for all schools to use to create interim assessments. For schools where the state has adopted different standards, the RDS Team creates a common scope and sequence based on those state standards. Schools select interim assessments aligned to the scope and sequence that mirror the rigor levels expected by the CCSS or state-specific standards.

Assessment Management System: Schools choose an appropriate assessment system, which may include Learning Station, The Learning Institute (TLI), ANet, or Acuity. Schools administer interim assessments aligned to their scope and sequence using one of these platforms. Data collected from the interim assessments is stored in the corresponding assessment management system. Each of these systems 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.

Data-Driven Instruction: Schools create a culture where data-driven instruction can survive and thrive and provide targeted professional development to foster data-driven practices. Teachers and leaders examine the results of assessments to identify the causes of strengths and areas for improvement. Leaders support teachers to teach effectively what students need to learn the most.

STANDARDS-BASED PLANNING AND INSTRUCTIONAL RESOURCES

Standards-Based Planning: Using the scope and sequence, teachers plan out the year by creating a comprehensive curriculum map based on two essential questions: what do students need to be able to do and how will we get them there? To develop the curriculum map, teachers use the Backwards Design model, which includes Standards Alignment and Big Ideas, Assessment Framework, and Instructional Components. During the curriculum mapping process, teachers spend time unwrapping the standards to develop a deeper understanding of the standard to plan instruction and assessment. Using these unwrapped standards, teachers identify objectives, assessments, and learning activities that will result in students demonstrating mastery of the standards. They document the instructional components in unit plans, weekly lesson plans and daily lesson plans. Teachers include specific information about performance tasks and formative assessments, opportunities for higher order thinking work, and monitoring student misconceptions.

Instructional Resources: Lighthouse schools will use CCSS and interim assessment-aligned unit plans as the **primary resource** for all teachers.
None of these programs are fully-aligned to the CCSS, so they should not be used as primary resources.

Schools may supplement unit plans with **secondary resources,** if the materials are appropriately aligned to the CCSS. Should schools wish to purchase new resources to supplement the unit plans, we recommend the following:
- ▪ ELA: *Reach for Reading* published by National Geographic or *Reading Street* published by Pearson; CPA courses use texts recommended in CCSS ELA Appendix and Common Core Maps
- ▪ Math: *Math in Focus* published by Houghton Mifflin Harcourt, *enVision Math* published by Pearson, *Big Ideas Math* published by Big Ideas Learning; *Pearson Math: Algebra 1* published by Pearson; CPA courses may utilize free online curricula available on the sites listed below
- ▪ Science: *FOSS* published by FOSS and Delta Education, *Science Alive!* Published by TCI, *National Geographic* published by Cengage Learning, *Engineering is Elementary* published by the Museum of Science, Boston, *SEPUP* published by Lab-Aids
- ▪ Social Studies: *My World Social Studies* published by Pearson, *History Alive!* published by TCI, *The Alexandria Plan* published by CommonCore.org

Supplemental Resources: In creating standards-based unit plans, the LHA RDS Team recommends using the following resources to assist teachers in planning. The RDS Team reviewed these sites for rigor and alignment to the CCSS.

ELA:
- • 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 (ELA Teaching and Learning Strategies section)
- • The NYC DOE's performance tasks: http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/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

Science:
- Khan Academy: https://www.khanacademy.org
- Understanding Science: http://undsci.berkeley.edu/teaching/
- National Science Digital Library: http://nsdl.org/
- National Science Teachers Association: http://www.nsta.org/
- NASA: http://www.nasa.gov/audience/foreducators/index.html#.UyxJIfldX2s

Social Studies:

- PBS Social Studies: http://www.pbslearningmedia.org/search/?q=*&selected_facets=supplemental_curriculum_hierarchy_nodes_exact:62e1f8fc-e836-4f15-8130-9c6f1927720b&display=Social%20Studies
- Smithsonian Education: http://smithsonianeducation.org/index.html
- The Library of Congress: http://www.loc.gov/teachers/
- The National Archives: http://www.archives.gov/education/
- Smithsonian History Explorer: http://historyexplorer.si.edu/home/

STUDENT DEVELOPMENT AND ENGAGEMENT

Social-Emotional Development: Social-emotional development requires a purposeful focus on habits of scholars. Ultimately, our Lighthouse scholars will demonstrate through their actions and words the habits necessary for success in college and beyond. To support this purposeful focus, revisiting methods from Responsive Classroom (RC), Developmental Designs (DD), and Advisory will help ensure success. Using these methods to shape the social-emotional development of our scholars provides a consistent focus on these skills and a common language to use across the schools to support scholar social development.

Arts Infusion: Arts infusion is an instructional strategy that can be an activator, an engagement tool, or an assessment method. The theories behind an arts-infused education align with the critical thinking and rigor level expected by the CCSS. Revisiting the network definition of arts infusion and supporting schools in using it effectively will help ensure scholars are mastering standards and are prepared for college.

COACHING AND DEVELOPMENT

Charlotte Danielson's Framework for Effective Teaching guides coaching practices at Lighthouse Academies. Using this framework provides:
- A common understanding of excellence in teaching and developing the competencies needed to achieve ambitious results.
- Definitions for proficient and distinguished 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 effectively implement the LHA Coaching model and help every teacher meet his/her goals.

EXPECTATIONS FOR LHA CORE PRIORITIES IN 2014-2015

Assessment and Data-Driven Instruction *[Danielson Components 1f, 3d, 4b]*
▪ Leaders use LHA Data-Driven Instruction Framework to ensure data is being used to drive instruction at all levels
▪ Data analysis days and interim testing dates are scheduled in school calendar
▪ Students take interim assessments at least four times a year
▪ Teachers create formative assessments

▪ Leaders and teachers review data on weekly/monthly basis and implement data analysis protocols at RVP-PAL level, SLT level, DTL-teacher level, GLM/content meetings
    o Teachers do test-in-hand data analysis of interim assessments
    o Teachers reflect and create action plans based on analysis of misconceptions and missing skills
    o Teachers design instruction or intervention based on results of analysis and follow action plan

Standards-Based Planning and Instructional Resources *[Danielson Components 1c, 1d, 1e]*
▪ Schools use either LHA-created or Achievement Network Scope and Sequence to create curriculum maps and lesson and unit plans in all content areas.
▪ Teachers utilize standards-based unit and lesson plan templates to create units of study in K-12, all content areas
▪ Schools use recommended curriculum and instructional programs aligned with CCSS, including instructional technology
Student Development and Engagement *[Danielson Components 1b, 2a, 2b, 2d, 3c]*
▪ Leaders use LHA Student Development and Engagement Framework to set vision for positive school culture
▪ Leaders and teachers explicitly teach, model, and re-enforce LHA Core Values and Habits of Scholars
▪ Leaders and teachers trained in Responsive Classroom/Developmental Design/Advisory during summer and ongoing PD

▪ Teachers implement key principles of RC/DD/Advisory
    o Morning Meeting/Circle of Power and Respect
    o Teacher Language
    o Logical Consequences
    o Class Meetings and Student Conferences

▪ Teachers attend to scholars' development and engagement through lesson and unit plans that:
    o Use the arts as drivers for rigorous content learning
    o Expose students to relevant art and artists
    o Develop social/emotional literacies
    o Teach college readiness skills

Coaching and Development *[Danielson Components 4d, 4e]*
▪ Leaders and teachers trained on Danielson Framework during summer and ongoing PD
▪ Leaders implement LHA Teacher Evaluation Protocol

▪ Leaders implement LHA Coaching Model and use Danielson Framework for coaching and evaluation
    o Leaders and teachers set growth goals and track progress towards goals
    o Teachers are observed weekly and receive feedback weekly
    o Leaders are observed bi-weekly and receive feedback bi-weekly from manager

LHA Approach to Curriculum

At Lighthouse Academies, we prepare our students to be successful in college through a rigorous arts-infused program. Our schools follow national, state and local guidelines to provide the highest quality of instruction to our students.

All Lighthouse Academies schools utilize rigorous academic standards as the core of their instructional approach. This means we have adopted the Common Core State Standards (CCSS) across the network, with modifications for states that adopted alternative state standards that are equal in rigor.

As the basis of our academic program Lighthouse Academies has adopted research-based, rigorous curricula that align to the CCSS. These curricula were vetted by both internal and external content and pedagogy experts to ensure their alignment to CCSS and the ability to be adapted to meet the needs of our students. Teachers utilize these curricula as a foundation for their scope and sequence, unit plans, and as a starting point for daily instruction. Teachers work diligently to modify and supplement these curricula in order to meet the needs of their students while ensuring that they maintain fidelity to the rigor of the curricula and the standards.

In grades K-8, Lighthouse Academies has adopted the Eureka Math program. This program is not only aligned to the CCSS, but was developed in response to the rigor of these standards[1]. Eureka has a heavy emphasis on real world problem solving, conceptual understanding, mathematical justification, and mathematical fluency. The program also includes a rigorous set of formative assessments that enable the teacher to monitor student progress and adjust course as needed to ensure growth towards and mastery of the grade level standards.

In grades K-2, Lighthouse has adopted a balanced literacy approach to language arts instruction that emphasizes foundational skills, read aloud and shared reading instruction, and independent or guided reading. The Core Knowledge Language Arts curriculum is the source of both the foundational skills instruction and the read aloud/shared reading instruction. In line with the CCSS, the CKLA program heavily emphasizes informational texts and utilizes these routinely during read aloud and shared reading instruction. During independent or guided reading, students use texts from their classroom library that match or are just above their individual reading level.

In grades 3-8, Lighthouse Academies has adopted Expeditionary Learning as its English Language Arts program. Expeditionary Learning reflects the balanced literacy approach introduced at the K-2 level and furthers the emphasis on close reading of complex informational texts required by the CCSS. In addition, the Expeditionary Learning program includes robust performance tasks designed to align to the PARCC Framework.

---

[1] The independent review of the Eureka Math program was conducted by www.EdReports.org. The comparative report is available here.

Lighthouse Academies places a heavy emphasis on the development of writing skill. As such, in grades K-8, the Lucy Calkins' *Units of Study* program supplements the writing instruction found in CKLA and Expeditionary Learning. The *Units of Study* program has been selected because it aligns with the CCSS and emphasizes the development of sophisticated and complex writing skills from grades K-8.

In grades K-8, Lighthouse Academies schools choose their science and social studies curriculum programs from a list that has been vetted for rigor and alignment to the CCSS. For science, these include *FOSS* published by FOSS and Delta Education, *Science Alive!* Published by TCI, *National Geographic* published by Cengage Learning, *Engineering is Elementary* published by the Museum of Science, Boston, *and SEPUP* published by Lab-Aids. For social studies, the recommended curriculum programs are *My World Social Studies* published by Pearson, *History Alive!* published by TCI, *The Alexandria Plan* published by CommonCore.org.

At the CPA (high school) level, Lighthouse Academies has adopted a backward design approach to curriculum development (Wiggins and McTighe, 2005). Teachers and administrators work closely before the school year begins to ensure they understanding desired results, as articulated by the CCSS or rigorous state standards and as demonstrated by tests such as the Partnership for Assessment of Readiness for College and Careers (PARCC), Smarter Balanced Assessment Consortium (SBAC) or Advanced Placement assessments. From there, teachers and administrators design a scope and sequence and then allocate or design interim assessments that are aligned to the standards and to the scope and sequence. In addition, Lighthouse Academies provides a list of supplemental planning resources that has been vetted for quality and alignment with the CCSS (see Appendix A).
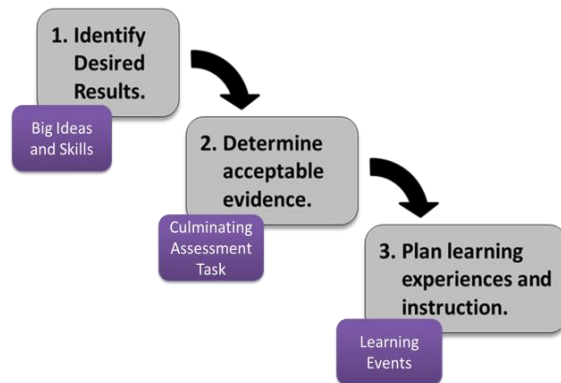
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Teachers are charged with designing effective and engaging units of study aligned to the standards and in accordance with the backward design principles articulated in *Understanding by Design* (Wiggins and McTighe, 2005). They begin by identifying the desired results, which includes identifying the standards that will be covered within the unit, and unpacking the standards into objectives that will be covered throughout the unit. Next, they determine acceptable evidence, which typically takes the form of designing or identifying end of unit assessments and performance tasks and the rubrics that will be used to evaluate student work. Finally, teachers design the learning plan, which most often takes the form of a unit plan, and which summarizes the experiences that students will have that will result in their mastery of the standards. At the lesson level, teacher plans typically utilize small group differentiated instruction, guided practice, small group or independent practice, informal assessments of learning (e.g. exit tickets or checks for understanding.) At Lighthouse Academies, unit and lesson rubrics are used to ensure teachers' plans are high quality and meet our expectations for rigorous curriculum.

In order to measure quality of its instructional program and practices, Lighthouse Academies has adopted the Danielson Group's [Framework for Teaching](#) Rubric. In the spring of 2015, Lighthouse Academies made some enhancements to the Framework for Teaching to reflect the Lighthouse Academies Model and to more clearly specify its model-specific practices (e.g, arts infusion, emphasis on social development and engagement, etc.). The [Lighthouse Academies Enhanced Framework for Teaching](#) was adopted across our network in the 2015-2016 school year.

East Chicago Lighthouse Charter Schools

K	2	44
1	2	51
2	2	52
3	2	54
4	2	56
5	2	56
6	2	56
7	2	56
8		
9		
10		
11		
12		
Enrollment	**16**	**425**

ADM	425
FTE (Paid enrollment)	425
Budgeted under enrolled	100.0%
	425
Per Pupil Rate - Indiana Legislative Services Agency	7,121

Revenue

Per Pupil Revenue	2,935,475
Special Ed Revenue - State	72,000
IDEA Grant	75,000
Title I Revenue	346,375
Title II Revenue	45,426
State Summer School	3,000
ERATE - Telecomm	30,000
Fundraising	15,500
Field Trips	14,000
Title III	25,000
NESP	17,000
Furniture Revenue from LCPA	65,000
Charter Schools Facilities Fund	127,500
Total Revenue	**3,771,276**

Expenses

Payroll-Administrative

Principal	1.0	94,000
Director of Teacher Leadership	1.0	77,000
School Operations Manager	1.0	51,000
Office Assistants	1.0	22,000
Lower Academy Teachers	12.0	556,000
Upper Academy Teachers	4.0	188,000
Specialists	4.0	188,000
ESL Teacher	2.0	105,000
ESL Teacher Assistant	1.0	18,000
Special Education Director	1.0	65,000
Special Education Teacher	2.0	92,000
Special Education Aides	2.0	53,000
Title I Teachers	2.0	100,000
Counselor (DSEL)	1.0	66,500
Family Coordinator	1.0	36,000
In-School Suspension Specialist	1.0	30,000
Custodians	3.0	70,000
Regional Sped Coordinator	0.3	20,000
Lead Teacher Stipends	1.0	10,000
Director of School Culture	1.0	50,000
Total Payroll	**42**	**1,891,500**

Taxes & Benefits

Payroll Taxes	9.0%	170,235
Health & Dental	12.0%	226,980
Retirement expense	2.0%	37,830
Raises (compounded)	0.0%	18,640
Workers Comp		12,500
Total Taxes & Benefits		**466,185**

Staff Development & Recruitment

Staff Development General Fund	5,000
ITF Fees	11,000
Staff Recruitment	2,000
Total Staff Development & Recruitment	**18,000**

Professional Fees

Academic Services-LHA	7.5%	263,046
Reimbursements to LHA		9,000
Legal		3,000
Audit/Accounting Service		4,000
Technology Contracted Services		10,000
HRIS		21,000
Background Checks		3,000
Marketing Expense		2,000
Transportation	4 (5)	144,000
Special Education OT/PT/ST		18,000

Assessment and Data Service		15,000
Total Professional Fees		**492,046**
Supplies		
Classroom Supplies		15,000
Textbooks		5,000
Janitorial Supplies		15,000
Nurse Supplies		500
Office Supplies		10,000
Total Supplies		**45,500**
Student Activities		
Fundraising Expense / Student Activities		1,500
Field Trips		14,000
Sports Programs		-
Total Student Activities		**15,500**
Occupancy		
Bond Interest (Rent)		334,898
Landlord Facility Services		35,000
Landlord Op Costs		10,000
Utilities		85,000
Repair & Maintenance		20,000
Telecommunications		40,000
Landscape and Snow Plow		3,000
Waste Removal		9,000
Security		2,000
Total Occupancy		**538,898**
Other Expenses		
Bank Charges / Misc		1,000
Dues & Subscriptions		1,000
Insurance		23,000
Travel		1,000
Copying & Printing		20,000
Postage & Shipping		5,000
SDLF Payment (Loan Payment)		65,000
Ball State fee	3.0%	88,064
Depreciation		
Total Other Expenses		**204,064**
Total Expenses		**3,671,693**
Operating Surplus/ (Deficit)		**99,583**

Food Program

Food Program Revenue	321,000
Food Program Expenditures	(321,000)
Net Loss on Food Program	-
Net Income (Budgetary Basis)	**99,583**

2	46
2	56
2	56
2	56
2	56
2	56
2	56
2	56

16	**438**

	438
	438
	100.0%
	438
	7,000

2,190,000	3,066,000
	88,000
	75,000
	340,000
	45,000
	3,000
	30,000
	15,500
	14,000
	25,000
	17,000
	-
	-
	3,718,500

1.0	94,000
1.0	77,000
1.0	51,000
1.0	22,000
12.0	550,000
4.0	188,000
4.0	160,000
2.0	105,000
1.0	18,000
1.0	65,000
2.0	92,000
2.0	53,000
2.0	100,000
1.0	66,500
1.0	36,500
1.0	30,000
3.0	70,000
0.3	20,000
1.0	10,000
1.0	50,000
42	**1,858,000**

9.0%	167,220
14.0%	260,120
2.0%	37,160
0.0%	-
	12,500
	477,000

	5,000
	11,000
	2,000
	18,000

7.5%	273,525
	9,000
	3,000
	4,000
	10,000
	24,000
	3,000
	2,000
4 (5)	150,000
	15,000

	15,000
	508,525
	15,000
	5,000
	15,000
	500
	10,000
	45,500
	1,500
	14,000
	-
	15,500
	325,000
	35,000
	10,000
	85,000
	20,000
	40,000
	4,000
	9,000
	2,000
	530,000
	1,000
	1,000
	23,000
	1,000
	20,000
	5,000
	40,000
3.0%	65,700
	98,000
	254,700
	3,707,225
	11,275

321,000
(321,000)
-

11,275