Office of Charter Schools

Gary Lighthouse Charter School

2015-16 CHARTER RENEWAL APPLICATION

October 1, 2015

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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 15, 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
Onsite 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	1505	
# of Students on Waiting List	80	
Gender		
# Male	717	47.6%
# Female	787	52.2%
Ethnicity/Race		
# White	18	1.1%
# Black	1326	88.1%
# Hispanic	119	7.9%
# Asian	0	0%
# Native American	0	0%
# Other	42	2.7%
Special Populations		
# Students with IEPs	126	8%
# English Language Learners	60/28	3.9%/1.8%
# Homeless Students	0	0%
# Eligible for Free and Reduced Lunch	1378	91.5%

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B.   Provide enrollment information for length of charter contract (ADM count).

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	376	516	553	676	648	646	643	717	1,487	1,460

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K			94.8%	95.5%	95%	93%	92.3%	92.2%	94.7%	91.86%
1			94.9%	95.9%	95.4%	94.8%	95%	96.2%	94.6%	93.77%
2			96.5%	97.1%	95%	95.4%	96.6%	96.4%	95.2%	93.54%
3			95.1%	97.6%	95.7%	95.9%	95.5%	96.2%	93.3%	94.91%
4			94.8%	96.5%	97%	95.3%	97.3%	95.4%	92.4%	94.75%
5			95.2%	95.9%	96.3%	95.9%	96.6%	97.7%	93.4%	93.77%
6			93.5%	97.9%	95.8%	96.5%	97.6%	96.5%	95.2%	94.2%
7			96.2%	95.9%	95.5%	97.1%	98.2%	98%	95.5%	94.92%
8				96.6%	93.3%	95.4%	97%	97.9%	92.8%	96.6%
9					95.5%	94.3%	95.8%	96.9%	92.9%	94.25%
10						96.5%	94.3%	95%	91%	94.01%
11							96.1%	94%	89.5%	92.04%
12								94.6%	91.2%	90.84%
All Grades			95.2%	96.6%	95.5%	95.5%	96.1%	96.1%	93.1%	93.8%

D.   Provide the number and percentage of students eligible for special education

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																				
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
	2005-2006 376		2006-2007 516		2007-2008 553		2008-2009 676		2009-2010 648		2010-2011 646		2011-2012 643		2012-2013 717		2013-2014 1487		2014-2015 1460	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder			2	1>	2	1>	1	1>	2	1>	1	1>	1	1>	1	1>	4	1>	5	1>
Blind of Low Vision			1	1>	0	0	0	0	0	0	0	0	0	0	0	0	2	1>	1	1>
Cognitive Disability			9	1	9	0	8	1	11	1	11	1	11	1	14	1	36	2	35	2
Deaf of Hard of Hearing			0	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	1	1>	1	1>	1	1>	0	0	0	0
Development Delay (early childhood)			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional Disability			0	0	0	0	1	1>	2	1>	2	1>	0	0	0	0	9	1>	4	1>
Language or Speech Impairment			12	2	13	2	20	2	10	1	8	1	4	1>	7	1>	11	1>	14	1>
Multiple Disabilities			0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1>	0	0
Orthopedic Impairment			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability			11	2	11	1	17	2	12	1	10	1	11	1	18	2	56	3	49	3
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																			
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		1	.3%													24	1.6%	32	2.2%

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

HOMELESS STUDENT POPULATION																			
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
2005-2006		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		Year 10	
2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

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.

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

Gary Lighthouse Charter School is comprised of the three campuses serving approximately 1500 students located in Gary, Indiana. The first campus, Gary Primary, serves students in grades K-2 and is located at 3201 Pierce Street. For students in the third through seventh grade, they attend Gary Lighthouse Upper Academy which is located at 1771 W. 41st Avenue. Our high school, Lighthouse College Prep Academy, serves students in grades eight through twelve and is located at 725 Clark Road.

In the past three years, Gary Lighthouse has made significant changes. First, two charters were consolidated that were each K-12. This consolidation has provided more opportunities for diverse programming at the high school level. A wide variety of AP course, as well as more math, English, science, and social studies offering are available to better prepare students for college.

Additionally, the leadership in Gary has changed. Principals with substantial track records of students' achievement results were hired to help move GLCS forward aggressively and immediately. Charlotte Jackson was hired at Gary Lighthouse Upper Academy and Angela West was hired at Lighthouse College Prep Academy.

With 91% of students receiving free and reduced lunch, the student composition has not changed significantly. Also, the vast majority of students, 88.1%, are African American, which is not a change from the last renewal for Gary Lighthouse.

The staff composition for Gary Lighthouse has not changed significantly at the teacher level. Gary Lighthouse has teacher that come from a variety of backgrounds and walks of life. Gary Lighthouse hires teachers from Teacher for America, local universities, and other universities from around the United States. At the administrative level, Gary Lighthouse has streamlined positions to become fatter as an organization and more responsive to the needs of the schools and the community. Gary Lighthouse has focused on trying to recruit administrators and teachers that are from Northwest Indiana, so that students and parents will feel that staff is more connected to the local community beyond the school day.

School's Purpose

   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 Gary 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 Gary 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.

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

The school was founded in August 2005 as a response to the changing educational climate in Gary, Indiana. The focus was to provide families in the Gary community with a high quality choice for the education of their children. Providing transportation (without state funding) has allowed Gary Lighthouse to truly provide equitable access to Gary families to attend the campuses.

c. 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.

Gary 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, Gary 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, Gary 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, Gary 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.

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

Gary Lighthouse Charter School will not have any substantial modification pertaining to the educational program.

Achievements and Notable Improvements

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

Gary Lighthouse Charter School is one school with three campuses that serves students in grades K-12 the schools are: Gary Lighthouse Primary Academy, Gary Lighthouse Upper Academy, and Lighthouse College Prep Academy. The existence of the K-12 school is

due to a merger in 2013. The merge combined West Gary Lighthouse and Gary Lighthouse. Since the merger Gary Lighthouse Charter School has seen many achievements and improvements.

Gary Lighthouse Primary Academy (GLPA) has made many achievements and improvements. One of the achievements of the primary academy is that although a majority of the students in grades K-2 were below proficient at the beginning of the school year by the end of the school year more than at or above proficiency on the MCLASS TRC assessment at the end of year (EOY).

GLPA has also shown growth on NWEA with 93% of kindergarten students meeting their projected growth target in Math and 86% in Reading. 1st and 2nd grades also saw 50% or more students meeting their projected growth target in reading.

After the merger Gary Lighthouse Upper Academy saw a decrease in some grade levels on the NWEA reading and math assessments. However, after reflecting, GLUA implemented some new initiatives to increase students' academic achievement.   One of the improvements was to create structured reading and math blocks that included consistent intervention to support struggling students.

To improve instruction the school used a researched based curriculum to support all students learning for core subject areas. The curriculum used (Pearson Literature and Reading Street) provided teachers with structure and resources to support the academic standards. This was not done during the 2013-2014 school year.

Over the past three years: 2012-2013, 2013-2014, and 2014-2015 there has been a reduction of incidents resulting in in-school or out of school suspensions. During the year of the merger, 2013-2014, there were over 1,000 out of school suspensions. However, during the 2014-2015 school year incidents resulting in an out of school suspensions were reduced by two-thirds. GLUA used the Responsive Classroom Program to forge the charge in changing the culture and behavior dynamics of the school

Over the course of the last three years our Gary Lighthouse College Prep Academy, which serves grades 8-12, has made integral changes to our approach to discipline, advisory, and has seen growth in both academics and college and career readiness preparedness.

One of the biggest achievements and improvements includes a discontinuation of zero tolerance measures and the adoption of restorative practices, which has resulted in notable improvement in student participation, engagement, and joy. ***Please see article below.***

http://www.dailyjournal.net/view/story/07ddfd7ca8f44d60b12f625f6a674f5b/IN--Making-The-Grade

Another improvement was the design of our advisory class that each student at LCPA is enrolled in. The purpose of this class is to build relationships amongst each other, the teacher, and the school. The students in 8th grade use Developmental Designs for Middle

School which allows or constant social skill development on a daily basis, targeting the social and emotional learning of each student. Advisory for the students in grades 9-12 focuses on team building as well as college exploration and preparation.

LCPA has also shown tremendous growth in our academics. During the 2014-2015 school year LCPA passed 95% of the 10th grade students on the Algebra I ECA. This was a huge improvement showing growth from 59.7% in 2013 and 78.1% in 2014. The same cohort of students grew from only 58.2% of students passing the 8th grade math ISTEP to 93.3% passing the Algebra I ECA by the end of their 10th grade year.

Starting during the 2014-2015 school year students started taking dual credit classes. There were 81 or 74% of students enrolled in dual credit course. This number is up from 0 in the previous school years. During the 2014-2015 school year we will have a graduation rate over 90%. This number is steadily increasing and is up from an 86% graduation rate during the 2013-2014 school year. These numbers prove that urban children can exceed the states graduation rate average.

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

GLPA has set goals on students meeting proficiency in reading and math. The focus would be to prepare the students to become proficient readers so they are ready to show mastery on the IREAD-3 assessment and ISTEP when they enter the 3rd grade. To show mastery GLPA has set the following goals:

- Provide teachers with differentiated professional development

- 80% of students in grades k-2 will meet or exceed their projected growth target on NWEA

- 80% of students in grades k-2 will be proficient or above proficient on the MCLASS TRC assessment

The areas of improvement for GLUA are based around test scores, attendance rates, and behavioral infractions. To improve in these areas the following goals have been put in place:

- 80% of 3rd grade students will pass the IREAD-3 state assessment

- Students below the 50th percentile on the reading and math NWEA assessment will achieve 1 ½ years growth

- Students above the 50th percentile on the reading and math NWEA assessment will achieve 1 years growth

- Achieve a 95% attendance rate each month

- Reduce the number of students who receive suspensions by 50%

LCPA has ambitious goals for the mastery of the essential knowledge and skills required for college and career readiness. Over all we see a need to improve our English Language Arts scores, Lexile Levels, and success on SAT or ACT. To achieve success in these areas LCPA has set the following goals:

- 8th grade students will grow their Lexile score by an average of 200 points each year

- 80% of 8th grade students will be proficient or better on the ISTEP+ assessment

- 8th grade will implement standards based grading in all classes to ensure students are prepared for the ISTEP+ assessment

- ACT and SAT scores will improve to meet Ball State University Office of Charter Schools Academic Performance Framework Criteria

- Will pass 70% of first time test taking students in the English 10 ECA

- Reduce the number of students who receive suspensions by 50%

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

Additional Information (6000 character limit)

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.

	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	ECA % Passing Algebra	ECA % Passing English10
SY 2005-06	Commendable		25.1%	26.8%	26.7%	30.00%	36.00%	22.00%		

SY	Rating	Category								
SY 2006-07	Acad Progress		48.6%	56.4%	41.2%	35.00%	34.00%	23.00%		
SY 2007-08	Acad Progress		61.6%	50.1%	60.5%	42.88%	40.99%	30.75%		
SY 2008-09	n/a		61.2%	48.2%	70.6%	53.00%	39.00%	33.00%		
SY 2009-10	Acad Progress (C)	Probation	57.3%	58.0%	63.1%	67.37%	56.05%	47.37%		
9			57.9%	55.8%	61.1%					
SY 2010-11	Probation (F)	Falls Far Below	39.1%	47.3%	35.3%	54.73%	54.29%	40.52%		
9			63.6%	62.1%	30.8%					
SY 2011-12	F	Does Not Meet Standard	54.9%	47.1%	54.8%	55.70%	62.87%	44.30%		
9			65.1%	76.9%	70.5%					
SY 2012-13	F		45.4%	54.7%	47.6%	51.7%	58.5%	38.8%	59.7%	33.9%
SY 2013-14	D		50.5%	57.5%	47.4%	47.2%	59.2%	37.9%	78.19%	54.4%
SY 2014-15			54.3%	34%	43.7%	NA	NA	NA	94%	49.6%

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

*** Please note that in 2014-2015 the standards and format for NWEA changed. Also, SY 2013-2014 was the first year for Gary Lighthouse in its' current design with the three separate satellite campuses. Previous to 2013-2014 West Gary Lighthouse housed nearly half of these students. Algebra I and English 10 utilized the same standards from 2012 to 2014-2015.
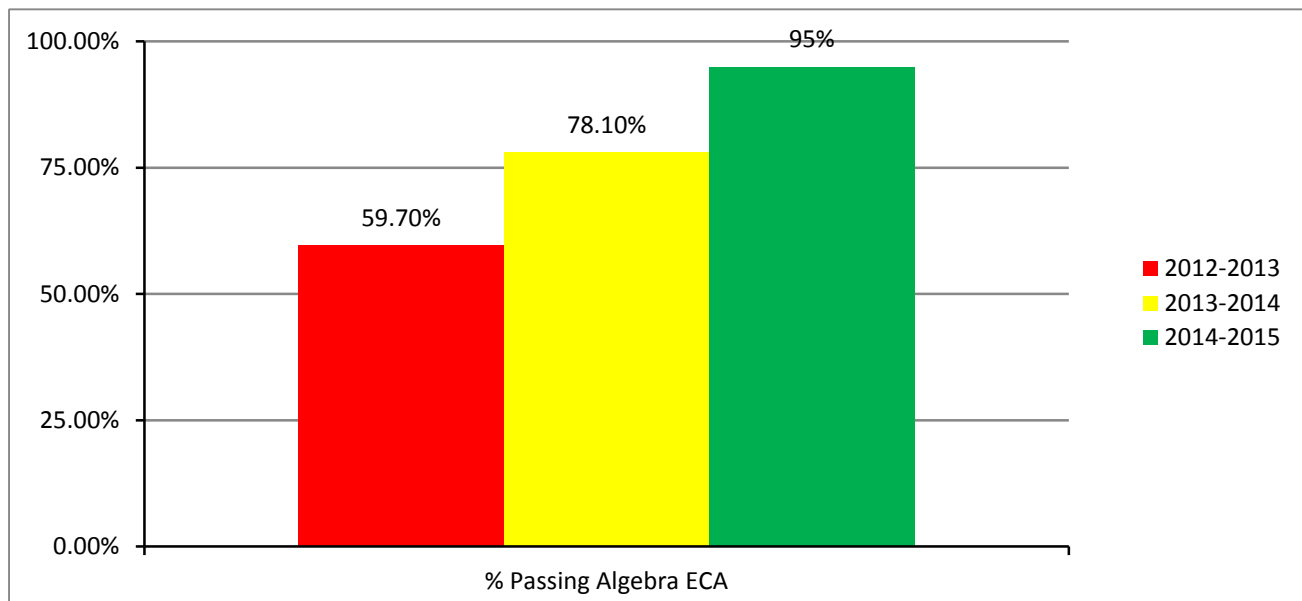
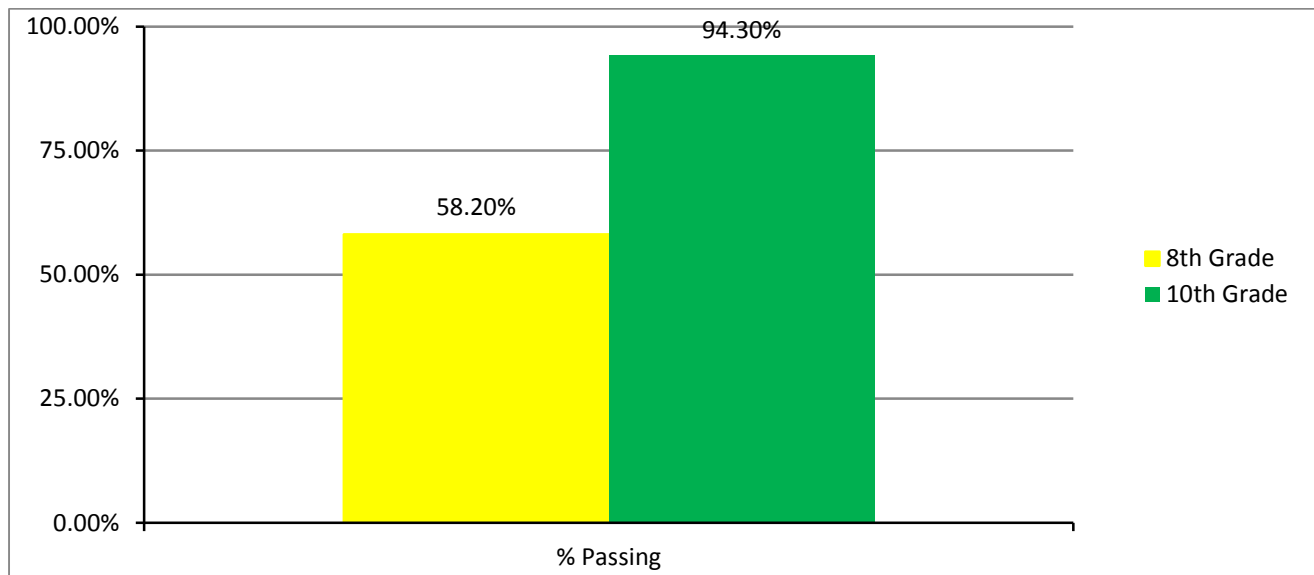**Percentage of students earning CCR**:
2013-2014- 0 Students
2014-2015- 81 students or 74% of the senior class was enrolled in Dual Credit.
2015-2016- 6 LHA students will be enrolled in the American Honors program. 93 students or 82% of the senior class is enrolled in Dual Credit.

10th Grade Algebra ECA Percent Passing 2012-2015


Growth from 8th Grade to 10th Grade Mathematics

The Algebra 1 graph above shows the pass percentage of students who have passed the assessment by the completion of their 10th grade year. The data shows that LCPA continues to show growth on the Algebra I ECA assessment.

The second graph shows the improvement of the students who took ISTEP as an 8th grader and who took the Algebra I ECA. The students who passed Algebra I by the end of the 10th grade year showed tremendous growth from when they took ISTEP+ as an 8th grader. The graph is showing that LCPA's students are not just passing the assessments but that students are also showing academic growth.
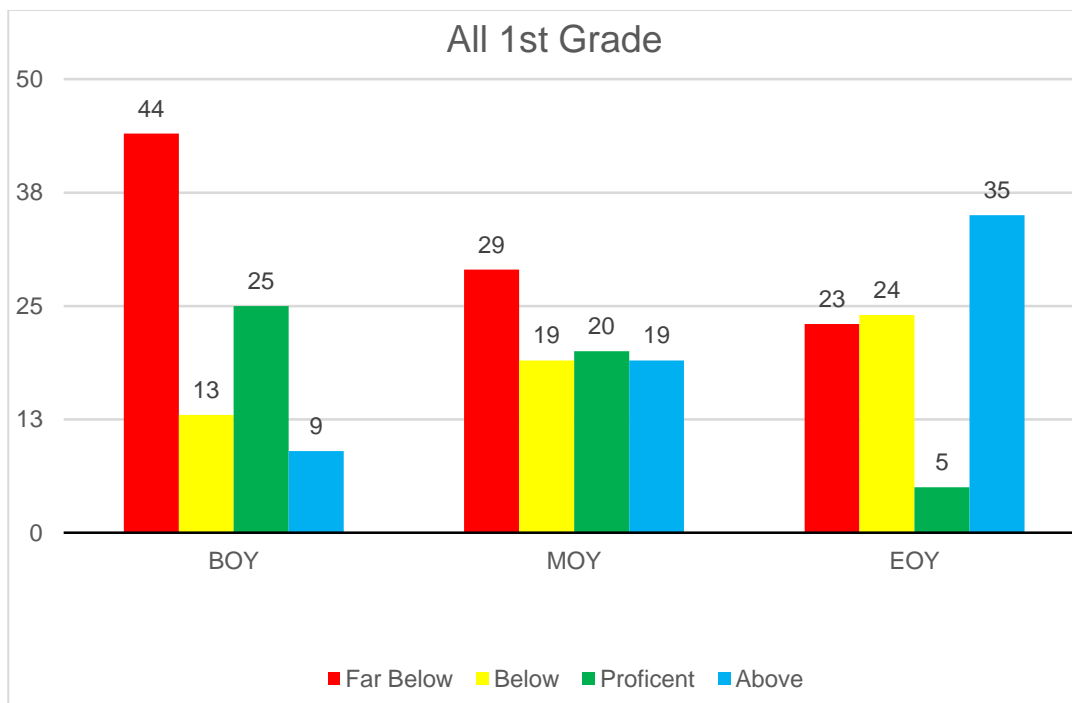
LCPA's students are now enrolled in dual credit classes. During the 2014-2015 school year 81 students or 74% of the senior class graduated with a dual credit course. This number is up from 0 during the 2013-2014 school year. Beginning during the 2014-2015 school year LCPA will have six students enrolled in the American Honors Program at IVY Tech.

Gary IREAD3 Scores
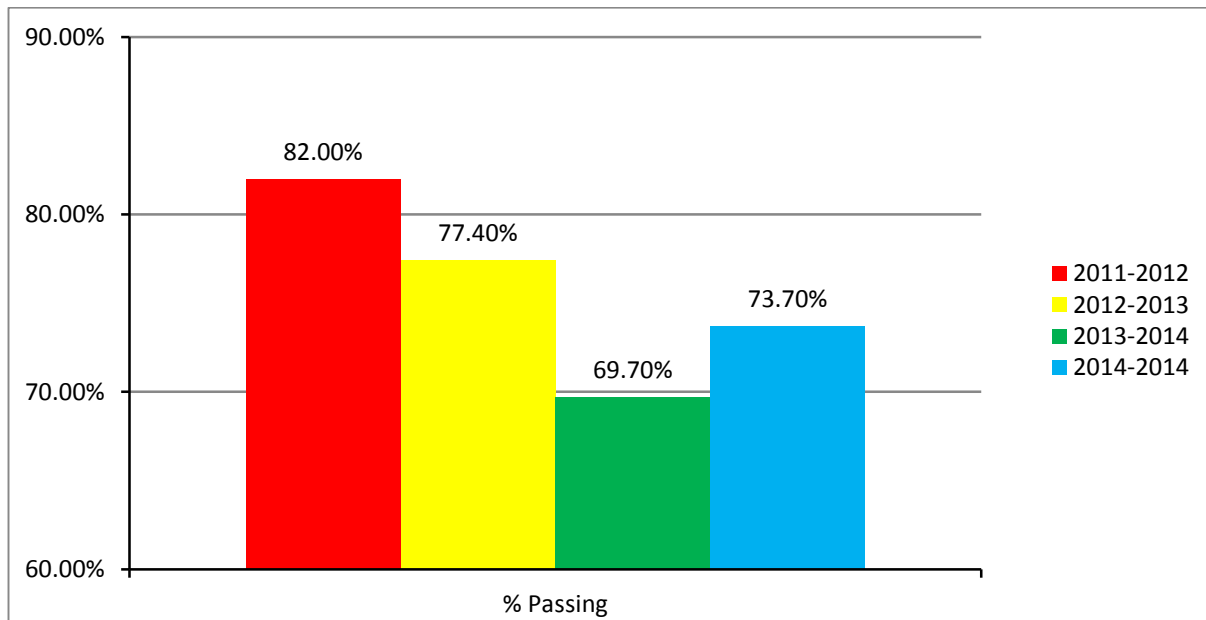
The IREAD-3 graph shows the passing rates of 3rd grade students over the last four school years. The graph shows the Gary Lighthouse Upper Academy has consistently passed the majority of its students. There was a slight dip during the 2013-2014 school year but followed the next year with growth.   The 2013-2014 school year was the first year for the West Gary and Gary Lighthouse students to be combined in one school.

Gary Lighthouse K-2 TRC Data

All Kindergarten

Legend: Far Below | Below | Proficent | Above

	Far Below	Below	Proficent	Above
BOY	53	7	1	0
MOY	41	13	8	4
EOY	6	12	37	13

All 1st Grade

Legend: Far Below | Below | Proficent | Above

	Far Below	Below	Proficent	Above
BOY	44	13	25	9
MOY	29	19	20	19
EOY	23	24	5	35

All 2nd Grade
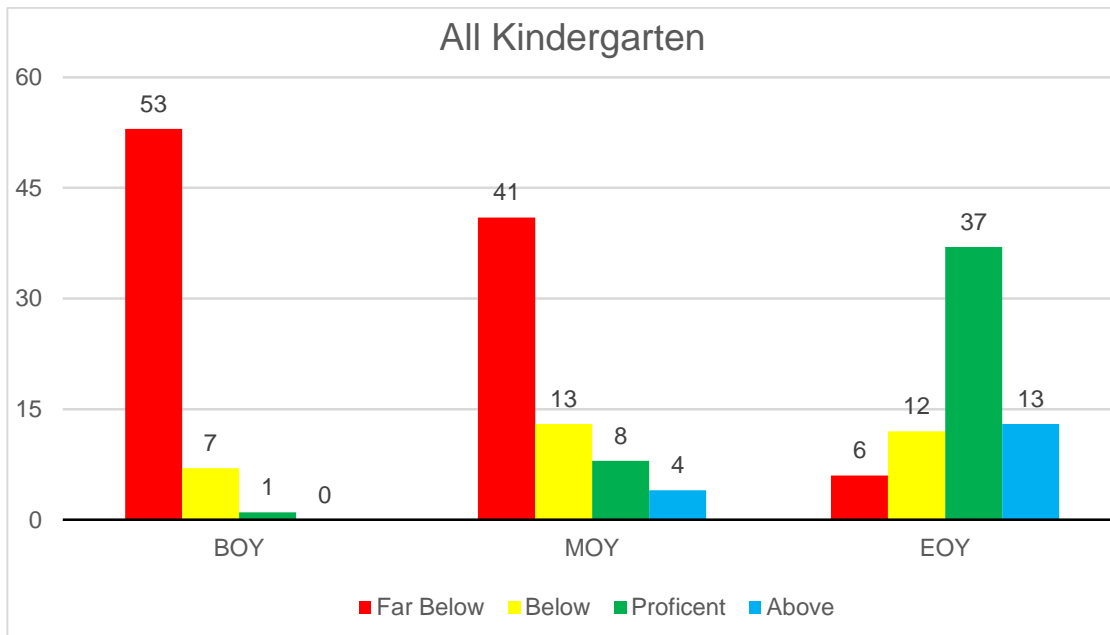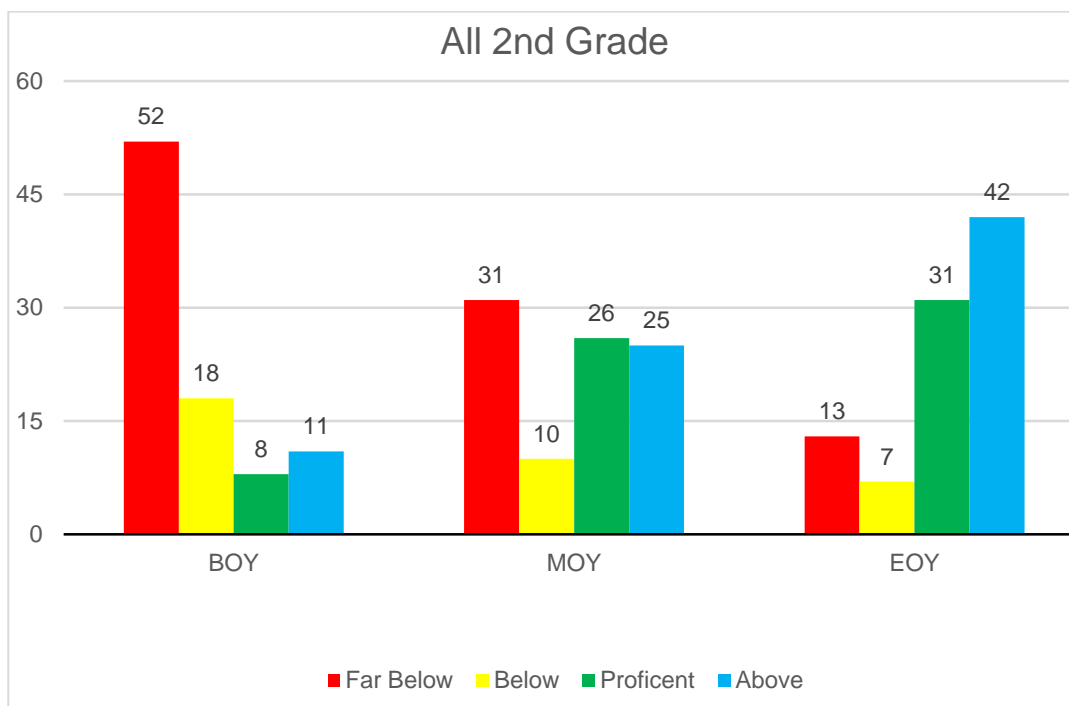
The above graphs show the improvement of students on the TRC assessment during the 2014-2015 school year. The TRC assessment monitors students reading level and comprehension. The data shows that during the school year each grade level moved the majority of their students from far below proficient to the majority of the students showing proficiency or above proficiency at the end of the school year.

Gary Lighthouse Charter School	
2.4 Post-Secondary Readiness	
2.4.a.2 Are students participating in the ACT or SAT?	Students in the 11th and 12th grade are required to take the ACT or SAT and over 90% of the students participate in the assessment exceeding the standard.
2.4.b Are students graduating from high school?	LCPA graduated 94% of students from the class of 2015 meeting the standard

In the 2015-2016 school year we are implementing a new test prep option for our students to improve their overall standardized test. Naviance test prep provides preparation for middle school standardized test (ACT Aspire) and high school standardized tests (ACT, AP, and SAT). We will utilize Naviance test prep in our schools to provide our students with engaging game based courses that are interactive enough to keep our students interested in learning and improving their scores. The service is accessible to all students grade 8 - 12 with unlimited 24 hour access so that our students can remain engaged at any time of the day. Naviance test prep provides intelligent reporting that our teachers can utilize to determine

what concepts need more attention and the supports needed in place for student success. This also allows the school district administrators the ability to measure progress by student and by classroom and will serve as a good predictor of test scores. This program will help our students develop test preparation and success skills early.

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

Student Performance.

a. Assessment Data-SEE CHARTS ABOVE

b. Areas of Notable Improvements

GLCS has made many notable improvements during the 2014-2015 school year. At the Gary Lighthouse Primary Academy the data from TRC shows that the majority of the students were at proficient or above proficient. The TRC assessment assesses student reading and comprehension levels.

LCPA has also made many notable improvements. These improvements include a 95% passing rate on the Algebra I ECA and a 74% participation rate in a dual credit course.

1) To what do you attribute these improvements?

We attribute these improvements to an intense focus on the Ball State Accountability Framework as well as the new Indiana Standards and A-F Accountability Framework. Additionally, the use of Danielson Framework for Teaching combined with a much higher expectation for teacher and leader performance all have contributed to this success.

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?

In grades K-8, there is evidence of an increase of students meeting their NWEA goals; however, still too many students are not reaching their growth goals in both English Language Arts and Mathematics.

Reading needs improvement across the board, with IRead data still not over 80% for first-time test takers as well as the aggregated reading scores on the English 10 ECA.

2) What progress monitoring tools do you have in place that provided this information?

We will be using Dreambox, and Achieve 3000 to track mathematics and reading data respectively. In addition, we will be utilizing LHA Interims to track mastery of standards taught and assessed in each given quarter.

3) 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?

GLCS has set goals based on the Academic Performance Framework. The school has set goals in all categories: student growth on NWEA, student achievement on ISTEP and IREAD, and post-secondary readiness. Some of the strategies the school will employ to achieve a "meets standards" rating in these categories rare data boards and data meetings, using the new curriculums with fidelity and providing students with ACT and SAT preparation.

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.

LANWI also provides transportation for all extra-curricular activities to competitions, performances, and/or games/meets.

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

Currently all of the facilities are in great shape. Major renovations were done during the 2013-2014 school year including a new outdoor play space at the Gary Lighthouse Primary Campus, a brand new art and music wing at Gary Lighthouse Upper Academy, and a brand new gymnasium at Gary Lighthouse College Prep Academy. There are no anticipated changed in facility needs or location at the current time.
Educational Service Providers

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 proposed management agreement.

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.

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, Gary Lighthouse Charter School has a modest wait list for most grades. To grow the waitlist, Lighthouse Academies of Northwest Indiana has hired a Regional Director of Community Engagement to assist with building relationships with prospective families.

Financially, we are very healthy and enrollment will need to remain the same so Lighthouse can afford to provide robust services to families.

FINANCIAL PERFORMANCE FRAMEWORK
BALL STATE UNIVERSITY

1.	**NEAR TERM INDICATORS**		
1.a.	**Current Ratio (Working Capital Ratio)**	Current Assets divided by Current Liabilities	1.88
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	1.48
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	26
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	0.99
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: -0.033 Aggregated: -0.007
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	0.88
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)	my -799425
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	0.92

Financial Performance Framework – Data Points	
Current Assets	1290340
Current Liabilities	685784
Cash	1016951
Unrestricted Cash	1016951
Total Expenses	14181022
Depreciation Expenses	385712
Enrollment Projection in Charter School Board-Approved Budget	1480
Actual Enrollment	1497
Default	0
Net Income	-451194
Total Revenue	13729828
Aggregated Total Margin	-0.007183088
Total 3 Year Net Income	-198881
Total 3 Year Revenues	27687397
Total Liabilities	11348791
Total Assets	12912958
Year 1 Total Cash	1816376
Year 2 Total Cash	1577953
Year 3 Total Cash	1016951
Depreciation	385712
Interest	
Interest Expense	1304097
Annual Principal, Interest, and Lease Payments	1341090

School Data Summary Document

Gary Lighthouse Charter School
Gary, IN
In Operation since 2005 (10 years)
EMO: Lighthouse Academies
Grade Range: K-12

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Student Enrollment	376	516	553	676	648	646	643	717	1,487

2014-15 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1,460	
Ethnicity/Race		
# White	8	0.5
# Black	1,298	88.9
# Hispanic	128	8.8
# Asian	1	0.1
# Native American		
# Multiracial	25	1.7
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	1,284	88.0

|	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	IS...% P... E...
SY 2005-06	n/a	Commendable	n/a	n/a	n/a	25.1%	26.8%	26.7%	30.00%	3
SY 2006-07	No	Acad Progress	n/a	n/a	n/a	48.6%	56.4%	41.2%	35.00%	3
SY 2007-08	No	Acad Progress	n/a	n/a	n/a	61.6%	50.1%	60.5%	42.88%	4
SY 2008-09	n/a	n/a	n/a	n/a	n/a	61.2%	48.2%	70.6%	53.00%	3
SY 2009-10 K-8	Yes	Acad Progress	C	Probation	n/a	57.3%	58.0%	63.1%	67.37%	5
9						57.9%	55.8%	61.1%		
SY 2010-11 K-8	Yes	Probation	F	Corrective Action	Falls far below	39.1%	47.3%	35.3%	54.73%	5
9						63.6%	62.1%	30.8%		
SY 2011-12 K-8	N/A	n/a	F	Not applicable due to IDOE policy change	Does not Meet Standard	54.9%	47.1%	54.8%	55.70%	6
9						65.1%	76.9%	70.5%		
SY 2012-13			F			45.4%	54.7%	47.6%	51.7%	5
SY 2013-14			D			50.5%	57.5%	47.4%	47.2%	5
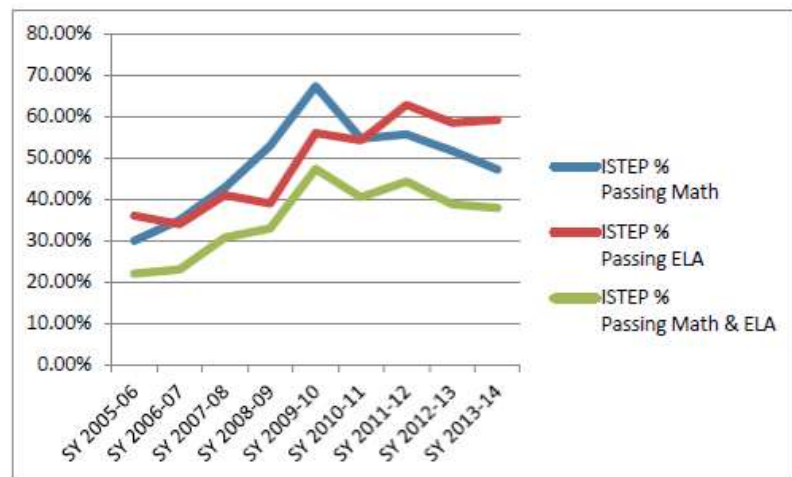
Math Growth:
2006: Low growth, low achievement
2007: High growth, low achievement
2008: High growth, low achievement
2009: High growth, low achievement
2010: High growth, low achievement
2011: Low growth, low achievement
2012: Low growth, low achievement
2013: Low growth, low achievement
2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	193	34.7	47.0
Spring 2007	304	43.4	56.5
Spring 2008	368	53.3	62.0
Spring 2009	382	58.9	68.0
Spring 2010	381	68.2	54.0
Spring 2011	352	54.0	18.0
Spring 2012	310	56.1	26.0
Spring 2013	327	51.7	34.0
Spring 2014	671	47.2	25.0
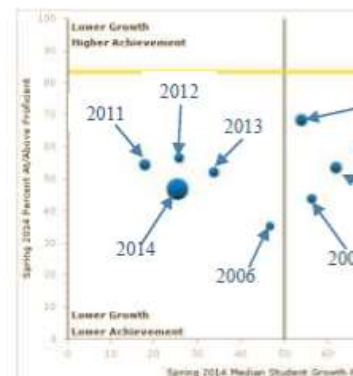
ELA Growth:
2006: Low growth, low achievement
2007: High growth, low achievement
2008: Low growth, low achievement
2009: High growth, low achievement
2010: High growth, low achievement
2011: Low growth, low achievement
2012: Low growth, low achievement
2013: Low growth, low achievement
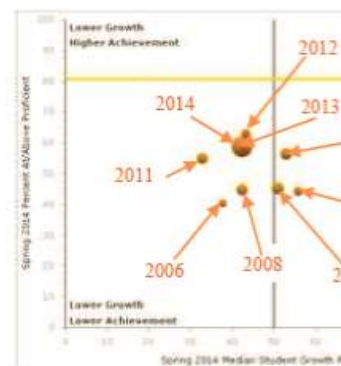2014: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	191	39.8	38.0
Spring 2007	305	43.9	56.0
Spring 2008	368	44.6	42.5
Spring 2009	381	45.1	51.0
Spring 2010	381	56.2	53.0
Spring 2011	353	54.7	33.0
Spring 2012	308	62.7	43.5
Spring 2013	328	58.5	43.0
Spring 2014	668	59.1	42.0

	2013-14 Diploma Quality						2013-14 Drop Out Data	
	Core %	Core #	Honors %	Honors #	General %	General #	Drop Out %	Drop Out #
Gary Lighthouse Charter School	100%	78	0%	0	0%	0	2.2%	2

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested
2011-12	50	41	82.0	0.0	78.0		
2012-13	53	38	71.7	0.0	83.9		
2013-14	109	76	69.7	1.9	76.9		

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
    - Teachers do test-in-hand data analysis of interim assessments
    - Teachers reflect and create action plans based on analysis of misconceptions and missing skills
    - 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
    - Morning Meeting/Circle of Power and Respect
    - Teacher Language
    - Logical Consequences
    - Class Meetings and Student Conferences
- Teachers attend to scholars' development and engagement through lesson and unit plans that:
    - Use the arts as drivers for rigorous content learning
    - Expose students to relevant art and artists
    - Develop social/emotional literacies
    - 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
    - Leaders and teachers set growth goals and track progress towards goals
    - Teachers are observed weekly and receive feedback weekly
    - 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.

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

1

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).

Backward Design
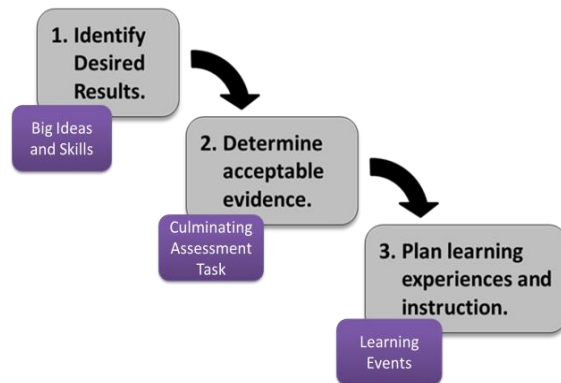
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

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.

Gary Lighthouse Charter School

K	2	80
1	4	100
2	4	100
3	4	93
4	4	93
5	4	93
6	4	93
7	4	93
8	7	175
9	7	195
10	6	150
11	5	120
12	5	115
Enrollment	**60**	**1,500**
ADM	-	1,500
FTE (Paid enrollment)	-	1,500
Budgeted under enrolled		100.0%
	-	1,500
Per Pupil Rate - Indiana Legislative Services Agency		6,811

Revenue

Per Pupil Revenue	-	10,216,500
Special Ed Revenue - State		300,000
IDEA Grant	-	136,000
Title I Revenue	-	1,846,500
Title II Revenue		176,000
State Summer School	-	45,000
ERATE - Telecomm	-	75,000
Fundraising	-	-
Field Trips	-	24,000
Sports	-	56,000
Other Income	-	-
Charter School Facilities/Grant		450,000
Total Revenue		**13,325,000**

Expenses

Payroll-Administrative

Principal	3	341,500
Asst Principal	3	266,000
Director of Teacher Leadership	4	287,000
Director of School Culture	2	125,000
Director of College Transition	1	65,000

Director of Student Services	2	130,000
School Operations Manager	2	110,000
Office Assistants	3.5	89,000
Registrar	1	24,000
Lower Academy Teachers	10	477,500
Upper Academy Teachers	20	915,000
College Prep Academy Teachers	35	1,920,000
Specialists	5	238,000
Special Education Director	-	-
Special Education Therapist	-	-
Special Education Teacher	5	227,000
Special Education Aides	5	140,000
Title I Teachers	1	40,000
Teacher Aides and Assistants	6	144,000
Counselor	3	162,000
Family Coordinator	1	-
Social Worker	2	20,000
In-School Suspension Specialist	2	63,000
Nurse	2.0	95,300
IT Specialist	2.3	130,000
Custodians	8	222,000
Food Preparer/bus monitor	7	30,160
Recruiter	1	30,000
Regional Title I/ Data/ Testing	1.0	52,500
Total Payroll	**138**	**6,343,960**

Taxes & Benefits

Payroll Taxes	9.0%	570,956
Health & Dental	12.0%	761,275
Retirement expense	2.0%	126,879
Bonuses (Title II)	0.0%	120,000
Workers Comp		25,400
Total Taxes & Benefits		**1,604,511**

Staff Development & Recruitment

Staff Development General Fund	-	24,000
Staff Recruitment	-	4,000
Total Staff Development & Recruitment		**28,000**

Professional Fees

Academic Services-LHA	7.5%	959,625
Reimbursements to LHA	-	17,000
Legal	-	11,000
Audit	-	4,000
Technology Contracted Services	-	37,000
HRIS	-	56,000
Background Checks	-	10,000
Marketing Expense	-	1,600
Transportation	21	622,440
Special Education OT/PT/ST	-	25,600
Assessment and Data Service	-	30,000

IVY Tech			30,000
Total Professional Fees			**1,774,265**
Supplies			
Classroom Supplies		-	70,000
Textbooks		-	62,500
Janitorial Supplies		-	45,000
Nurse Supplies		-	5,500
Office Supplies		-	47,000
Total Supplies			**230,000**
Student Activities			
Fundraising Expense / Student Activities		-	50,000
Field Trips		-	30,000
Sports Programs		-	80,000
Total Student Activities			**160,000**
FFE			
Furniture Leases		-	-
Capital Outlays		-	33,000
Total FFE			**33,000**
Occupancy			
Rent		-	1,339,590
Landlord Facility Services		-	110,000
Landlord Op Costs		-	28,000
Utilities		-	272,000
Repair & Maintenance		-	85,000
Telecommunications		-	126,000
Landscape and Snow Plow		-	61,000
Waste Removal		-	23,000
Security		-	37,000
Total Occupancy			**2,081,590**
Other Expenses			
Bank Charges / Misc		-	1,000
Dues & Subscriptions		-	1,300
Insurance		-	175,000
Travel		-	4,700
Copying & Printing		-	61,000
Postage & Shipping		-	14,000
Ball State fee	3.0%		306,495
Depreciation			
Total Other Expenses		-	**563,495**
Total Expenses		-	**12,848,821**
Operating Surplus/ (Deficit)		-	**476,179**

Food Program

Food Program Revenue	-	753,000
Food Program Expenditures	-	(753,000)
Net Loss on Food Program		-
Net Income (Budgetary Basis)	-	**476,179**

	Projected FY17
2	80
4	100
4	100
4	93
4	93
4	93
4	93
4	93
7	175
7	195
6	150
5	120
5	115
60	**1,500**
-	1,500
-	1,500
	100.0%
-	1,500
	6,850
-	10,275,000
	305,000
-	220,000
-	1,846,500
	176,000
-	45,000
-	75,000
-	-
-	24,000
-	56,000
-	-
	-
	13,022,500
3	341,500
3	266,000
3	215,250
2	125,000
1	65,000

2	130,000
2	110,000
3.5	89,000
1	24,000
10	477,500
20	915,000
30	1,650,000
5	238,000
-	-
2	50,000
5	227,000
5	140,000
1	40,000
6	144,000
3	162,000
1	-
2	20,000
2	63,000
2.0	95,300
2.3	130,000
8	222,000
7	30,160
1	30,000
1.0	52,500
138	**6,052,210**
9.0%	544,699
14.0%	847,309
2.0%	121,044
0.0%	120,000
	25,400
	1,658,453
-	24,000
-	4,000
	28,000
7.5%	970,688
-	17,000
-	11,000
-	4,000
-	37,000
-	56,000
-	10,000
-	1,600
21	622,440
-	25,600
-	30,000

		30,000
		1,815,328
	-	70,000
	-	62,500
	-	45,000
	-	5,500
	-	47,000
		230,000
	-	50,000
	-	30,000
	-	80,000
		160,000
	-	-
	-	-
		-
	-	1,294,238
	-	130,000
	-	28,000
	-	272,000
	-	85,000
	-	126,000
	-	61,000
	-	23,000
	-	37,000
		2,056,238
	-	1,000
	-	1,300
	-	175,000
	-	4,700
	-	61,000
	-	14,000
3.0%		224,000
		500,000
	-	**981,000**
	-	**12,981,228**
	-	**41,272**

-	753,000
-	(753,000)
	-
-	**41,272**