FERRIS STATE
UNIVERSITY
IMAGINE MORE

LIGHTHOUSE ACADEMY

MID-CONTRACT REVIEW
January 13-14, 2016

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:
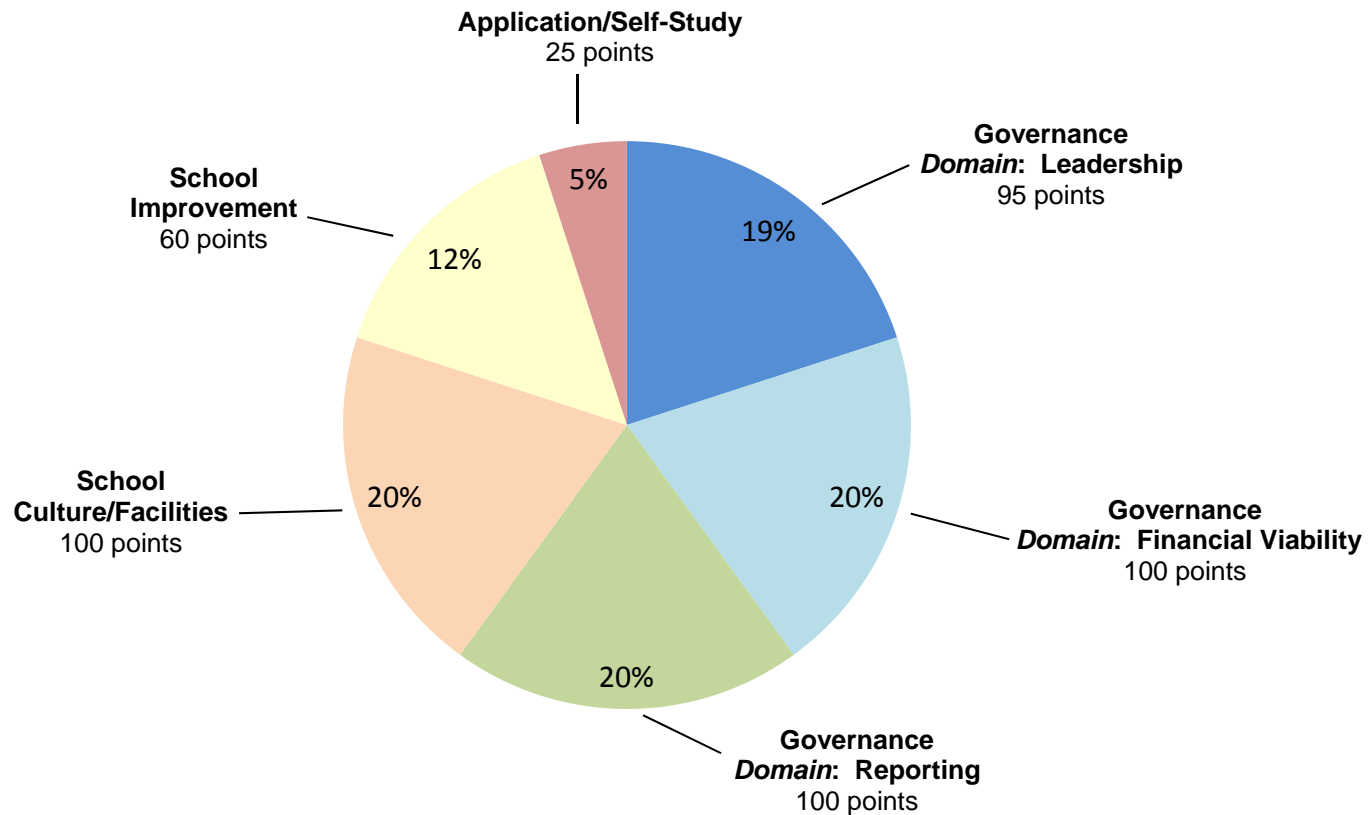
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.

2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review,* takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review,* is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website:* www.ferris.edu/charterschools.

Mid-Contract/Reauthorization Review:
Formula 2014-2015

Visitation Rubric

Application/Self-Study
25 points — 5%

Governance
Domain: **Leadership**
95 points — 19%

Governance
Domain: **Financial Viability**
100 points — 20%

Governance
Domain: **Reporting**
100 points — 20%

School Culture/Facilities
100 points — 20%

School Improvement
60 points — 12%

Total Score		
432 - 480	Exceeding Standards	90%+
360 - 431	Meeting Standards	75% - 89%
288 - 359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-2014

Academy Name: **Lighthouse Academy**   Dates of Visit: **January 13-14, 2016**

This is a: **_____** Reauthorization Review   **__X__** Mid-Contract Review

Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance *Domain:* **Leadership**	95	92.5	97.36	Exceeding Standards
Governance *Domain:* **Financial Viability**	100*	100	100	Meeting Standards
Governance *Domain:* **Reporting**	100*	87.5	87.5	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	51.25	85.41	Meeting Standards
Application/Self-Study	25	19.5	78	Meeting Standards
Total Score:	**480**	**450.75**	**93.90**	**Exceeding Standards**

Visitation Review Scoring Matrix
maximum: 480 points

432-480	Exceeding Standards	90%+
360-431	Meeting Standards	75% - 89%
288-359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

*It is not possible to *Exceeds Standards* in the Governance *Domain*: **Financial Viability** and **Reporting**, or School Culture/Facilities sections.
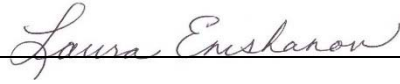
Visiting Team Members

Name: Art Willick   Signature: *[signature]*

Name: Laura Emshanov   Signature: *[signature]*

Name: Signature:

Name: Signature:

Team Chair: Jim Scholten   Signature: *[signature]*

EXECUTIVE SUMMARY
Lighthouse Academy Mid-Contract Review
January 13 – 14, 2016

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office three (3) member review team visitation conducted on January 13 and 14, 2016.

The team was able to complete a walkthrough/tour of each of Lighthouse Academy's facilities, each attending to the diverse specific needs of their students. The team was able to have interviews with board members, the School Improvement Team (SIT), parents/advocates, administrators, teaching staff, students, and support staff. Each group was very open and honest. We appreciate their understanding of the academy and their interest in the success of the students who attend the academy.

The review team also completed the mid-contract review rubric. The rubric considers the academy's progress in the areas of leadership, financial viability, reporting, culture/facilities, and school improvement. The team also considered the mid-contract application. The team is pleased to report that the academy received a total of **450.75** points out of a possible **480** points for a percent score of **93.90%**. This places the academy at the "Exceeding Standards" rating of the review rubric. This is a very good score, however it is important to understand that the APR (Academic Performance Report) is also a very important part of the review.

Following are some positive highlights from our interviews:

- The holistic approach applied for all students is positive and happening.
- Creating a safe place is your goal and it is happening.
- Student achievement from data that is available to collect is good and getting better.
- The atmosphere of community is universal.
- Students are graduating from several facilities.
- The individualized approach to student instruction (individualized education plans for each student) and the process you have in place for student accountability for their learning is very necessary and appears to be working. Students own their academic progress and control their outcome.
- The RTP (Responsible Thinking Process) is working very well. Student referrals to administrators are declining. Students commented that they are fully aware of how this works and like how it is used and helpful.
- There are strong collaborative efforts organization wide.
- There are open lines of communication between the facilities and the community partners.
- The staff is very proud of what is being achieved, yet understand there is ongoing room for improvement.
- There is a clear commitment and emphasis on the mission of the academy. The mission is very appropriate for the academy.
- There is a culture of trust and appreciation of the leadership team. There is also a trust and appreciation by the leadership team for the entire staff.
- There is evidence of shared and cohesive leadership.
- There is an emphasis on continued improvement.

- The board is very much in tune, understand their roles, and very supportive of the academy.
    o A comment made solidifies this belief. "When I attend graduations and hear the students' stories it helps me to know we are accomplishing our mission".
- Professional development is provided to the staff that meets their individual needs.
- Everyone understands and appreciates where the students are coming from.
- Students like the school and have plans to graduate from Lighthouse Academy.
- It is clear that the goal is to train students to be productive and successful citizens.
- It is clear that improvements are being made by Lighthouse Academy for "at risk" students. They seem to be setting a standard for Kent County.

Following are some opportunities for continued growth:

- There is a need for support staff, guidance counselor(s), a math teacher (necessary in place of a technology based program, kids in trauma need direct instruction), an art and music teacher, and the students would like a football program.
- There were numerous requests for a full sized gym for teams and physical activity.
- It was dis cussed that the current bus stop at the mall should be reviewed and different options be considered.
- There was concern about getting parents to the school. You may want to consider going to the parents. Maybe hold PT conferences at a location that is more familiar and less threatening to the parents.
- There is a need for continued attention a growth of work based programs and vocational training. Maybe a system could be put in place where students earn a pathway to take part in ISD or local business opportunities.
- There is also a need for job training so that students understand what is required in the workplace.
- It is also important to retain your skilled and innovative staff. Efforts should be made to determine how this can best be done.
- Continue you efforts to establish districtwide protocols that ensure the continuing programs regardless of staff turnover.
- Continue your efforts to write a well-defined and standardized curriculum so that teachers do not feel the need to write this themselves.
- There is a clear need for additional funding and understanding of the complexities of your program by the State of Michigan.
- There is a need to make technology updates. This is a universal need. Stated there are too many dinosaurs.

In closing, the team thanks everyone for your open welcome. We were awed by the wide variety of students you are able to serve. We appreciate your preparation and the materials you made available to us. We appreciate your hospitality and the opportunity to learn about your academy and to be part of your family for a short time.

We wish you the very best.

James K. Scholten

Jim Scholten, Mid-Contract Review Team Chair

1. Governance   *Domain:* **Leadership**

	Points Possible	Points Achieved
	95	**92.5**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Core Values: Foundation **Stakeholders =** Students, Board Members, Parents, Staff, Community at Large **As evidenced by:** Wall Charts, Websites, Newsletters, Board Meeting Minutes **15/15**			• In collaboration with the Academy's stakeholders, the Board has developed Core Values • The Core Values are the foundation for the Academy's Vision and Mission statements	• The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders • The Core Values do not serve as the foundation for the Academy's Vision and Mission statements	• The Board has no discernible Core Values identified	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values **10/10**			• In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future • The Vision Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future • The Vision Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Vision Statement identified or is without links to the Core Values	
Mission: Linked to Core Values **10/10**			• In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role • The Mission Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role • The Mission Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Mission Statement identified or is without links to the Core Values	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	10/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	Not holding accountable this year because of difficulty identifying candidates
Management Company or Key School Leader (KSL) Evaluation	NA/NA		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	Not required this year
Professional Participation	5/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: • Includes funds in annual budget • Each member is on schedule to meet their professional development activity credit requirement	The Board encourages and supports professional development activities: • Includes funds in annual budget • Most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages and supports professional development activities: • Does not include funds in annual budget • Most members are not on schedule to meet their professional development activity credit requirement	The Board does not engage in professional development	
Policies and Procedures **As evidenced by:** The Policies and Procedures Manual at the Board Meetings	5/5	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • References appropriate policies/procedures at Board meetings when making decisions	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Demonstrates familiarity with policies/procedures	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Does not demonstrate familiarity with policies/procedures	The Board: • Has few policies/procedures in place that are required by state and federal laws • Has not regularly updated its Policies and Procedures Manual	
Meeting Schedule	3.75/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	August 25, 2014
Monthly Quorums	3.75/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	June 24, 2014 **Note:** The March 26, 2013 meeting was posted incorrectly so it could not be held
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance *Domain*: **Leadership** Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	92.5/95	**97.36%**	**Exceeding Standards**	

2. Governance   *Domain:* **Financial Viability**

	Points Possible 100	Points Achieved **100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	**15/15**		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	**15/15**		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	**15/15**		• The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy • Budgeted amounts are consistent with the Board's overall strategic plan	• The Academy's budget appears inconsistent with the school improvement plan • Budgeted amounts are not consistent with the Board's overall strategic plan	• The Academy's budget does not take school improvement into consideration • Budgeted amounts are not consistent with the Board's overall strategic plan	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	**10/10**		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	**10/10**		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	**15/15**		During this review period: • the Academy's audit was completed in a timely manner • submitted to the State by or before October 31 • results were shared with the Board of Directors in advance of the public presentation	During this review period: • the Academy's audit was performed within the specified timeframe • the Board of Directors did not receive it in advance of meeting for review	During this review period: • the Academy's audit was not performed within the specified timeframe	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	**10/10**		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	**10/10**		The Board maintains a fund balance: • between 10%-15% of annual revenue	The Board maintains a fund balance: • below 10%	The Board maintains a fund balance: • of less than 5% of general revenue	Reached a fund balance of 14.4% in 2014-2015 Prior two (2) years were below 10%

Governance *Domain*: **Financial Viability**				
Total score for all competencies				
Total Points Achieved	**100/100**	Percentage Achieved **100%**	Category Achieved **Meeting Standards**	

3. Governance *Domain*: **Reporting**

	Points Possible 100	Points Achieved **87.5**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	**15/15**		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports	As evidenced by Board minutes, the Board: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	**15/15**		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	**20/20**		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	Level 1 status
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	**7.5/10**		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	2012-2013 98% 2013-2014 100% 2014-2015 97% Overall 98% Currently at 100%

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance *Domain*: **Reporting**
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	87.5/100	87.5%	**Meeting Standards**	

4. School Culture/Facilities

	Points Possible 100	Points Achieved **100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	**10/10**		Academy staff & the Board have developed behavioral expectations and implemented systems that: • create a safe and orderly academic environment • are conducive to learning	Academy staff & the Board have developed behavioral expectations and implemented systems, however: • they are not consistently enforced • the academic environment is not always conducive to learning	Little or no evidence exists that the Academy & the Board: • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning	
Safe & orderly environment: Safety plan	**10/10**		The Academy has: • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations	The Academy has: • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations	The Academy: • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	**10/10**		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	**15/15**		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	**5/5**		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	17% Teaching staff turnover since last review period
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	100/100	**100%**	**Meeting Standards**	

5. School Improvement

			Points Possible 60	Points Achieved **51.25**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Standard 1: Purpose and Direction (Teaching for Learning—Standards 1 &2)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 2: Governance and Leadership (Leadership for Learning)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 3: Teaching and Assessing for Learning (Professional Learning Culture)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 4: Resources and Support Systems (School, Family, & Community Relationships)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 5: Using Results for Continuous Improvement (Strand I, Standard 3)	5/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	**10/10**		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, *Ed Yes!,* and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.25 points	9 points	0 points	
Data Teams Process	**11.25/15**	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	**NA/NA**	The Academy has been identified as a Reward School and is in the top 75th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25th to 49th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	**10/10**	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	51.25/60	**85.42%**	**Meeting Standards**	

BOARD INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Yes – attending graduation only solidifies this
   - Attending commencement and listen to students stories – they have hope and plans for the future
   - Teachers – professional development and individual plans
   - School culture is a high priority
   - Reconciliation Program-Guidance – students are taught, disciplined, kept safe, succeed, and are in an environment of love
   - Regular reports – academic, behavioral and social
   - Heidi's background in social work has supported individual education and an effort to focus on student needs
   - Professional development emphasis and shaping of the school culture
   - Mission extends beyond education to behaviors/culture
   - Everyone is intent on helping

2. ***Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***
   - Students are graduating and going onto further education
   *Answered in question one

3. ***Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?***
   - Ferris State University expects results i.e. presenting reports to the Board every month – holding us responsible for academic achievement
   - Relationship with Integrity
   - Appreciate Board development initiatives (Webinars)
   - At all Board meeting we review the goals
   - Most valuable – Ferris does expect results – Board feels it is necessary to meet accountability

4. ***What are you most proud of at this academy? What could be improved?***

- **Most Proud:**
    - o Integrity Education does a "Great Job!"
    - o Strengths – we have five sites – each are different – also area for concerns
- **Improvement:**
    - o Board evaluations
    - o Court system coordination
    - o Uncertainty of students and funding

5. ***If money <u>was not</u> an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)***
- Get all groups of educators and parents working together from many angles – more collaboration
- Need social workers
- Dream young people are restored emotionally/academically etc.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - A pretty good portion – some goals are lofty – over last 1.5 years, "knocked it out of the park!"
   - I feel our sites are meeting the mission for most kids – our tracking is showing good gains
   - Kids are graduating
   - Meeting FSU goals – we are doing 2nd MAP testing – students are not always in school for 3rd MAP test
   - Restorative practice – keeping kid in school/class
   - Culture is great
   - Behavior – there is a sense of belonging
   - Yes – with changing population
   - We are doing well with what we have
   - Better test results
   - Yes – we have met goals for two years
   - Lots of improvements in social skills and overall culture

2. ***What are you most proud of at this academy? What could be improved?***

   - <u>**Most Proud:**</u>
     - 123 graduates since being authorized by Ferris – this is a benefit to society – saved Michigan over 5 million as well as many other benefits
     - Staff – what they do for kids – raising the bar – giving more leadership opportunities
     - Teacher quality is great -
   - <u>**Improved:**</u>
     - Working to get our systems in place so that they can and will continue when current personnel may not be here
     - Working to continue to improve in academic and behavioral – always can be improved
     - Raising the bar for students (challenge them)
     - Develop framework for new staff – day-to-day

3. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
   - State support – money and understanding
   - Support from community partners
   - Potential resources across agencies
   - more collaborative Federal Grant out there to help-looking at getting

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Yes – we are helping students overcome their storms
   - Yes – a safe, supportive environment for students to learn
   - Yes – we do a good job getting students on course to return to their school and graduate
   - Helpings kids to overcome their issues to be reintroduced and successful in community schools
   - Giving a safe, supportive, distraction-free place to focus on progress
   - Preparing them for success in a regular school and to be caught-up on skill base and credits

2. ***What are you most proud of at this academy? What could be improved?***

   - **Most Proud:**
     o Project based instruction vs. testing
     o Graduation rate
     o Students ability to accelerate
     o Kids are proud of achievement
     o Catering to individual needs, achievement, learning confidence, and seeing kids become proud
     o A lot of caring to meet students' needs

   - **Improved:**
     o Technology needs updating – more access to technology – training for teacher use
     o Internet access is limited
     o Hard to meet new standards
     o More on-line resources
     o Plato – doesn't meet needs of kids – E20-20 more interactive and may be of better use

3. ***On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:***
   - Interactive experiences/education in Study Island/Reading A-Z

     a. ***Materials and Supplies***
        - 3,4,9,9,5
        - Event need to write curriculum
        - Textbooks to high reading level
        - There is stuff and it doesn't work
        *Different school-wide

     b. ***Professional Training***
        - 8,10,10,8,8
        *Creating a guidebook of, "What to Expect of New Teachers"

4. ***Anything for our attention?***
   - A pipeline of student teachers from Ferris – it's a great school for training of EI teachers

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

The following is a summary of responses, and is not intended to be all-inclusive.

1. *What do you think the goals of the school are?*
   - Yes – students are learning/achieving evidenced by increasing graduation rate
   - Waalkes – increase in students gaining credits (first 3 graduates)
   - Pro-social behaviors – negative behaviors have decreased and students are learning how to self-advocate
   - School has really emphasized academic best practices – a "real" focus on education
   - Wedgwood- social behaviors is improving – less negative behavior results in better academics – a lot of progress
   - Responsible Thinking Center/Program

2. *What are you most proud of at this academy? What could be improved?*

   - **Most Proud:**
     o Taking kids to visit colleges, it motivates them
     o Great staff to work with
     o RTP – building relationships improvement of student success
     o The ability to change lives and expose students to future possibilities
     o The staff is collaborative and care – store incentive, JAG program – great interaction with kids

   - **Improved:**
     o Teacher retention – we get a lot of young teachers who find a way to a better job – usually better pay
     o More work based programs – Job Skills reduced this year
     o Continued work on staff orientation – need to better train new staff

3. *On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:*

   a. *Materials and Supplies*
      - 8,7,5,8

  b. ***Professional Training***
     • 7,9,10,7

  c. ***Clear Description and Understanding of The Expectations For Your Work***
     • 7,7,8,8,9

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***

  • <u>**Staff:**</u>
     o 8.5,9,8,7
     o Last month stretched thin – no subs and not enough staff

  • <u>**Students:**</u>
     o 7.5,8,7.5,8.5
     o Early on the students are low

5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
  • Very much so – staff work hard to meet needs of students – individualized
  • Pre-test and post-test helps to place students - always baselines once a new student arrives to determine level

6. ***Would you enroll your child at this academy?***
  • Yes – to have the individualized education, teachers, support, extra attention
  • Support is tremendous here – yes from education – not due to discipline cause to get here
  • Group activities here are great

7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
  • Finish gym
  • Hire a full-time Academic Guidance Counselor – students need this help greatly
  • Director of Student Support/Dean of Students
  • Art teacher
  • Music teacher
  • Need an addition to each facility

8. ***Anything for our attention?***
  • Resources – anything to support students
  • Forge a stronger relationship with FSU/Kendall

PARENT (Community Partners) INTERVIEW SUMMARY

Academy Name: Lighthouse Academy

Date: January 13-14, 2016

The following is a summary of responses, and is not intended to be all-inclusive.

1. *Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*
   - Needed a place where student needs would be addressed minimal schooling/minimal education and English skills – not treated like a nuisance
   - Lighthouse meets needs of troubled kids - St. Johns also formed partnership with Lighthouse for same reason
   - Probation Officer likes Lighthouse Academy's work with students that are troubled – they do not suspend or expel
   - As a Probation Officer, we need to get kids in school – Lighthouse has been great for the kids – previous settings for student population did not work – Lighthouse has worked and some have graduated
   - Many who are suspended/expelled the Probation Officer liaisons step in and address issues – they set up opportunities and choose Lighthouse due to success rates in social needs and academics

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*
   - Great – they go above and beyond
   - Lighthouse helps with issues – they are incredible partners with challenging behaviors and implementation of programs
   - Staff continue to support students after they leave the school – meet with students outside of school
   - Collaborative support model at St. Johns has been great
   - Very responsive – above and beyond the call of duty!
   - Todd called Texas to help a student get enrolled in school
   - Bethany really appreciates Lighthouse support of students
   - After kids leave, school is still responsive to kids – advocate for kids

3. *On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.*
   - 6 – Difficult to define – very diverse – still getting adjusted to two settings (integrate, yet differentiate between St. Johns and Lighthouse Academy – progress has been made over the last two years)
   - 7 – Kids need more support and less change
   - 7 – Anchor students need consistency (changing staff) constant change makes it difficult
   - 6 – Teachers trying to do their best, but it's a tough population – children are forced by Probation Officer or judge

4. **Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.**
   - Detention Center - yes, staff are working hard to help students
   - St. Johns – Yes, students cannot learn on line they need human interaction of teachers
   - Bethany – Yes, student trauma sometimes interferes with education – teachers are teaching more than just grades
   - Court – A lot of students need a vocation experience – cannot go unless Junior in High School – maybe do better with job training – society is forcing academic

5. **What is the number one complaint your child has about attending school here?**
   - Technology – computers are old and outdated
   - Isolation/separation – not meeting other kids, play sports, no gym
   - How do I meet a girlfriend – the bubble they are in – not meeting other people
   - Food
   - Court run school
   - Less exposure to English

6. **What is the number one thing your child really seems to enjoy?**
   - The possibility of graduation (if effort is given)
   - Feel like they're not learning skills/English
   - Staff care about me, like sports (would like to see more)

7. **Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**
   - They're doing a great job
   - Respectful – cross pollination – trying to balance

8. **Anything for our attention?**
   - Secretaries are fantastic – they are motivating the students
   - Todd works great with all groups he deals with
   - Busing – why can they not transport kids to the school - they walk from the mall area

STUDENT INTERVIEW SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?***
   - **Enjoy Attending:**
     - Yes – like it here – good school
     - Yes – got more help and attention
     - Yes

   - **Attend Elsewhere:**
     - No
     - No
     - Yes – have friends at public school

2. ***Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?***
   - Yes – right amount
   - I like math
   - I like English

3. ***Do you feel that overall, the adults here at this school are fair to students?***
   - All yes – always get another chance
   - Always treat us well – help with work
   - All like the RTC program – helps them correct behavior

4. ***What is your favorite part of the school day? Why?***
   - Lunch – good food
   - Every part of the day
   - Halfway through day is good

5. **Is there anything (classes, activities, etc.) you wished this school offered that they do not currently offer?**
   - Football – wrestling
   - Art class - pottery
   - Closer bus stop (walking from the mall)

6. **Do you feel safe at this school?**
   - All yes
   - Like the key (lockdown) – one person in one key

7. **Would you recommend this school to other friends or family?**
   - Yes – we have recommended this school to friends and family
   - Yes – better learning atmosphere here

8. **Anything for our attention?**
   - I want to go to FSU
   - I want to become a nurse

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Lighthouse Academy**

Date: **January 13-14, 2016**

1. ***What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***
   - Advisory (focused on individual learning) uses testing to identify specific deficits
   - Students have ownership of goals and are able to choose their path
   - Individualized goals/learning plans – digging into data and celebrating student success – strong test results show growth (very positive)
   - Updated test formats (electronic/online), individualized learning, language objective and differentiation (making learning accessible) – creating a language rich environment

2. ***What strategies and/or programs are in need of immediate attention in order to be effective?***
   - Need more support for staff/students (especially incoming)
   - Turnover rate presents issues, yet we need better ways to identifying short-tem, meaningful goals and how to find more ways to make a difference
   - Closing north campus negatively affected community relationships and numbers
   - Staff cuts, then growing number of students and not enough staff available
   - Outdated technology and resources, and staff support

3. ***What is the most important goal you have set for your students? Why?***
   - Find gaps and fill them in
   - Focus on life readiness – how to take care of yourself and becoming productive citizens
   - Many students are well below grade level, so goal is to get them to grade level in both skills and credits
   - Transition students back into a traditional community school – assist them on
   - Building self esteem
   - Helping them to see their value – some have never been in school

4. *Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you set any of your goals?*
   - All campuses set individual goals
   - Advisory provides time for goal setting and self-monitoring (check sheets, etc.)
   - Teaching them how to advocate
   - Yes – self monitoring really helps

5. *You have established 21 goals in you School Improvement Plan. That seems like a lot. How do you effectively monitor these goals – how do you know they are implemented with fidelity and how do you know if they are achieving desired results?*
   - 21 can be broken down into buildings – each site probably has 5-9 goals
   - Every PLC meeting (weekly) – discussing SIP goals as well
   - SIP committee monitor goals and loo at numbers – they re-worded goals to make them measurable – what does implementation look like and how can data provide evidence – use Power School

6. *What are the biggest challenges that you will be facing over the next three (3) years?*
   - Getting used to MAP test – it's all new to us
   - What are measurable goals
   - Figuring out how to make testing data applicable to students who are only short-term
   - Making all teaching/academics useful when they only have students short-term
   - How do you stay stable with staff and programs based on funding?
   - How to grow programs when the school is cutting staff – influx of students

7. *In your opinion are your recommendations for improvement considered appropriately and are they supported?*
   - Yes – full support
   - Team is very family oriented
   - Staff are great listeners and people are encouraged to have a voice
   - People feel valued and comfortable to share opinions
   - Administrators want employee feedback – genuinely interested in staff as people

8. *What is really different since our last visit? 2012*
   - Leadership changes – different styles
   - Staff changes
   - Positive behavior (Responsible Thinking Program)
   - Higher graduation rate
   - Different type of student (demographics)
   - More motivation, coping skills, having to use strategies, and building relationships

9. *Is there anything you would like to add that has not been addressed? How can Ferris State University help/support you with your goals?*
    - Math teacher for St. John's
    - Gym for main campus
    - Student teachers (field placements)/school of Education partnerships

1. Is the academy making academic progress relative to its contractual goals?	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	
Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends. **Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.**			X		A C A D E M I C P R O G R A M

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Reviewer Comments:

- The information regarding Scantron scores was somewhat unclear. Were the scores listed the amount of growth made or the percent of students who made growth targets. The narrative following the scores indicates that the contractual goals were met.

Total Possible Points=5

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	
			X		S T R A T E G I C P L A N N I N G

What reviewers will look for:

The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy's Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?

Reviewer Comments:

- The board has developed a comprehensive plan for developing their strategic plan. There is a timeline, input from all stakeholders, funds allocated to implement, and continual review.

Total Possible Points=5

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points.	P R O F E S S I O N A L D E V E L O P M E N T
			X		

What reviewers will look for:

How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.

Reviewer Comments:

- The report does not indicate if professional development topics are revisited for reinforcement.

Total Possible Points=5

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	
			X		

What reviewers will look for:

Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?

Reviewer Comments:

- There is no mention of how the safe and orderly environment is conducive to high academic expectations.
- There is no mention that staff model the positive behavior and share the responsibility of student discipline.

Total Possible Points=5

S C H O O L   C U L T U R E

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	C H A L L E N G E S / O P P O R T U N I T E S
			X		

What reviewers will look for:

There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:

- Challenges are well documented as well as steps that will be taken to address them. However, there was not a timetable given nor the direct correlation to the SIP.

Total Possible Points=5

Mid-Contract Self-Performance

Tally Sheet

Question	Points Possible	Points Awarded
1	5	**4.0**
2	5	**4.0**
3	5	**4.0**
4	5	**4.0**
5	5	**3.5**
Total Points		**19.5/25**

LIGHTHOUSE
ACADEMY

FSU Reauthorization Application

Academic Program

The trend for LA student achievement is growth.

Please see the following Scantron Gains report (and NWEA MAP baseline scores) for *Lighthouse Academy community students* since its receiving its charter contract in 2008:

SCHOOL YEAR	READING	MATH
2008-2009	Baseline	Baseline
2009-2010	38%	47%
2010-2011	65%	62%
2011-2012	74%	75%
2012-2013	59%	63%
2013-2014	75%	68%
2014-2015	64%	62%

2015-2016 Contractual Goal for Student Achievement:
Grades 2-10 Lighthouse Academy students (students enrolled and in attendance for two testing sessions). Gains made by students in reading and math as measured by the RIT score on MAP by NWEA®. Students demonstrate significant gains between two consecutive MAP by NWEA® test sessions.

NWEA MAP Results (replaced Scantron)

SCHOOL YEAR	READING	MATH
Fall 2015-2016	Baseline	Baseline

LA's student achievement contract goal is to meet or exceed 60% significant growth in reading and math between any two testing windows of Scantron in a school year. LA has exceeded this goal in reading in the 2010-11, 2011-12, 2013-14, and 2014-15 school years. LA has exceeded this goal in math in the 2010-11, 2011-12, 2012-2013, 2013-14, and 2014-15 school years.

The following student achievement measures are contractual goals for the 2015-2016 school year for Lighthouse Academy-St. John's, Waalkes, and The Haven sites:

1) All Students Individual Learning Plans-Staff will collaborate with students to create an Individual Learning Plan with academic and behavior objectives and goals.
2) Grades 2-10- Lighthouse Academy students (students enrolled and in attendance for two testing sessions). Gains made by students in reading and math as measured by the RIT score on MAP by NWEA®. Students demonstrate significant gains between two consecutive MAP test sessions.

Beginning in September of 2014, we started to track objectives weekly and talk about them in our staff meeting.

Trimester	1st	2nd	3rd
96 Hour Plan Objectives	473	613	160
Math Objectives	321	373	312
Reading Objectives	270	318	207
Total	1064	1304	679

Credits Earned at Waalkes/Haven 2014-2015 School Year:
The students totaled **112.25** credits in the first trimester, **88.25** credits the second trimester and **169.5** credits in the third trimester! This is a total of **370** credits for the 2014-15 school year!

Across the LA district, we have identified two weaknesses in our academic program. One is academic accountability of student achievement and classroom instruction. Academic Accountability is connecting teacher instruction to student achievement on the district test (Scantron from 2008-2015 and NWEA MAP beginning in Fall 2015). Two, truancy has been a big barrier to academic success.

We have a holistic approach as well as concrete procedures to insure a student wants to come to LA as well as to ensure follow up and follow through is available for both parents and school staff. Our cohorts are very small, less than thirty students, however each of our cohorts from the last two years has seen 100% graduation rate and post-secondary placement (work or college). In short, the longer a student stays at our school, the more opportunity we see for them to succeed outside of our school.

We are one of ten strict discipline academies in the state. Comparative data is difficult to come by as each academy is a little different in there make-up and programming. However, we are meeting and exceeding FSU goals and standards. As for the contractual goals:

- Lighthouse Academy has met and exceeded the Performance Series yearly goals every year since 2010.
- We have seen an improvement in student behavioral issues as recorded by a CAFAS, scored three times a year.
- The contractual goals do state high standards for LA both academically and behaviorally which fits our holistic approach from our mission.
- We have updated as of 2010-2011, and continually review our curriculum, our academic & support services objectives.
- Our school improvement plan is driven by student needs and staff instruction. It is written by our staff, whom are in contact with students daily and know the need and how to best to use the available resources.

Academy Mission

Evidence that LA has met toward its stated mission:
- Multiple years showing school-wide student achievement with large gains in reading and math on Scantron
- A lowering of the CAFAS score for students who stay throughout the year, showing improved functioning in School, Behavior Towards Others, Moods/Emotions, and Thinking
- Continued Program Development (SBG, STEM/PBL, Explicit Instruction (SIOP), Date Teams, Tech Integration, New Teacher Induction, Leveraged Leadership)
- Legislative advocacy for student population
- Students are engaged in and earning pay in work based learning sites in the community. (JMG)
- Has maintained AdvancED accreditation.

The vision and mission is shared with stakeholders through:
- Media
- Surveys (annually given to students, parents, community partners and staff),
- Parent and community meetings
- Personal contact between school staff and students with community businesses, parents, and other key stakeholders.

Continual feedback loops from students, staff, community, and other stake holders are used in continual school improvement through meetings, planning, and visioning. We have a laser-like focus on academic success while supporting families in attaining a formal education in a holistic manner.

Sustainability & Viability

LA finances have been open and available at our public board meetings and on our website and follows local, state, and federal guidelines. The school board has used its finances effectively to grow from a one site building to a multi-site school within four years, between LA's inception as a strict discipline academy in Fall 2008 to Fall 2011. Local donors have fully paid for the LA-Main building before it opened in fall 2008 and contributed much of the funding for renovating and opening the LA-North/Ekhart campus in Fall 2011.

At the time of our full-contract review in February 2013, the preliminary fund balance as of June 30, 2012 was $459,372 which represented 17% of 2011-2012 expenditures. With the addition of North locations, the projected the fund balance as of June 30, 2013 was $492,130 which was 7.8% of the 2012-2013 planned expenditures. The drop in the fund balance as a percent of expenditures was the result of first-time costs associated with establishing the new locations. Since the full-contract review and after many discussion with the lobbyist who represents LA and legislators, LA was forgiven of a debt that MDE had communicated to LA in the summer of 2014 of monies taken back from allotted funds for strict discipline academies as well as a one-time fund to make up for LA getting less Title 1 d funds than what was to be allotted to them in the 2014-2015 school year. These factors led to LA's fund balance increasing to $699,432 to begin the 2015-2016 school year.

- Our community partners have grown from one organization, Wedgwood Christian Services, to multiple organizations including the Kent County juvenile detention center, Holy Cross The Haven, DA Blodgett/St. John's Homes, and Bethany's Unaccompanied Minor's Programs.
- Our facilities are kept up yearly through wonderful facilities crews.
- We have upgraded technology as needed and added new technology when possible.
- Staff receives over 100 hours of training each year which is driven by our school improvement plan.
- SIP plans and goals are drawn up based on needs prior to setting the budget for the next year.
- Our needs drive the budget, not the other way around with compensatory education funds and professional development funds tied specifically to SIP goals and objectives to meet the most urgent needs.

Our enrollment is tricky as it is based on residential needs of programs and the long-term suspensions and expulsions of students within our county. To address the fact that the funding did not follow the student who, if expelled, often enrolled after count day, Lighthouse Academy sought the assistance of legislators to pass Bill 691 (which later became section 25e) which since this past school year, has allowed for pro-ration of allocation once expelled students enroll in an SDA. This has helped the budget of LA considerably this past school year and will continue to

do so in the future. Lighthouse Academy tries very hard to keep students in the seats and make room when the need arises.

Student turnover is quite large due to the fact a lot of students are discharged from programs and return to their home school. However we do have quite a few students who choose to stay in our schools to complete their academic program. Our demographics match our neighboring school districts and our staff turnover is very low. We have only had 2-5 staff members leave each year out of forty plus staff members.

Decision making

Lighthouse Academy is a school driven by data.
- We have an assessment calendar that we use to get feedback on student achievement throughout the year so that we can make immediate changes and supports for appropriate student needs.
- Internally we have PLC meetings weekly in which academic and support services are analyzed and assessed.
- Externally we use surveys to all of our stakeholders to hear about out achievement on all or our major goals. We use looping feedback cycle that can begin anywhere in the communication chain from students/stakeholders to the school board. It is continual and effective as we have seen in our academic achievement and graduation rates of our seniors.

Overall, LA has a shared leadership model which invites all to the table for assessment and analysis and problem solving. We analyze and discuss the current school SIP throughout the year. In December and January, the SIP team plans and develops the new SIP plan for the upcoming year the whole time sending and checking school surveys.

Challenges & Opportunities

At the inspection of the Academy, the Board had too little knowledge of the rightful relationship between its management company and the senior staff; now, through good instruction from the Ferris charter office, the Board now operates well with both.

The Board has continued to grow in focusing more on academic outcomes than it did at the founding of this peculiar kind of academy, with its unique clientele of students who have had significant social upheavals in their lives.

The Lighthouse Academy Board held a strategic planning retreat in July 2012, and, subsequently revised this plan in July of 2014 and November of 2015, and identified the following challenges which, if addressed well, could also become its greatest opportunities:

1) Meet or exceed student growth and achievement goals as outlined in LA's charter contract
2) Continue to communicate LA's mission, vision, and core values statements that facilitate excellence
3) Conduct one event at every site that "promotes an Academy-family-community bond" that includes at least one representative from every Lighthouse constituency.
4) Sustain a school culture that fosters learning and success.
5) Maintain a General Fund unassigned fund balance that is 10 to 15% of the current year General Fund expenditures at the end of each fiscal year. When not achieved, add 3% annually to the fund balance beginning in fiscal 2014 until LA is back to at least the 10%.
6) Continue to use annual individual development plans with staff, which includes teachers' writing an annual personal growth plan, tracked by the immediate supervisor, with 100% staff compliance.
7) Attract and Retain Quality Staff
8) Manage Growth to Ensure Effective Student Learning and Financial Viability

Additional Comments from the School Board:

Our school improvement plan is focused on students-individual, small group, and whole class/building needs. It is reviewed, analyzed, drafted throughout the year with input opportunities from every stakeholder.

We continue to seek to fulfill the mission of Lighthouse Academy and the first and foremost consideration of any decision we make is...Will the results of this decision meet the mission by furthering the education of the children at Lighthouse Academy? Through a focus on Board growth and development, we're learning how a governing body should be functioning and what "to do" and what "not to do" through our continuing education.

We work together with the Administration, Staff and key stakeholders.
We have increased the development of our core values.
We have had retreats, Ferris training conferences and training sessions during meetings in order to keep core values clear.
We get reports of testing so that we can monitor the achievement and growth of students.
Had strategic planning meetings with board, staff and other key leaders of the community to clarify and build our program.
We grew in the ability to focus on the outcomes rather than the administrative details of the Academy.
We are more analytic of reports on student achievement, finances and administration/staff growth.

We continue to work hard to understand and work as a board that governs but does not micro-manage or get entangled in the day to day details of management. We also have come a long way in understanding the relationship between the service provider and Board and superintendent and staff. We continue also to grow in the mutual respect we have for each other as a board.

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

_____   11/24/2015
Name   Date

_____   11/24/2015
Name   Date

_____   11-24-15
Name   Date

_____   11/24/15
Name   Date

Marvin J. Vander Vliet
_____   11/24/15
Name   Date

_____   11/24/15
Name   Date

_____   _____
Name   Date

Date of Board meeting review   11-24-15

*Reauthorization Applications:
Due to Epicenter no later than 30-calendar days prior to the review