

# **LIGHTHOUSE ACADEMY OF NATIONS**

**Charter School No. 4131  
2600 26th Ave S # 100  
Minneapolis, MN 55406  
<http://www.lighthouse.charter.k12.mn.us>**

## **ANNUAL REPORT**

**For the 2010-11 Academic School Year**



**Submitted to**

**the Minnesota Department of Education**

**and**

**Audubon Center of the Northwoods, Authorizer**

**October 1, 2011**

<b>Table of Contents</b>	<b>Page</b>
<b>Lighthouse Academy of Nations: Introduction.....</b>	<b>3</b>
<b>School Enrollment and Student Attrition.....</b>	<b>4</b>
<b>Governance, Management, and Director’s Professional Development Plan .....</b>	<b>5</b>
Governance .....	5
Management .....	5
<b>Staffing .....</b>	<b>6</b>
<b>Finances.....</b>	<b>7</b>
<b>Academic Performance.....</b>	<b>9</b>
Program Summary .....	9
Academic Goals and Indicators, 2010-11 .....	11
Academic Goals and Indicators, 2011-12 .....	12
<b>Operational Performance.....</b>	<b>13</b>
Non-Academic Goals and Indicators, 2010-11 .....	13
Non-Academic Goals and Indicators, 2011-12 .....	14
Program Successes .....	14
Program Challenges .....	16
Authorizer.....	17
Non-profit status .....	18
<b>Innovative Practices and Implementation.....</b>	<b>18</b>
<b>Future Plans.....</b>	<b>19</b>

## **Lighthouse Academy of Nations: Introduction**

The Lighthouse Academy of Nations, Charter School District #4131, has now completed its sixth year of operation and is pleased to present this Annual Report. Lighthouse Academy is a high school located in south Minneapolis focused on creating a caring learning community for students from all over the world. This report is intended to inform Lighthouse Academy's supporters, partners and the general public about the school, particularly regarding the 2010-11 school year. This report addresses the required elements for charter school annual reports as defined in Minnesota Statute 124D.10, Subd. 14; all ten required elements are listed in the Table of Contents.

**Mission:** Lighthouse Academy of Nations is committed to academic excellence and closing the achievement gap by establishing rigorous goals for students, parents, teachers and the school. Lighthouse Academy of Nations values cultural, religious, ethnic, and socioeconomic diversity as central elements of a college preparatory education and provides a caring learning community that prepares students and staff to be responsible world citizens.

**Vision:** The vision of Lighthouse Academy of Nations is that our students will have a steadfast belief in their worth as human beings and will be prepared socially and academically to fulfill their aspirations in a changing, challenging world community. , We aim to be widely recognized as the most effective model for closing the achievement gap and preparing students for careers in the 21st century.

Lighthouse Academy of Nations is a college preparatory high school in Minneapolis, Minnesota. We offer small class sizes, less than 15 to 20 students, allowing us to focus on the individual and strengthen his/her skills needed for college. School staff utilizes an extended day schedule to help bridge the educational gap and improve a student's chance to attend the college or university of their choice. Another important factor for our success is our dedication to providing an environment that is safe and conducive to learning.

The diversity in our staff provides further support to our students; we are able to help them understand the path to college and how to succeed once accepted. We also help them understand and work with the issues facing today's youth by reaching beyond the classroom. We bring in guest speakers, visit universities, join competitions, participate in team-building activities, and encourage students to take leadership roles. These opportunities give our students the confidence to focus on their studies and develop a solid work ethic both in class and through extracurricular activities.

Lighthouse Academy of Nations is committed to helping our students pursue secondary education and/or success in today's workforce. We facilitate academic decision-making, curriculum information, interpretation of policies and procedures, and assessment of student interests and needs. We also help with financial aid applications and scholarships using the latest

resources to aid in career exploration. Resources include online services, software programs, workshops, guest speakers, and college visits.

Details on Lighthouse Academy’s program are included in the Academic Performance section of this report, below.

## School Enrollment and Student Attrition

### Student Enrollment and Attrition Rates

*This table identifies the number of students enrolled at the school during the ANM’s first year, 2010-11, and projected numbers for 2011-12. School year 2010-11 data is based on October 1 Average Daily Membership (ADM).*

School Year	9	10	11	12	Total	Growth Rate <sup>1</sup>
2008-09	22	96	77	50	245	21%
2009-10	40	37	79	99	255	4%
2010-11	23	38	27	70	158	-38%
Estimated 2011-12					158	0

Lighthouse Academy’s enrollment declined substantially from 2009-10 to 2010-11, as reflected in the above table. Reasons for the drop in numbers include fewer immigrants (the major constituency served by the Academy), more competition from other charter schools, and a reduction of the geographic area that served by providing busing. Nonetheless, the school was able to stabilize its program with smaller numbers, and is projecting the same size student body for 2011-12.

Lighthouse Academy of Nations complies with state-mandated policies, enrolling any student who submits a timely application, subject to limitations of program capacity. Enrollment forms are available at the school, and students can also enroll online, at <http://www.lighthouse.charter.k12.mn.us/enroll.php>.

<sup>1</sup> Calculated based on change from 10/1 of the previous school year to 10/1 of the reported school year, divided by the previous year’s figure.

# Governance, Management, and Director's PDP

## Governance

### 2010-2011 School Year Charter Public School Board

*This table contains information for ALL board members.*

*2010-11 Election Date: December, 2010*

*2011-12 Anticipated Election Month: December, 2011*

Lighthouse Academy of Nations Board, 2010-11						
Name	Board Position, Group Affiliation	Date Elected	Date Seated	Term Expiration	Phone; email	Meeting Attendance Rate
Abdulkadir Abdalla	Director; Community member	Sept. 2010	Oct. 2010	Dec. 2010 (resigned)	A_abdalla2000@yahoo.com	1 / 3
Jean Beauvogui	Director; (parent/community member)	Dec. 2010	Jan. 2011	Dec. 2012		1 / 5
Louise Covert	Secretary (teacher, #310059)	Dec. 2010	Jan. 2011	June 2011 (resigned)	612-722-2555	8 / 8
Ahmed Elmi	Chair; parent	Dec. 2010	Jan. 2011	Dec. 2012	612-722-2555; ahelmi@lighthouse.charter.k12.mn.us	8 / 8
Abraham Gadalla	Director; Teacher (#353655)	Dec. 2010	Jan. 2011	Dec. 2012	612-722-2555; A_gadalla@comcast.net	8 / 8
Abdiweli Mohamud	Director; Community member	Sept. 2010	Oct. 2010	Dec. 2012		6 / 7
Mahdi Daud	Director; Parent	Jan. 2010	Jan. 2010	Dec. 2010	612 385-0915; mujaahid99@yahoo.com	2 / 3
Kevin Schuttinger	Director; Teacher (#442724)	Jan. 2010	Jan. 2010	June 2011 (resigned)	612-722-2555	7 / 8

## Management

Lighthouse Academy of Nations is led by its Executive Director, Farhan Hussein, with input from teaching staff and community supporters. There is also a lead teacher, Louise Covert, who teaches in the classroom one-fourth of the time and spends the rest in the lead teacher role. The director of Lighthouse Academy, Farhan Ali Hussein, is licensed as a principal and District Superintendent; hence the requirement for documentation of the director's professional development plan in the annual report does not apply.

All staff except licensed teachers are listed in the table below

*This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

Lighthouse Academy of Nations Management and Faculty, 2010-11					
Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Farhan Ali Hussein	429052	Director (0.7 FTE)	3	<input type="checkbox"/>	<input type="checkbox"/>
Abdiweli Mohamud	N/A	Dean of Students	6	<input type="checkbox"/>	<input type="checkbox"/>
Louise Covert	310059	Lead teacher (0.75 FTE)	2	<input type="checkbox"/>	x
Leydi Marquez Millan	N/A	Secretary	2	<input type="checkbox"/>	<input type="checkbox"/>
A. Xiong	N/A	Educational Communications Coord.	5	<input type="checkbox"/>	<input type="checkbox"/>
Ahmed Elmi	N/A	Technology Coordinator	5	<input type="checkbox"/>	<input type="checkbox"/>
Trudy Suleiman	N/A	Test Coordinator	1	<input type="checkbox"/>	<input type="checkbox"/>
Joli Austin	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Rukia Herzi	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Miller	N/A	Paraprofessional	1	<input type="checkbox"/>	<input type="checkbox"/>
Zainab Said	N/A	Paraprofessional	2	<input type="checkbox"/>	<input type="checkbox"/>
Agba Ayawa	N/A	Supervisor of Food Service, Custodian	6	<input type="checkbox"/>	<input type="checkbox"/>

## Staffing

*This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

**Lighthouse Academy of Nations Teaching Staff, 2010-11**

Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Mairead Beane	455593	Social Studies	1	<input type="checkbox"/>	<input type="checkbox"/>
Tyler Biwan	455640	Math	1	<input type="checkbox"/>	<input type="checkbox"/>
Constance Bruner	298686	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Covert	363345	Social Studies	1	<input type="checkbox"/>	<input type="checkbox"/>
Caitlin Fisher	455815	Science	1	<input type="checkbox"/>	<input type="checkbox"/>
Abraham Gadalla	353655	Math	3	<input type="checkbox"/>	<input type="checkbox"/>
Teresa Gloppen	455759	Language Arts	1	<input type="checkbox"/>	<input type="checkbox"/>
Kelly Rhodes	456174	ESL	1	<input type="checkbox"/>	<input type="checkbox"/>
Jenna Rossiter	450150	ESL	1	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Sati	455830	Life Sciences	1	<input type="checkbox"/>	<input type="checkbox"/>
Summer Scharringhausen	414540	Art / P.E.	4	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Schuettinger	442724	Language Arts	5	<input type="checkbox"/>	x
Arial Trangle	450656	Math	2	<input type="checkbox"/>	X
Treacy Weldon	455889	Communication Arts	1	<input type="checkbox"/>	<input type="checkbox"/>

**Finances**

Lighthouse Academy had another strong year financially in 2010-11, with projected Net Income of \$142,430 in Fund 1 (Fund 2, i.e. Food Service, had Net Income of 0). Beginning Fund Balance, as of July 1, 2010, was approximately \$800,000. There were no findings in the Fiscal Year 2010 audit. The 2010-11 audit has not been completed and final 2010-11 budget figures are not available as of September 2011. However, the original and final revised budgets for the year are listed below.

**Lighthouse Academy of Nations  
FY 2011 Budgets**

Code Description	FY 11 Original Budget	FY 11 Revised Budget
Tuition & Reimb from MN District	-	7,300.00
Fees From Patrons	-	-
Rent	-	16,985.00
Gifts And Bequests	-	-
Misc Local Revenue	-	2,012,595.00
General Education Aid	2,129,123.00	230,880.00
State Aids & Grants Building Lease Aid	240,000.00	100,000.00
Special Ed	40,000.00	-
Charter School Startup	-	280,711.00
Federal Aids & Grant	144,000.00	-

**Lighthouse Academy of Nations  
FY 2011 Budgets**

<b>Code Description</b>	<b>FY 11 Original Budget</b>	<b>FY 11 Revised Budget</b>
Fundraising Exp	-	
<b>Total Revenue</b>	<b>2,553,123.00</b>	<b>2,648,471.00</b>
Sal-Adm/Supervision	197,000.00	180,000.00
Lic Classroom Tchr	603,000.00	595,644.00
N-Lic Classroom Pers	86,000.00	101,829.00
Lic Instr Sup Pers	-	-
N-Lic Instr Sup Pers	-	-
Sub Tchr Salary	-	-
Para		33,664.00
N-Instr Support	135,000.00	193,000.00
Sal-Other	-	-
Salary Adjustment	-	-
Fica/Medicare	97,560.00	81,867.00
Pera	12,765.00	23,300.00
Tra	43,545.00	43,825.00
Health Insurance	83,620.00	70,134.00
Life Insurance	376.00	469.00
Dental Insurance	6,434.00	5,674.00
Long Term Disability Insurance	520.00	430.00
Workers Compensation	10,000.00	16,000.00
Reemployment Insur.	4,600.00	25,000.00
Contracted Services	20,000.00	29,389.00
Contracted Services > 25000	-	-
Consult/Fees For Svc	124,660.00	141,070.00
Contracted Subs for Spec Ed	-	-
Communications Svcs	11,000.00	13,000.00
Postage & Parcel Svc	1,000.00	1,000.00
Utility Services	20,000.00	20,000.00
Insurance	10,000.00	-
Repair & Maint Svc	15,000.00	20,000.00
Tran-Contract/Pub Pupil Transportation	270,000.00	280,000.00
Trav/Conv/Conference	5,600.00	25,200.00
Op. Rentals & Leases	330,000.00	336,000.00
Speech Pathologist		15,000.00
School Psychologist	-	-
Reim to MN School Dist		4,000.00
Sp Ed Contractor Svcs Pup	-	-
To Non-Ed Agency	20,850.00	-
Sup/Mat Non-Instr.	10,000.00	29,850.00
Sup/Mat N-Indiv Inst	17,700.00	17,500.00
Sup/Mat Indiv Instr	650.00	20,000.00
Textbooks/Workbooks	15,500.00	4,550.00



**Lighthouse Academy of Nations  
FY 2011 Budgets**

<b>Code Description</b>	<b>FY 11 Original Budget</b>	<b>FY 11 Revised Budget</b>
Standardized Tests	5,000.00	31,586.00
Library Books	-	5,000.00
Building Repair		-
Equipment Purchased	5,000.00	11,150.00
Capital Leases	-	7,000.00
Technology Equipment	22,000.00	-
Technology Equipment SPED	-	20,000.00
Loan Interest	-	14,995.00
Dues & Memberships	10,000.00	-
Misc Expense	-	16,000.00
		72,915.00
<b>Total Expenditures</b>	<b>2,194,380.00</b>	<b>2,506,041.00</b>
<b>Net Income</b>	<b>358,743.00</b>	<b>142,430.00</b>

## Academic Performance

### Program Summary

**The Lighthouse Academy of Nations academic program is organized around four factors:**

- Students take classes on their proficiency level so that they can be challenged and find success.
- Lighthouse Academy offers an extended school day with more instructional time than most schools in the
- Lighthouse Academy offers extra instruction in English.
- Lighthouse Academy staff have deep personal experience and extensive professional training to help them meet the needs of immigrant students.

Lighthouse Academy provides a diverse, caring learning environment, through:

- Individual attention from highly experienced, certified teachers
- Teachers from all over the world share life experiences with the students they teach
- Cultural Counselors help students adjust to their new environment (new feature established for 2010-11)
- Lighthouse Academy offers a strong group of community partners who support students and their families.

Lighthouse Academy strives to meet the highest expectations of our students and families with:

- Good attendance and excellent student behavior and effort
- A culture of discipline and respect for each student's cultural background
- Excellent communication with parents and families
- Small class sizes and a safe, secure school environment

Because Lighthouse Academy serves such a diverse student population with such a wide range of educational backgrounds, we work very hard to ensure that all students have class schedules that meet their needs. Upon arrival to Lighthouse, students take a placement exam in English and math. Based on their performance on that exam, students are then placed in classes according to their proficiency level. This ensures that students are able to learn in collaboration with peers who are similar stages in their academic development.

We offer an extended school day, with more instructional time per day than most schools in the area. We have 55 minutes for each class for eight periods a day, with a 30-minute lunch and a 30-minute Advisory period every day. This enables students to take eight different credit-bearing courses at one time (including Advisory). Each course is worth 0.5 credits per semester. We require 26.5 credits to graduate.

Because almost all of our students are immigrants, we meet their language acquisition needs by offering extra instruction in English. Of their nine classes, three are aligned with the state English/Language Arts academic standards. Students also take math, social studies, and science. Lighthouse Academy also offers electives in physical education, fine arts, and computer literacy, among other things. Our course offerings are aligned with the state academic and graduation standards.

Because our students are experiencing the challenge of adapting to a new culture, new language, and new educational system, we believe it is very important for our staff to be highly sensitive to their needs. This is a key component of our academic program. Many members of our staff are from the same areas of the world that our students are from. The staff members who are not from a foreign country have all lived for extended periods of time abroad. Our teachers also receive on-going training in how to meet the needs of immigrant youth, as well as training in best teaching practices for teaching English Language Learners.

As a school that was identified for not reaching the state's Adequate Yearly Progress targets for multiple consecutive years prior to 2010-11, Lighthouse Academy was required to articulate a School Level Improvement Plan (SIP). This was finalized in November, 2010. Some of the strategies for improvement identified in the SIP included:

- This year we have extended the length of the school day and the school year. We currently have school from 7:40 to 4:15 Monday through Thursday. On Friday, school

runs from 7:40 to 12:00 pm. Some studies show that that an extended school-day – when combined with high quality instruction – can increase the gains that students make in areas such as: percentage of high school graduates, post-secondary attendance, and student test scores.

- This year the school curriculum and instructional focus was standardized to support student achievement in the Minnesota state standards and most explicitly the benchmarks that guide learning toward mastery of academic standards. We also will provide professional development to new staff in areas such as Response to Intervention (RTI), sheltered instruction, backward design, curriculum mapping, thematic instruction, collaborative planning, MCA and ACT test preparation, and the interpretation of student scores to inform instruction. Our aim for 2010-11 is to establish a culture of using common assessments that measure student growth and achievement on the standards and benchmarks, as the instructional norm evident in lessons and units in each content area. These are some of the ways the school supports Lighthouse teaching staff to ensure they are helping the school make adequate progress.
- In 2010 the Lighthouse Academy of Nations leadership – the school board and instructional leaders – restructured the internal organization of the school. Leadership roles including the responsibilities of lead teachers, the guidance counselor, and the Dean of Students were restructured to support the Minnesota standards-based curriculum and the alignment of associated and supporting instructional model being developed in order to support student achievement and the necessary organizational gains in order to demonstrate adequate yearly progress. We have shifted to a more decentralized site-based management model where all the staff members participate the school leadership. For example, we have department lead teachers, academic lead teacher, dean of students, graduation and college program.

## **Academic Goals and Indicators, 2010-11**

Lighthouse Academy of Nations had three academic goals for 2010-11. The goals, indicators, and data from the year are summarized in turn below.

- 1. The proportion of students with pre-post test results who achieve or exceed individual RIT score growth targets<sup>2</sup> on the Reading NWEA MAP test from fall 2010 to spring 2011 will stay at least as high as the 2009-10 figure of 67%**

---

<sup>2</sup> Pre-post Growth Targets on the Measures of Academic Progress are created by the Northwest Evaluation Association such that statistically a student has a 50% chance of meeting or exceeding the target. Thus, if more than 50% of students at a given school meet their Growth Targets, students are outperforming their peers nationally on this measure. Growth targets are higher (i.e., more improvement is expected) for students with lower initial grades.

There were 126 students at Lighthouse Academy who took the Reading Measures of Academic Progress assessment in the fall; 123 students took the test in the spring. Of these students, a total of 81 took this test in both fall and spring. Of these 81 students, 40 or 49% met or exceeded the RIT score Growth Targets<sup>3</sup>, so Lighthouse Academy did not attain this goal. We note the Lighthouse Academy serves many students who are new to the country. Some students stay in the country less than year while most of the students we serve stay in the country less than three years. Lighthouse Academy works hard to improve as much it can. The goal of 67% or more students meeting their growth targets was very high.

**2. The proportion of students with pre-post test results who achieve or exceed individual RIT score growth targets on the Mathematics NWEA MAP test will increase from 44% in 2009-10 to at least 50% in 2010-11.**

There were 131 students at Lighthouse Academy who took the Mathematics Measures of Academic Progress assessment in the fall; 123 students took the test in the spring. Of these students, a total of 84 took this test in both fall and spring. Of these 81 students, 44 or 52% met or exceeded the RIT score Growth Targets, so Lighthouse Academy did meet this goal

**3. Lighthouse Academy will meet all requirements of AYP.**

Lighthouse Academy of Nations met Adequate Yearly Progress targets in all areas in 2011! The AYP Index Target was exceeded in Math Proficiency based on the scores of the 15 juniors enrolled Oct. 1 who took the MCA-III in Mathematics in the spring. In Reading Proficiency, the AYP Index Target for Safe Harbor (comparing multiple years of results) was exceeded based on the scores of the 24 sophomores enrolled Oct. 1 who took the MCA-II. Lighthouse Academy easily exceeded the AYP Attendance target of 90%, with an attendance rate of 96.24% (this is based on 2009-10 school year data, but our attendance rate in 2010-11 was similar). All grades 10 and 11 students enrolled during the testing window took the MCA's, though the number of students was below the minimum cell size to be considered for AYP in Participation; the Lighthouse student population was below the minimum cell size for AYP Graduation calculations as well.

## **Academic Goals and Indicators, 2011-12**

Lighthouse Academy's school goals are being revised for the 2011-12 school year to meet the updated requirements of its authorizer, the Audubon Center of the North Woods. Draft 2011-12 Academic goals and indicators are as follows:

---

<sup>3</sup> Grade 10 Growth Targets were used as an approximation for grades 11 and 12, since growth targets for the top two grades have not been publicized, but growth expectations on this assessment would likely be similar to those for grade 10.

- 1a. The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Reading NWEA MAP test from fall 2011 to spring 2012 will increase from 49% in 2010-11 to at least 54% in 2011-12.
- 1b. The proportion of Lighthouse Academy students with pre-post test results who achieve or exceed individual RIT score growth targets on the Mathematics NWEA MAP test from fall 2011 to spring 2012 will increase from 52% in 2010-11 to at least 57% in 2011-12.
- 2a. Proportion of Lighthouse Academy 10<sup>th</sup> graders testing proficient on the MCA-II in Reading in the spring of 2012 will increase from 2011 at least as much as the proportion proficient at comparison schools in Minneapolis with similar student demographics.
- 2b. Proportion of Lighthouse Academy 11<sup>th</sup> graders testing proficient on the MCA-II in Mathematics in the spring of 2012 will increase from 2011 at least as much as the proportion proficient at comparison schools in Minneapolis with similar student demographics.
- 3. A growth measure for English as a second language students (over 90% of Lighthouse Academy's population) will be created by summer 2012, based on the new ACCESS for ELLs assessment<sup>4</sup> which is being adopted by Minnesota effective spring 2012. Lighthouse Academy ESL students will be expected to at least attain recommended growth per World-Class Instructional Design and Assessment (WIDA) Consortium standards.
- 4. All Lighthouse Academy students will continue taking the ACT each fall; by Fall 2013, the average score of seniors who have been enrolled since 9<sup>th</sup> grade will be at least equal to the national average score.
- 5. Lighthouse Academy students will continue to maintain at least a 95% rate of attendance.

## **Operational Performance**

### **Non-Academic Goals and Indicators, 2010-11**

Lighthouse Academy of Nations had two Non-Academic Goals for 2010-11:

---

<sup>4</sup> Assessing Comprehension and Communication in English State-to-State for English Language Learners; this assessment will address the English language proficiency standards of the WIDA Consortium, which Minnesota joined effective July 2011.

**1. Lighthouse Academy will maintain at least 95% attendance.**

This goal target was exceeded with overall percent-of-attendance of 98% in the 2010-11 school year!

**2. At least 90% of all students will have 3 experiential education experiences during the school year, including sending 50% of students to Audubon Center of the North Woods to get training about how to protect the environment.**

Lighthouse Academy did a three-day field trip to Audubon for learning about the environment; half of our students went on this trip. Students who did not go on the Audubon trip went to St. Croix, Wisconsin for a one-day environmental training. Also there was an Earth Day curriculum for all students, to promote learning about protecting the environment and things they can do to protect the environment.

## **Non-Academic Goals and Indicators, 2011-12**

The following School Climate and Satisfaction Performance Indicators have been identified for 2011-12:

1. Retention rate measure – proportion of students re-enrolling will increase for spring 2012 to fall 2012, compared to spring 2011 to fall 2011
2. Parent survey results will show at least 80% of parents satisfied with the learning environment at Lighthouse Academy.
3. Parent survey results will show at least 80% of parents satisfied that Lighthouse Academy provides a safe school environment for all students.
4. Student survey results will show at least 80% of students satisfied with the learning environment at Lighthouse Academy.
5. Student survey results will show at least 80% of students satisfied that Lighthouse Academy provides a safe school environment for all students

## **Program Successes**

Notable successes of Lighthouse Academy during 2010-11 included:

- Lighthouse Academy had two lead teachers during 2010-11, one of whom organized scheduling and activities at the school, while the other was an outside consultant who helped teachers to carry out formative and summative assessments, and to understand and

set students' individual goals. A test coordinator position was added as well, to coordinate the ACT as well as NWEA MAP tests, MCA/GRAD, and tracking students' credits toward graduation.

- Lighthouse Academy adopted a new student discipline system, which is used by Noble Street Charter School in Chicago. This system is based on demerits, for infractions of rules including arriving late. The school also created a new position of Dean of Students, who enforced the discipline system. This improved the orderliness of the school, as did the implementation of a system of bells, providing students with three minutes between classes.
- The Lighthouse Academy schedule was revised for 2010-11 to provide for additional instructional time – students arrive at 7:10, instruction starts at 7:40, and students are dismissed at 4:15. This added an hour and fifteen minutes to the school day, compared to the previous schedule.
- Foreign languages offerings were expanded – Arabic was offered at the beginning of the year but was discontinued due to lack of interest. However, Lighthouse Academy did offer Spanish.
- During 2010-11 Lighthouse Academy had eight new students who were recent immigrants; the school hired a new paraprofessional to work with these students.
- Lighthouse Academy was able to employ two AmeriCorps members. One worked on assessments, e.g. helping the test coordinator and helping students with college-prep activities such as field trips to local colleges. The other was in the classroom, providing classroom assistance to teachers and coordinating volunteers.
- Lighthouse Academy employed a part time social worker (new beginning in 2010-11), as a consultant. The social worker was on site part of the day, three days per week.
- Lighthouse Academy established a relationship with Teach for America, and obtained eight new teachers from TFA!
- Every Friday is a half-day at Lighthouse Academy – there are early-morning assessments, then sports. Most students go to the YMCA where they can participate in various sports; students who need additional academic help stay at the school for assistance. The assessments are an important checkpoint for teachers, by which they determine whether re-teaching is needed, of any of the material covered that week (subjects covered in the Friday assessments alternate, but with Math and English addressed every week). Students are motivated to meet the expectations as they want to go to the YMCA; but those who need additional assistance are able to get it.
- Finally, during 2010-11 Lighthouse Academy began using the Pinnacle program developed by Global Scholar, as its comprehensive student information system. Pinnacle includes components addressing student placement, assessments, lesson plans linked to standards (teachers input lessons), and homework. Pinnacle is fully linked to Minnesota academic standards, and is proving to be a valuable tool to track student assessment data.

Also, students and parents are able to access this system in order to see actual lessons and print out homework if they miss school or lose the homework.

## **Program Challenges**

The following challenges to Lighthouse Academy's success were identified in the 2010-11 School Improvement Plan:

- The staff and school engage students' families and the communities served by the school to systematically form sustainable partnerships that enhance the education of the schools' students. One of our most important areas for growth is to address this Needs Assessment target area in this year's AYP plan.
- Through the implementation of professional learning communities, our academic departments and grade level curriculum will be aligned to state standards and assessments (test specifications) in reading and math.
- The staff needs to understand the research that supports the scope and sequence of reading and math curriculum.
- All staff needs to plan collaboratively to enhance student learning related to SMART goals.
- The school would benefit from creating opportunities for and facilitating staff collaboration regarding instructional practices focused on school goals.
- The effectiveness of professional development has not been evaluated.
- Our curriculum was not completely aligned with the MN state standards in reading and math
- We were not using student MCA-II and MAPs data to analyze strengths and opportunities for growth in a systematic and comprehensive approach.
- We did not systematically collaborate as a staff to discuss student test data, curriculum, or strategies for student improvement in reading and math.

Additional challenges Lighthouse Academy faced during 2010-11 included:

- Having a long school day and transporting students from all over the Metro area was a challenge. Some students complain about the amount of time they spend on school buses.
- Adequately serving pre-literate students (recent immigrants) – this is much more challenging than serving non-English speakers who are literate in another language and have had schooling in another country. There were approximately ten such students during 2010-11, and there are many more at Lighthouse Academy in 2011-12. During 2010-11 the school hired an additional ESL teacher and a paraprofessional to meet these students' needs.



- Backward planning maps were not completed and implemented for all topics within the Lighthouse Academy math program.
- Further, the math program as of the beginning of the 2010-11 year lacked a spiraled curriculum, and assessments were not aligned to the state standards. Additionally, not all the textbooks were aligned to the Minnesota state standards. During the previous school year (2009-10) courses including Algebra 1 and 2 did not include the statistics (data analysis and probability) standards. This was reflected in our MCA II results as our students scored most poorly in Data Analysis and Probability. In response to this finding, in 2010-11 Lighthouse Academy of Nations Charter School mathematics department added an entire statistics elective to remedy this deficit.
- The open communication necessary to having conversations about student data gathered from NWEA, MCA, and classroom formative assessments may not have been optimally used to guide subsequent instructional decision-making to address students' areas of weakness in an instructionally responsive and systematic way.

## **Authorizer**

Lighthouse Academy's Authorizer is the Audubon Center of the Northwoods (ACNW). The ACNW supports Lighthouse Academy of Nations in terms of understanding the school's academic goals and how the school establishes a sustainable system. The authorizer has provided valuable teaching experience for teachers and helps our students to learn more about the environment and its protection. As noted in the section on Non-Academic Goals, Lighthouse students attended an environmental education training offered by ACNW again during 2010-11. The authorizer liaison comes to Board meetings, provides advice and monitors operations. ACNW is very involved and supportive as our sponsor. The Authorizer contact is Steve Dess ([sdess@audubon-center.org](mailto:sdess@audubon-center.org); 651-260-3782).

The 2010-11 school year was Lighthouse Academy's third year authorized by ACNW, and was to be the second year of a three-year contract. However, all authorizer contracts expired June 2011 due to changes in the state's requirements of authorizers. ACNW sought input from representatives of its authorized schools, including Lighthouse Academy, as part of its effort to be approved as an authorizer under new state requirements, and has now been approved by MDE.

Lighthouse Academy's contract with ACNW was replaced by a one-year contract running July 2011 through June 2012. This will provide time to prepare for a three-year contract to be implemented beginning July 2012.

## **Non-profit status**

Lighthouse Academy is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>.

## **Innovative Practices and Implementation**

Lighthouse Academy of Nations strives for academic excellence. Lighthouse Academy's teachers and staff have proven experience helping students graduate to higher education and better employment opportunities. The school:

- Provides intensive English language instruction
- Advisories for all students in math or English provide enhanced support and motivation
- Recognizes unique language, cultural, religious needs of immigrant and refugee students and their families.
- Offers staff who speak many languages, from countries like those of our students.
- Meets all State of Minnesota academic standards to that students can earn a high school diploma.
- Prepares students for successful post-high school learning options. In addition to providing a strong academic program, Lighthouse Academy addresses its students' needs for college preparedness by explaining the expectations and requirements to be admitted to a college or university. There is a college-prep class which most seniors take, to learn about how to choose a college, available scholarships, financial aid options, and the application process.
- Uses a half-day schedules on Fridays. Having the option of participating in sports on Friday motivates students to work hard during the week; and the assessment data and planning time are helpful for the teachers.
- Identifies goals for every student, informed by NWEA MAP test results. Every class has targets as well. This helps ensure accountability of both students and teachers
- Uses a computer based assessment program; assessments are given in advisory each month for each student. Assessment results are used to set growth goals for students and teachers.
- Uses a comprehensive online program that has many features such as a gradebook, assessments, curriculum that is aligned Minnesota Standards, and a tool that manages instruction and lesson plan.

Other innovative aspects of the Lighthouse Academy program include its ability to attract students from three communities (Latino, East African, and Hmong); and sending students from

the city to outdoor science and environmental training (supported by our Authorizer, Audubon Society of the North Woods).

## **Future Plans**

Lighthouse Academy plans to continue most aspects of the program, as the existing program is working well in most respects. We will continue to utilize successful practices from other successful schools, for example the Noble Street Charter School in Chicago which several staff members visited during 2010-11, to see their practices in implementation. Lighthouse Academy will continue to focus the college-prep model, seeking to become more and more successful at sending graduates to college.

The academic program will be enhanced in 2011-12 by offering four Advanced Placement classes – English, Statistics, Social Studies and Calculus (just one of the four, calculus, was offered during 2010-11). Also, we plan to purchase a bus, to transport students on field trips and to other events.