

Bronx Lighthouse Charter School

Board of Trustees
Thursday, December 19th, 2013
6:00 p.m. – 8:00 p.m.
1005 Intervale Avenue

Agenda

(The estimated time for each topic is in parenthesis)

| |
|--|
| <p>Our Mission</p> <p>We prepare our students for college through a rigorous arts-infused program.</p> |
| <p>Our Vision</p> <p>All students will be taught by a highly effective teacher in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life- long learning. The impact of our collective efforts will fundamentally change public education.</p> |

| Agenda Item | Time | Facilitator | Attachments | Action Items |
|--|---------|----------------|--|---|
| <p><u>Opening</u></p> <ul style="list-style-type: none"> Call the meeting to order Review of Agenda Approval of October and November Minutes | 5 mins | Ms. Wollensack | <p>Attachment 1a-Pre-Approval October 2013 Minutes</p> <p>Attachment 1b-P re-Approval November 2013 Minutes</p> | Approval of October and November 2013 minutes Sign approved minutes |
| <p><u>Board Governance and Personnel</u></p> <ul style="list-style-type: none"> Approval of 360 Degree Process as a tool for BOT members to contribute to the evaluation process Compensation Policy Discussion Approve BLCS Staff Bonus Goals 2013-2014 Approve moving the January 16th, 2014 BOT meeting to the 23rd of January 2014 Approve Andy Dousis Contract for BLCS (2013-2014) Approve Andy Dousis Contract for BLCS (Summer, 2013) | 45 mins | Ms. Wollensack | <p>Attachment 2- BLCS Proposed Staff Bonus Goals (2013-2014)</p> <p>Attachment 3a-Andy Dousis BLCS 2013-2014 Agreement</p> <p>Attachment 3b-Andy Dousis BLCS 2013 Summer Contract</p> | <p>Approval of 360 Degree Process for PALS</p> <p>Approval BLCS Staff Bonus Goals (2013-2014)</p> <p>Approval for moving the January 16th BOT meeting to January 23rd.</p> <p>Approve Andy Dousis BLCS Contract (2013-2014)</p> <p>Approve Andy Dousis BLCS Summer 2013 Contract</p> |

We prepare our students for college through a rigorous arts-infused program.

Bronx Lighthouse Charter School

| Agenda Item | Time | Facilitator | Attachments | Action Items |
|--|-------------|-----------------------------|---|---------------------|
| <u>Principal's Report</u> <ul style="list-style-type: none"> • Discuss PAL dashboard | 25 mins | Ms. Runco Ms. Hardcastle | Attachment 4a -BLCS November Dashboard Attachment 4b -BLCS CPA November Dashboard | |
| <u>Regional Vice President Report</u> <ul style="list-style-type: none"> • LHA Priorities and Expectations • Letter from Mike Ronan to the Board of Trustees | 5 mins | Dr. Lewis | Attachment 5a -LHA Model and Core Priorities Attachment 5b -CEO letter to the Board of Trustees | |
| <u>Finance</u> <ul style="list-style-type: none"> • Review November FIN report • Resolution | 20 mins | Mr. Ko | Attachment 6a -November Financials Attachment 6b - Resolution for updated check signers-07-18-13 | |
| <u>Public Comments</u> | 10 min | Ms. Wollensack | | |
| <u>Closing</u> <ul style="list-style-type: none"> • Upcoming meetings and dates in January 23rd 2014 • Review of action items • Adjournment | 10 mins | Ms. Wollensack | | |

We prepare our students for college through a rigorous arts-infused program.

BRONX LIGHTHOUSE CHARTER SCHOOL
(“BLCS”)

MINUTES OF A MEETING OF THE BOARD OF TRUSTEES HELD ON THURSDAY, OCTOBER 17, 2013 AT 6:00 PM AT BRONX COLLEGE PREP ACADEMY, 1005 INTERVALE AVENUE, BRONX, NY 10459.

Participants in attendance:

Ms. Evelyn De Gonzalez, Trustee and Secretary
Ms. Rebecca Wollensack, Chairperson and Trustee
Mr. Malik Franklin, Trustee
Mr. Neal Solon, Trustee
Ms. Elizabeth Holcombe, Trustee
Dr. Robert Lewis, LHA Regional Vice President
Mr. Luis Taveras, LHA Regional Operations Manager
Ms. Dianne Hardcastle, CPA Principal
Ms. Liz Runco, LA Principal
Ms. Alice Choi, CPA Director of College Transitions
Ms. Jennifer Kim

The following Trustees were in attendance:

Mr. Neal Solon
Ms. Evelyn De Gonzalez
Ms. Rebecca Wollensack
Mr. Malik Franklin
Ms. Elizabeth Holcombe

The following Trustees were not in attendance

Mr. Paul Ko, Trustee and Treasurer
Ms. Julian Constantine

With a quorum being established, Ms. Wollensack called the meeting to order at 7:10 pm.

Ms. Wollensack motioned to approve the minutes for the September board meeting, altered to reflect that the LHA personnel handbook was also discussed and approved. Mr. Franklin seconded the motion, and the Board voted unanimously to approve the September minutes.

The Board next discussed the election of new members to the Board and decided to table election of Dr. Lewis as the LHA representative to the Board until November’s meeting. The Board interviewed Ms. Kim, following interviews earlier in the fall by Mr. Precious, Ms. Holcombe, and Mr. Ko. Ms. Wollensack made a motion to elect Ms. Kim to the Board, Mr. Solon seconded the motion, and the Board unanimously approved this election, subject to approval by the DOE.

The Board next discussed the proposed hire of Tamika Amicy as an aide at the LA. Ms. Holcombe motioned to approve this hire, Ms. Wollensack seconded. The Board unanimously approved this hire.

Next, the Board discussed the proposed CPA “weighted” grading guidelines. Ms. De Gonzalez motioned to adopt these grading guidelines for the CPA, taking the number of credits into

account when calculating GPA. Mr. Solon seconded this motion, and the Board unanimously approved the adoption of these guidelines.

The CPA and LA principals next gave the Principals' Reports. Ms. Wollensack then motioned to revise the school calendar to change Family night at CPA to Tuesdays rather than Wednesdays at the request of both principals. Ms. De Gonzalez seconded this motion and the Board unanimously approved the change.

Mr. Lewis delivered the Regional Vice President Report. The Board discussed staff bonus goals, stipends, and after-school compensation policies. The Board decided to table approval of staff bonus goals until the November meeting. Ms. Holcombe motioned to table a vote on approving the \$5000 stipend to Briana pending creation of a scope of responsibilities for payment. Mr. Solon seconded this motion, and the Board unanimously approved tabling of this vote.

Mr. Franklin reviewed the October Financial Report with the Board.

There being no further business to discuss, at 10:52pm, Ms. Wollensack made a motion to adjourn the meeting. Mr. Solon seconded the motion and the Board unanimously approved the adjournment.

Signed

~~Ms. Julian Constantine~~

Signed

Mr. Neal Solon

Signed

Ms. Evelyn De Gonzalez

Signed

Mr. Malik Franklin

Signed

Ms. Elizabeth Holcombe

Signed

~~Mr. Paul Ko~~

Signed

Ms. Rebecca Wollensack

Dated: November 21, 2013

**BRONX LIGHTHOUSE CHARTER SCHOOL("BLCS")
MINUTES OF A MEETING OF THE BOARD OF TRUSTEES HELD ON THURSDAY,
NOVEMBER 21, 2013 AT 6:00 PM AT BRONX COLLEGE PREP ACADEMY, 1005
INTERVALE AVENUE, BRONX, NY 10459.**

Participants in attendance:

- Ms. Evelyn De Gonzalez, Trustee
- Mr. Malik Franklin, Trustee
- Mr. Neal Solon, Trustee
- Ms. Elizabeth Holcombe, Trustee
- Dr. Robert Lewis, LHA Regional Vice President
- Mr. Luis Taveras, LHA Regional Operations Manager
- Ms. Dianne Hardcastle, CPA Principal
- Ms. Jennifer Kim, Trustee (pending DOE approval)

The following Trustees were in attendance:

- Mr. Neal Solon
- Ms. Evelyn De Gonzalez
- Mr. Malik Franklin
- Ms. Elizabeth Holcombe
- Ms. Jennifer Kim (pending DOE approval)

The following Trustees were not in attendance

- Mr. Paul Ko, Trustee and Treasurer
- Ms. Rebecca Wollensack, Trustee and Chair

With a quorum being established, Ms. Holcombe called the meeting to order at 6:24pm.

Mr. Solon made a motion to move into executive session in order to continue discussions on an expulsion hearing. Mr. Franklin seconded the motion.

Roll call:

- Malik Franklin
- Evelyn De Gonzalez
- Elizabeth Holcombe
- Neal Solon

Invited guests: Dianne Hardcastle, Phillis Anderson, Robert Lewis, Alicia Hammond

The Board heard an expulsion appeal and discussed expulsion recommendations.

Mr. Solon made a motion to exit executive session, Ms. De Gonzalez seconded.

Roll call:

- Malik Franklin
- Evelyn De Gonzalez
- Elizabeth Holcombe
- Neal Solon

The Board reconvened upstairs at the CPA at 7:54pm.

The Board reviewed minutes from the October meeting. Ms. De Gonzalez motioned to approve the October minutes, Mr. Solon seconded the motion, and the Board unanimously approved.

The Board discussed Board governance and personnel matters. Ms. Hardcastle presented the discipline appendix for special populations. Ms. De Gonzalez motioned to approve the discipline appendix, Ms. Holcombe seconded the motion, and the Board unanimously approved it.

The Board next discussed approval of the CAP for the CPA. Ms. Holcombe made a motion to approve the CPA CAP, Ms. De Gonzalez seconded the motion, and the Board unanimously approved it.

The Board next discussed the technology agreement between BLCS and MetLCS. Mr. Solon made a recommendation to include the term of the contract, as well as a change from “approximately 8 hours” to “8 or more hours” in the agreement. Ms. De Gonzalez motioned to approve the agreement with those changes, Mr. Solon seconded the motion, and the Board unanimously approved it.

The Board next discussed the extra duty/stipend policy, rate of pay, and pay schedule. Mr. Solon made a motion to approve the CPA stipend levels for after-school enrichment, Mr. Franklin seconded the motion, and the Board unanimously approved the stipend levels.

The Board moved down the agenda so that they could discuss Bonus Goals set and met before Ms. De Gonzalez had to leave. Ms. Holcombe made a motion to approve the LHA bonus goals met, Ms. Holcombe seconded the motion, and the Board unanimously approved the goals. Ms. De Gonzalez made a motion to approve the bonus goals for LHA for 2014, Mr. Solon seconded the motion, and the Board unanimously approved the 2014 goals.

The Board discussed approval of the LHA representative to the Board. Mr. Solon made a motion to approve Dr. Lewis to the Board pending DOE approval, Ms. Holcombe seconded the motion, and the Board unanimously approved Mr. Lewis’ election.

Mr. Solon made a motion to move into executive session at 9:40pm to discuss salary levels and compensation at the CPA. Mr. Franklin seconded the motion.

Roll call:

Malik Franklin

Evelyn De Gonzalez

Neal Solon

Elizabeth Holcombe

The Board invited Mr. Lewis, Mr. Taveras, Dr. Anderson, Ms. Hardcastle and Ms. Kim to participate in Executive Session.

The Board discussed salary levels, compensation policy, performance issues, and resumed discussion of the expulsion recommendations from earlier in the evening.

Ms. Holcombe motioned to exit Executive Session at 11:05pm, and Mr. Solon seconded.

Roll call:

Malik Franklin

Evelyn De Gonzalez

Neal Solon

Elizabeth Holcombe

There being no further business to discuss, Ms. Holcombe made a motion to end the meeting at 11:06pm, Ms. De Gonzalez seconded the motion, and the Board unanimously approved closing the meeting.

Signed

~~Ms. Julian Constantine~~

Signed

Mr. Neal Solon

Signed

Ms. Evelyn De Gonzalez

Signed

Mr. Malik Franklin

Signed

Ms. Elizabeth Holcombe

Signed

~~Mr. Paul Ke~~

Signed

Ms. Rebecca Wollensack

Dated: November 21, 2013

| Policy Section | Employee Category | Goals | Payout Amount | # of 2013-2014 Staff Eligible | Total Possible (per Goal) | Total Possible (per Employee Category) |
|----------------|--|---|---------------|-------------------------------|---------------------------|--|
| G.1 | School Leaders | Lower & Upper Academy School Leaders (K-7): | | | | |
| | | 1. When 80% of the students are enrolled on count day in FY14 are enrolled on count day in FY15 | \$ 250 | 4 | \$ 1,000 | |
| | | 2. Average fall to spring NWEA growth in reading and math equal or exceed 120% AND at least 70% of students meet or exceed their individual expected growth targets | \$ 1,500 | 4 | \$ 6,000 | |
| | | 3. School receives a B or higher on 2014 NYC DOE K-8 Progress Report | \$ 1,500 | 4 | \$ 6,000 | |
| | | College Prep Academy Leaders | | | | |
| | | 1. When 80% of the students are enrolled on count day in FY14 are enrolled on count day in FY15 | \$ 250 | 2 | \$ 500 | |
| | | 2(a). Student performance on Regents Exams and in earning credits exceeds averages for NYC and progress report peer groups. | \$ 1,500 | 2 | \$ 3,000 | |
| | 2(b). 8th grade average fall to spring NWEA growth in reading and math equal or exceed 120% AND at least 70% of students meet or exceed their individual expected growth targets | \$ 1,500 | 2 | \$ 3,000 | | |
| | Principal (Individual Bonus) | d) PAL receives composite effectiveness score of 80% or higher on end-of-year performance evaluation | \$ 1,000 | 1 | \$ 1,000 | |
| G.2 | School Professionals (includes all teachers, counselors & coordinators) | Lower & Upper Academy School Professionals (K-7): | | | | |
| | | 1) School receives a B or higher on 2014 NYC DOE Progress Report† | \$ 1,500 | 35 | \$ 52,500 | |
| | | 2) Average fall to spring NWEA growth in reading and math equal or exceed 120% AND at least 70% of students meet or exceed their individual expected growth targets | \$ 1,000 | 29 | \$ 29,000 | |
| | | 3) School professional receives composite effectiveness score of 80% or higher on end-of-year performance evaluation | \$ 1,000 | 35 | \$ 35,000 | |
| | | CPA School Professionals: | | | | |
| | | 2(a). Student performance on Regents Exams and in earning credits exceeds averages for NYC and progress report peer groups. | \$ 1,000 | 23 | \$ 23,000 | |
| | | b) Average fall to spring NWEA growth in reading and math equal or exceed 120% AND at least 70% of students meet or exceed their individual expected growth targets†† | \$ 1,000 | 6 | \$ 6,000 | |
| | | c) Full-time classroom teacher receives composite effectiveness score of 80% or higher on end-of-year performance evaluation | \$ 1,000 | 23 | \$ 23,000 | |

| | | | | | | |
|-----|-----------------------------|--|----------|----|-----------|--|
| G.3 | Teachers (Individual Bonus) | Lower & Upper Academy Teachers (K-7): | | | | |
| | | See section G.2 | | | | |
| | | CPA Teachers | | | | |
| | | a). Student performance on Regents Exams and in earning credits exceeds averages for NYC and progress report peer groups. | \$ 1,000 | 21 | \$ 21,000 | |
| G.4 | Support Staff | Lower & Upper Academy Support Staff | | | | |
| | | 1) School receives a B or higher on 2014 NYC DOE Progress Report† | \$ 1,500 | 11 | \$ 16,500 | |
| | | 2) School professional receives composite effectiveness score of 80% or higher on end-of-year performance evaluation | \$ 1,000 | 11 | \$ 11,000 | |
| | | CPA Support Staff | | | | |
| | | Attaining the following: 95% student attendance 90% family attendance at report card conference nights 100% positive or neutral rating of technology (LHA staff survey) | \$ 1,000 | 4 | \$ 4,000 | |

* Yellow highlighted areas must be

Re: Service Agreement with Bronx Lighthouse Charter School

Dear Andy:

This letter will serve as the Agreement, effective May 24, 2013 between Bronx Lighthouse Charter School (“School”) and Andy Dousis (“Consultant”) for Consultant to act as a consultant (also referred to as an independent contractor) in providing certain services to School (the “Agreement”). The parties agree as follows:

1. Services. 19 days of consultation at your school served by Andy Dousis beginning on August 29, 2013 through to May 14, 2014. 15 days of consultation at your school served by Susan Lessard beginning on August 29th 2013 through May 5, 2013. (see attached listing of dates that can be modified with agreement from both parties).
2. Term. July 21, 2013 through May 14,, 2014 unless terminated by mutual agreement prior to that date or in accordance with section 3.
3. Termination. The School reserves the right to terminate this Agreement at any time, with or without cause. Any payments due to Consultant for the work performed up to the date of receipt of the notice of termination will be paid in full within thirty (30) days of such termination date. Such notice may be provided via regular mail, electronic mail or facsimile.
4. Payment and Expenses.
The cost of the work will be \$21,100.00 for Andy Dousis - all expenses included and \$10,500.00 for Susan Lessard - all expenses included. Total cost is \$31,600.00. BLCS will receive an invoice for services following each visit.
5. Confidentiality.
 - (a) Confidential Information. “Confidential Information” shall mean any information about School or about Lighthouse Academies, Inc. (“Lighthouse”), including but not limited to customer and vendor lists, business plans, methodologies, specify service area materials, financial and accounting records, and any other information which a reasonable person would deem to be confidential information or any other information which has been expressly or implicitly designated as being confidential information by School or by Lighthouse. To the extent required by law, “Confidential Information” does not include information that is or becomes part of the public domain, unless such information became part of the public domain through Consultant’s action or omission. Consultant acknowledges and understands that in the performance of her services as a consultant to the School she will obtain, knowledge of Confidential Information. Consultant agrees that she shall not, either during the term of this Agreement or at any time thereafter, except as required in the performance of the Services hereunder or by law (i) use or disclose any Confidential

Information to third parties or (ii) remove or aid in the removal from the premises of the School any Confidential Information or any property or material relating thereto.

(b) Delivery of School Information and Documents. Upon the termination of the Services hereunder, or at any other time the School may so request, Consultant will return all documents, computer disks and storage devices and other materials, and all copies thereof, which contain or embody Confidential Information which Consultant may then possess or have under her control, including all copies of such items.

6. Independent Contractor Status. The parties hereto agree that Consultant is an independent contractor, and nothing herein or in the relationship of the parties shall alter or affect such status. Without limiting the generality of the foregoing, the parties hereto acknowledge that at all times during the term of this Agreement:
 - (a) Consultant shall have the right to perform services for others;
 - (b) Consultant shall have the sole right to control and direct the means, manner and method by which the Services will be performed;
 - (c) Consultant shall furnish all equipment and resources necessary to provide the Services;
7. Non-Compete. Beginning as of the effective date of this Agreement, and for a period of twelve calendar months following the termination of this Agreement (the “Non-Compete Time Period”), Consultant shall not, directly or indirectly, individually or on behalf of any other person or entity, call upon, solicit, or attempt to solicit School or any School affiliated with Lighthouse, including potential Schools, to transfer their business or patronage from the Companies or from Lighthouse to any other individual, business, firm or entity. Consultant shall not, directly or indirectly, individually or on behalf of any other person or entity, call upon, hire, employ solicit, or attempt to solicit or hire or otherwise engage the services of any School employee without prior written consent of the School principal.
8. Professional Services. Consultant shall perform the Services with the skill, care, and highest ethical standards that would be exercised by comparable qualified professionals performing similar services.
9. Intellectual Property and Assignment of Rights. Consultant will provide the Services under this Agreement as work made for hire, and all Materials, reports, plans, analyses, designs, presentations, and writings or compilations of any kind that are produced by Consultant in connection with this Agreement shall be the sole and exclusive property of the School or of Lighthouse (as determined by any contract between the School and Lighthouse) as certified by her signature below. Consultant shall and hereby does assign to the School all title and interest in and to any intellectual property created by her in connection with this Agreement that is or may be subject to copyright, trademark or other protection. Consultant agrees to promptly execute any documents necessary to verify School’s or Lighthouse’s ownership of all such Materials.

10. Hold Harmless. Consultant irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the School, Lighthouse, and the officers, directors, trustees, employees and agents of either from and against any and all claims, liabilities, losses and expenses, including reasonable attorney fees, directly or indirectly, wholly or partly, arising from or in connection with any act or omission of Consultant in carrying out the Services described in this Agreement.
11. Enforceability. This Agreement shall be interpreted so as to be effective under applicable Massachusetts law, but if any portion hereof is prohibited or invalid, such portion shall be ineffective only to the extent of such prohibition or invalidity, without invalidating the remainder of this Agreement. If any one or more of the provisions contained in this Agreement are for any reason held to be excessively broad as to duration, geographic scope, activity or subject, such provisions shall be construed by limiting and reducing them so as to remain enforceable to the maximum extent permitted under applicable law.

12. Notices. Any notice or other communications should be directed to:

If to the School:

BRONX LIGHTHOUSE CHARTER SCHOOL
1001 INTERVALE AVE.
BRONX, NY 10459

With a Copy to:

c/o Lighthouse Academies, Inc.
1661 Worcester Road, Suite 207
Framingham, MA 01701

If to Consultant:

13. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of New York. Only the state or federal courts in such state may address any issues arising under this Agreement.
14. Amendments and Waivers. No amendment or waiver of this Agreement or any provision hereof shall be binding upon the party against whom enforcement of such amendment or waiver is sought unless it is made in writing and signed by or on behalf of such party. The waiver by either party of a breach of any provision of this Agreement by the other party shall not operate as a waiver by that party of the same or any subsequent breach of any provision of this Agreement by the other party.
15. Binding Effect; Assignment. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective heirs, executors and administrators, successors and assigns.

16. Gender Neutral. The use of the feminine or masculine language, such as he, she, her, or him, in this Agreement shall be deemed to include both masculine and feminine.

17. Entire Agreement. This Agreement constitutes the final and entire agreement of the parties with respect to the matters covered hereby, and replaces and supersedes all other agreements and understandings relating thereto.

Liz Runco

Date

By: Consultant

Date

Pursuant to the terms this Agreement, including paragraph 9, I hereby assign to Lighthouse Academies, Inc. and/or Lighthouse Academies of Indiana, Inc. all rights, title and interest in any newly created or derivative works under this Consulting Agreement.

Consultant

Date

CONSULTANT: PLEASE INDICATE YOUR AGREEMENT BY SIGNING IN BOTH PLACES.

DAYS AGREED UPON FOR ANDY DOUSIS AND SUSAN LESSARD

Andy Visits Solo (9 scheduled)

Sep 11
Oct 9 30
Dec 11
Jan 8
Feb 5
Mar 12
Apr 9
May 14

Andy & Susan (10 scheduled)

Aug 29
Sep 5 19
Oct 3 17
Nov 19
Dec 5
Jan 16
Feb 27
May 5

Susan Visits Solo (5)

Nov 7
Jan 23
Feb 13
Mar 20
Apr 10

Re: Service Agreement with Bronx Lighthouse Charter School

Dear Andy:

This letter will serve as the Agreement, effective July 21, 2013 between Bronx Lighthouse Charter School (“School”) and Andy Dousis (“Consultant”) for Consultant to act as a consultant (also referred to as an independent contractor) in providing certain services to School (the “Agreement”). The parties agree as follows:

1. Services. 3.5 days of consultation at your school served by Andy Dousis beginning on July 30, 2013 through to August 15, 2013.
2. Term. July 30, 2013 through August 15, 2013 unless terminated by mutual agreement prior to that date or in accordance with section 3.
3. Termination. The School reserves the right to terminate this Agreement at any time, with or without cause. Any payments due to Consultant for the work performed up to the date of receipt of the notice of termination will be paid in full within thirty (30) days of such termination date. Such notice may be provided via regular mail, electronic mail or facsimile.
4. Payment and Expenses.
The cost of the work will be \$3,650, all expenses included.
5. Confidentiality.

(a) Confidential Information. “Confidential Information” shall mean any information about School or about Lighthouse Academies, Inc. (“Lighthouse”), including but not limited to customer and vendor lists, business plans, methodologies, specify service area materials, financial and accounting records, and any other information which a reasonable person would deem to be confidential information or any other information which has been expressly or implicitly designated as being confidential information by School or by Lighthouse. To the extent required by law, “Confidential Information” does not include information that is or becomes part of the public domain, unless such information became part of the public domain through Consultant’s action or omission. Consultant acknowledges and understands that in the performance of her services as a consultant to the School she will obtain, knowledge of Confidential Information. Consultant agrees that she shall not, either during the term of this Agreement or at any time thereafter, except as required in the performance of the Services hereunder or by law (i) use or disclose any Confidential Information to third parties or (ii) remove or aid in the removal from the premises of the School any Confidential Information or any property or material relating thereto.

(b) Delivery of School Information and Documents. Upon the termination of the Services hereunder, or at any other time the School may so request, Consultant will

return all documents, computer disks and storage devices and other materials, and all copies thereof, which contain or embody Confidential Information which Consultant may then possess or have under her control, including all copies of such items.

6. Independent Contractor Status. The parties hereto agree that Consultant is an independent contractor, and nothing herein or in the relationship of the parties shall alter or affect such status. Without limiting the generality of the foregoing, the parties hereto acknowledge that at all times during the term of this Agreement:
 - (a) Consultant shall have the right to perform services for others;
 - (b) Consultant shall have the sole right to control and direct the means, manner and method by which the Services will be performed;
 - (c) Consultant shall furnish all equipment and resources necessary to provide the Services;
7. Non-Compete. Beginning as of the effective date of this Agreement, and for a period of twelve calendar months following the termination of this Agreement (the “Non-Compete Time Period”), Consultant shall not, directly or indirectly, individually or on behalf of any other person or entity, call upon, solicit, or attempt to solicit School or any School affiliated with Lighthouse, including potential Schools, to transfer their business or patronage from the Companies or from Lighthouse to any other individual, business, firm or entity. Consultant shall not, directly or indirectly, individually or on behalf of any other person or entity, call upon, hire, employ solicit, or attempt to solicit or hire or otherwise engage the services of any School employee without prior written consent of the School principal.
8. Professional Services. Consultant shall perform the Services with the skill, care, and highest ethical standards that would be exercised by comparable qualified professionals performing similar services.
9. Intellectual Property and Assignment of Rights. Consultant will provide the Services under this Agreement as work made for hire, and all Materials, reports, plans, analyses, designs, presentations, and writings or compilations of any kind that are produced by Consultant in connection with this Agreement shall be the sole and exclusive property of the School or of Lighthouse (as determined by any contract between the School and Lighthouse) as certified by her signature below. Consultant shall and hereby does assign to the School all title and interest in and to any intellectual property created by her in connection with this Agreement that is or may be subject to copyright, trademark or other protection. Consultant agrees to promptly execute any documents necessary to verify School’s or Lighthouse’s ownership of all such Materials.
10. Hold Harmless. Consultant irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the School, Lighthouse, and the officers, directors, trustees, employees and agents of either from and against any and all claims, liabilities, losses and expenses, including reasonable attorney fees, directly or

indirectly, wholly or partly, arising from or in connection with any act or omission of Consultant in carrying out the Services described in this Agreement.

11. Enforceability. This Agreement shall be interpreted so as to be effective under applicable Massachusetts law, but if any portion hereof is prohibited or invalid, such portion shall be ineffective only to the extent of such prohibition or invalidity, without invalidating the remainder of this Agreement. If any one or more of the provisions contained in this Agreement are for any reason held to be excessively broad as to duration, geographic scope, activity or subject, such provisions shall be construed by limiting and reducing them so as to remain enforceable to the maximum extent permitted under applicable law.

12. Notices. Any notice or other communications should be directed to:

If to the School:

BRONX LIGHTHOUSE CHARTER SCHOOL
1001 INTERVALE AVE.
BRONX, NY 10459

With a Copy to:

c/o Lighthouse Academies, Inc.
1661 Worcester Road, Suite 207
Framingham, MA 01701

If to Consultant:

13. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of New York. Only the state or federal courts in such state may address any issues arising under this Agreement.

14. Amendments and Waivers. No amendment or waiver of this Agreement or any provision hereof shall be binding upon the party against whom enforcement of such amendment or waiver is sought unless it is made in writing and signed by or on behalf of such party. The waiver by either party of a breach of any provision of this Agreement by the other party shall not operate as a waiver by that party of the same or any subsequent breach of any provision of this Agreement by the other party.

15. Binding Effect; Assignment. This Agreement shall be binding on and inure to the benefit of the parties hereto and their respective heirs, executors and administrators, successors and assigns.

16. Gender Neutral. The use of the feminine or masculine language, such as he, she, her, or him, in this Agreement shall be deemed to include both masculine and feminine.

17. Entire Agreement. This Agreement constitutes the final and entire agreement of the parties with respect to the matters covered hereby, and replaces and supersedes all other agreements and understandings relating thereto.

Liz Runco

Date

By: Consultant

Date

Pursuant to the terms this Agreement, including paragraph 9, I hereby assign to Lighthouse Academies, Inc. and/or Lighthouse Academies of Indiana, Inc. all rights, title and interest in any newly created or derivative works under this Consulting Agreement.

Consultant

Date

CONSULTANT: PLEASE INDICATE YOUR AGREEMENT BY SIGNING IN BOTH PLACES.

DAYS AGREED UPON FOR ANDY DOUSIS
Andy's Summer Visits (3.5 scheduled)

July 30

Aug 2, 14, 15(half day)

| CAP Priority | Measure | Annual Goal | Aug. | Sep. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | Year to Date | | | |
|---|--------------------|--|-------------------|--|------|------|------|------|------|------|------|-----|------|--------------|------|-----|------|
| Improve Quality of Instruction | Teacher Input | Planning and Preparation - Designing Coherent Instruction (1e) % Proficient or Distinguished | 85% | | 41% | 48% | 61% | | | | | | | | | | |
| | | Planning and Preparation - Designing Student Assessment (1f) % Proficient or Distinguished | 85% | | 28% | 45% | 57% | | | | | | | | | | |
| | | Classroom Environment - Creating an Environment of Respect and Rapport (2a) % | 85% | | 35% | 41% | 57% | | | | | | | | | | |
| | | Classroom Environment - Establishing a Culture of Learning (2b) % Proficient or Distinguished | 85% | | 41% | 48% | 68% | | | | | | | | | | |
| | | Instruction - Using Questioning and Discussion Techniques (3b) % Proficient or Distinguished | 85% | | 17% | 35% | 50% | | | | | | | | | | |
| | | Instruction - Engaging Students in Learning (3c) % Proficient or Distinguished | 85% | | 38% | 41% | 57% | | | | | | | | | | |
| | | Instruction - Using Assessment in Instruction (3d) % Proficient or Distinguished | 85% | | 14% | 38% | 46% | | | | | | | | | | |
| | | Average # of observation & 1/u feedback meeting per core content teacher | 36 | 1 | 4 | 4 | 3 | | | | | | | | 12 | | |
| | | Average # of observation & 1/u feedback meetings per special ed & AIS teachers | 36 | 1 | 4 | 4 | 3 | | | | | | | | | 12 | |
| | | Average # of observation & 1/u feedback meetings per arts/specials teachers | 36 | 1 | 4 | 4 | 3 | | | | | | | | | 12 | |
| | Student Output | % of teachers that submit academic plans weekly | 100% | 100% | 100% | 100% | 100% | | | | | | | | 100% | | |
| | | % of teachers that receive weekly coaches/admin feedback on academic plans | 100% | 100% | 100% | 100% | 100% | | | | | | | | 100% | | |
| | | # of formal LT meetings to discuss classroom data and determine actions to take with teachers/students | 36 | 1 | 4 | 5 | 3 | | | | | | | | | 13 | |
| | | # of grade level/span or content team meetings | 36 | 1 | 4 | 4 | 3 | | | | | | | | | 12 | |
| | | % of students passing all core subject classes | 90% | | | 66% | | | | | | | | | | | |
| | | % of students failing one core subject class | <7% | | | 16% | | | | | | | | | | | |
| | | % of students failing more than one core subject class | <3% | | | 18% | | | | | | | | | | | |
| | | % of students (3 - 7) scoring 70% or higher on ANET ELA Assessments (proficient) | 85% | | | 10% | | | | | | | | | | | |
| | | % of students (3 - 7) scoring 70% or higher on ANET Math Assessments (proficient) | 85% | | | 14% | | | | | | | | | | | |
| | | % of students (3 - 7) scoring 85% or higher on ANET ELA Assessments (advanced) | 40% | | | 1% | | | | | | | | | | | |
| % of students (3 - 7) scoring 85% or higher on ANET Math Assessments (advanced) | 40% | | | 4% | | | | | | | | | | | | | |
| % of students at or above "grade level" on NWEA | 85% | | | 52% | | | | | | | | | | | | | |
| Stakeholder Investment | Student Investment | % of Enrollment | 100% | 101% | 102% | 100% | 100% | | | | | | | 101% | | | |
| | | # of Withdrawals | <16 | 3 | 2 | 6 | 0 | | | | | | | | 11 | | |
| | | # of Withdrawals Due to Dissatisfaction | <5 | 0 | 0 | 0 | 0 | | | | | | | | 0 | | |
| | | % of Student Attendance | 95% | 87% | 92% | 95% | 94% | | | | | | | | 92% | | |
| | | # of In-School Suspensions Referrals | <400 | 0 | 16 | 2 | 1 | | | | | | | | | 19 | |
| | | # of Students Receiving ISS Referrals | <105 | 0 | 13 | 2 | 1 | | | | | | | | | 16 | |
| | | # of Out of School Suspensions | <100 | 0 | 14 | 14 | 8 | | | | | | | | | 36 | |
| | | # of students receiving OSS | <40 | 0 | 13 | 13 | 8 | | | | | | | | | 34 | |
| | | LHA Student Survey (% favorable responses) | 90% | | | | | | | | | | | | | | |
| | | DOE School Survey (student portion - average score) | >8.0 | | | | | | | | | | | | | | |
| | | Quarterly Student Satisfaction Survey (% of Favorable Responses) | 90% | | | | | | | | | | | | | | |
| | | % of Students Who Complete Quarterly Satisfaction Survey | 100% | | | | | | | | | | | | | | |
| | | Family Investment | Family Investment | Professional Responsibilities - Communicating with Families (4c) % Proficient or Distinguished | 85% | | 38% | 52% | 57% | | | | | | | | |
| | | | | % of Parents Attending Parent Teacher Conferences | 100% | | | | 90% | | | | | | | | |
| Quarterly Parent Satisfaction Survey Questions (% of Favorable Responses) | 90% | | | | | | 84% | | | | | | | | | | |
| % of Parents Who Complete Quarterly Parent Satisfaction Survey | 100% | | | | | | 65% | | | | | | | | | | |
| # of Parent Complaints Escalating Beyond LT (e.g., VP, BOT or DOE) | 10 | | | 0 | 1 | 2 | 1 | | | | | | | | | 4 | |
| # of Parents Attending Parent Night | 300 | | | | | 70 | | | | | | | | | | 70 | |
| # of Parents Attending Other School Events | 300 | | | | 100 | 150 | 268 | | | | | | | | | 518 | |
| # of Parents Attending Parent Association Meetings | 150 | | | | 20 | | | | | | | | | | | 20 | |
| LHA Family Survey (% favorable responses) | 90% | | | | | | 84% | | | | | | | | | | |
| DOE School Survey (parent portion - average score) | >8.5 | | | | | | | | | | | | | | | | |
| Human Capital | Human Capital | | | Staff Attendance | 95% | 99% | 98% | | 96% | | | | | | | | 98% |
| | | | | % of Staff On-Time | 95% | 100% | 100% | 100% | 100% | | | | | | | | 100% |
| | | | | Professional Responsibilities (Domain 4) - % Proficient or Distinguished | 90% | | 48% | 62% | 71% | | | | | | | | |
| | | | | Quarterly Staff Satisfaction Survey (% favorable responses) | 90% | | | | 90% | | | | | | | | |
| | | % of staff completing quarterly staff satisfaction survey | 100% | | | | 24% | | | | | | | | | | |
| | | DOE School Survey (staff portion - average score) | >8.5 | | | | | | | | | | | | | | |
| | | % Fully Staffed | 100% | 100% | 98% | 98% | 98% | | | | | | | | | 99% | |
| | | # of open positions projected for next year (SY15) | 5 | | | | | | | | | | | | | | |
| % of effective teachers planning to return next year | 100% | | | | | | | | | | | | | | | | |

Attachment 4a

| CAP Priority | | Measure | Annual Goal | Nov. | Comments |
|--------------------------------|---------------|---|-------------|------|---|
| Improve Quality of Instruction | Teacher Input | Planning and Preparation - Designing Coherent Instruction (1e) % Proficient or Distinguished | 85% | 61% | Continued improvement based on regular planning meetings and coaching feedback (lesson planning and observations). |
| | | Planning and Preparation - Designing Student Assessment (1f) % Proficient or Distinguished | 85% | 57% | Continued improvement based on planning assessments prior to start of unit and implementation of Anet standard analysis. Anet platform used to pull standards-based questions at level of rigor similar to assessments. |
| | | Classroom Environment - Creating an Environment of Respect and Rapport (2a) % Proficient or Distinguished | 85% | 57% | Continued improvement based on implementation of Responsive Classroom structures, ongoing support Andy Dousis and Susan Lessard, consistency with school-wide discipline system. |
| | | Classroom Environment - Establishing a Culture of Learning (2b) % Proficient or Distinguished | 85% | 68% | Continued improvement based on implementation of Responsive Classroom structures, ongoing support from coaches and outside consultants, planning final assessments/rubric prior to start of lesson and increased modeling of academic expectations. |
| | | Instruction - Using Questioning and Discussion Techniques (3b) % Proficient or Distinguished | 85% | 50% | Number of teachers using effective questioning and discussion techniques has more than doubled since September due to a focus on this during coaching meetings with a select group of coachees and implementation of RC structures with coaching support from coaches and consultants. More PD scheduled on this topic in January (including co-observations and school visits) |
| | | Instruction - Engaging Students in Learning (3c) % Proficient or Distinguished | 85% | 57% | Continued improvement due to coaching support, observation feedback, engagement-based PDs and work with consultants. Continued work on this during PD in January including workshops, school visits and co-observations. Also working on with TFA coaches in this area. |
| | | Instruction - Using Assessment in Instruction (3d) % Proficient or Distinguished | 85% | 46% | Number has more than doubled since September due to implementation of Anet data analysis structures and increase in assessment resources from Anet. Monthly unit planning for upcoming units takes final assessment/rubric into consideration. Will have A2 meetings in December and expect this number to increase again in December/January due to repeated practice with coaching support. |
| | | Average # of observation & f/u feedback meeting per core content teacher | 36 | 3 | One week off for Thanksgiving. |
| | | Average # of observation & f/u feedback meetings per special ed & AIS teachers | 36 | 3 | One week off for Thanksgiving. |

| | | | | | |
|-------------------|---|--|------|-----------------------|---|
| | | Average # of observation & f/u feedback meetings per arts/specials teachers | 36 | 3 | One week off for Thanksgiving. |
| | | % of teachers that submit academic plans weekly | 100% | 100% | |
| | | % of teachers that receive weekly coaches/admin feedback on academic plans | 100% | 100% | |
| | | # of formal LT meetings to discuss classroom data and determine actions to take with teachers/students | 36 | 3 | One week off for Thanksgiving. |
| | | # of grade level/span or content team meetings | 36 | 3 | One week off for Thanksgiving. |
| | Student Output | % of students passing all core subject classes | 90% | | Will be updated at end of Q2 |
| | | % of students failing one core subject class | <7% | | See above. |
| | | % of students failing more than one core subject class | <3% | | See above. |
| | | % of students (3 - 7) scoring 70% or higher on ANET ELA Assessments (proficient) | 85% | | A2 taken during the second week of December. Data will appear in December dashboard. |
| | | % of students (3 - 7) scoring 70% or higher on ANET Math Assessments (proficient) | 85% | | See above. |
| | | % of students (3 - 7) scoring 85% or higher on ANET ELA Assessments (advanced) | 40% | | See above. |
| | | % of students (3 - 7) scoring 85% or higher on ANET Math Assessments (advanced) | 40% | | See above. |
| | % of students at or above "grade level" on NWEA | 85% | | NWEA taken again EOY. | |
| holder Investment | Student Investment | % of Enrollment | 100% | 100% | We have avoided filling empty seats to keep enrollment at, but not above, approved enrollment for this school year (as per DOE feedback). |
| | | # of Withdrawals | <16 | 0 | |
| | | # of Withdrawals Due to Dissatisfaction | <5 | 0 | |
| | | % of Student Attendance | 95% | 94% | Mostly excused absences for illness. |
| | | % of Students On-Time | 95% | | |

| | | | | | |
|--|-----|--|------|-----|---|
| Stakeholder | S | # of In-School Suspensions Referrals | <400 | 1 | Number of ISS and OSS referalls has decreased dramatically since September, as predicted. Students and families have adjusted to updated discipline plan and complaints/concerns/etc. have decreased with the decrease in behavioral infractions. UA ISS/OSS referrals are tied to merit/demerit system which is focuses primarily on positive incentives. As percentage of effective teachers increases in domain 2, we would expect these numbers to remain this small. |
| | | # of Students Receiving ISS Referrals | <105 | 1 | See above. |
| | | # of Out of School Suspensions | <100 | 8 | See above. |
| | | # of students receiving OSS | <40 | 8 | See above. |
| | | LHA Student Survey (% favorable responses) | 90% | | |
| | | DOE School Survey (student portion - average score) | >8.0 | | |
| | | Quarterly Student Satisfaction Survey (% of Favorable Responses) | 90% | | |
| | | % of Students Who Complete Quarterly Satisfaction Survey | 100% | | |
| | | Professional Responsibilities - Communicating with Families (4c) % Proficient or Distinguished | 85% | 57% | Access to Power School parent portal is set up, allowing more regular academic-based conversation between teachers and staff. Staff consistently follow-up with behavioral concerns (meetings, BIP's, etc.). Meetings are scheduled for any student with 3+ breaks in ISS in a ten day period. UA parents receive weekly character and academic reports. |
| | | % of Parents Attending Parent Teacher Conferences | 100% | 90% | Parents who did not attend PTC nights did reschedule appts with teachers or had a phone/email conference. |
| | | Quarterly Parent Satisfaction Survey Questions (% of Favorable Responses) | 90% | 84% | See LHA survey data. |
| | | % of Parents Who Complete Quarterly Parent Satisfaction Survey | 100% | 65% | |
| | | # of Parent Complaints Escalating Beyond LT (e.g., VP, BOT or DOE) | 10 | 1 | One parent reached out to NYPD Community Outreach Division. I have been in constant communication with NYPD to resolve parent concerns (this is the same parent who previously reached out to LHA and Dr. Lewis). |
| | | # of Parents Attending Parent Night | 300 | | Lead by parent association. |
| # of Parents Attending Other School Events | 300 | 368 | | | |

| | |
|-------------------------------|------------|
| Total Responses: | 268 |
| Students Enrolled: | 411 |
| Approx. Response Rate: | 65% |

| Answer Options | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Kindergarten | 9.9% | 26 |
| Grade 1 | 11.8% | 31 |
| Grade 2 | 11.1% | 29 |
| Grade 3 | 12.2% | 32 |
| Grade 4 | 9.2% | 24 |
| Grade 5 | 12.2% | 32 |
| Grade 6 | 15.6% | 41 |
| Grade 7 | 17.9% | 47 |
| answered question | | 262 |

| Answer Options | % Agree or Completely Agree | Completely disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Agree | Completely agree | Response Count |
|---|-----------------------------|---------------------|----------|-------------------|----------------------------|----------------|-------|------------------|----------------|
| This school is preparing my child academically for success in a four-year college. | 85% | 10 | 0 | 4 | 9 | 15 | 103 | 118 | 259 |
| This school is helping my child develop strong social skills. | 85% | 10 | 2 | 4 | 3 | 19 | 106 | 114 | 258 |
| At this school, my child is learning values and dispositions that will help him or her | 88% | 9 | 1 | 5 | 3 | 13 | 104 | 123 | 258 |
| The teachers at this school insist that my child always does his or her best work. | 88% | 11 | 0 | 2 | 5 | 14 | 102 | 124 | 258 |
| The staff members at this school resolve any student behavior issues fairly and | 75% | 11 | 2 | 10 | 6 | 35 | 91 | 112 | 257 |
| This school is a safe place for my child where he or she feels welcomed and part of the | 88% | 10 | 0 | 4 | 5 | 16 | 93 | 129 | 257 |
| I feel welcome in this school as a partner and member of the broader school | 85% | 10 | 2 | 2 | 7 | 17 | 97 | 123 | 258 |
| My ideas and input are valued by teachers and leaders at this school. | 81% | 11 | 3 | 3 | 11 | 21 | 100 | 109 | 258 |
| I would recommend this school to other families. | 85% | 11 | 2 | 3 | 5 | 16 | 91 | 127 | 255 |

| Answer Options | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Yes | 15.4% | 40 |
| No | 84.6% | 220 |
| answered question | | 260 |

| Answer Options | Response Percent | Response Count |
|----------------------------|------------------|----------------|
| Completely disagree | 12.5% | 5 |
| Disagree | 2.5% | 1 |
| Somewhat disagree | 0.0% | 0 |
| Neither agree nor disagree | 5.0% | 2 |
| Somewhat agree | 7.5% | 3 |
| Agree | 37.5% | 15 |
| Completely agree | 35.0% | 14 |
| answered question | | 40 |

| Answer Options | Response Count |
|--------------------------|----------------|
| | 9 |
| answered question | 9 |

- 1 it was a great experience.
- 2 i felt that the visit help me oet to know the teacher and oet ready for the year..... wish i had that when i was oqing to school.
- 3 they felt very comfortable
- 4 we felt very welcomed and our and their concern about the childs. development.
- 5 It was a very positive and understanding....
- 6 it was awesome .
- 7 the teacher me some question that make me feel that he was very concern about the well being of my child.
- 8 Meet teacher at the school
- 9 The parent came to the school

| Answer Options | Response Count |
|--------------------------|----------------|
| | 159 |
| answered question | 159 |

- 1 Last year my student had KAPLAN,The way my students teacher teaches,the learning is times two for my child.as if it has KAPLAN and regular learning.
- 2 in love the staff..is a small school and they are like family. Also when there are any concerns or my child is not meeting teacher's expectations i get a call right away which helps me keep my scholar on track.
- 3 Everything
- 4 The learning,they can help if your kinesthetic ,visual or more.They have high college leveled students
- 5 everything
- 6 Discipline
- 7 the kids all know each other
- 8 So far Bronx Lighthouse is a great and the staff here are very helpful and caring. The learning curriculum is challenging which presents a good thing.
- 9 acknowledging students, parents (accommodating us) pro-active in students progression
- 10 I love that this school education is well rounded, incorporating academics and the Arts as well as extracurricular activities. My child is learning well and is enjoying his school experience.
- 11 the interaction between the students and teachers, it is a great environment.
- 12 I feel the school is a great learning environment , that brings a new style of teaching that let the kids learn at a faster pace.
- 13 Its a safety place, and always feels welcome.
- 14 there is lot of learning
- 15 I thinks overall that the school is doing a great job. My son comes home very happy and i can also see improvement within in academic skills.
- 16 Staff
- 17 good teaching
- 18 The teachers dedecation
- 19 physical education
- 20 what I like is the hard work they show the children
- 21 The school keeps adding more educational skills for kids to keep learning....
- 22 the educational level
- 23 i feel its a really safe place too send the kids to school.
- 24 the staff is always happy to answer my questions
- 25 my child is able to read by time she in 1st grade
- 26 The custodial staff has the building looking great!!!!
- 27 the support from teachers,the variety of after school programs
- 28 I like that my son is in a safe environment. I like that the classrooms are not very big so everyone gets the attention that they need.
- 29 There involvement with the students,they really prepare them for success
- 30 The curriculum and activities the kids get to take part in.
- 31 education
- 32 how they care about your opinons and they take care of the students.
- 33 Safety
- 34 discipline
- 35 i like that the really work with the student at their level and the staff members also are great
- 36 That my child gets to advance in this school and i dont get any complaints because teachers and staff do they job best.
- 37 stive for excellence
- 38 it is small classrooms and it can feel as a community.
- 39 the way it keep the kids focus on the future and collage

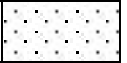
- 40 the good standing of the school
- 41 I like the music and art infused learning environment, as well as the long school.
- 42 every thing
- 43 the way that my kids are learning
- 44 teachers to give parents update on the scholars performance be it good or bad will be appreciated
- 45 friendly and clean
- 46 What is there not to like?
- 47 teachers are very caring and I see lots of discipline
- 48 staff/education
- 49 The teachers and the staff help my student learn and improve from starting at kindergarten to acting like a college leveled student.
- 50 The school is productive at teaching students
- 51 It is very good about helping with anything she is having trouble with
- 52 The location, the convenience of after school programs, the teachers are better this year, and the quality of work.
- 53 the structure that they teach the children
- 54 that the school is small and the teachers care about the students
- 55 The entire teachers
- 56 This school have the potential of been the best but it no one pay attention to any idea or recommendation, or observation you bring to the school.
- 57 I love the academic and how well the teachers work with the kids as well as with the parents
- 58 Ms. Lemons teaching methods are great. Ms. Lemon also communicates very well with parents.
- 59 The Education is good.
- 60 safety
- 61 they prepare my child too become better and ready for college
- 62 communication
- 63 love the dedication of the teacher.
- 64 the staff members
- 65 I like how the school staff focuses on my child education and genuinely want them to succeed.
- 66 dress code
- 67 all the support from the teachers, the support from all the teachers
- 68 I like everything
- 69 the quality of the lessons taught
- 70 the teachers want the best from their students.
- 71 art program
- 72 Academic rigor
- 73 They really care about every child
- 74 The ability to have an open door relationship with my child's teacher at any time, that I feel the need to touch base with them.
- 75 communication, performance
- 76 I feel that the school is at a top level academically. The teachers are excellent.
- 77 teachers
- 78 the academics
- 79 I like the discipline, they come well dressed with uniforms, small groups are provided.
- 80 the focused staff on children's education
- 81 location
- 82 the staff
- 83 I am generally happy with the education my children are receiving
- 84 The school unity
- 85 all is well for now.
- 86 family atmosphere, clean environment, etc...
- 87 they take pride in teaching the kids
- 88 My friends
- 89 the staff and teachers work hard with the kids.
- 90 the teacher
- 91 All students and parents are well known by staff and teachers. My child has improved tremendously. thanks to her teacher's help
- 92 I like the school long school day and the teachers and staffs doing everything that show the parents their willingness to help them.
- 93 not sure yet
- 94 not sure yet
- 95 Friendly environment
- 96 I love kids I see a lot of improvement with my scholars
- 97 academics studies
- 98 the staff is very involved
- 99 The school work challenges my daughter and is preparing her for a successful future.
- 100 HOW THEY EDUCATE THE CHILDREN
- 101 everything no comments
- 102 helps my daughter to get ready for college
- 103 everything
- 104 What I love best about this school is the teachers. They are always very involved with their students.
- 105 mandatory uniform, information about my child development with the material
- 106 I like more improvement
- 107 the concern of the teacher and the staff when u visit the school
- 108 The teachers and the staff.
- 109 the way teachers teach the students
- 110 the thing I like best about this school is that when my child need help on something the teachers will help her
- 111 I like that they push my child to success.
- 112 cleanliness and kindness when entering of the school
- 113 the structure and the passion in the teachers
- 114 The curriculum and art.
- 115 That the kids already know that they have to go to college
- 116 What they teach, the curriculum
- 117 The Values
- 118 educational standard
- 119 Teachers and the education they give to my child
- 120 the communication btwn staff and parents
- 121 discipline
- 122 The staff are very welcoming and they communicate with parents.
- 123 the teachers.
- 124 the food
- 125 the structure and support from teachers and staff
- 126 I like the art infused programs. My children have been fortunate to have teachers who are really invested in them achieving their academic potential.
- 127 good education
- 128 staff
- 129 all the teachers are nice and they understand you
- 130 teacher
- 131 happy with the school need sports.
- 132 I like that the school takes an interest in my daughter's education and her behaviour in all aspects.
- 133 Teachers are always willing to meet with you
- 134 Mejor el maestro.
- 135 Todo
- 136 MUY Bueno
- 137 una mejor seguridad para los niños
- 138 No hay bullying
- 139 que los maestros son muy atentos y se involucran con los niños para motivarlos a ser mejores.
- 140 los programas y la avilidad de los profesores para enseñar
- 141 porque es mas tiempo
- 142 la manera en que enseñan
- 143 siempre tienen la disposición para que los estudiantes aprendan
- 144 mas programas despues de la escuela
- 145 la escuela es perfecta y siempre tienen a los estudiantes rimero
- 146 la disciplina
- 147 LA FORMA DE ENSEÑANZA Y LOS PROGRAMAS
- 148 Que los alumnos estan en buenas manos y me siento segura, cuando mi hija esta en esta escuela.
- 149 La Educacion
- 150 A mi me gusta que los maestros esten atentos a los alumnos con sus trabajos y les recomiendan para que hagan los trabajos mejor en el futuro. Reglas y disciplina
- 151 que tienen gym tienen study hall para que los maestros para que te ayuden
- 152 es buena y tiene buenos maestros y que alluden a sus alumnos
- 153 que los niños saben trabajar bien en su clase. sus profesore ayudan a los niños para que entiendan corretamente.
- 154 mas programas despues de la escuela y la misma oportunidad para todos
- 155 Que hincisten a los estudiantes para ser mejor cada dia en sus estudios.
- 156 el que estan seguros y enfocan a los niños a ir a la universidad.
- 157 que tiene mas programa para mi hija
- 158 El enfoque para preparar a los estudiantes y que realmente le interesan y preocupan por los estudiantes en todos los aspectos.
- 159 vo quisiera que ubiera un programa despues de la escuela que le den tutoria a los niños en las clases que estan asiendo pobre

- 1 I wouldn't want to change a perfect school ;)
- 2 I would like to see a smaller teacher turnover rate... the school gets great teachers but they tend to leave.
- 3 Nothing
- 4 Nothing it is perfect
- 5 nothing I like the way the school is
- 6 nothing
- 7 Communication
- 8 Teaching methods must improve, my child told me there is a lot of interference in the learning when other students rudely interrupt. Teachers need to be more assertive when it comes to teaching in a class room as well as teach the students there is no tolerance for misbehavior that type of behavior is not tolerated in college. It cuts into the learning time of other students. that time is valuable to those children who do want to learn.
- 9 more activities, school plays, trips regarding students interests. Students need to feel rewarded at times.
- 10 nothing at the moment
- 11 nothing at all
- 12 nothing at all
- 13 more support for parents to attend trips with children.
- 14 get more space for children
- 15 they need to look into their policies
- 16 I would like to see more after school programs that focus more on academic.
- 17 More involvement
- 18 nothingat this present time
- 19 my personel feelings on this matter is I would like to see more discipln.
- 20 I would like to see more art work...
- 21 I would like the school to improve by providing language classes and more sports.
- 22 I would like more safety outside with the traffic
- 23 I would like the wednesday early dismissal to change, it is tedious to pick them up and actually remember
- 24 I would like to see more sports activities.....
- 25 better menu for kidsmore physical activities at school.
- 26 everything is good to me.
- 27 The school cafeteria, auditorium and gym.
- 28 communication between parents and teachers
- 29 arrival time lateness
- 30 they oportunities for the students
- 31 Communication with teachers
- 32 more extra curriculum classes and programs for students
- 33 the only thing isthat if there is a changein the school leadership or about the teacher I would like to be informabout instead to find out when i cometo the school
- 34 my child gets more help in whatever the see he or she weakness
- 35 teachers should be able to help students as needed
- 36 none
- 37 my son said NO SCHOOL UNIFORM
- 38 more day of after school
- 39 parent teacher communications
- 40 small classes
- 41 Helping kids fund-raise more often
- 42 spanish teacher and learning script pempership
- 43 Nothing,the school can really help.
- 44 more parent activities
- 45 The drop out system!
- 46 na
- 47 more support for students with special needs mainly behavior
- 48 Bring back Ms. Valentine
- 49 The door! the door attendad do not pay any attention to the people coming in and out, children are standing in from of the door and for me to come in, to pick my child, i have to come with my infant child in a troely and many time children had push me and hit the baby. the door have to change, have to be safe, have to be clear, no even the principal do notiq, please please have the door clear.
- 50 The office staff and principle need to communicate more with parents and teachers
- 51 Communication among est the teachers and parents, when issues come about.
- 52 teachers
- 53 nothing
- 54 after soon mon thru friday would be really good
- 55 see more after school homework help
- 56 the people
- 57 I would love more sport activities for the children daily
- 58 school lunch
- 59 extra curriculum for scholars that are struglqng in some subjects
- 60 Nothing at all
- 61 some flexibility on the uniforms
- 62 I would like Mr. Burke to come back.
- 63 parent activities
- 64 More extra curricular activities and supportfor students with IEP
- 65 I believe its perfect
- 66 I would like to see the parent coordinator position brought back.
- 67 im absolutely happy with the school
- 68 I can't think of any improvements.
- 69 management
- 70 have more sports activities for girls for every grade
- 71 nothing
- 72 Stay with one principal, theirs no need to keep changing all the time.
- 73 more activities
- 74 lunch program
- 75 summer program
- 76 dealing with students behavior better. my child has experienced bullying on numerous occasions over the past several years. many times i have had to come into school regarding this matter.
- 77 attendance policy
- 78 its not broken so i cant fix it
- 79 teachers attitudes
- 80 more teacher parent interaction
- 81 The rules
- 82 better communication with teachers and parents
- 83 the after school program and activity that motivated the student to do better in school
- 84 More communication
- 85 not sure yet
- 86 not sure yet
- 87 i dont want to see no change
- 88 After school programs that run week-long.
- 89 TO INVOLVE PARENT IN DECISION MAKING
- 90 I have no complaints. So far so good
- 91 TEXTBOOKS!!!!!!
- 92 none
- 93 I would love it if you could choose differnt drop off spots for bused students. That would be great.
- 94 not sure
- 95 more education
- 96 cpntinue to be good at what they are doing.
- 97 Nothing
- 98 teachers supporting students
- 99 I want my child to improve more on her work
- 100 I would like if the school kept the same teachers every year and not keep changing them
- 101 I like everything about this school so there's not much that I want to change about this school.
- 102 more open communication with the teachers and parents
- 103 would love to see consistency in staff specifically principals
- 104 n/a
- 105 None
- 106 n/a
- 107 not much
- 108 more sport activities
- 109 The school bus
- 110 none
- 111 everything is fine so far.
- 112 an outdoor space for more physical activity for kids and a menu that caters to vegetarian and vegan families
- 113 The recent changes in staffing and leadership has been concerning. The school seems to have a high & consistent staff turnover. The drop in school overall report has been concerniq as well. The school went from one of the top twenty schools in NYC under Mr. Tsana, then dropped to a D and was showing potential of improvinq under Mr. Burke. But, I trust current leadership will strive to make improvements.
- 114 none
- 115 nothing
- 116 leadership
- 117 nothing
- 118 lunch
- 119 Sports
- 120 The way the teachers interact with the students instead of dismissing their opinions.

- 121 I would like there to be more consistency with the staff, every year there is a big wave of turnovers in teachers
- 122 Nada
- 123 Nada
- 124 Ayuda a las familias GGED
- 125 Que ayá ma ayuda con lo niño, para vestir e.t.c
- 126 tal vez arpos mas pequenos y seguridad.
- 127 el equipo de staff fuera o tuvieran contratos a largo praso., para que muchos profesores estuvieran mas con los estudiantes.
- 128 la comunicacion con los padres
- 129 nada todo es muy bueno
- 130 la comunicacion en espanol
- 131 NINGUNO
- 132 no entiendo la pregunta
- 133 que se quíeden a afterschool para aprender mas
- 134 que sequeden en afterschool para que aprendan mas
- 135 que tubieran un programa de tarea despues de clase.
- 136 no tanto cambio de maestros siempre nuevos y nuevos todo el tiempo
- 137 Que pongan reglas mas estrictas a los estudiantes que ostigan,molestan,pegan y se burlan de sus companeros.
- 138 el comunicarse mas con los padres.
- 139 nose
- 140 vo quisiera ver que alla un proarama despues de la escuela

% of effective teachers planning to return next year

95%



| CAP Priority | Measure | Annual Goal | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | Year to Date | |
|--|---|--|-------|------|-------------------------|------|------|------|------|---------------------|------|------|---------------------|---------------------|
| Improve Quality of Instruction | Teacher Input | TPS-Instructional Planning (% Effective or Highly Effective) | 90% | 55% | 94% | 94% | 94% | 88% | 88% | 88% | 88% | | | |
| | | TPS-Instructional Delivery (% Effective or Highly Effective) | 90% | 61% | 78% | 78% | 81% | 83% | 76% | 78% | 88% | 88% | | |
| | | TPS-Assessment (% Effective or Highly Effective) | 90% | 61% | 80% | 81% | 81% | 81% | 87% | 88% | 88% | 88% | | |
| | | Average # of observation & f/u feedback meeting per core content teacher | 34 | 7 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 35 |
| | | Average # of observation & f/u feedback meetings per special ed & AIS teachers | 34 | 7 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 31 |
| | | % of teachers that submit lesson plans weekly | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 94% | 94% | 94% | |
| | | % of teachers that receive weekly instructional coaches/admin feedback on lesson plans | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 94% | 94% | 94% | |
| | Student Output | # of formal LT meetings to discuss classroom data and determine actions to take with teachers/students | 24 | 7 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 4 | 3 | 30 |
| | | # of DOI or PAL led grade level/span or content team data review meetings | 24 | 3 | 4 | 2 | 2 | 2 | 4 | 2 | 3 | 4 | 2 | 28 |
| | | % of students passing all core subject classes | 90% | 44% | 44% | 39% | 43% | 64% | 34% | 40% | 62% | 57% | 71% | |
| | | % of students failing one core subject class | <5% | 23% | 19% | 21% | 19% | 15% | 22% | 24% | 18% | 33% | 17% | |
| | | % of students failing more than one core subject class | <2% | 33% | 36% | 40% | 38% | 21% | 46% | 35% | 20% | 10% | 12% | |
| | | % of teachers incorporating arts infusion strategies weekly | 85% | | | | 85% | 83% | 74% | 88% | 88% | 94% | 100% | |
| | | % of students at or above "grade level" on NWEA | 85% | | 43.3% ELA 45.5% Math | | | | | 56% ELA 57% Math | | | 66% ELA 69% Math | 66% ELA 69% Math |
| Stakeholder Investment | Student Investment | % of Enrollment | 100% | 99% | 100% | 102% | 104% | 104% | 103% | 103% | 103% | 103% | 103% | |
| | | # of withdrawals | <11 | 2 | 0 | 6 | 3 | 2 | 4 | 1 | 0 | 0 | 0 | 18 |
| | | # of withdrawals due to dissatisfaction | <5 | 2 | 1 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 6 |
| | | % of Student Attendance | 95% | 98% | 97% | 97% | 95% | 93% | 94% | 94% | 95% | 94% | 95% | 95% |
| | | % of Students On-Time | 95% | 89% | 90% | 90% | 87% | 82% | 90% | 89% | 91% | 88% | 94% | 89% |
| | | TPS-Learning Environment (% of teachers scoring Effective or Highly Effective) | 90% | 55% | 78% | 88% | 88% | 94% | 88% | 88% | 88% | 94% | 94% | |
| | | # of In-School Suspensions Referrals | <300 | 133 | 140 | 92 | 82 | 136 | 99 | 109 | 140 | 137 | 36 | 1104 |
| | | # of students receiving ISS Referrals | 110 | 68 | 75 | 55 | 53 | 77 | 69 | 66 | 78 | 82 | 26 | 124 |
| | | # of Out of School Suspensions | <100 | 23 | 16 | 8 | 6 | 10 | 6 | 3 | 10 | 9 | 4 | 95 |
| | | # of students receiving OSS | 55 | 17 | 14 | 7 | 6 | 10 | 6 | 3 | 8 | 9 | 4 | |
| | Family Investment | LHA Student Survey (% favorable responses) | 75% | | | | 74% | | | | | 87% | | 87% |
| | | DOE School Survey (student portion - average score) | >8.0 | | | | | | | | | | | |
| | | TPS-Family Engagement (% of teachers scoring Effective or Highly Effective) | 90% | 61% | 94% | 100% | 94% | 88% | 82% | 83% | 83% | 88% | 88% | 88% |
| | | % of parents attending Parent Teacher Conference | 85% | | | 93% | | | 83% | | | | 84% | 98% |
| Human Capital | Monthly parent satisfaction survey questions (% of favorable responses) | 80% | | 75% | 71% | N/A | 85% | N/A | N/A | 89% | N/A | N/A | 80% | |
| | % of parents who completed bi-monthly parent satisfaction survey | 75% | | 8% | 14% | N/A | 67% | N/A | N/A | 44% | N/A | N/A | 44% | |
| | # of parent complaints escalating beyond LT (e.g., VP, BOT or DOE) | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |
| | # of parents attending parent night | 150 | 92 | 33 | | 15 | N/A | N/A | 36 | N/A | 8 | N/A | 96 | |
| | # of parents attending other/special events at school | 150 | | 130 | 36 | 29 | 15 | 75 | 8 | 108 | 14 | 180 | 202 | |
| | # of parents attending Parent Association meetings | 100 | 15 | 6 | 11 | 2 | 4 | 4 | 17 | N/A | 8 | N/A | | |
| | # of parents who volunteered 1 or more times | 100 | 4 | 5 | 5 | 0 | 5 | 6 | 12 | 8 | 10 | 3 | 15 | |
| | LHA Family Survey (% favorable responses) | 90% | | | | | | | | | | | | |
| DOE School Survey (parent portion - average score) | >8.5 | | | | | | | | | | | | | |
| Human Capital | Staff Attendance | 95% | 99% | 99% | 98% | 96% | 95% | 96% | 97% | 95% | | | 97% | |
| | % of Staff On-Time | 95% | 90% | 99% | 95% | 95% | 94% | 97% | 97% | 97% | 97% | 90% | 95% | |
| | TPS-Professionalism (% Effective or Highly Effective) | 90% | 89% | 100% | 95% | 95% | 95% | 94% | 94% | 88% | 88% | 88% | 93% | |
| | Monthly staff satisfaction survey (% favorable responses) | 80% | 90% | 96% | 96% | N/A | 94% | 89% | 97% | N/A | 94% | N/A | 94% | |
| | % of staff completing Monthly staff satisfaction survey | 90% | 61% | 95% | 65% | N/A | 83% | 76% | 88% | N/A | 96% | N/A | 81% | |
| | Weekly PD satisfaction surveys (% favorable responses) | 80% | 100% | 86% | 89% | N/A | 86% | N/A | 94% | N/A | N/A | N/A | 91% | |
| | DOE School Survey (staff portion - average score) | >8.5 | | | | | | | | | | | N/A | |
| | % Fully Staffed | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | |
| | # of open positions projected for next year (SY14) | 6 | | | | | 6 | 4 | 4 | 2 | 3 | 1 | | |
| | % of effective teachers planning to return next year | 100% | | | | | 100% | 100% | 100% | 100% | 95% | 95% | 95% | |

Enrollment Data Trend Report: Updated as of September 30, 2013

| | Target Enrollment | Seats Filled | Open Seats | % students enrolled for 2+ years |
|--------------|-------------------|--------------|------------|----------------------------------|
| 8 | 68 | 67 | 1 | 49 |
| 9 | 46 | 63 | -17 | 35 |
| 10 | 46 | 51 | -5 | 35 |
| 11 | 46 | 45 | 1 | 32 |
| TOTAL | 206 | 226 | -20 | 151 |

| | September | 2013-14 Year to Date | September 2013 |
|-----------------------|-----------|----------------------|----------------|
| Withdrawals | 4 | 4 | |
| New Admissions | ** | 2 | |

| Reasons for Withdrawals | # of Withdrawals this month | # of Withdrawals this year | September 2013 Withdrawals |
|---|-----------------------------|----------------------------|----------------------------|
| Relocating out of state/district | 0 | 0 | |
| Special Ed Services | 0 | 0 | |
| Transportation | 0 | 0 | |
| Personal/Family | 0 | 0 | |
| Student Behavior/School Discipline | 0 | 0 | |
| Other student(s) in the school | 0 | 0 | |
| School day/year is too long | 0 | 0 | |
| Did not meet expectations | 0 | 0 | |
| Dissatisfied with teacher | 0 | 0 | |
| Dissatisfied with administration or policy | 0 | 0 | |
| Wanted Siblings to attend same institute | 0 | 0 | |
| No-show on first day of school | 5 | 5 | |
| Dissatisfied with sports league and opportunities | 0 | 0 | 3 |
| Accepted into a Selective Enrollment | 0 | 0 | |
| Expulsion | 0 | 0 | |
| No Comment | 0 | 0 | |
| | 5 | 5 | 3 |

Enrollment Data Trend Report: Updated as of October 31, 2013

| | Target Enrollment | Seats Filled | Open Seats | % students enrolled for 2+ years |
|--------------|-------------------|--------------|------------|----------------------------------|
| 8 | 68 | 66 | 2 | 48 |
| 9 | 46 | 63 | -17 | 35 |
| 10 | 46 | 52 | -6 | 35 |
| 11 | 46 | 45 | 1 | 32 |
| TOTAL | 206 | 226 | -20 | 150 |

| | October | 2013-14 Year to Date | September 2013 |
|-----------------------|---------|----------------------|----------------|
| Withdrawals | 1 | 5 | |
| New Admissions | 1 | 3 | |

| Reasons for Withdrawals | # of Withdrawals this month | # of Withdrawals this year | September 2013 Withdrawals |
|---|-----------------------------|----------------------------|----------------------------|
| Relocating out of state/district | 1 | 1 | |
| Special Ed Services | 0 | 0 | |
| Transportation | 0 | 0 | |
| Personal/Family | 0 | 0 | |
| Student Behavior/School Discipline | 0 | 0 | |
| Other student(s) in the school | 0 | 0 | |
| School day/year is too long | 0 | 0 | |
| Did not meet expectations | 0 | 0 | |
| Dissatisfied with teacher | 0 | 0 | |
| Dissatisfied with administration or policy | 0 | 0 | |
| Wanted Siblings to attend same institute | 0 | 0 | |
| No-show on first day of school | 0 | 5 | |
| Dissatisfied with sports league and opportunities | 0 | 0 | 3 |
| Accepted into a Selective Enrollment | 0 | 0 | |
| Expulsion | 0 | 0 | |
| No Comment | 0 | 0 | |
| | 1 | 6 | 3 |

Enrollment Data Trend Report: Updated as of November 30, 2013

| | Target Enrollment | Seats Filled | Open Seats | % students enrolled for 2+ years |
|--------------|-------------------|--------------|------------|----------------------------------|
| 8 | 68 | 66 | 2 | 48 |
| 9 | 46 | 63 | -17 | 35 |
| 10 | 46 | 51 | -5 | 35 |
| 11 | 46 | 45 | 1 | 32 |
| TOTAL | 206 | 225 | -19 | 150 |

| | November | 2013-14 Year to Date | September 2013 |
|-----------------------|----------|----------------------|----------------|
| Withdrawals | 0 | 5 | |
| New Admissions | 0 | 3 | |

| Reasons for Withdrawals | # of Withdrawals this month | # of Withdrawals this year | September 2013 Withdrawals |
|------------------------------------|-----------------------------|----------------------------|----------------------------|
| Relocating out of state/district | 0 | 1 | |
| Special Ed Services | 0 | 0 | |
| Transportation | 0 | 0 | |
| Personal/Family | 0 | 0 | |
| Student Behavior/School Discipline | 0 | 0 | |
| Other student(s) in the school | 0 | 0 | |

| | | | |
|---|---|---|---|
| School day/year is too long | 0 | 0 | |
| Did not meet expectations | 0 | 0 | |
| Dissatisfied with teacher | 0 | 0 | |
| Dissatisfied with administration or policy | 0 | 0 | |
| Wanted Siblings to attend same institute | 0 | 0 | |
| No-show on first day of school | 0 | 5 | |
| Dissatisfied with sports league and opportunities | 0 | 0 | |
| Accepted into a Selective Enrollment | 0 | 0 | |
| Expulsion | 0 | 0 | |
| No Comment | 0 | 0 | |
| | 0 | 6 | 3 |

Progress in Student Achievement

Assessment Updates:

We are preparing to administer interim assessments for the second round on December 16th and 17th. These are aligned to Regents and SAT subject test rigor, but assess content that has been taught in classes. We will grade these and make plans based on student learning on our professional development day on 12/18.

We are also counting down to Regents Administration in January. We have a handful of kiddos who are behind on regents exams, who will be testing, and we will be attempting to have all on-track 11th graders, 10th graders, and advanced 9th graders take the comprehensive ELA exam as well. This should put many of our students on a pathway to an advanced regents diploma.

College Now Partnership

The semester for students will end at the end of December and will kick off again for the spring semester. We should have grades and completion notes to share at the January BOT meeting.

Repeats (not discussed) from October:

Assessment Updates

We have kicked off our first round of interim assessments, and all teachers have tracked data globally and prepared plans to support students. We are seeing that nearly all students are on track for end of course goals, and are modifying our RTI program to support students who did not demonstrate mastery on the first round of interim assessments. Once our second round of interims are finished, we will be able to share comparative data from the two assessment periods, which should reflect growth and progress towards end of course goals.

Ungraded CPA Report Card

The CPA Progress Report (ungraded) has been attached for your reference. We are thrilled to see BICPA outperforming both city averages and our peer groups significantly.

Engagement Initiatives and Updates

Student Engagement

We are in the process of administering our Student Satisfaction and engagement survey. Results will be available in January. In the meantime, extracurricular and school culture systems are continuing to operate, including town hall meetings, student government, and other leadership structures.

Family Engagement

We had a tremendous turn out for report card conferences (over 90%) with only one day scheduled, but are finding that it has been difficult to get families out for regular parent association meetings. Our CFCP has been meeting monthly with the parents association and we are investigating strategies

Repeats (not discussed) from October:

Student Engagement

Student government and the leadership cadre continue to plan events for students and the school.

Student surveys were administer in October, and data has been shared with staff members in the aims of responding to trends in student understanding and perception of the school.

Detention has been a serious challenge for students, but we have moved to an end of day detention procedure which has reduced, greatly, the number of students skipping detention.

Our girls' volleyball team is in the playoffs, and our boys football team won their second game.

Student government is sponsoring an intermural challenge, and our basketball team is initiating the start of their season with tryouts.

Family Engagement

Families were not a strong presence at the October PA meeting, but the PA is committed to planning additional events, and sponsored a table at report card conferences.

Families were supportive of attending a fundraising event and we hope to be able to learn from success with parent initiatives to drive future programming.

Staffing and Human Capital

We continue to await the BOT's decision on funding for afterschool programs, as well as retroactive pay determination. Staff survey data has been used to drive strategic adjustments in some school wide systems. We anticipate that folks not completing the survey are satisfied.

From October:

Revised PAFs and Staff Compensation Audit

After auditing staff personnel folders, it was noted that teachers had not been compensated consistently within the hiring policy. An overhaul was completed, which will impact budgeting.

Staff members are aware that the BOT will be presented with the revised items and are waiting, patiently for a decision regarding this important matter.

Staff Satisfaction

Staff satisfaction surveys were administered following October and data will be provided in the next board meeting packet; data from the last survey was added to the September column.

Asks For the Board

We are asking for:

1. Approval of the bonus goals for FY 14
2. A system for evaluating and rating teachers for FY 14 (none exists as is yet determined by LHA) a proposal is ready
3. Support in accessing advocates to apply pressure to the CSE (committee on special education) who are not fulfilling the law, and who are not fulfilling their role as LEA for our students with Disabilities, a briefing is ready

LHA MODEL AND 2013-2015 CORE PRIORITIES

Lighthouse Academies developed a research-based program founded on the essential elements of the LHA Education Model and 2013-2015 Core Priorities to ensure all students are prepared to graduate from college. It is a three-pronged approach: Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of the LHA program which foster high student achievement and success include:

Rigorous Academics

- College Preparatory Curriculum
- More Time on Instruction
- Assessment and Data-Driven Instruction
- Standards-Based Planning and Instructional Resources
- Coaching and Development

Social Emotional Development

- SHINE
- Core Competencies

Arts Infusion

| LEVEL OF EDUCATIONAL MODEL COMPONENT GUIDANCE | | |
|--|--|--|
| CORE | GUIDED | OPEN |
| All LHA schools will implement this component following the expectations set. | Schools will implement, but have flexibility in how to implement with national and regional support available. | Schools will implement, but have flexibility in how to implement. |
| <p><i>Assessment and Data Driven Instruction</i></p> <ul style="list-style-type: none"> ▪ Data Driven Instruction ▪ SAT/ACT (PSAT, Explore, Plan) ▪ Report Cards and Progress Reports ▪ Grading Policy | <p><i>Assessment and Data Driven Instruction</i></p> <ul style="list-style-type: none"> ▪ Formative and Summative Assessments ▪ Common Core Aligned Interim Assessments ▪ NWEA (K-8) | <p><i>Assessment and Data Driven Instruction</i></p> <ul style="list-style-type: none"> ▪ Homework ▪ Weekly Folders |
| <p><i>Standards-Based Planning and Instructional Resources</i></p> <ul style="list-style-type: none"> ▪ Standards-Based Planning ▪ Collaboration ▪ Understanding by Design | <p><i>Standards-Based Planning and Instructional Resources</i></p> <ul style="list-style-type: none"> ▪ Advanced Placement courses ▪ Dual Enrollment ▪ Maximizing Instructional Time and Pacing ▪ Inclusive Model – Response to Intervention | <p><i>Standards-Based Planning and Instructional Resources</i></p> <ul style="list-style-type: none"> ▪ Field Experiences ▪ Technology ▪ Organization of Materials and Resources ▪ Posted Student Work |

LEVEL OF EDUCATIONAL MODEL COMPONENT GUIDANCE

| <p align="center">CORE</p> <p align="center">All LHA schools will implement this component following the expectations set.</p> | <p align="center">GUIDED</p> <p align="center">Schools will implement, but have flexibility in how to implement with national and regional support available.</p> | <p align="center">OPEN</p> <p align="center">Schools will implement, but have flexibility in how to implement.</p> |
|--|--|---|
| <ul style="list-style-type: none"> ▪ Vertical and Horizontal alignment – academy and grade level meetings ▪ More Time on Instruction – longer day and longer school year | <p align="center">program</p> <ul style="list-style-type: none"> ▪ Curricular programs ▪ Portfolios ▪ Literacy Focus ▪ Summer Learning ▪ Arts Infusion Toolkit | |
| <p><i>Social-Emotional Development and Arts Infusion</i></p> <ul style="list-style-type: none"> ▪ LHA Code of Conduct ▪ Core Values ▪ SHINE and Core Competencies ▪ Habits of Scholars ▪ Advisory (8-12) ▪ Morning Meeting (K-4) ▪ Circle of Power and Respect (5-7) ▪ Collective Responsibility | <p><i>Social-Emotional Development and Arts Infusion</i></p> <ul style="list-style-type: none"> ▪ Looping ▪ Classroom Culture Checklist ▪ BEAM ▪ Zero Tolerance Behaviors ▪ Annual Orientation ▪ Summer 9th Grade Gateway ▪ Adult and Student Dress Codes ▪ Hopes and Dreams/Goals and Aspirations ▪ Social Contracts - Rules and Logical Consequences ▪ Take a Break ▪ Loss of Time/Privilege ▪ Buddy Room | <p><i>Social-Emotional Development and Arts Infusion</i></p> <ul style="list-style-type: none"> ▪ Town Hall Meetings ▪ Student Recognition - Shining Star Award ▪ Morning Routine ▪ Closing Circle ▪ Individual Learning Plans (CPA) ▪ College visits |
| <p><i>Coaching and Development</i></p> <ul style="list-style-type: none"> ▪ Danielson Framework ▪ LHA Coaching Model ▪ Position Descriptions & VOEs ▪ IPDP | <p><i>Coaching and Development</i></p> <ul style="list-style-type: none"> ▪ Professional Development ▪ Grade Level/Content Area Meetings ▪ Feedback Cycle ▪ Teaming ▪ Staff Recruitment and Selection ▪ Staff Retention and Termination Processes | <p><i>Coaching and Development</i></p> <ul style="list-style-type: none"> ▪ Faculty Meetings |
| <p><i>Vision and Mission</i></p> <ul style="list-style-type: none"> ▪ Making Families Partners | <p><i>Vision and Mission</i></p> <ul style="list-style-type: none"> ▪ College Focus ▪ Family-Teacher-Student Conferences | <p><i>Vision and Mission</i></p> <ul style="list-style-type: none"> ▪ Weekly Communication with Families |

LEVEL OF EDUCATIONAL MODEL COMPONENT GUIDANCE

| CORE All LHA schools will implement this component following the expectations set. | GUIDED Schools will implement, but have flexibility in how to implement with national and regional support available. | OPEN Schools will implement, but have flexibility in how to implement. |
|---|---|--|
| <ul style="list-style-type: none"> ▪ Family-Student-School Compact ▪ Ongoing Family Communication ▪ Open Door Policy ▪ Core Values and Beliefs ▪ Setting Operational Vision | <ul style="list-style-type: none"> ▪ Home Visits ▪ Monthly Family Meetings | |
| <p><i>Other</i></p> <ul style="list-style-type: none"> ▪ Graduation Requirements ▪ Senior Thesis ▪ Exhibitions ▪ Heterogeneous Grouping ▪ PowerSchool and PowerTeacher ▪ Managing Your Charter ▪ Managing Your Budget ▪ Full Enrollment | <p><i>Other</i></p> <ul style="list-style-type: none"> ▪ Lab Safety ▪ Ordering, Coordinating, and Tracking Assessment and Curricular Materials ▪ Coordinating School-wide Assessments ▪ Student Marketing and Recruitment | <p><i>Other</i></p> <ul style="list-style-type: none"> ▪ Substitutes and Coverage |

LHA 2013-2015 CORE PRIORITIES

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

- Assessment and Data-Driven Instruction
- Standards-Based Planning and Instructional Resources
- Social-Emotional Development and Arts Infusion
- Coaching and Development

ASSESSMENT AND DATA-DRIVEN INSTRUCTION

Interim Assessments Aligned to Common Scope and Sequence: A common scope and sequence for ELA and math instruction in grades K-12 is available for all schools to use to create interim assessments. A common scope and sequence allows schools to measure progress towards common standards and the network as a whole to identify areas of strength and growth.

Assessments aligned to the scope and sequence will mirror the rigor levels expected by the CCSS. For schools using assessments created by the RDS team, the resources used to create the interim assessments include question banks from the assessment management system, sample questions from PARCC and Smarter Balance, and questions from states conducting assessment pilots this spring (including New York, Illinois, and Michigan). The RDS team will solicit feedback from teachers regarding the interim assessments in order to refine and improve the interim assessments every year.

Assessment Management System: Schools will choose from one of three assessment systems – Learning Station, The Learning Institute (TLI), and ANet. Schools will administer interim assessments aligned to the scope and sequence provided by the RDS Team using one of these platforms. Data collected from the interim assessments will be stored in the corresponding assessment management system. Each of these systems provides a platform to administer interim assessments as well as tools for teachers to create classroom formative assessments to administer to students in between the dates of the interim assessments.

STANDARDS-BASED PLANNING AND INSTRUCTIONAL RESOURCES

Standards-Based Planning: Understanding by Design (UbD) will be the primary planning method in all content areas in grades K-12. Using the UbD method will ensure the creation of quality plans, allow for common language across schools, regions, and the network, and create an easy means to share resources of equal quality. The format of UbD planning templates is more likely to ensure success with CCSS-aligned instruction and will help to ensure teachers are thinking about both the big picture and the details necessary to ensure mastery of the standards. Teachers will be able to include specific information about performance tasks and formative assessments, opportunities for higher order thinking work, and monitoring student misconceptions.

Instructional Resources: Lighthouse schools will use CCSS and interim assessment-aligned unit plans that use the Understanding by Design framework as the **primary resource** for all teachers.

Schools may supplement the unit plans with **secondary resources**, if the materials are appropriately aligned to the CCSS. Should schools wish to purchase new resources to supplement the unit plans, we recommend the following:

- **ELA:** *Reach for Reading* published by National Geographic or *Reading Street* published by Pearson; CPA courses use texts recommended in CCSS ELA Appendix and [Common Core Maps](#)
- **Math:** *Math in Focus* published by Houghton Mifflin Harcourt, *enVision Math* published by Pearson, *Big Ideas Math* published by Big Ideas Learning; *Pearson Math: Algebra 1* published by Pearson; CPA courses may utilize free online curricula available on the sites listed below

As stated above, none of these programs are fully-aligned to the CCSS, so they should not be used as primary resources.

In creating standards-based unit plans, the LHA RDS Team recommends using the following resources to assist teachers in planning. The RDS Team reviewed these sites for rigor and alignment to the CCSS. As additional resources become available, we will update the lists.

ELA:

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

Math:

- LearnZillion: <http://learnzillion.com/teacher/dashboard>
- Khan Academy: <https://www.khanacademy.org>
- Illustrative Mathematics: <http://www.illustrativemathematics.org>
- America Achieves: <http://commoncore.americaachieves.org/>
- The NYC DOE's performance tasks: <http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>
- Inside Mathematics: <http://insidemathematics.org/index.php>
- NCTM Lessons: <http://illuminations.nctm.org/Lessons.aspx>
- Common Core Maps: http://www.commoncore.org/docs/math/9-12_curriculum_overview.pdf

SOCIAL-EMOTIONAL DEVELOPMENT AND ARTS INFUSION

There will be a purposeful focus on the habits of scholars, intertwined academics and social development, and a renewed focus on arts infusion. One director on the RDS team will be dedicated to focusing exclusively on social-emotional development and arts infusion.

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

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

COACHING AND DEVELOPMENT

Charlotte Danielson’s Framework for Effective Teaching will guide coaching practices at Lighthouse Academies. Using this framework will provide:

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

EXPECTATIONS FOR LHA CORE PRIORITIES IN 2013-2014

| |
|--|
| Standards-Based Planning and Instructional Resources |
| ▪ Schools use LHA Scope and Sequence (or S&S provided by assessment system) to create year long plans and curriculum maps |
| ▪ Teachers apply Understanding by Design process to create units of study in K-12, all content |
| ▪ Teachers create lesson plans based on Phase 1 unit plans |
| ▪ Schools use recommended curriculum and instructional programs aligned with CCSS |
| Assessment and Data-Driven Instruction |
| ▪ Leaders and teachers trained on assessment system during summer PD |
| ▪ Schools run reports on LHA goals and leaders update LHA data dashboard monthly |
| ▪ Teachers administer interim assessments five times a year |
| ▪ Teachers use assessment system to create formative assignments based on CCSS |
| ▪ Leaders and teachers review data on weekly/monthly basis and implement data protocols at RVP-PAL level, SLT level, DTL-teacher level, GLM/content meetings |
| Coaching and Development |
| ▪ Leaders and teachers trained in Danielson Framework for Teaching during summer PD |

| |
|---|
| <ul style="list-style-type: none"> ▪ Leaders use Danielson framework for coaching and evaluation |
| <ul style="list-style-type: none"> ▪ Regions identify 10 key components to focus on for observations and PD |
| <ul style="list-style-type: none"> ▪ Leaders implement LHA teacher evaluation protocol |
| <ul style="list-style-type: none"> ▪ Leaders implement LHA coaching model with all staff; Teachers are observed weekly and receive feedback weekly |
| <ul style="list-style-type: none"> ▪ Leaders are observed bi-weekly and receive feedback bi-weekly |
| <p>Social-Emotional Development and Arts Infusion</p> |
| <ul style="list-style-type: none"> ▪ Leaders and teachers trained in Responsive Classroom/Developmental Design/Advisory during summer and ongoing PD |
| <ul style="list-style-type: none"> ▪ Schools implement key principles of RC/DD/Advisory <ul style="list-style-type: none"> ○ Morning Meeting/Circle of Power and Respect, Teacher Language, Logical Consequences |
| <ul style="list-style-type: none"> ▪ Leaders set vision for what arts infusion will look like at the school <ul style="list-style-type: none"> ○ Which art form is the focus (fine arts, music, theater), How will the arts be used (exposure, assessment, hook), In which content area (ELA, Math) ○ What evidence will be used to measure (unit plans, lesson plans, walk thrus, student surveys) |
| <ul style="list-style-type: none"> ▪ Teachers access resources to incorporate the arts into their unit plans in engage students, develop mastery, and assess students |
| <ul style="list-style-type: none"> ▪ Teachers access resources to develop students' social emotional skills. Leaders access resources to develop positive school culture. |

December 6, 2013

Dear Members of the Board of Directors,

I am writing to you to request a meeting, at your convenience, to discuss the renewal of the service agreement between Bronx Lighthouse Charter School and Lighthouse Academies. Under Section 10.1 of the current agreement the parties are required to give notice before December 31, 2013 of their intent to negotiate a new agreement, or to terminate the agreement at the end of the term of the current charter. By this letter we are giving notice of our intent to renew the agreement.

I understand that the Board would like to conduct an evaluation of our work and I think that this is a good first step in the renewal process. I have included an evaluation form that other Lighthouse Boards have used for this purpose. It would also be helpful for us to review and discuss the charter renewal report.

We recognize that the past two years have been challenging, but there have also been some great successes. We are looking forward to building on those successes with the Board.

Sincerely,



Michael Ronan
CEO

We prepare our students for college through a rigorous arts-infused program.

Lighthouse Academies School Support Organization
Evaluation Instrument

Introduction

This instrument is designed to be used by local boards to evaluate and provide feedback to Lighthouse Academies Inc.

Components

Section 1 addresses contract compliance with the specific requirements identified in the service agreement.

Section 2 evaluates the quality of service provided in each functional areas e.g., professional development, curriculum, pupil evaluation systems, financial management and reporting, human resource management, school operations management and support, student information management, strategic planning and implementation, or special education services.

Section 3 is a tool to provide feedback on the performance of individual persons who provide services to the school(s), weaknesses of Lighthouse Academies relative to their scope of work, the quality of their service in specific areas, and the individual performance of Lighthouse Academies staff. It can be used quarterly or annually to monitor Lighthouse Academies' performance over the term of their contract, or on a one-time basis to inform decisions about contract renewal, changing Service Providers or self-performing their activities.

Section 4 will be used by Lighthouse Academies to respond to Sections 1, 2, and 3 above, and also provide general constructive feedback to the client organization.

A rubric describing the rating system is provided as an appendix to this document.

Lighthouse Academies School Support Organization
Evaluation Instrument

Recommended Process

We recommend the following process by which to implement the instrument:

1. The Board may wish to designate an evaluation committee or individual to coordinate the process.
2. Lighthouse has completed the criteria boxes in Section 1 using the current Service Agreement. Your committee or designated individual should review, edit, and approve this section before using.
3. The committee or designate should have Section 1 completed by appropriate members of the board or others in the school. As Section 1 is more about technical compliance with the contract, we recommend that the input be summarized on one form even if it incorporates input from several people.
4. Sections 2 and 3 should be distributed to the specific “users” of each functional service– e.g., principal(s), board treasurer, school business manager, and others. They should complete the forms and return to the committee or the individual designated.
5. The committee or designated individual should collect all three sections and assemble into a single document for distribution to Lighthouse’s Regional Vice President.
6. The committee or individual should have a meeting with the Regional Vice President to discuss the overall report.
7. Lighthouse will make available the survey on Survey Monkey if the board wishes.

Lighthouse Academies School Support Organization
Evaluation Instrument

Section 1

Contract Compliance

The section of the SSO Evaluation Instrument should be customized based on the specific contractual compliance obligations of the SSO. Some examples are provided for illustrative purposes only.

| Criterion | Rating (see Appendix) | Comments |
|---|---|----------|
| Reports to Board Annually/Quarterly/Monthly Ad hoc | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Reports to State As Required | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Maximize funding Obtain state & local funding allocation funding Obtain and comply with categorical funding | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Budget development and monitoring Timeliness Accuracy | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Maintenance of financial and business records | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Compliance with local, state and federal guidelines Timeliness Accuracy | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| Personnel policies Non-discrimination Background checks | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |
| | <input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant | |

Lighthouse Academies School Support Organization
Evaluation Instrument

Section 2

Functional Evaluation

The section of the Evaluation Instrument reflects the specific functional scope of work performed by Lighthouse Academies.

Reviewer Name & Title _____

Date of Review _____

Lighthouse Academies School Support Organization
Evaluation Instrument

| Criterion | Rating (see Appendix) | Comments |
|--|---|----------|
| <p>Leadership</p> <ul style="list-style-type: none"> • Oversight of staff as allowed by the Service Agreement. • Participation in strategic planning activities if held. • Staff support for positive working relationships between client and state staff. • Assistance in negotiation of 3rd party services. • Other (Describe) | <p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p> | |
| <p>Academic Performance</p> <ul style="list-style-type: none"> • Growth as measured by NWEA or other local assessments • State assessments • High school graduation rate • College acceptance rate • Other local measures from CAP _____ | <p>___ Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p> | |
| <p>Financial Management and Reporting</p> <ul style="list-style-type: none"> • Monthly financial reports • Development and management of school budgets and forecasts. • Reporting of school financial results in compliance with state requirements. • Administration of payroll including payout calculations, termination calculations, problem resolution, deduction adjustments, staff training. • Lack of material deficiencies in annual audit. • Processing of payments on behalf of school to vendors | <p>Exceeds expectations ___ Satisfactory ___ Needs improvement ___ Unsatisfactory</p> | |

Lighthouse Academies School Support Organization
Evaluation Instrument

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Completion of categorical funding grants applications, including Title I, IIa, IIc, IVa, SIP, PCSP (excluding school improvement plans). • Federal draw downs, document submission, receivables tracking, and cash flow forecasting. • Grant management system reporting, state retirement system reporting, formatting of data in state format and corresponding reports. • Petty cash reconciliation and replenishment; foodservice cash and activity fund tracking and reconciliation. Creation and implementation of financial policies and procedures. | | |
| <p>Human Resource Management</p> <ul style="list-style-type: none"> • Development of employee manual • Coordination of teacher and staff recruiting activities. On-boarding of new staff. • Assistance with terminations of staff, administration of exit interviews • Communications with Department of Labor for unemployment claims, COBRA administration. • Employee benefits administration. • Provide employee relations support. • Coordination of employee background checks. • Support for employee performance reviews. Presentations at employee orientations and summer training. | <p> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory </p> | |

Lighthouse Academies School Support Organization
Evaluation Instrument

| | | |
|--|--|--|
| <p>School Operations Management</p> <ul style="list-style-type: none"> • On-site supervision of third-party service providers, including custodial services, foodservices, transportation, and security. • Process purchase orders, and check requests | <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <ul style="list-style-type: none"> • Coordination of procurement of school supplies. • On-site budget management. Participation in financial reviews with principals and board finance subcommittee. • Creation and implementation of operations policies and procedures. | | |
| <p>Student Information and Compliance Reporting</p> <p>Student information, special education, professional and educational credentials, school calendar and student transcript reporting in coordination with site-based staff.</p> | <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <p>Technology Management</p> <p>Supervision of site-based technology staff or subcontractors to implement school technology program and provide user support.</p> | <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p> | |
| <p>Start-up and Expansion Management (if applicable)</p> <ul style="list-style-type: none"> • Support for start-up activities including student and staff recruiting, and community outreach. • Project management of teacher recruiting process. Present at job fairs, coordinate advertising, candidate screening and interviews. • Teacher recruiting data management. Track applicants and status. • Community outreach management to conduct one-on-one and small group meetings with community influencers, parent and community meetings to promote the school, recruit and train canvassers to | <p><input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p> | |

Lighthouse Academies School Support Organization
Evaluation Instrument

| | | |
|---|--|--|
| <p>distribute pamphlets and other materials, and ensure they are interacting with the public in a professional and courteous manner.</p> <ul style="list-style-type: none">• Student recruitment project management. Manage recruiting and event logistics, canvasser management on street-by-street basis.• Update and maintain student enrollment database.• Grants and financial reporting management to coordinate grant applications, compliance, and monitor and reporting on start-up budget spending. | | |
|---|--|--|

Lighthouse Academies School Support Organization
Evaluation Instrument

Section 3

Individual Staff Feedback

The section of the Evaluation Instrument should be used to solicit feedback on the performance of Lighthouse Academies' (LHA) staff.

LHA Staff Name & Title _____

Reviewer Name & Title _____

Date of Review _____

| Criterion | Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.) | Comments |
|--|--|----------|
| Mission Support Does LHA staff understand and support the school organization's educational mission, philosophy, values, and program? | <input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory | |
| Job Knowledge: Does the LHA staff understand their function to ensure the effective and efficient day to day functioning of the school organization? Comment on any particular strengths or deficiencies (e.g., HR, student information, and budget). | <input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory | |
| Financial Management <ul style="list-style-type: none"> • Does the LHA staff exercise prudent management of your school organizations' budget and resources? • Does LHA staff have an understanding of how the budget model works such that they can support you in managing it for the school? | <input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory | |

Lighthouse Academies School Support Organization
Evaluation Instrument

| Criterion | Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.) | Comments |
|---|---|----------|
| <p>Professionalism: Does LHA staff...</p> <ul style="list-style-type: none"> • Represent the school organization well? • Show respect for self and others; demonstrate professional appearance and demeanor? • Demonstrate timeliness to work and flexibility to get the job done if it takes extra time and effort/ • Act like a “team player” in interaction with the staff and leadership team? • Demonstrate responsiveness to client and school leader? | <p>___Mastery ___Proficient ___Basic ___Approaching Basic ___Unsatisfactory</p> | |
| <p>Please rate the overall operational performance of the following functions at your school on degree of responsiveness to issues:</p> <ul style="list-style-type: none"> • Academic • Technology • Custodial • Maintenance • Financial management • Human resources | <p>___Mastery ___Proficient ___Basic ___Approaching Basic ___Unsatisfactory</p> | |

Lighthouse Academies School Support Organization
Evaluation Instrument

Section 4

Lighthouse Academies: Comment and Feedback

The section of the Evaluation Instrument will be used by Lighthouse Academies to respond to Sections 1, 2, and 3 above, and also provide general constructive feedback to the client organization.

Section 1: _____

Section 2:

Section 3:

Overall:

Lighthouse Academies School Support Organization
Evaluation Instrument

Appendix

Rating Rubric

Section 1 deliberately has only three ratings: compliant, probationary, and non-compliant. This section is not intended to be evaluative, but rather identify any specific areas of contract non-compliance by Lighthouse Academies.

| Rating | Description |
|---------------|--|
| Compliant | Lighthouse Academies meets the contract requirement all or substantially all the time. |
| Probationary | Lighthouse Academies has failed to meet the contract requirement on one (if material) or several occasions, but the school organization has not received any notice of non-compliance from its authorizer or other governmental agency, and Lighthouse Academies has been made aware of the deficiency and taken action to address the deficiency. |
| Non-compliant | Lighthouse Academies has consistently or materially failed to comply with the contract requirements, and/or a notice of non-compliance has been received by the school organization from its authorizer or other governmental agency. |

Section 2 is evaluative. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write “N/A” as a comment.

| Rating | Description |
|----------------------|--|
| Exceeds Expectations | Lighthouse Academies exceeds the expectations of the board by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problems and responding immediately to urgent requests, working extraordinarily flexible hours to meet the school organization’s needs, or providing supplementary detail or support “beyond the call of duty”. Lighthouse Academies consistently advances the school organization’s mission. |
| Satisfactory | Lighthouse Academies consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, Lighthouse Academies acknowledges the deficiency and takes clear and decisive action to address it. |
| Needs Improvement | Lighthouse Academies has occasionally failed to meet the board’s expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, Lighthouse Academies is slow to respond or challenges the facts rather than focusing on solving the problem proactively. |
| Unsatisfactory | Lighthouse Academies consistently fails to meet the board’s expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization’s mission by its actions and behaviors, and does not embody the values of the school organization. |

Lighthouse Academies School Support Organization
Evaluation Instrument

Section 3 is evaluative of individual performance. The output from Section 3 may be used to inform Lighthouse Academies' own performance management system. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

| Rating | Description |
|-------------------|---|
| Mastery | The individual demonstrates mastery of their job description, leads by example, and helps train others in their quest for professional mastery. The individual dedicates themselves to service excellence and embodies the school organization's mission and values. The individual is respected by their subordinates and may be viewed as a leader by others in their industry. |
| Proficient | The individual demonstrates a high level of competence in meeting the requirements of their job description. They seek to identify and solve problems proactively, and contribute positively to the school organization's culture. Their work is accurate and timely. They communicate well in speech and writing. |
| Basic | The individual "gets the job done". They have a solid understanding of the job requirements and meet them ably. Errors and omissions are uncommon, but they do not make extraordinary efforts to solve problems. They may not demonstrate interest in achieving professional mastery. They neither advance nor detract from the school organizations' mission. |
| Approaching Basic | The individual occasionally fails to meet the job requirements. Accuracy, timeliness, and communication are inconsistent. Attendance, punctuality and professionalism could be improved. The individual requires active supervision, gets defensive about errors, and does not yet function well outside their comfort zone. The individual does not sufficiently advance the school organization's mission and values. |
| Unsatisfactory | The individual is consistently deficient in the performance of their job duties. They do not respond well to feedback about improving their performance. They detract from the school organization's mission and values. |

