

Bronx Lighthouse Charter School

Board of Trustees
 Thursday, May 17, 2012
 5:30 p.m. – 8:00 p.m.
 1001 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>

Topic	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 April minutes 	5 mins (5:35)	Chris	Attachment 1 -Pre-Approval April 12, 2012 Minutes	<ul style="list-style-type: none"> Approval of minutes from April 12, 2012
<p><u>Principal Candidate Interviews</u></p>	80 mins (6:55)	Priscilla	<p>Attachment 2-T. Foster Principal Application</p> <p>Attachment 3-D. Hardcastle Principal Application</p>	<ul style="list-style-type: none"> Approve hiring of principal candidates
<p><u>Principal's Report</u></p> <ul style="list-style-type: none"> Dashboard 	15 mins (7:10)	Meghan/Rick	<p>Attachment 4a-Principals' Monthly Dashboard</p> <p>Attachment 4b-Lower Academy School Connections Report</p> <p>Attachment 4c-Upper Academy & CPA School Connections Report</p>	
<p><u>Personnel</u></p> <ul style="list-style-type: none"> Executive Session to Discuss FY13 Staffing 	10 mins (7:20)	Rick		
<p><u>Regional Director's Report</u></p> <ul style="list-style-type: none"> Early Dismissal Proposal 	10 mins (7:30)	Sean	Attachment 5 -Early Dismissal Proposal	<ul style="list-style-type: none"> Approval of Early Dismissal Proposal
<p><u>Parent Comments</u></p>	5 mins (7:35)	Chris		

Challenge + Arts Infusion = Transformative Opportunities

Bronx Lighthouse Charter School

Finance <ul style="list-style-type: none"> • April Financial Report • Medical Plan Considerations • Proposed FY 13 Budget • FY Audit Engagement Letter 	10 mins (7:45)	Malik	Attachment 6a -April Financial Report Attachment 6b -Medical Plan Comparison Attachment 6c -Proposed FY13 Budget Attachment 6d -FY2012 Audit Engagement Letter	<ul style="list-style-type: none"> • Approval of FY13 Budget • Approval of Blue Cross renewal and change in plan design • Approval of hiring of Marks, Paneth and Shron LLP for FY12 audit • Approval of Audit Engagement
Sub-Committee Reports <ul style="list-style-type: none"> • Facilities Update (Potential Sublease) 	5 mins (7:50)	Ken		
Other <ul style="list-style-type: none"> • Proposed 2012-2013 Board of Trustees Meeting Schedule 	5 mins (7:55)	Chris	Attachment 7 -Proposed 2012-2013 Board of Trustees Meeting Schedule	<ul style="list-style-type: none"> • Approval of 2012-2013 Board of Trustees Meeting Schedule
Closing <ul style="list-style-type: none"> • Upcoming events <ul style="list-style-type: none"> - Spring Performance - End of Year Event • Upcoming meetings <ul style="list-style-type: none"> - June 21 - July 19 • Review of action items • Adjournment 	5 mins (8:00)	Chris	Attachment 8 -Spring Performance Schedule	

BRONX LIGHTHOUSE CHARTER SCHOOL
("BLCS")

MINUTES OF A MEETING OF THE BOARD OF TRUSTEES HELD ON THURSDAY, APRIL 12, 2012 AT 5:30 PM AT BRONX LIGHTHOUSE CHARTER SCHOOL, 1001 INTERVALE AVENUE, BRONX, NY 10459.

Participants in attendance:

- Ms. Priscilla Forsyth, Trustee and LHA Regional Vice President
- Ms. Evelyn De Gonzalez, Trustee and Secretary
- Mr. Ronda Curry, Trustee
- Mr. Alfred Chris Torres, Trustee and President
- Ms. Rebecca Wollensack, Trustee
- Ms. Dawn Africa-Joseph, Trustee
- Mr. Paul Ko, Trustee
- Ms. Jennifer Turner
- Mr. Richard Burke, BLCS Upper and College Prep Academy Principal
- Ms. Meghan Kimpton, BLCS Lower Academy Principal

The following Trustees were in attendance:

- Ms. Priscilla Forsyth
- Ms. Evelyn De Gonzalez, Secretary
- Mr. Alfred Chris Torres
- Ms. Ronda Curry
- Ms. Jennifer Turner
- Ms. Rebecca Wollensack
- Mr. Dawn Africa-Joseph
- Mr. Paul Ko

The following Trustees were not in attendance:

- Mr. Malik Franklin, Treasurer and Trustee
- Mr. Ken Blacklow, Trustee
- Ms. Summer Poole, Trustee

With a quorum established, Mr. Torres called the meeting to order at 5:30 pm.

Mr. Torres moved to approve the minutes from the March 15, 2012 board meeting. Ms. De Gonzalez seconded the motion, which was approved unanimously.

Mr. Burke shared highlights from the Principal's Dashboard. The board asked questions, which Mr. Burke answered.

Ms. Africa-Joseph moved to authorize Mr. Burke to make personnel decisions for the lower academy, effective immediately. Mr. Ko seconded the motion, which was approved unanimously.

Ms. Forsyth presented the board with a proposal to revise the school's leadership structure in the 2012-2013 school year. The board discussed the proposal and asked questions of Ms. Forsyth and Mr. Burke.

Ms. Wollensack moved (subject to receipt of approvals from the LHA national leadership team, the Department of Education and, if necessary, the State Education Department), to revise the school's leadership structure by establishing a Lead Principal position (in addition to the principals of the lower and upper/college prep academies) that will report to the Board of Trustees, bear ultimate responsibility for the performance of the school overall, directly manage the academy principals and be responsible for school operations and compliance. Ms. Turner seconded the motion, which was approved unanimously.

Related to the previous action, Ms. Wollensack made the following motions (subject to the Lead Principal structure being approved by the LHA national leadership team, the Department of Education and, if necessary, the State Education Department):

1. Appoint Mr. Burke as Lead Principal, effective July 1, 2012;
2. Direct Mr. Burke to use LHA recruitment and hiring protocols (including board approval) to fill academy principal vacancies;
3. Revise the initial salary bands for NY in the FY13 Compensation Policy to include the Lead Principal position and reduce the bands for academy principals and directors of instruction as attached to the board packet; and
4. Delegate to Ms. Forsyth the preparation of the charter revision request to the NYC DOE Charter Schools Office.

Ms. Turner seconded the motions, which were approved unanimously.

Mr. Ko provided the board with the finance update and the March 2012 Financial report.

Ms. Forsyth moved to approve the Form 990, in the form attached hereto. Ms. De Gonzalez seconded the motion, which was approved unanimously.

The discussion and approval of the FY 13 budget was postponed until the May 17, 2012 board meeting.

Ms. Forsyth provided the board with the facilities update. The tentative time for the completion of the building is August 1, 2012 and the team is beginning the process to apply for a temporary certificate of occupancy, which they hope to have in hand by mid-August.

Ms. Forsyth motioned that the board amend the current year's budget to pay up to \$240,000 out of cash reserves (beginning fund balance) to finance technology equipment for the new CPA building in advance of Erate grant revenue that is expected to be received in the future. Ms. Africa-Joseph seconded the motion, which was unanimously approved.

Ms. Forsyth motioned that the board (1) enter into a purchase agreement (for an amount not to exceed \$62,000.00) with Annex Group Inc., to be financed by a 60 month lease with Tiger Leasing, LLC that includes a buyout option at the end of the lease term, for the acquisition and lease of a security system for the new facility, and (2) authorize Evelyn DeGonzalez, Secretary of the Board, to sign the purchase agreement with Annex Group Inc. and the lease documents with Tiger Leasing, LLC.

Mr. Torres reviewed the upcoming meeting dates and action items from the meeting.

There being no further business, Mr. Torres motioned that the meeting be adjourned. Ms. Turner seconded the motion, which passed unanimously. The meeting was adjourned at 7:28 pm.

Signed	Signed
<hr/> Ms. Priscilla Forsyth	<hr/> Mr. Ken Blacklow
<input type="checkbox"/> Signed	<input type="checkbox"/> Signed
<hr/> Mr. Malik Franklin	<hr/> Ms. Evelyn DeGonzalez
<input type="checkbox"/> Signed	<input type="checkbox"/> Signed
<hr/> Mr. Paul Ko	<hr/> Ms. Dawn Africa-Joseph
<input type="checkbox"/> Signed	<input type="checkbox"/> Signed
<hr/> Ms. Rhonda Curry	<hr/> Ms. Rebecca Wollensack
<input type="checkbox"/> Signed	<input type="checkbox"/> Signed
<hr/> Ms. Alfred Torres	<hr/> Ms. Summer Poole
<input type="checkbox"/> Signed	<input type="checkbox"/> Signed
<hr/> Ms. Jennifer Turner	

Dated: May 17, 2012

Priscilla Forsyth

From: donotreply@Lighthouse-Academies.org <system@hirebridgemail.com>
Sent: Thursday, April 19, 2012 6:29 AM
To: Priscilla Forsyth
Subject: Hirebridge new applicant: F FOSTER / Principal (K-6) / #145204

THIS IS AN AUTOMATED MESSAGE AND WAS SENT FROM AN UNATTENDED EMAIL ADDRESS. PLEASE DO NOT REPLY.
All resumes are submitted to us by the candidate(s). We offer no guaranty or opinion as to the truthfulness or accuracy of any statement contained therein. All resumes remain the property of Lighthouse Academies. No information may be used except for Lighthouse Academies recruiting without the prior written permission of Lighthouse Academies of Framingham, MA.

Candidate Information

First Name: F Main Phone: [REDACTED]
Last Name: FOSTER Work Phone: [REDACTED]
Address 1: [REDACTED] Mobile: [REDACTED]
Address 2: [REDACTED] Email: terrifoster@ymail.com
City: [REDACTED] Source: Lighthouse Academies Website
State/Province: [REDACTED] Other Source:
Zip/Postal Code: [REDACTED]
Country: USA

Additional Information

Teach For America? No Highest Education: Graduate School
Date Available: 8/1/2012 US Work Eligible? Yes
Contact Employer? No
Investigated/Charged Misconduct? No
Explanation:

Current Lighthouse Employee Information

Current Employee? No Position:
Supervisor:

Cover Letter

Terri F. Foster
185 Hall Street # 1603
Brooklyn, NY 11205

718-783-0650 terrifoster@ymail.com

April, 2012

Terri F. Foster
185 Hall Street # 1603
Brooklyn, NY 11205

To Whom It May Concern:

I am writing to express my interest in obtaining a leadership position at the Bronx Lighthouse school.

My resume brings attention to my journey from the Peace Corps, to first teaching in the public schools of New York City, in to a

variety of leadership positions and finally to my most recent role at the Children's First Network 407- Maverick Education Partnership as an Achievement Manager of Curriculum and Instruction (Educational Administrator).

I would love the opportunity to share with you all that I have been a part of and learned.

I know that building truly a professional learning community, building teaching capacity, nurturing a community of collegiality and congeniality, teamwork and a caring culture within a school is the product of a lot of hard work from all stakeholders of the school community. When this sort of culture is established, teachers and students are noticeably working together and thriving, making real world connections to their learning, and practicing all the skills necessary to become college and career ready and to complete in the global marketplace of the future.

I believe I can make a great contribution and be an asset to the staff. Thank you for your time and consideration.

Sincerely,

Terri F. Foster

Resume

TERRI F. FOSTER
185 Hall Street, Apt. 1603
Brooklyn, NY 11205
(718)783-0650 / 347-735-0213 (Bilingual-Spanish) e-mail: terrifoster@ymail.com

Objective: To obtain an administrative position that would afford me the opportunity to participate in the leadership, planning and implementation of successful educational programs.

Special Recognition: United States Peace Corps Volunteer; NYCDOE Principal's Pool; Links, Inc.- Scott-Hawkins Leadership Institute Cohort 4;

Education: Brooklyn College, Brooklyn, NY
Post Graduate: Advanced Certificate Program in Educational Leadership
May 2007

Mercy College, Bronx, NY
Graduate School of Arts and Sciences, August 1999 - May 2002
Degree: Master's of Science in Elementary Education
- Tri Certification: Elementary Ed. / Special Ed./ Bilingual Extension

Bradford College, Bradford, MA
Major: International Relations, May 1991
Degree: Bachelor of Arts

U.S. Peace Corps, Alajuela, Costa Rica (2 years 3 months)
Intensive 3-months Training Program, January 1995
- Technical, cross-cultural, and language training (prior to two years of service)

Certificates: NYS Education Department
School Administrator & Supervisor Certification (SAS)

NYS Permanent Certification (Elementary/ Bilingual Ext. / Special Education.)
New York State Education Department, Albany, NY

Educational Work:

12/01/2011-present Children's First Network (CFN 407) - Maverick Education Partnership
Network Team Achievement Manager - Instruction Specialist, Achievement Coach
Engage principals and teachers of schools within our Network in professional development related to implementing the instructional expectations around the Common Core standards and teacher effectiveness.
Support teacher teams with analysis of student work through a collaborative inquiry process
Engage principals and teachers across the network in designing or selecting formative assessment tasks aligned to the Common Core standards.
Support principals in capturing and disseminating knowledge to and from schools for purposes of sharing across schools, and developing benchmarks.
Lead the design and delivery of professional development for schools across the network.
Work with the principal and school instructional leaders (coaches, lead teachers, staff developers, and mentors) to implement components of a research-based rubric of teaching practice in the school (e.g., Charlotte Danielson's Framework for Teaching).

Work with the principal and other school instructional leaders on refining feedback given to teachers using a research-based rubric of teaching practice.
Establish positive and effective working relationships with administrators, school staff, and colleagues.

01/11 ? 07/11 Ross Global Academy Charter School (RGA)? Manhattan, NY

Lower School Vice Principal (K to 5th gd.) ? School Closing

Provided instructional leadership for Lower School in planning, management, operation, and evaluation of educational programs. Worked with a staff to foster a collaborative and effective professional learning environment, and facilitated professional development workshops.

Supervised the assessment program; lead the staff in analyzing, understanding, and using data to drive instruction.

09/08 ? 12/11 DOE ? Leave of Absence

The Jackie Robinson School (JRS)? PS 375, Brooklyn, NY

09/07- 09/08 Assistant Principal

Provided instructional leadership

Coordinated the selection and acquisition of instructional materials.

Generated various assessment data reports, and provided professional development on using data to drive instruction and monitor student progress.

Developed standards based curricula for various grade levels; and analyzed student performance data as a basis for curriculum improvement and staff developmental needs.

Outreach to Community Based Organizations to provide academic and extracurricular services to our school community; and assisted the Parent Coordinator with the development and implementation of family and community involvement programs and initiatives.

Coordinated and supervised before and/or after-school programs and activities.

09/06 ? 08/07 Early Childhood Coordinator (JRS)

Supervised the teaching staff of the Early Childhood Department (K-2)

Offered instructional assistance by providing professional development workshops, conferencing during grade meetings, modeling lessons, and facilitating study groups.

Organized moving up ceremonies and assemblies, assessed and ordered materials needed for the department, and implemented a student behavioral modification program.

Served on the hiring committee of new faculty members, and assisted parents of the Early Childhood Department with their concerns.

09/05 ? 08/06 Academic Intervention Service Teacher Kg-2nd (JRS)

Provided remedial instruction in ELA to students that struggled to achieve the learning standards, and helped them to overcome barriers that affected their ability to learn.

09/02 - 08/05 Kindergarten Teacher (JRS)

Provided instruction in a co-teaching environment to students of both the general education and special education programs.

09/01 - 08/02 Fourth Grade Bilingual Teacher (JRS)

Provided academic instruction to a fourth grade transitional bilingual class to

Limited English Proficient (LEP) students.

9/02 ? 9/04 SLT Chairperson (JRS)

10/99 ? 08/01 The DeKalb School ? PS 270, Brooklyn, NY

English as a Second Language (ESL) Coordinator

Taught a structural language acquisition program to LEP students designed to develop both their Interpersonal Communication Skills and Cognitive Academic Language Proficiency through the implementation of ESL teaching methodologies.

Coordinated testing schedule and administered assessment tests to students.

10/97 - 10/99 Community School 134, Bronx, New York

Bridged Fifth/Sixth Grade Bilingual Teacher /Summer Site Supervisor - Sports & Arts Program)

Provided academic instruction to an abridged fifth and sixth grade class to LEP students primarily in their native language (Spanish), in conjunction with 180 hours per week of English language instructions (ESL) to develop their social and academic English language skills.

Other Work Experience:

01/95 - 03/97 US Peace Corps Volunteer, Santa Cruz, Guanacaste, Costa Rica

Urban Youth Development Worker-Residential Tulita Sandino

Initiated, developed, administered and trained staff for a program (Youth for Progress) targeted to high-risk youth (ages 15 to 23) of several impoverished communities. The program was designed as an alternative to street life, and offered self-esteem and health workshops, and technical skill and job training workshops. Contributions were solicited from local and federal institutions and businesses to fund the program. The program has served over 250 youth, of which 45% are now employed or enrolled in school. The program is currently funded by Costa Rica's National Institute for Social Welfare, their Board of Education and several other local businesses.

Community Development Worker- Residential Tulita Sandino

Organized the Women's Artisans Group and assisted them in obtaining licenses/permits to secure financial support from public, private and governmental institutions.
Planned and facilitated training seminars and utilized outside personnel to assist in group instruction in developing organizational, team-building, fundraising, resource development, and general business skills.
Raised funds for a new child care program and initiated a successful after-school program at the Lajas Elementary School.

References: Mrs. Joanne Mejias, Children First Network Leader (917-445-4762 / jmejias@schools.nyc.org)
Mrs. Pat Ramseur, Former Deputy Superintendent (718-783-0625 / teraka@verizon.net)
Mr. Richard Burke, Former Exec. Dir. of RGA (347-613-8314 / rburke@rossglobalacademy.org)
Ms. Sohndra Snead, Former Principal of JRS (718-638-7172 / mssohndra@gmail.com)
Ms. Marion Wilson, Principal of JRS (718-866-8075 / MWilson11@schools.nyc.org)
Mr. Kirk Wilkinson, Asst. Principal Colleague @JRS (718-483-0411 / KWilkin3@schools.nyc.gov)
Mr. Peter Doran, Asst. Principal Colleague (718-483-3910 / pdoran@rossglobalacademy.org)

Employment History

Job #1

Current Job: []
Company: (NYCDOE) Children's First Network 407 - Maverick Education Partnership
City: Manhattan
State: New York
From Date: DEC 2012
To Date:
Do Not Contact: []
Position: Network Team Achievement Manager
Salary:
Supervisor:
Telephone:

Duties: The Achievement Coach, the primary responsibility will is to work closely with key school instructional leaders to build these schools' capacity to align their curriculum, assessment, and instruction to the Common Core; and to strengthen teacher practice by examining and refining the feedback teachers receive. I provided instructional initiatives around the Common Core and teacher effectiveness, and guidance to school-based instructional teams while simultaneously establishing a standards-based culture of continuous growth in service of student achievement.

Leave Reason: Promotion.

Job #2

Currently Job: []
Company: Ross Global Academy
City: Manhattan
State: New York
From Date: JAN 2011
To Date: JUL 2011
Do Not Contact: []
Position: Assistant Principal
Salary: 95,000
Supervisor: Richard Burke
Telephone:

Duties: As an Assistant Principal I provided instructional leadership for Lower School in planning, management, operation, and evaluation of educational programs. I worked with the staff to foster a collaborative and effective professional learning environment, and facilitated professional development workshops. I supervised the assessment program and lead the teaching staff in analyzing, understanding, and using

data to drive instruction.

Leave Reason: School closing. (Prior to that I took a DOE Leave of Absence from 09/08-12/11.)

Job #3

Company:

City:

State:

From Date: SEP 2007

To Date:

Do Not Contact: []

Position:

Salary:

Supervisor:

Telephone:

Duties:

Leave Reason:

Education History

School #1

Years Attended:

Graduated: [X]

School Name: Brooklyn College

City: Brooklyn

State: New York

Degree:

Major: Educational Leadership

GPA:

School #2

Years Attended:

Graduated: [X]

School Name: Mercy College

City: Bronx

State: New York

Degree: Master's of Science

Major: Elementary Education

GPA:

School #3

Years Attended:

Graduated: [X]

School Name: Bradford College

City: Bradford

State: Massachusetts

Degree: Bachelor of Arts

Major: International Relations

GPA:

Professional References

Reference #1

Name: Richard Burke

Relationship: Former Exec. Director of Ross Global Academy

Email: rburke08@gmail.com

Phone: 646-5302375

Reference #2

Name: Peter Doran

Relationship: AP Colleague at Ross Global Academy
Email: pdoran@rossglobalacademy.org
Phone: 718-483-3910

Reference #3

Question Set Title: Principal

Score: 0/0 0%

How many years of experience do you have working in urban schools?

More than 10 years

How many years of school leadership experience do you have?

2-3 years

What about the Lighthouse Academies' mission and model interests you the most?

Your mission supports rigor through an arts infused program. Teams are vested in ensuring a quality college education for students, especially those of the urban communities that may have limited access and equity to education. The end result being to close the staggering achievement gap. The Lighthouse Model states that you prepare students for success through a three-prong approach consisting of rigor, social development and arts infusion. The arts infusion component is significant as it taps into the further development of the multiple intelligences of the children. This three-pronged approach is also truly representative of developing the "whole child" in preparing them to be college and career ready and better equip to compete in the global marketplace.

We are looking for instructional leaders who are driven and relentless towards results. Describe a time when you had to be relentless to accomplish a goal.

A time when I had to be relentless to accomplish a goal was in pushing the drive to get the staff to differentiate instruction. Differentiation of instruction is a complex task for many pedagogues. The concept is comprehensible but the implementation process is the challenge. Many of our teachers proclaimed to differentiate but were not. At that point I organized a series of bi-weekly professional development workshops for six weeks addressing differentiation of the content, product and process. On the off week we gave opportunities for teachers to share their best practices with each other and participate in inter-visitations (peer review) and provide documented feedback. As a an end result, the teachers not only understood the concept but were comfortable with the implementation of the content, product and process., and the students are more engaged in their learning.

Describe a time when you implemented a creative solution to a significant problem in the work place.

A significant problem in a past workplace was that the school did not have a school-wide behavior plan, and student behavior school-wide was a problem. My first response was to put a school-side behavior policy in place. Students and parents had to sign contracts, and a SAVE room was set up which was monitored by anyone that possessed a teaching license on a rotational system. In addition, a teacher-students mentoring program was initiated, and the guidance counselor began a character development program with the lower grade students and a peer mediation program with the upper grade students.

Describe how you manage and develop your direct reports.

My first goal is to bet to know each individual, their professional goals, interests and motivations. Direct reports are provided with clear expectations regarding their responsibilities, they are supervised in a manner where they are respected as professionals for their expertise and aspirations. They are not micro-managed but are worked closely with, consistently supervised, trained, provided with professional development opportunities, and are required to maintain proper documentation of their work, which should be available to be reviewed at any point. (Meaningful documentation/ data collection is essential and always required and monitored.).

Explain how you build relationships with a wide variety of stakeholders.

Building relationships with stakeholders Engage with employees in a positive and professional manner. Frame leadership objectives in a way that shows that they are respected for the knowledge they come with, their expertise and aspirations. Be a clear and active listener with the ability to see/understand the other perspective and still make the best decisions regarding the situation Provide opportunities for stakeholders to express themselves, provide input and recommendations. Follow through. Be visible and available. Have an "open door" policy.

Priscilla Forsyth

From: donotreply@Lighthouse-Academies.org <system@hirebridgemail.com>
Sent: Sunday, April 29, 2012 8:42 PM
To: Priscilla Forsyth
Subject: New Applicant: Dianne Hardcastle / Principal (K-6) / #145204 / Bronx, NY - Bronx LCS

THIS IS AN AUTOMATED MESSAGE AND WAS SENT FROM AN UNATTENDED EMAIL ADDRESS. PLEASE DO NOT REPLY.

All resumes are submitted to us by the candidate(s). We offer no guaranty or opinion as to the truthfulness or accuracy of any statement contained therein. All resumes remain the property of Lighthouse Academies. No information may be used except for Lighthouse Academies recruiting without the prior written permission of Lighthouse Academies of Framingham, MA.

Candidate Information

First Name:	Dianne	Main Phone:	[REDACTED]
Last Name:	Hardcastle	Work Phone:	[REDACTED]
Address 1:	[REDACTED]	Mobile:	[REDACTED]
Address 2:	[REDACTED]	Email:	diannehardcastle@gmail.com
City:	[REDACTED]	Source:	Lighthouse Academies Website
State/Province:	[REDACTED]	Other Source:	Liz Samways
Zip/Postal Code:	[REDACTED]		
Country:	USA		

Additional Information

Teach For America?	Yes	Highest Education:	Graduate School
Date Available:	4/30/2012	US Work Eligible?	Yes
Contact Employer?	Yes		
Investigated/Charged Misconduct?	No		
Explanation:			

Current Lighthouse Employee Information

Current Employee?	Yes	Position:	Director of Instruction
Supervisor:	Richard Burke		

Cover Letter

Dianne Hardcastle
 200 Forest Street, Montclair, NJ, 07042
 215-629-6345
 diannehardcastle@gmail.com

April 29, 2012

Tess Mitchner Asinjo
 Director of Recruitment
 Lighthouse Academies

Dear Ms. Asinjo,

I am committed to the mission of Lighthouse Academies and believe that all children can achieve at the very highest levels, can be engaged by rigorous arts-infused instruction, and must be prepared for success in a four-year college or university. For the last two years, I have been dedicated to transforming Bronx Lighthouse Charter School into a school that is able to provide students with the knowledge and skills to achieve at the highest levels. With the support of our school's leadership team, and with a terrific staff, I am ready to step into the role of College Preparatory Academy Principal.

If you asked my staff about my strengths, they would say that I am a relentless worker, detail oriented, consistent, and obsessed with improvement. Although this is all true, it reflects that I think strategically, and have high standards for the quality of my work and the work of my team. I believe that in order to make a school great, we must learn from mistakes, welcome feedback, and build capacity on our teams. In my past experiences I have done these very things, and developed the skills to make me a qualified candidate.

I have worked as a teacher, in roles supporting and leading teachers, and in high school college guidance. I have worked in public schools as well as public charter schools, serving students in elementary, high school, and middle school grades. I also have experience and certification in working with students with special needs. In all of my roles, I have served students who are underserved by traditional public education, and I have been able to lead those students to extraordinary achievement. As the Manager of Professional Development for Teach For America, I oversaw corps member training and professional development for all content areas. I enjoyed this role because I was able to work across content areas to help teachers and Teach For America Program Directors to collect valid student achievement data, interpret that data, and implement instructional plans to drive students towards success. I worked to help the Program Directors align support to specific corps member needs. I mentored struggling teachers, observed classrooms and gave targeted feedback, implemented solutions-oriented teacher conferences, and planned learning experiences that leveraged the experience and expertise of veteran teachers. In my role at Excellence Charter School, I was responsible for developing a middle school math curriculum, overseeing the execution of the elementary math curriculum, implementing data-driven instruction and assessments, and coordinating professional development in topics of math instruction for a staff of over 30 teachers. I also led bi-monthly inquiry groups and instructional workshops. My efforts lead the school to achieve 100% proficient and advanced math results. As a special education teacher in Philadelphia, I sat on the school Assessment Team as well as the Leadership Team. As a special education teacher, and later school Special Education Liaison, I have in-depth familiarity with special education processes and procedures, including IDEA specifications. My experiences have led me to develop strategies for communicating with diverse populations and implementing a taxonomy of effective teaching practices. I would love to share my knowledge and experience with the teachers of the upper academy, and help support them as they work to get the best results from their students.

I am deeply committed to the students, families and staff at Bronx Lighthouse College Preparatory Academy. I believe that I will be able to move us closer to our goals as a principal, and I am excited to be considered for the position.

Sincerely,

Dianne Hardcastle

Resume

Dianne Hardcastle
200 Forest Street, Montclair, NJ, 07042
215 - 629 - 6345
diannehardcastle@gmail.com

April 29, 2012

Tess Mitchner Asinjo
Director of Recruitment
Lighthouse Academies

Dear Ms. Asinjo,

I am committed to the mission of Lighthouse Academies and believe that all children can achieve at the very highest levels, can be engaged by rigorous arts - infused instruction, and must be prepared for success in a four - year college or university. For the last two years, I have been dedicated to transforming Bronx Lighthouse Charter School into a school that is able to provide students with the knowledge and skills to achieve at the highest levels. With the support of our school's leadership team, and with a terrific staff, I am ready to step into the role of College Preparatory Academy Principal.

If you asked my staff about my strengths, they would say that I am a relentless worker, detail oriented, consistent, and obsessed with improvement. Although this is all true, it reflects that I think strategically, and have high standards for the quality of my work and the work of my team. I believe that in order to make a school great, we must learn from mistakes, welcome feedback, and build capacity on our teams. In my past experiences I have done these very things, and developed the skills to make me a qualified candidate.

I have worked as a teacher, in roles supporting and leading teachers, and in high school college guidance. I have worked in public schools as well as public charter schools, serving students in elementary, high school, and middle school grades. I also have experience and certification in working with students with special needs. In all of my roles, I have served students who are underserved by traditional public education, and I have been able to lead those students to extraordinary achievement. As the Manager of Professional Development for Teach For America, I oversaw corps member training and professional development for all content areas. I

enjoyed this role because I was able to work across content areas to help teachers and Teach For America Program Directors to collect valid student achievement data, interpret that data, and implement instructional plans to drive students towards success. I worked to help the Program Directors align support to specific corps member needs. I mentored struggling teachers, observed classrooms and gave targeted feedback, implemented solutions-oriented teacher conferences, and planned learning experiences that leveraged the experience and expertise of veteran teachers. In my role at Excellence Charter School, I was responsible for developing a middle school math curriculum, overseeing the execution of the elementary math curriculum, implementing data-driven instruction and assessments, and coordinating professional development in topics of math instruction for a staff of over 30 teachers. I also led bi-monthly inquiry groups and instructional workshops. My efforts led the school to achieve 100% proficient and advanced math results. As a special education teacher in Philadelphia, I sat on the school Assessment Team as well as the Leadership Team. As a special education teacher, and later school Special Education Liaison, I have in-depth familiarity with special education processes and procedures, including IDEA specifications. My experiences have led me to develop strategies for communicating with diverse populations and implementing a taxonomy of effective teaching practices. I would love to share my knowledge and experience with the teachers of the upper academy, and help support them as they work to get the best results from their students.

I am deeply committed to the students, families and staff at Bronx Lighthouse College Preparatory Academy. I believe that I will be able to move us closer to our goals as a principal, and I am excited to be considered for the position.

Sincerely,

Dianne Hardcastle

Enclosure: Resume

Dianne Hardcastle
200 Forest Street, Montclair, NJ, 07042
diannehardcastle@gmail.com
215 - 629 - 6345

EDUCATION

Master of Education
Elementary and Special Education (K - 12)
Chestnut Hill College, Philadelphia, PA

B.A, Political Science
Concentration: American Economics
California Polytechnic State University, San Luis Obispo
PROFESSIONAL EXPERIENCE

LIGHTHOUSE ACADEMIES 2011 - Present

BRONX LIGHTHOUSE CHARTER SCHOOL, Bronx, New York

Director of Instruction

- Developed tools and systems to manage student data, prioritize student groups and subgroups, and drive teacher support and coaching
- Trained staff on data-driven instruction, item analysis, error analysis, and data-based goal setting for students
- Created original school-wide data collection tools for school culture, including merit tracking, and disciplinary action tracking systems; used these systems to analyze and prioritize action steps and strategic planning
- Set targets for improvement in school-wide Culture of Achievement Plan, including staff training and professional development structures, measures of success, and project management and monitoring steps
- Used teacher performance standards to design teaching tools that aligned to highly effective teacher actions, trained teachers on effective use of teaching tools. Led curriculum and instructional strategy and development.
- Implemented coaching model with teachers, driving student achievement growth and improved teacher performance

UNCOMMON SCHOOLS 2008 - 2010

NORTH STAR ACADEMY CHARTER SCHOOL, Newark, New Jersey

www.uncommonschoools.org/nsa/home/

Director of College Placement

- Ensured 100% 4-year college acceptance and enrollment for the class of 2010, including the very first NSA student enrollment in an Ivy-League institution, via intensive student support with testing plans, applications and financial aid
- Executed parent meetings and workshops, leading to 100% FAFSA and CSS profile completion before February 1
- Developed and implemented a college guidance curriculum for grades 11 and 12; taught a senior seminar and college readiness course weekly using the taxonomy of effective teaching strategies
- Planned school-wide trips for all grades, including 2 overnight trips, to over 31 schools in one academic year

? Collaborate d with admission officers at 15+ top colleges and univ ersities to visit North Star and recruit students
? Support ed student placement in summer programs including Pre - College, International travel, and Internships, includin g raising funds in excess of \$17,000, and implement informational meetings with parents and students
EXCELLENCE CHARTER SCHOOL, Brooklyn, New York
www.uncommonschools.org/ecs/home/

Mathematics Lead

? Direct e d mathematics instruction strategy, including development and implementation of a middle school mathematics curriculum while achieving student performance of 100% proficient and advanced on state assessments
? Design ed and develop instructional materials and train staff to increase efficacy in supporting student critical thinking and problem solving skills. Implement ongoing professional development using results analysis tools
? Create d strategic plans for instructional initiatives and interventions, leading w eekly math faculty meetings
? Plan ned , authored and revise d school wide interim student assessments and implement analysis program

TEACH FOR AMERICA ? GREATER PHILADELPHIA - CAMDEN 2007 ? 2008

Manger of Professional Development

? Responsible for all profession al development experiences for a corps of 300, including certification compliance
? Led strategy planning for 2008 summer orientation, including developing tools to most effectively utilize training modules for corps members and increase access to regional a rtifacts to promote student achievement
? Managed the Planning of the Mid - Atlantic Corps Member and Alumni Summit, overseeing over 100 professional development offerings for educators, as well as securing participation of over 50 external organizations and s peakers including the Mayor of Philadelphia and Governor of Pennsylvania
? Strengthened partnerships with university partners in meeting corps member needs, reducing perceived programmatic dissonance and clearly defining program roles for training and course work

? Managed matriculation campaign, authored training manuals, and conducted project analysis to increase success rate
Corps Member Advisor (Philadelphia Summer Institute, 2007)

GEORGE CLYMER ELEMEN TARY SCHOOL Philadelphia, PA 20 05 - 2007

Special Educat ion Liaison (2007)

? Le d school wide efforts as a part of the School Leadership Team and Student Assessment Team
? Design ed and facilitate d professional developments on differentiated instruc tion and special education and I.D.E.A
? Manage d instructional interve ntions for student Individualized Education Plans (IEP), coordinating communication with school psychologists, and offices of specialized services, establishing and maintaining 100% compliance
Teacher, Middle School, Learning Su ppor t (2005 ? 2007)
? Represe nt ed national c orps of education professionals as Teach For America corps member
? Guide d students to master 94% of IEP goals for English/Language Arts and 100% of IE P goals for Mathematics
? Manage d and author ed Individualized Education Plans, Evaluation Repo rts and special education documents

SAN LUIS OBISPO JUVE NILLE SERVICES CENTE R San Luis Obispo, C A 2003 - 2005

Education Services Intern

? Developed education plans for students in the juvenile justice system to ensure access to college and completion of h igh school graduation requirements
? Taught and counseled students in residential settings; developed daily lesson plans and learning targets
? Started a poetry program and periodical to e ncourage artistic expression an d engagement in language

CERTIFICATIONS AND AFFILIATIONS

? Pennsylvania (K ? 12 Special Education, K ? 8) and New York (initial elementary certification) teacher certifications
? National Association for College Admission Counseling
? Teach For A merica Alumnae
? National School Reform Faculty

Employment History

Job #1

Current Job: []
Company: BRONX LIGHTHOUSE CHARTER SCHOOL
City: Bronx
State: New York
From Date: JAN 2011
To Date: APR 2012
Do Not Contact: []
Position: Director of Instruction
Salary: [REDACTED]
Supervisor: Michael Mann

Telephone: 973-642-0101
LIGHTHOUSE ACADEMIES 2011 - Present
BRONX LIGHTHOUSE CHARTER SCHOOL , Bronx , New York
Director of Instruction
* Develop ed tools and systems to manage student data, prioritize student groups and subgroups, and drive teacher support and coaching
* Trained staff on data - driven instruction, item analysis, error analysis, and data - based goal setting for students
* Created original school wide data collection tools for school culture, including merit tracking, and disciplinary action tracking systems; used these systems to analyze and prioritize action steps and strategic planning
Duties: * Set targets for improv ement in school wide Culture of Achievement Plan, including staff training and professional development structures, measures of success, and project management and monitoring steps
* Used teacher performance standards to design teaching tools that aligned to highly effective teacher actions, trained teachers on effective use of teaching tools. Led curriculum and instructional strategy and development.
* Implemented coaching model with teachers, driving student achievement growth and improved teacher performance

Leave Reason:

Job #2

Currently Job: []
Company: UNCOMMON SCHOOLS
City: Newark
State: New Jersey
From Date: JAN 2008
To Date: JAN 2010
Do Not Contact: []
Position: Director of College Placement
Salary: 66,000
Supervisor: Jabali Sawicki
Telephone: 718-638-1830
UNCOMMON SCHOOLS 2008 - 2010
NORTH STAR ACADEMY CHARTER SCHOOL, Newark , New Jersey
www.uncommonschools.org/nsa/home/
Director of College Placement
* Ensured 100% 4 - year college acceptance and enrollment for the class of 2010, inclu ding the very first NSA student enrollment in an Ivy - League institution , via intensive student support with testing plans, applications and financial aid
* E xecuted parent meetings and workshops , leading to 100% FAFSA and CSS profile completion before Februa ry 1
* Developed and implemented a colleg e guidance curriculum for grades 11 and 12 ; taught a senior seminar and college readiness course weekly using the taxonomy of effective teaching strategies
* Plan ned school wide trips for all grades, including 2 overnig ht trips, to over 31 schools in one academic year
Duties: * Collaborate d with admission officers at 15+ top colleges and univ ersities to visit North Star and recruit students
* Support ed student placement in summer programs including Pre - College, International travel, and Internships, includin g raising funds in excess of \$17,000, and implement informational meetings with parents and students
EXCELLENCE CHARTER SCHOOL, Brooklyn, New York
www.uncommonschools.org/ecs/home/
Mathematics Lead
* Direct e d mathematics instruction strategy, including development and implementation of a middle school mathematics curriculum while achieving student performance of 100% proficient and advanced on state assessments
* Design ed and develop instructional materials and train staff to increase efficacy in supporting student critical thinking and problem solving skills. Implement ongoing professional development using

results analysis tools

* Create d strategic plans for instructional initiatives and interventions, leading w eekly math faculty meetings

* Plan ned , authored and revise d school wide interim student assessments and implement analysis program

Leave Reason:

Job #3

Company: PHILADELPHIA - CAMDEN

City: PHILADELPHIA

State: Pennsylvania

From Date: JAN 2007

To Date: JAN 2008

Do Not Contact: []

Position: Manger of Professional Development

Salary: 48,000

Supervisor: Molly Eigen

Telephone: 215-592-9260

TEACH FOR AMERICA * GREATER PHILADELPHIA - CAMDEN 2007 - 2008

Manger of Professional Development

* Responsible for all profession al development experiences for a corps of 300, including certification compliance

* Led strategy planning for 2008 summer orientation, including developing tools to most effectively utilize training

modules for corps members and increase access to regional a rtifacts to promote student achievement

* Managed the Planning of the Mid - Atlantic Corps Member and Alumni Summit, overseeing over 100 professional

Duties:

development offerings for educators, as well as securing participation of over 50 external organizations and s peakers

including the Mayor of Philadelphia and Governor of Pennsylvania

* Strengthened partnerships with university partners in meeting corps member needs, reducing perceived

programmatic dissonance and clearly defining program roles for training and course work

* Managed matriculation campaign, authored training manuals, and conducted project analysis to increase success rate

Leave Reason:

Education History

School #1

Years Attended: 2

Graduated: [X]

School Name: Chestnut Hill College

City: Philadelphia

State: Pennsylvania

Degree: Master of Education

Major: EducationElementary and Special Education

GPA: 3.32

School #2

Years Attended: 4

Graduated: []

School Name: California Polytechnic State University

City: San Luis Obispo

State: California

Degree: B.A

Major: American Economics

GPA: 3.33

School #3

Years Attended:

Graduated: []
 School Name:
 City:
 State:
 Degree:
 Major:
 GPA:

Professional References

Reference #1

Name: Art Worrell
 Relationship: Dean of Students: North Star Academy
 Email: aworrell@northstaracademy.org
 Phone: 973-901-1003

Reference #2

Name: Amy Soules
 Relationship: North Star Academy Social Worker
 Email: asoules@northstaracademy.org
 Phone: 407-460-9280

Reference #3

Question Set Title: Principal

Score: 0/0 0%

How many years of experience do you have working in urban schools?

6-10 years

How many years of school leadership experience do you have?

4-5 years

What about the Lighthouse Academies' mission and model interests you the most?

I believe in arts infusion, education as a vehicle to social justice, and college preparation.

We are looking for instructional leaders who are driven and relentless towards results. Describe a time when you had to be relentless to accomplish a goal.

In my roles with Uncommon Schools, my target for achievement was always 100%. I was able to work relentlessly to get 100% of ECS students to score proficient and advanced on the state math exam, and 100% of NSA seniors to gain acceptance to a 4 year college or university.

Describe a time when you implemented a creative solution to a significant problem in the work place.

This year I have implemented a student leadership structure to improve school culture. I worked with a strong teacher to organize a student leadership cadre and improve student voice and empowerment.

Describe how you manage and develop your direct reports.

I do not currently have direct reports as I function more as a coach.

Explain how you build relationships with a wide variety of stakeholders.

I am an eager listener, open to feedback, willing to meet and work on problems, and able to admit my mistakes. I always work with stakeholders to identify how we have common goals, and capitalize on that to motivate and strengthen relationships.

Attached Requisitions

Req. #	Job/Req. Title	Location	App Date	Req. Owner	Status	Reason
100224	DIRECTOR OF INSTRUCTION: Upper Academy (5-8)	Bronx, NY - Bronx LCS	10/05/2010	Mattie Guishard	Hired *	

**Bronx Lighthouse Charter School
Monthly Board Report**

Organizational Viability

A. Monthly Attendance

- a. Student attendance for the month of April: 95.7 %
- b. Year to date student attendance: 95.8%
- c. Staff attendance for the month of April: 96.2%

B. Current Enrollment

Grade	Seats Available	Seats Filled	Open Seats	Wait List	# of students with BLCS since K or the first year
K	44	44	0	465	44
1	44	45	-1	168	41
2	44	43	1	128	38
3	44	44	0	150	39
4	44	45	-1	146	33
5	88	88	0	120	60
6	66	69	-3	238	44
7	44	44	0	92	31
8	44	45	-1	65	21
9	44	46	-2	14	18
TOTAL	506	513	-7	1586	369

C. Changes in Enrollment (withdrawals and new admissions)

	Month of April	Same Month in 10-11	11-12 Year-to-date (% of total pop)	10-11 Total (% of total pop)
Withdrawals	0	0	16 (3%)	28 (6%)
New Admissions	0	0	22(4.2%)	53 (11%)

Reasons for Withdrawals	# of Withdrawals this month	# of Withdrawals this year
Relocating out of state/district	0	11
Special Ed Services	0	1
Transportation issues	0	0
Personal/Family issues	0	0
Student's behavioral issues	0	2
School discipline	0	0
Other student(s) in the school	0	2
School day/year is too long	0	0
School is not what we expected	0	0
Dissatisfied with teacher	0	0
Dissatisfied with administration/policy	0	0
Wanted Siblings to attend same institute	0	0
Student unhappy with school	0	0

D. Professional Development

Lower Academy

Initiative	Description of Progress	Evidence of Success	Challenges (current or potential) and Plan
Grade Level Meetings	Grade level meeting topics included planning the last unit of writing instruction and undertaking the action steps laid out in the Spring School Connections Visit.	<ul style="list-style-type: none"> Completed writing unit plans. Evidence of the purposeful planning strategies within weekly lesson plans. 	<ul style="list-style-type: none"> The plan is to maintain focus on student achievement, planning, and instruction in the last sixth of the year.
Staff Meetings	Staff Meeting topics included	<ul style="list-style-type: none"> Completed self-assessments. 	<ul style="list-style-type: none"> The plan is to make the final

	introducing the spring self-assessment for teachers based on the Lighthouse TPS rubric and reflection on IPDP goals.	<ul style="list-style-type: none"> Completed reflection on IPDP goals. 	evaluation process as transparent as possible.
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Upper Academy/CPA

During the April 6 professional development day, Andy Dousis, an external professional development consultant, led a community building workshop. His workshop was rated effective by participants. Andy returned on April 30 to work with teachers and provide coaching around classroom management.

Additionally, on April 6, teachers reviewed the Lighthouse Academies Academic Integrity Policy, and Upper Academy/CPA teachers worked on a curricular reflection and planning activity in content area teams.

Teachers are receiving professional development to support a final push towards end of year growth goals. Professional development has included:

- Support for achieving end of year NWEA goals, specifically training teachers around academic readiness targets for end of year performance.
- Revisiting teacher performance standards, and especially the characteristics of highly effective teachers.
- Continued focus on implementation of Developmental Designs, including effective start of day structures.
- Curricular reflection and tuning of curricular plans to maximize achievement and respond to student needs.
- Development of small group plans to address student needs including Regents exam preparation, and interdisciplinary science projects.

The continued collaboration between Ms. Caspi and her science Aussie coach, has focused on preparation for the intermediate science exam (8th grade science state test), as well as the Living Environment Regents exam.

Based on feedback from the Lighthouse Academies Education Team, we will continue to refine and support existing initiatives including data driven

instruction, academic interventions for struggling students, and implementation of the discipline plan. We anticipate that the number of failing grades earned, and disciplinary actions will continue to decrease with proper implementation of the UA and CPA initiatives.

Education Program and Academic Progress

A. Assessment Data

Lower Academy

The latest round of interim assessments are being administered and scored. The majority of April was dedicated to the administration of the New York State Tests.

Upper Academy/CPA

Students completed state testing for English Language Arts and Mathematics, and teachers and students reported that they were well prepared for their assessments.

June will bring a new round of important assessments, including:

- NWEA
- End of course assessments
- The final Lighthouse Academies writing assessment
- 8th grade/intermediate level state science exam
- Regents Exams for Integrated Algebra, Living Environment, and Earth Science

To drive our preparation, data will be collected and analyzed with formative checks for understanding and exit quizzes following classes, and sample questions will be developed using released content and questions.

B. Progress on Culture of Achievement Plan

Lower Academy

Any CAP related work this month focused on our preparation for the state tests. This did include test “prep rallies” to positively motivate scholars and emphasize the importance of the test.

Upper Academy

We are continuing to take action to support prioritized areas for growth.

To support school culture, we are continuing to implement a focus on core values and academic achievement with students of the month. We are continuing town hall celebrations and the week of 5/7 was a spirit week for students. Student voice, and student performances from the orchestra will commence on 5/8 and 5/11. We continue to promote greater student voice, and leadership.

To support student achievement, we are pushing towards NWEA preparation. Additionally, students will be taking final exams in all content areas. Final exams and end of course performance assessments are a crucial part of college preparation, and allow students to maintain focus on ambitious goals.

To continue our work with the writing initiative, students are continuing to publish works in a variety of genres, both in writing classes, and across content areas. Students have already achieved the LHA goal for the target number of pieces published (6th and 7th grade scholars have published 11 pieces, and 8th and 9th scholars have published 9 pieces so far this year). We are continuing to use common core standards for writing and the 6 + 1 traits rubric to assess student progress in writing.

C. External Evaluation and Accountability Reports

Lower Academy

Please see the attached LHA Spring School Connections report that includes the Lower Academy leadership team's action steps and timeline for implementation (see Attachment 2a).

Upper Academy

Following the LHA school connections visit on March 14, we are implementing the following action steps. Please references the school connections visit report for additional context (see Attachment 2b).

Action Step	Evidence of Success	Timeline
School Culture: Reframe expectations using core values and core competencies We will reacquaint ourselves with	Short term: <ul style="list-style-type: none">• Teacher language in reinforcement and redirection includes the	Short term actions to be achieved by all teachers by

<p>the core values and core competencies. This will include the following short term actions:</p> <ul style="list-style-type: none"> • Prioritizing one core value each month • Framing reinforcing and redirecting language by using the core competencies • Ensuring that teachers have core competencies posted in classrooms • Having core competencies covered as parts of CPR and advisory talking points <p>Long-term actions:</p> <ul style="list-style-type: none"> • A day long focus on core competencies and values as a part of PDI over the summer • Following the LHA advisory guide with fidelity for the 2012-2013 academic year • Implementation of an incentive and recognition program focused on the core competencies and core values. • Developing a long-term plan for town hall meetings to prioritize core competency reinforcement 	<p>core value language</p> <ul style="list-style-type: none"> • Each month recognizes a student who demonstrated a core value or core competency • A core value bulletin board is put up in the school's entrance recognizing students who are exceeding expectations • Learning environments include the core competencies <p>Long-term:</p> <ul style="list-style-type: none"> • During PDI teachers develop strong advisory and classroom culture plans that evidence understanding on how to promote and reinforce student demonstration of core values. • The advisory exhibitions, and guide is implemented and followed with fidelity and can be observed daily. • Town hall meetings support values/core competencies and happen weekly. Student leaders exemplify core competencies. 	<p>4/30</p> <p>Long term actions to be achieved by all teachers and staff by 9/1</p>
<p>School Culture: Positive Reinforcement Implement a 3 to 1 reinforcing language to redirecting/reminding language.</p>	<p>Immediate increase in the number of merits given and decrease in number of classroom send outs</p> <p>Peer observations for positive reinforcement monthly</p>	<p>Launch of 3:1 efforts starting week of 3/19</p>

<p>School Culture: Positive Reinforcement/Positive Celebrations Incorporate student of the month awards during town hall to recognize all subjects and a core value/competency.</p>	<p>Teachers are mentioning and reminding students of SOM during CPR and advisory during weekly advisory walkthroughs.</p>	<p>Starting in the week of 3/19 and leading into end of month celebrations</p>
<p>School Culture: Positive Reinforcement/Positive Celebrations Make the merit system more meaningful to all students, and more widely utilized.</p>	<p>Include greater use of the merit system and use of meaningful and visible rewards.</p>	<p>Starting the week of May 19</p>
<p>Maintain Current Initiatives Seek regular feedback from teachers around implementation of initiatives. Hold all staff accountable for implementation of current initiatives.</p>	<ul style="list-style-type: none"> • Decrease in number of failing students. • Increased student achievement data on all forms of assessment. • Decreased number of classroom interruptions and send outs. 	<p>Ongoing</p>
<p>Teacher Collaboration</p> <ul style="list-style-type: none"> • Plan the school schedule and teacher schedules for 2012-13 to prioritize time for PLCs. • Develop structures for staff collaboration. 	<p>Pending strategic planning for 2012-13</p>	<p>Timeline is to be determined.</p>
<p>Implement LHA education program including CPA and culture guides, advisory guides, and UBD expectations across the CPA</p>		

D. Supplemental Programs Update

Lower Academy

Power Hour

With the conclusion of testing, PowerHour will focus on enrichment topics such as musical performance, film studies, and math problem solving.

Upper Academy/CPA

Small Group Academic Interventions

During the last months of the school year, we are focusing our work in small groups on developing and refining academic skills through performance tasks that integrate multiple skills into culminating projects.

Regents Preparation

We are preparing our scholars for Regents exams, both during dedicated small group periods during the school day, and in specialized after school instructional period.

After School Academics

We are continuing to provide student support afterschool, based on teacher recommendations and parent permission.

School Culture and Relationships

A. Parents and Community Update

Parent Teacher Conferences

The Lower Academy Parent Teacher Conference attendance rate was 94%. Part of the lower rate was due to a teacher who was not present for Parent Teacher Conferences due to a personnel matter. The Lower Academy PAL and DOI worked to complete those conferences.

The Upper Academy/CPA Parent Teacher Conference attendance rate was 91%.

DOE Parent Survey

Our current response rate for our DOE Parent Survey is 36%, which is an 11% decrease from 2010-2011. We increased our efforts to engage parents to complete the survey by:

- reminding parents every week throughout the survey window
- raffling a flat screen
- opening the computer lab open to parents after school and
- asking every parent attending the Parent Teacher Conference to do the survey on line at convenient computer stations set up around the school

Upon reflection, despite our efforts to direct parents to computer stations to fill out surveys, without ushers to personally escort parents to the computers and help them get set up, many parents did not follow through. In addition, the survey window was both shorter and earlier than in past years. It is also notable that, the climate of the community during the survey window was one of anxiety. There will be one more update from the DOE that will contain our final percentage of parent participation in the surveys; however, we do not expect to see a drastic increase. The low level of participation is very disappointing and we are reaching out to schools that have high participation rates to copy what they have done to get better a better response next year.

B. School Culture

	This month (April '12)	Last Month (March '12)	Same month in 10- 11	Year-to-date (11-12)	Year- to-date (10-11)	10-11 year
# of Suspensions	5 (LA:3;UA:2)	37 (LA:21;UA:16)	10	170	90	114
# of Students suspended	5 (LA:3;UA:2)	31 (LA:17;UA:14)	9	99 (LA: 58; UA: 41)	81	99
% of Students suspended	1%	7%	2%	19%	17%	21%
# of Students (this month) suspended more than one time this year	1 (LA: 0; UA: 1)	16 (LA: 9; UA: 7)	5	34 (LA: 18; UA: 16)	28	31
# of Suspensions greater than 2 days	0 (LA: 0 UA: 0)	7 (LA: 5 UA: 2)	0	16	3	15

Week of	Removals from class	In school suspensions	Out of school suspensions
April 2	13 (LA: 5 UA:8)	13 (LA: 7 UA:6)	2 (LA:2 UA:0)
April 9	SPRING BREAK		
April 16	66 (LA:43 UA:23)	23 (LA: 11 UA:12)	1 (LA: 0 UA:1)
April 23	79 (LA: 52 UA:27)	20 (LA:10 UA:10)	0
April 30 (1 day)	18 (LA: 12 UA:6)	11 (LA: 6 UA:5)	2 (LA:1 UA:1)

Whole School Discipline Breakdown

Lower Academy

Initiative	Description of Progress	Evidence of Success	Challenges (current or potential) and Plan
Implementation of revised discipline plan	Suspensions and removals have trended towards a small group of scholars that are frequently given consequences.	See April figures above.	Plan: The LA Student Intervention Team is working to implement and execute behavior intervention plans for those scholars are accumulating frequent behavior referrals. Further, we have been working with teachers that have a high instance of removals in order to increase their skill set in managing behavior.

Upper Academy

Although discipline referrals were slightly lower this month, we continue to be extremely dissatisfied with the high number of removals from class, in school suspensions and out of school suspensions. I am meeting with each scholar that is removed from class (whether for a temporary removal from class, in school suspension or out of school suspension) and speaking with the assigning teachers on how to deal with scholars who have repeat referrals. As previously

reported to the board, we see spikes in referrals on days when teachers are absent.

Our Positivity Project continues, which outlines clear ways to build positivity and celebration into the daily routines of students. We are also celebrating a different core value each month. At the last town hall meetings of the month, we celebrated students of the month who showed excellence in the core value of self-discipline. We also had an Upper Academy Dance after the State Test was complete and it was a great success.

C. Staff Culture

Lower Academy

The culture in Lower Academy has improved somewhat over the last month. At the PD day on April 6, the team building exercises went a long way to repair some of the damage from the previous months. A great deal of uncertainty about the future still remains. The spring evaluation cycle and offers of continued employment are causing some anxiety, as well. It is difficult to eliminate the overall anxiety because there is, indeed, a significant amount of change occurring and not every question can be answered at this time.

Upper Academy

The culture in Upper Academy remains stable and focused on student achievement. Teachers are focused on preparing students for the upcoming tests, both academically and emotionally, so that they feel prepared and committed to do their best. Leadership is focusing on creating thoughtful onboarding plans for new hires and working with returning staff on planning for next year.

Other

School Goals:	75% of Total Current Staff are Retained	75% of Teaching Staff Retained	90% of Teachers Invited Back are Retained	% of non-Teacher Staff Invited Back are Retained	20% Hired by April 1 st	50% Hired by May 1 st	75% Hired by June 1 st	100% Hired by July 1 st
Status	71%	73%	91%	87%	5%	26%	-	-

as of: 5/10/21								
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A. FY13 Staffing Updates

Challenges

Unanticipated Staff Departures

Five staff members have left the school since the last board meeting.

A Lower Academy teacher resigned over spring break with just days remaining before the state test. Fortunately, we were able to make the transition smoothly. Mr. Eric Hooper, who had already been subbing and working with small groups in the building on a per diem basis, was able to step in immediately upon the scholars' return from spring break. The scholars had already had the opportunity to begin building a relationship with Mr. Hooper as a sub in the building. Scholars have not lost instructional time due to this transition, which was an extremely fortunate outcome of this sudden departure.

An Upper Academy teacher resigned during the first week of May. An excellent long term sub has stepped in to cover this class for the remainder of the school year and the transition has been relatively smooth.

The school psychologist resigned effective Friday, May 4th. School counselors have taken on some of her responsibilities. We are not pursuing a replacement for this position.

An administrative assistant left at the end of April. The responsibilities for this position have been split among the remaining admin staff who are managing well.

A night custodian resigned. A part-time/back-up custodian is covering this position temporarily as we seek a replacement.

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School Connections Report Winter 2012

School: Bronx Lighthouse Charter School

Date: March 13, 2012

Participants:

Meghan Kimpton

Selina Collins

Priscilla Forsyth

LHA Lead:

Kimberlee Sia

Academic Results

State Assessment

Reading: 34% Proficient

Math: 62% Proficient

NWEA –Reading:

125% Typical Growth Achieved

53% Met LHA Proficiency Target

NWEA –Math

124% Typical Growth Achieved

57% Met LHA Proficiency Target

Cambridge Ed Results Spring 2011

	IL: Data Analysis	IL: Prof Devel	IL: Culture of Achievement and Respect	Classroom Instruction and Assessment	Learning Environment
CE results	Approaching Standard	Meets Standards	Meets Standards	Meets Standards	Meets Standard

Overall Summary

A. Summary

Bronx Lighthouse Charter School provides a college-prep environment where scholars enjoy coming to school each day. Moving into the final stretch of the school year, the analysis of winter NWEA data, third round Acuity data, and practice test data will help BLCS to develop actionable next steps for staff to finish out the school year strong in terms of meeting individual student needs while at the same time ensuring goals for overall student achievement are met.

Progress on CAP Goals:

Goal #1 – Improving school culture

Since the fall visit, the school has implemented a new discipline system. This system has helped to increase consistency and accountability for monitoring student behavior and following through on consequences. Referral and suspension numbers have leveled off. The data collected through the new system also helps the school leadership team identify teachers struggling with management and provides the opportunity to develop teachers' skills for resolving class misbehavior through coaching.

Goal #2 – Increase student achievement to ensure college readiness of students

The school leadership team has embraced the data analysis component of this goal. With the large amount of data available through the various assessment sources being used at the school, the leadership team is able to identify areas of strength and areas of concern. Support is provided to teachers and students once this data has been analyzed. However, the leadership team's understanding and use of the data is not the same as that of the teachers. Teachers are grappling with the number of assessments they are administering, what the data is telling them, and how to appropriately use the data to drive their instruction.

A similar disconnect is taking place around the instruction and curriculum actions under this goal. Cambridge Education has been enlisted to assist with lesson planning and translating good planning into good instruction. Teachers do not see the value in this professional development. They feel they are being talked at and not developed in this area. Thus, in terms of completing the action steps for instruction and curriculum under this goal, teachers are not making the progress they should be making. Additionally, the work between special education and general education classroom teachers referenced in this goal is not happening at the level expected to successfully complete the action.

Goal #3 – Raise student achievement in writing

The school continues to make progress on this goal. All required PD modules have been delivered to staff and the first two rounds of LHA writing assessments have been completed. Writing is evident in most classrooms and teachers are moving towards full implementation of both the workshop model and the use of the 6+1 Traits.

B. Areas of Strength

Writing

The school has placed an emphasis on writing as evidenced by the anchor charts, writing centers, writing journals, and posted student writing found in the classrooms. In 3rd-5th grade student work is accompanied by the LHA writing rubric, which has been used to provide feedback on student performance. Both the leaders and teachers mentioned in their focus group meetings that the professional development provided by LHA around writing has been useful and this has helped drive the focus on writing this year.

Vocabulary

Vocabulary was the focus of professional development for the school over the summer and in the

early fall. The leadership team chose this focus as one of the first steps in pushing teachers to have students do more higher order thinking. Throughout the visit emphasis on vocabulary was evident. Teachers were purposefully introducing students to content-relevant vocabulary at the onset of lessons and then revisiting the vocabulary throughout the lessons. Students seamlessly used the newly introduced vocabulary as well as content-specific vocabulary that was taught in previous lessons. Additionally, instead of typical word walls being posted in the 3rd-5th grade classrooms, there were vocabulary walls. Important vocabulary for the content areas were posted with the word on the front of a card and the definition hidden underneath.

Opportunities for Interaction with Text

The BLCS classrooms are print-rich environments that provide multiple opportunities for students to interact with text. Purposeful anchor charts were posted in the majority of classrooms. These charts were content-rich, containing how-to steps for reading/writing related procedures and reminding students what good readers/writers do. Each classroom had students' Just Right reading levels posted and students knew their levels and what it means to choose a Just Right books. Classrooms also had well-organized leveled libraries where students have easy access to choose Just Right books to read.

C. Opportunities for Growth and Development

Clarifying Expectations

In speaking with leadership team members and teachers in their respective focus groups, there is a disconnect between the messages and information the leadership team believes it is distributing and what the teachers are actually hearing and interpreting. The school leaders have spent time working together to revise the school's CAP and develop actions and outcomes that will help the school experience academic success. The leadership team indicated they had shared the CAP in the fall at a staff meeting and that at staff meetings now, the CAP is broken down into specific areas for focus – achievement, culture, NWEA and state test goals. When teachers were asked about the CAP, they stated they were not familiar with its goals or the action steps they were supposed to be taking to meet the CAP's expected outcomes.

Additionally, the school leadership indicated there has been a focus on data analysis and planning with the support of Cambridge Education. In speaking with teachers about this, they stated they do not understand the purpose of all of the assessments they are being asked to administer to the students. They do not feel there has not been clear training on how to analyze the data from the various assessments and then how to use this data to drive instruction. They also do not value the time spent with Cambridge Education. Teachers feel they are talked at during these sessions and that the concepts being presented are very new with little opportunity for building skills and asking questions so that teachers feel comfortable with the expected outcomes for the planning they are supposed to produce as a result of the work with Cambridge Education.

Possible recommendations for improvement:

- Determine the areas of focus from the CAP and from work with Cambridge Education for the remainder of the year, outline explicit expectations for addressing these areas of focus,

determine expected outcomes for all staff members, share this information with staff, and allow staff time to ask questions and discuss what they interpret is being asked of them. Ensure there is a common understanding of expectations moving through the final quarter of the year.

- Consider conducting CFUs with teachers around expectations.
 - Check-in at GLMs to see if teachers are on track with expectations from the CAP and/or Cambridge Education work.
 - Put short-form surveys (one to three questions) in the teachers' mailboxes around specific areas of focus to get a feel for where they are in terms of understanding and meeting expectations.
- Revisit the purpose for each of the assessments being administered to students. Walk staff through what the assessment measures and how the data collected from this assessment can be used to inform next steps in the classroom. Assist teachers in creating action plans from the data. Activity 8 in Chapter 10 of *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo may be a good starting point for this work.

Teacher-to-Student Feedback and Increased Focus on Scholar Outcomes

CAP Goal #2 focuses on increasing student achievement to ensure college readiness of students by improving the quality of teacher-to-student feedback in order to increase students' abilities to articulate specific learning goals and the steps required to reach these goals. During the visit, there was limited evidence to support progress towards this CAP goal. Posted objectives did not require rigorous student outcomes and there was a disconnect in some classrooms between the posted or stated objective and what was actually taking place during the lesson, both in terms of instruction and in terms of student work products. The level of questions being asked were at the bottom levels of Bloom's taxonomy. Finally, when teachers conducted checks for understanding, there were not mid-course redirections to address misconceptions or misunderstandings of the students.

Possible recommendations for improvement:

- As a staff (or grade level), conduct a book study of *Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind*, by Douglas Fisher and Nancy Frey. This book pushes teachers to the next level in their planning in terms of examining the purpose behind what they are asking students to complete each day.
- Ensure lesson plans provide multiple opportunities for scholars to demonstrate their understanding of how the standard/objective/I Can statement relates to the bigger picture. This may include reading Chapter 9 of *Where Great Teaching Begins*, by Anne Reeves, as a grade level or staff. This chapter outlines several strategies for helping scholars to take on more responsibility for engaging with the lesson's objective
- When reviewing lesson plans or observing in classrooms, look for consistent checks for understanding throughout the lesson. You may also consider being more explicit in providing feedback after walk-throughs, pinpointing how frequently and/or how well teachers are using CFUs to course correct when scholars do not have a clear understanding of the objective. If there are teachers that need a refresher on this topic, they can review the

“Checking for Understanding” PD module [on the Prism](#).

- In *Rigor is NOT a Four-Letter Word* by Barbara Blackburn, read Chapter 2, “Digging into Rigor,” as a staff. Identify questioning strategies that can be implemented immediately. As a leadership team, conduct focused walk-through to identify whether or not these strategies are being implemented.
- In *Total Participation Techniques* by Persida Himmele and William Himmele, Chapters 4-7 include specific strategies for engaging students in lessons. Each suggested participation technique includes strategies to ensure higher-order thinking is considered. Choose a few techniques to use across the school and work with teachers to implement these successfully. The book is set up such that the strategies move from low to high risk. This scaffolding can support the teachers’ request to use strategies that will set students up for success.

D. CAP Revisions (to be completed by school)

Any revisions to school’s CAP contemplated as result of School Connections feedback:

E. School’s Action Steps (to be completed by school)

Action Step	Evidence of Success	Timeline
Conduct a book study of <i>Purposeful Classroom</i> with grade level teams. Push teachers to move their planning to the next level by analyzing learning goals, learning activities and performance tasks.	<ul style="list-style-type: none"> • Teachers will be able to demonstrate their understanding of how the objective relates to the bigger picture. • Grade level teams will collaboratively plan a lesson to norm around lesson planning quality and expectations for a successful lesson. 	Week of: April 18 th , April 30 th May 7 th
Build teachers tool bank of higher-order thinking strategies that will ultimately help set up students for success by increasing engagement in daily lessons.	<ul style="list-style-type: none"> • Teachers will use at least one low risk strategy and one high risk strategy in their lesson plans daily. • Increased level of student engagement • Walk-Through checklist will indicate an increase in strategies used. 	Ongoing through feedback and lesson review
Conduct the module on CFU’s to	<ul style="list-style-type: none"> • During walk-through and lesson 	Week of May 21

<p>facilitate norming around expectations for lesson planning and strategies for engaging scholars in the lesson's objective.</p>	<p>plan review, consistently look for CFUs throughout the parts of the lesson.</p> <ul style="list-style-type: none"> • Conduct CFU surveys for teachers around specific lesson planning areas of focus 	<p>or earlier</p>
<p><i>Take Control of Data</i> webinar that will show teachers how to systematically review and respond to data in order to drive student learning. Teachers will learn a structured process for identifying specific gaps in student learning and then connecting these to instructional gaps.</p>	<ul style="list-style-type: none"> • Teacher teams working effectively with volumes of student data to inform instruction • Teachers will use specific procedures for setting goals using data • Teachers efficacy and confidence around data usage will improve 	<p>Week of May 14th Grade Level Meetings</p>
<p>Engage staff in an analysis of Cambridge Ed work and CAP goals. Through the process, the explicit purpose of each will be reviewed and clarified. As a staff, we will collectively develop action plans for the final sixth of the year.</p>	<ul style="list-style-type: none"> • Teachers will be able to state purpose of Cambridge Ed work • Teachers will be able to name priority CAP goals for the last sixth of the year. • Action plan for the last sixth of the year 	<p>Staff meetings the week of May 7 and May 14</p>

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The following are criteria used by both the Ed Team and Cambridge Education for assessing school quality. The Ed Team will focus on observing and providing feedback to schools on 1-2 of these criteria as requested by the regional and school leadership teams. The Ed Team will also observe the remaining criteria during School Connections visits, but may provide only general feedback for these criteria. The evidence column is based on the Effective column of the LHA Principal Performance Rubric, the Effective column of the LHA Teacher Performance Standards Rubric, the *LHA School Culture Guide*, the *LHA CPA Guidebook*, and/or the LHA Classroom Checklist.

Criterion 1: Instructional Leadership – Data Analysis

Area of Focus	Evidence	Notes, comments, feedback
Student achievement data	<ul style="list-style-type: none"> ▪ Leaders use data to set school-wide goals ▪ Principal reviews data bi-weekly with leadership team ▪ Leaders use data to drive PD planning and teacher coaching ▪ YTD data indicates school is on track to meet AYP (safe harbor) 	<p>School leaders are familiar with the school's data. It is reviewed regularly and is used to set goals and determine PD for the school.</p> <p>YTD data indicates the school is making progress towards meeting AYP targets.</p>
Teacher Performance Standard (TPS) rubric data	<ul style="list-style-type: none"> ▪ Teacher performance consistently monitored and tracked using the TPS rubric (formal observations and informal walk-throughs/observations) ▪ Feedback to teachers rooted in TPS rubric language and expectations ▪ TPS rubric and observation data used to plan individual and school-wide PD 	<p>The principal used TPS language in the first round of evaluations. She stated it would have been helpful to also root the IPDPs in this language. At the mid-year evaluation time, teachers to look at their self-assessment, compare it to the rubric, and reflect on how they are doing.</p> <p>The leadership team discusses where teachers are on the rubric and DOI feedback includes TPS rubric language.</p>
School culture	<ul style="list-style-type: none"> ▪ Principal consistently monitors and tracks school culture data ▪ Leaders use school culture data to plan for individual and school-wide PD ▪ Principal highlights and publicly commends effective school culture practices and reflects appropriately on changes to be made to improve ineffective school culture practices 	<p>School culture data is consistently monitored and used to inform school-wide and individual support in this area.</p> <p>Effective school culture practices are recognized at Town Hall meetings.</p>
Culture of Achievement	<ul style="list-style-type: none"> ▪ Principal consistently uses current data to measure CAP progress, shares progress publicly, and makes revisions as needed 	<p>The CAP was revisited mid-year and changes were made based on the data.</p>

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Criterion 1: Instructional Leadership – Data Analysis

Area of Focus	Evidence	Notes, comments, feedback
Plan (CAP)	<ul style="list-style-type: none"> ▪ Teachers are aware of the goals of the school’s CAP and are provided an opportunity to participate in its development ▪ The CAP drives PD at the school 	<p>There is a disconnect between what the teachers understand the CAP to be and how the leaders perceive they have explained the CAP (see Areas for Growth).</p> <p>The CAP does drive PD at the school.</p>

Criterion 2: Instructional Leadership – Professional Development

Area of Focus	Evidence	Notes, comments, feedback
Collaborative culture	<ul style="list-style-type: none"> ▪ Principal models and reinforces consistent implementation of the LHA model ▪ Adults in the school set a positive tone and are driven by the mission ▪ Frequent collaboration among staff members, including GLMs, common planning time, regular team meetings, learning walks, and peer observations 	<p>The principal works to model and consistently reinforce the implementation of the LHA model.</p> <p>The teachers stated that they feel the mission is hard to achieve given mixed messages they believe they are receiving and the amount of work expected of them.</p> <p>Regular team meetings and GLMs occur but teachers do not feel they are as collaborative as they could be.</p>
DOI support	<ul style="list-style-type: none"> ▪ Principal and DOI have regular check-ins to discuss progress of teachers and/or students and to plan the DOI’s next steps ▪ Principal and DOI regularly observe together and debrief with teachers ▪ Principal observes DOI in her daily work (leading meetings, observing, conducting debriefs) ▪ Teachers indicate that support from the DOI increases their success as a teacher and positively impacts student achievement 	<p>The principal and DOI meet regularly to discuss progress of the teachers and to plan the DOI’s next steps.</p> <p>The principal and DOI regularly observe together. Most of the debriefing with teachers is done by the DOI.</p> <p>The principal’s observations of the DOI’s daily work was not discussed.</p>

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Criterion 2: Instructional Leadership – Professional Development

Area of Focus	Evidence	Notes, comments, feedback
		Teachers did not speak to the amount of DOI support they receive.
IPDP process	<ul style="list-style-type: none"> All staff members have unique IPDPs aligned to their goals and participate in regular checks on progress toward IPDP goals Teachers articulate their IPDP goals and how the leadership team helps support them Struggling teachers have appropriate support plans in place Staff receives timely feedback on performance 	<p>All staff members have IPDPs and struggling teachers have support plans in place. On a quarterly basis, a planned coaching focus is selected for each teacher based on his or her IPDP.</p> <p>IPDPs were not discussed with teachers.</p>
PD experiences	<ul style="list-style-type: none"> Teachers indicate that PD increases their success as a teacher and positively impacts student achievement PD experiences are tied directly to the CAP and follow the school's YLPD plan 	<p>Teachers indicated that they feel like the PD they receive is not collaborative. They characterized the PD as a time when they are “talked at” without opportunity for their voices to be heard.</p> <p>The school's YLPD plan was not discussed.</p>
Title I and Special Education support	<ul style="list-style-type: none"> Schedules for Title I and special education teachers are organized and meet students' and teachers' needs Title I and special education staff collaborate with classroom teachers Title I and special education student data is reviewed regularly to ensure appropriate programming is in place for all students 	<p>While intervention support is included as a focus area in the CAP, teachers indicated that they were not aware of the specific action steps outlined in the CAP around this focus.</p> <p>The special education staff indicated that they collaborate with teachers through their work in the classrooms.</p> <p>Title I and special education student data was not discussed.</p>

Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
LHA Culture – Mission, Vision, Core Values	<ul style="list-style-type: none"> Staff and students understand, embrace, and consistently act in ways that are aligned with the LHA mission, vision, and core values Students discuss and relate to the mission, vision, and core 	<p>Staff and students understand the LHA mission, vision, and core values. Students indicated that they are worried they won't get into college because of how teachers speak to them about their behavior and academics (i.e., “If you act like this when you are</p>

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Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
	<p>values appropriately (i.e., LA student can talk about going to college and CPA students can identify career paths and the college they will attend to go on this path)</p> <ul style="list-style-type: none"> ▪ Artifacts across the school consistently reflect LHA vision, college culture and core values ▪ Expectations for school culture are aligned to the <i>LHA School Culture Guide</i> or the <i>CPA Guidebook</i> and can be articulated by staff and students ▪ Work posted around the school and work performed by staff and students are consistently high quality ▪ Adult dress is in compliance with the LHA Personnel Handbook 	<p>older, you won't get away with it in college.”)</p> <p>Artifacts across the school reflect the LHA mission, vision, and core values.</p> <p>Expectations for school culture are aligned to the <i>LHA School Culture Guide</i>.</p> <p>Work posted around the school and work performed by staff and students was not consistently of high quality.</p> <p>Adult dress was in compliance with the LHA Personnel Handbook.</p>
<p>Code of conduct and RC/DD/Advisory</p>	<ul style="list-style-type: none"> ▪ Lighthouse culture routines (Honor Pledge/Daily Affirmation for LA and UA, Morning Meeting/CPR/Advisory, Town Hall Meetings, TAB in/TAB out, positive language, closing circle) are implemented consistently and meet LHA expectations ▪ School-wide code of conduct is clearly in place, posted, communicated, and understood by all stakeholders (staff, students, and families) ▪ Students are able to speak about the behavior expectations the school has for them ▪ Student behavior is consistently reflective of an effective learning community ▪ All staff speaks positively and respectfully to students and each other ▪ LHA uniform policy is consistently implemented 	<p>LHA culture routines are implemented at the school. Students requested that they have school-wide Town Hall Meetings as opposed to meetings just at their grade levels.</p> <p>The school implemented a new code of conduct mid-year and it is understood by all stakeholders. However, students and staff indicated that the code of conduct is not implemented with consistency. Students also stated that they wished that teachers would use take-a-break before sending students out to the icebox. They feel like teachers don't consider take-a-break as an option any more for students to calm down now that the new code of conduct has been implemented.</p> <p>Students spoke to the effectiveness of removing problem children from the classroom in that when these students were removed, it was easier for them to learn. Disruptive behavior was not observed</p>

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Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
		<p>in any classrooms during the visit.</p> <p>In most cases staff was observed speaking positively and respectfully to students.</p> <p>The LHA uniform policy is consistently implemented.</p>
Partnership with families	<ul style="list-style-type: none"> ▪ Family Coordinator is on staff, managed, has explicit responsibilities and scheduled duties ▪ Staff is proactive in reaching out to families – home visits, weekly folders from teachers, weekly principal letters, phone calls home, etc. ▪ Family events and education nights are scheduled ▪ Opportunities are available for family members to volunteer 	<p>The work of the Family Coordinator was not discussed.</p> <p>Teachers indicated that parent engagement/involvement is lower than it has been in years past. They feel like parents are disillusioned by all of the changes and that parents have indicated to them that they are worried about all of the changes taking place at the school, especially the turnover in administration and teachers.</p> <p>Teachers suggested that Town Hall Meetings become the “big events” that they once were with families being sent invitations to attend and to be involved.</p>

Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
Long-term instructional planning	<ul style="list-style-type: none"> ▪ Teachers demonstrate knowledge of their state’s standards and can provide evidence of how they will address each standard over the course of the year ▪ Teachers supplement the curriculum as necessary in order to meet state standards 	<p>Teachers demonstrate knowledge of their state standards and indicated they are addressing the standards through the curriculum and by using the data from the multiple assessments given throughout the year.</p> <p>Teachers supplement the curriculum as necessary in order to meet</p>

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
<p style="text-align: center;">Daily instructional planning</p>	<ul style="list-style-type: none"> ▪ Lessons are rigorous, objective-driven, and arts-infused <ul style="list-style-type: none"> ○ Objectives and assignments are grade-level appropriate ○ Arts are infused into the lesson as appropriate ○ Consistently use instructional materials, resources, technology and media to meet a variety of student needs and learning styles ▪ Teachers use curriculum/course guides to plan and guide daily instruction ▪ LHA-adopted textbooks are utilized appropriately ▪ Teachers use multiple sources of data to inform planning ▪ Lesson plans and assessments are differentiated by content, process, and/or product for all subgroups of students 	<p>the standards.</p> <p>There was variation in the level of rigor and arts infusion in the lessons observed. Additionally, only half of the lessons observed were objective-driven. Instructional materials, resources, technology and media used in the classrooms was limited to the use of ActivBoards and a CD player used to listen to an OCR story.</p> <p>Teachers indicated that they are not using the LHA curriculum guides.</p> <p>LHA-adopted textbooks are utilized appropriately. However, teachers expressed finding it a challenge to use scripted curricular programs and to meet all of their students' needs.</p> <p>Differentiated instruction was only observed in one of the 5th grade ELA classrooms. In the other classrooms, it was not evident how the lesson was differentiated for the subgroups of students.</p>
<p style="text-align: center;">Use of data to drive planning and instruction</p>	<ul style="list-style-type: none"> ▪ Teachers use NWEA data to set and monitor classroom goals and to differentiate instruction and target student learning groups ▪ Teachers use formative assessments (curricular assessments, bi-weekly teacher-created assessments, weekly scrimmages, etc.) to differentiate instruction and target student learning groups ▪ Data binder is organized, up-to-date, and used to plan student goals, action steps, and differentiated instruction ▪ Data trackers are posted and up-to-date 	<p>Teachers spoke to having access to the NWEA data but did not discuss how they use this data to set and monitor classroom goals and to differentiate instruction.</p> <p>Teachers are using formative assessments but questioned why they were testing so much and how this testing was helping the teachers and the students. They feel like the assessments are not actually showing growth because they don't compare the same information. Additionally, teachers stated that questions on the assessments are not aligned to what is being taught and the data they receive from</p>

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
		<p>the assessments is not useful.</p> <p>Data trackers were not posted in all classrooms. Just Right reading levels were posted in all classrooms and updated appropriately to reflect student reading levels.</p>
Instructional delivery	<ul style="list-style-type: none"> ▪ Teachers communicate learning objective by posting on the BBC and verbally stating for students ▪ Teachers use clear explanations, appropriate language, and consistently link learning objective to past and future learning experiences and knowledge ▪ Teachers revisit the learning objective at the end of the lesson and offer opportunities for students to apply it in a different context ▪ Teachers use a variety of instructional strategies to promote student learning, to convey a “nothing less than excellence” attitude towards achievement, and to allow for student to achieve mastery ▪ Students are authentically engaged in lessons (BEAMing, engaging in dialogue with teacher and/or peers related to subject matter, etc.) 	<p>Teachers communicated learning objectives with mixed success by posting on the BBC or verbally stating for students. Of the eleven classrooms observed, seven had the objective posted. In these classrooms, as well as those classrooms without the objective posted, teachers inconsistently linked the learning objective to past and future learning experiences and knowledge.</p> <p>Instructional strategies observed included whole class instruction, a lab demonstration, group work, and independent work. The conveyance of a “nothing less than excellence” attitude towards achievement and the allowance for students to achieve mastery varied from classroom to classroom.</p> <p>In most classrooms students were engaged. The engagement varied from compliance to authentic engagement.</p>
Feedback to students	<ul style="list-style-type: none"> ▪ Students can speak to how they are held accountable for classwork/homework completion ▪ Students talk about receiving frequent feedback about their work from teachers 	<p>Feedback to students was not discussed.</p>
Checking for understanding	<ul style="list-style-type: none"> ▪ Students can articulate lesson objectives ▪ Teachers craft questions that reliably discern the extent of student understanding 	<p>Students were able to consistently articulate the learning activity taking place in the classroom but were not always able to articulate the learning objective or why they were completing the</p>

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
	<ul style="list-style-type: none"> ▪ Teachers ask questions of varying levels throughout the lesson 	<p>learning activity.</p> <p>The questions asked during lessons were low level with the exception of a first grade classroom where teachers were asked to make applications of what they were learning to a writing assignment.</p>
Student outcomes	<ul style="list-style-type: none"> ▪ Students are required to use higher order thinking skills ▪ Students are held accountable for producing high quality work ▪ Student work products (Do Now, classwork, homework, exit tickets) reflect learning objectives 	<p>There were opportunities during lessons for students to use higher order thinking skills but teachers did not capitalize on these opportunities (e.g., the 5th grade science lesson that was observed).</p> <p>Students were inconsistently held accountable for producing high quality work.</p> <p>Student work products inconsistently reflected the learning objectives.</p>
Standards-based assessments	<ul style="list-style-type: none"> ▪ Lessons contain explicit checks for understanding and other types of formative assessments, and teachers respond to this feedback within the lesson ▪ Teachers talk about where individual students and student sub-groups are performing in relation to the goal/standards/content being taught 	<p>There were limited checks for understanding. Teachers mainly called on students that had their hands raised.</p> <p>Individual student performance and the work of sub-groups were not discussed with teachers.</p>
Arts partners/ arts infusion	<ul style="list-style-type: none"> ▪ Arts partnership is established and is active (i.e. teachers receive professional development and/or have the arts partner in their classroom at least monthly) ▪ Arts teachers collaborate with classroom teachers to ensure the implementation of effective arts infusion practices ▪ Teachers describe effective strategies for incorporating the arts 	<p>The school has an established and active arts partnership. Additionally, the school's arts infusion specialist was observed leading a lesson that was directly tied to the class's social studies unit.</p> <p>Arts infusion was not discussed with teachers.</p>

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
	<p>into their instruction</p> <ul style="list-style-type: none"> ▪ Student art work is authentic, ties into the curriculum, and enhances student learning ▪ Students can speak to how arts infusion is used as a lever for learning 	<p>Student art work displayed at the school was authentic, tied to the curriculum, and appropriately enhanced student learning.</p> <p>Arts infusion was not discussed with students.</p>
<p>Network writing initiative</p>	<ul style="list-style-type: none"> ▪ Teachers use <i>LHA Writing Guide</i> to guide writing instruction ▪ Writing lessons follow the workshop structure ▪ Teachers use 6+1 Traits language to guide writing instruction ▪ High quality samples of student writing are posted in the room/hall and/or available in student folders ▪ Student writing indicates work on meaningful, grade-appropriate assignments ▪ Scored student work reflects high expectations for proficient work in the grade level and is aligned with the LHA rubric ▪ Student write during content area lessons ▪ Student writing during the lesson (regardless of subject area) demonstrates command of writing expectations for the genre ▪ Student writing during the lesson (regardless of subject area) demonstrates command of basic conventions as appropriate for the grade level 	<p>The use of the <i>LHA Writing Guide</i> was not discussed. In the writing lessons observed, it was not clear that they were directly aligned to the units in the writing guide.</p> <p>The use of writing workshop was observed in one first grade classroom and this implementation of the workshop model was correct. The DOI indicated that she has been modeling writers' workshop in the third grade classrooms and that all grade levels have been looking at writers' workshop videos in GLMs.</p> <p>The use of the 6+1 Traits varies greatly across all classrooms and is a recommended area for improvement moving forward.</p> <p>There is evidence across the school, especially in grades 3-5, that the LHA writing rubric is being used to score final writing pieces.</p> <p>The leadership team indicated that lesson plans are required to include what the writing component will be each day and that they are checking for writing when they conduct walk-throughs. This requirement around writing was not observed in all classrooms visited.</p>

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Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
School environment	<ul style="list-style-type: none"> ▪ Posters, signs or symbols of the mission are visible throughout the school ▪ The school is organized, clean, and safe ▪ Student movement in hallways is orderly and efficient ▪ The school environment is arts infused - visitors can hear music, see artwork, etc. 	<p>The majority of classrooms had a college-theme.</p> <p>The majority of classrooms were organized and clean. The school was safe during the visit.</p> <p>Student movement in the hallways was orderly and efficient.</p> <p>The school environment was arts-infused. Meaningful artwork is posted throughout the building. Music was played on the intercom system for students during arrival.</p>
Classroom environment of fairness and respect	<ul style="list-style-type: none"> ▪ Students can name the classroom goals and explain how they are progressing towards achieving the classroom goals ▪ Students are consistently patient with each other when getting wrong answers or taking risks in answering questions 	<p>Students were able to speak to their NWEA goals, their reading level goals, and the level of work they need to complete in order to be prepared for the state test.</p> <p>Students were patient with each other when getting wrong answers and they took risks in answering questions.</p>
High expectations	<ul style="list-style-type: none"> ▪ Teachers communicate expectations and the purpose behind them clearly and assertively ▪ Teachers use a range of techniques to respond to misbehavior while maintaining the dignity of students ▪ Misbehavior rarely prevents a lesson from moving forward ▪ When less than excellent work is turned in, students are consistently asked to fix their work. 	<p>Teachers clearly and assertively communicated expectations in most of the classrooms.</p> <p>Misbehavior did not prevent a lesson from moving forward in any of the classrooms observed.</p> <p>It was not clear during the visit how teachers respond when less than excellent work is turned in. in one kindergarten classroom, the teacher set the expectation multiple times that students answer questions in a complete sentence.</p>
Celebrating progress	<ul style="list-style-type: none"> ▪ Teachers use a variety of reinforcements that reach a range of 	<p>Teachers used reinforcements to reach a range of students. Reinforcements were a combination of noticing and praise.</p>

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Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
	<p>students</p> <ul style="list-style-type: none"> ▪ Reinforcement recognizes significant academic effort and meeting a mastery level bar ▪ Reinforcements are delivered at purposeful times and help lead to intrinsic motivation 	<p>Reinforcements did recognize academic effort but did not always address progress towards or mastery of lesson objectives.</p> <p>The delivery of reinforcements was not always purposeful in terms of intrinsic motivation. Reinforcement was most frequently used as a behavior management tool and not as an academic motivator.</p>
<p>Organized and safe classroom</p>	<ul style="list-style-type: none"> ▪ The classroom is organized, safe, and user-friendly ▪ Classrooms use the Blackboard Configuration. ▪ Wall displays are educationally important and can be explained by students ▪ Classrooms meet all of the LHA checklist requirements 	<p>The majority of classrooms were organized, safe, and user-friendly.</p> <p>The BBC was used appropriately in eight of the eleven classrooms observed.</p> <p>The majority of wall displays were educationally important. They were not discussed with students.</p> <p>Classrooms met most of the LHA checklist requirements.</p>
<p>Clear systems, procedures, and routines</p>	<ul style="list-style-type: none"> ▪ BBC, including the daily schedule, is posted and utilized ▪ Each LA class has a minimum of 90 minutes of literacy instruction and 90 minutes of math instruction daily ▪ Procedures run smoothly and urgently with the teacher's facilitation ▪ Student understand procedures and can explain why they are important 	<p>Out of the eleven classrooms visited, six had a daily schedule posted. In one of these classrooms, though, the lesson observed was not the subject indicated on the schedule.</p> <p>Each LA class had a minimum of 90 minutes for literacy instruction and 90 minutes for math instruction.</p> <p>Procedures ran smoothly in classrooms where teachers provided clear expectations and/or written guidelines for expectations.</p> <p>Procedures were not explicitly discussed with students.</p>

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Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
Appropriate rules and logical consequences	<ul style="list-style-type: none">▪ Rules are clear, positively state, and posted in the classrooms▪ Consequences are reasonable and logical▪ Teachers develop individual behavior plans for students who are not consistently meeting the classroom expectations	Rules were plainly posted in six of the eleven classrooms visited. Consequences were not consistently posted in classrooms. Individual behavior plans for students were not discussed.

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School Connections Report Winter 2012

School: Bronx Lighthouse CPA

Date: 3/14/2012

Participants:

Rick Burke
Dianne Hardcastle
Priscilla Forsyth
Kimberlee Sia

LHA Lead: Jessica Stocks

Academic Results

State Assessment

Reading: 31.8% Proficient

- Current 6th grade: 35.3%
- Current 7th grade 48.9%
- Current 8th grade 27.3%
- Current 9th grade: 15.6%

Math: 59.8% Proficient

- Current 6th grade: 60.3%
- Current 7th grade 84.4%
- Current 8th grade 50%
- Current 9th grade: 44.5%

NWEA –Reading:

125% Typical Growth Achieved
53% Met LHA Proficiency Target

NWEA –Math

124% Typical Growth Achieved
57% Met LHA Proficiency Target

Cambridge Ed Results Spring 2011

	IL: Data Analysis	IL: Prof Devel	IL: Culture of Achievement and Respect	Classroom Instruction and Assessment	Learning Environment
CE results	Approaching	Meets	Meets	Meets	Meets

Overall Summary

A. Summary

Bronx Lighthouse College Prep Academy welcomed a new principal at the end of January and subsequently revised its CAP. As a result, the school has been focusing primarily on improving school culture by increasing accountability throughout the building and implementing a revised behavior management plan. The leadership and staff have been working diligently to implement the action steps outlined in the revised CAP and remain committed to ensuring that these new initiatives are consistently executed throughout the remainder of the 2011-12 year. They have already started planning strategically for ways to address areas of growth during the Summer and leading into the 2012-13 school year.

Progress on CAP Goals:

The school leadership team modified the CAP midyear in order to prioritize the recommendations and action steps identified in the Fall SCV.

1. Improve school culture

The school has a renewed focus on school culture and behavior management. They have improved the use of Town Hall Meetings by involving student leadership in order to increase engagement. The students suggested that these meetings should include more time for celebrating and acknowledging student success and positive behaviors. The school also provided training for staff on the Developmental Designs which is the foundation of the school's social-emotional learning program. Connecting these elements together through the common link of the LHA Core Competencies (ACES) should result in a further strengthened school culture as students are able to better understand how behaviors connect to academic success. As a result of a refocus on better management of student behavior, staff and students report improvements in school culture but also noted that behavior problems are still regularly disrupting learning.

2. Improve student achievement to ensure students are college ready

The school continuously collects and reviews data and reports that there are currently fewer student failures compared to the same time during the 2010-11 school year (except for grade 6). However, there are still a significantly high number of students who are failing core classes. As a result, the school has planned a credit recovery initiative designed to minimize the number of students failing multiple classes. Data from the winter NWEA assessment demonstrated that students might not be fully invested in this assessment because after conferencing with and retesting students who performed poorly, their scores improved. The school should explore how the purpose and goals for NWEA are communicated to students and reinforced by teachers.

3. Raise student achievement in writing

The school continues to make progress on this goal by participating in the LHA writing assessments and reinforcing writing across the content areas through the monitoring of teachers' lesson and unit plans. As a result, the quantity of student writing has increased, especially in the Social Studies classes, and there was evidence of the workshop model of instruction. Moving forward, the school will need to ensure that the content area writing to learn strategies are consistently used throughout the building and that the workshop model is appropriately used with fidelity. Additionally new staff will need additional support and training in the use of the LHA writing rubric, scoring expectations, and that they understand the 6+1 Writing Traits and the Writers Workshop model of instruction. Further, teachers should have clearly designated time for collaborative scoring and review of student work in order to maintain a high level of expectation for student writing aligned with the LHA writing rubric.

B. Areas of Strength

Leadership Collaboration and Communication

The principal, DOI, and VP appear to be excited about working together and improving the school. They collaborate and communicate frequently, engaging in open conversation and problem solving together as a team. They want to see the CPA students succeed and will do whatever is necessary to make this happen.

Student-Centered Instruction

Several of the classrooms exhibited evidence of student-centered teaching which included cooperative learning strategies, conferencing and discussion strategies. For example, in one classroom, students worked in a group in a hands-on application of the teacher's mini-lesson.

C. Opportunities for Growth and Development

School Culture

This was an area of focus in the Fall SCV Report and the school subsequently modified the school wide discipline plan in order to reinforce school culture and provide a consistent system of rules and consequences throughout the CPA classes. Students and teachers report that they have seen improvement, that the new policies and protocols seem to be working and that student suspensions have started to decrease. Teachers noted that they now have a set of clear action steps to take when misbehavior occurs and that future success will be a matter of ensuring that the behavior management system is consistently and clearly executed in every classroom. Teachers report that the Developmental Designs PD was

helpful and that they have shifted from “feeling completely overwhelmed” to now having a structure in place for addressing behavioral issues. Still, they report problems with repeat offenders and they felt that consequences were not being implemented consistently throughout the CPA classes. The effect of this has been that student learning continues to be disrupted regularly, which teachers say has prevented them from engaging students in higher order thinking lessons.

Students noted that they do not feel that positive behavior is sufficiently acknowledged and pointed out that a typical class period results in many more “corrections” than recognition of merit. Further, students reported that they feel increased pressure to succeed academically but that their efforts are not always publically celebrated or rewarded. Some examples of acknowledgement that students felt would provide positive reinforcement and improve their level of investment include Student-of-the-Month awards, field trips, celebrations and dances, and an improved incentive system of merits.

Possible suggestions to address this include:

- 1) Improve connection between LHA Core Competencies and the school’s system for positive reinforcement. Advisory and Town Hall should be used to support this work.
- 2) Define and communicate the school’s system for positive reinforcement. The goal should be to shift from reactive to proactive management of student behavior.
- 3) Plan specific celebrations of student success and make an explicit connection to the behaviors and core competencies that resulted in the recognition.

Refining and Maintaining Current Initiatives

The school has recently rolled out several new programs and initiatives designed at improving school culture and reducing student course failures. The teachers expressed some concern about being “spread too thin” and had questions about how all of the new initiatives would integrate. For improved clarity and focus, the school should refine and maintain current projects for the remainder of the year and plan for significant new action steps to take place next year. The school leadership has correctly identified the key levers for improving student achievement for the remainder of the school year and should focus on consistent execution of these efforts while carefully strategizing projects that will occur leading into the 2012-13 academic year.

Teacher Collaboration

Teachers expressed that they rarely are able to plan together or work collaboratively in a structured manner. To address this, the school should consider the following possibilities:

- 1) Plan the school schedule and teacher schedules for 2012-13 to prioritize time for PLCs.
- 2) Assigning grade or content (vertical team) chairs to lead common planning meetings. Requiring agendas and recording notes and action steps for each meeting can ensure accountability.

Explore creative ways for staff to collaborate and share best practices in ways that align with

their IPDPs (partnering with other LHA content teachers, tuning protocols during PLC, lesson study groups, peer observations, collaborative reflections of teaching video, interdisciplinary curriculum planning, etc.).

D. CAP Revisions (to be completed by school)

Any revisions to school’s CAP contemplated as result of School Connections feedback:
 There are no new revisions to the CAP, although our efforts in reflection of the Ed team visit will contribute to existing CAP priorities and inform new actions to achieve our goals and priorities for improvement.

E. School’s Action Steps (to be completed by school)

Action Step	Evidence of Success	Timeline
<p>School Culture: Reframe expectations using core values and core competencies</p> <p>We will reacquaint ourselves with the core values and core competencies. This will include the following short term actions:</p> <ul style="list-style-type: none"> • Prioritizing one core value each month • Framing reinforcing and redirecting language by using the core competencies • Ensuring that teachers have core competencies posted in classrooms • Having core competencies covered as parts of CPR and advisory talking points <p>Long-term actions:</p> <ul style="list-style-type: none"> • A day long focus on core competencies and values as a part of PDI over the summer • Following the LHA advisory guide with fidelity for the 2012-2013 academic year • Implementation of an incentive and recognition program focused on the core 	<p>Short term:</p> <ul style="list-style-type: none"> • Teacher language in reinforcement and redirection includes the core value language • Each month recognizes a student who demonstrated a core value or core competency • A core value bulletin board is put up in the school’s entrance recognizing students who are exceeding expectations • Learning environments include the core competencies <p>Long-term:</p> <ul style="list-style-type: none"> • During PDI teachers develop strong advisory and classroom culture plans that evidence understanding on how to promote and reinforce student demonstration of core values. • The advisory exhibitions, and guide is implemented 	<p>Short term actions to be achieved by all teachers by 4/30</p> <p>Long term actions to be achieved by all teachers and staff by 9/1</p>

<p>competencies and core values.</p> <ul style="list-style-type: none"> Developing a long-term plan for town hall meetings to prioritize core competency reinforcement 	<p>and followed with fidelity and can be observed daily.</p> <ul style="list-style-type: none"> Town hall meetings support values/core competencies and happen weekly. Student leaders exemplify core competencies. 	
<p>School Culture: Positive Reinforcement Implement a 3 to 1 reinforcing language to redirecting/reminding language.</p>	<p>Immediate increase in the number of merits given and decrease in number of classroom send outs</p> <p>Peer observations for positive reinforcement monthly</p>	<p>Launch of 3:1 efforts starting week of 3/19</p>
<p>School Culture: Positive Reinforcement/Positive Celebrations Incorporate student of the month awards during town hall to recognize all subjects and a core value/competency.</p>	<p>Teachers are mentioning and reminding students of SOM during CPR and advisory during weekly advisory walkthroughs.</p>	<p>Starting in the week of 3/19 and leading into end of month celebrations</p>
<p>School Culture: Positive Reinforcement/Positive Celebrations Make the merit system more meaningful to all students, and more widely utilized.</p>	<p>Include greater use of the merit system and use of meaningful and visible rewards.</p>	<p>Starting the week of May 19</p>
<p>Maintain Current Initiatives Seek regular feedback from teachers around implementation of initiatives. Hold all staff accountable for implementation of current initiatives.</p>	<ul style="list-style-type: none"> Decrease in number of failing students. Increased student achievement data on all forms of assessment. Decreased number of classroom interruptions and send outs. 	<p>Ongoing</p>
<p>Teacher Collaboration</p> <ul style="list-style-type: none"> Plan the school schedule and teacher schedules for 2012-13 to prioritize time for PLCs. Develop structures for staff collaboration. 	<p>Pending strategic planning for 2012-13</p>	<p>Timeline is to be determined.</p>
<p>Implement LHA education program including CPA and culture guides, advisory guides, and UBD expectations across the CPA</p>		

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The following are criteria used by both the Ed Team and Cambridge Education for assessing school quality. The Ed Team will focus on observing and providing feedback to schools on 1-2 of these criteria as requested by the regional and school leadership teams. The Ed Team will also observe the remaining criteria during School Connections visits, but may provide only general feedback for these criteria. The evidence column is based on the Effective column of the LHA Principal Performance Rubric, the Effective column of the LHA Teacher Performance Standards Rubric, the *LHA School Culture Guide*, the *LHA CPA Guidebook*, and/or the LHA Classroom Checklist.

Criterion 1: Instructional Leadership – Data Analysis

Area of Focus	Evidence	Notes, comments, feedback
Student achievement data	<ul style="list-style-type: none"> ▪ Leaders use data to set school-wide goals ▪ Principal reviews data bi-weekly with leadership team ▪ Leaders use data to drive PD planning and teacher coaching ▪ YTD data indicates school is on track to meet AYP (safe harbor) 	<ul style="list-style-type: none"> ▪ Leaders actively monitor and track student data (student grades, failures, assessment data) and plan interventions accordingly. The school is using current student failure data to develop individual learning plans for credit recovery projects. ▪ The school makes efforts to involve students in understanding their own achievement data by posting trackers towards mastering state standards.
Teacher Performance Standard (TPS) rubric data	<ul style="list-style-type: none"> ▪ Teacher performance consistently monitored and tracked using the TPS rubric (formal observations and informal walk-throughs/observations) ▪ Feedback to teachers rooted in TPS rubric language and expectations ▪ TPS rubric and observation data used to plan individual and school-wide PD 	<ul style="list-style-type: none"> ▪ The TPS rubric was not discussed during this visit.
School culture	<ul style="list-style-type: none"> ▪ Principal consistently monitors and tracks school culture data ▪ Leaders use school culture data to plan for individual and school-wide PD ▪ Principal highlights and publicly commends effective school 	<ul style="list-style-type: none"> ▪ School culture related data (suspensions, class removals, etc.) is monitored and tracked in order to evaluate the success of the new behavior management plan implemented as a result of the fall visit. The leadership

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Criterion 1: Instructional Leadership – Data Analysis

Area of Focus	Evidence	Notes, comments, feedback
	culture practices and reflects appropriately on changes to be made to improve ineffective school culture practices	team frequently discusses the effectiveness of the behavior management plan and has made changes to increase consistency.
Culture of Achievement Plan (CAP)	<ul style="list-style-type: none"> ▪ Principal consistently uses current data to measure CAP progress, shares progress publicly, and makes revisions as needed ▪ Teachers are aware of the goals of the school’s CAP and are provided an opportunity to participate in its development ▪ The CAP drives PD at the school 	<ul style="list-style-type: none"> ▪ The school CAP was recently revised as a result of observations during the fall visit and new leadership. ▪ The CAP was not discussed with teachers.

Criterion 2: Instructional Leadership – Professional Development

Area of Focus	Evidence	Notes, comments, feedback
Collaborative culture	<ul style="list-style-type: none"> ▪ Principal models and reinforces consistent implementation of the LHA model ▪ Adults in the school set a positive tone and are driven by the mission ▪ Frequent collaboration among staff members, including GLMs, common planning time, regular team meetings, learning walks, and peer observations 	<ul style="list-style-type: none"> ▪ Teachers expressed the need for more structured time to engage in collaboration, both within content areas and across grade levels. Due to a leadership change, PD has recently been focused towards conveying expectations, information and policies/procedures. ▪ The principal models high expectations by holding staff more accountable for professionalism within the workplace
DOI/DSC/DCT support	<ul style="list-style-type: none"> ▪ Principal and DOI have regular check-ins to discuss progress of teachers and/or students and to plan the DOI next steps ▪ Principal and DOI regularly observe together and debrief with teachers ▪ Principal observes DOI in his/her daily work (leading meetings, observing, conducting debriefs) ▪ Teachers indicate that support from the DOI increases their 	<ul style="list-style-type: none"> ▪ The Principal and DOI meet regularly and work closely to support teachers instructionally and with school culture reinforcement. ▪ Teachers indicated that they appreciate the support from the DOI but the leadership transition caused her to spend less time coaching in classrooms.

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Criterion 2: Instructional Leadership – Professional Development

Area of Focus	Evidence	Notes, comments, feedback
	success as a teacher and positively impacts student achievement	<ul style="list-style-type: none"> The school is hiring a DCT for the 2012-13 school year.
IPDP process	<ul style="list-style-type: none"> All staff members have unique IPDPs aligned to their goals and participate in regular checks on progress toward IPDP goals Teachers articulate their IPDP goals and how the leadership team helps support them Struggling teachers have appropriate support plans in place Staff receives timely feedback on performance 	<ul style="list-style-type: none"> IPDPs were not discussed during this visit. Staff performance is closely monitored and the leadership team frequently discusses the needs of individual teachers.
PD experiences	<ul style="list-style-type: none"> Teachers indicate that PD increases their success as a teacher and positively impacts student achievement PD experiences are tied directly to the CAP and follow the school's YLPD plan 	<ul style="list-style-type: none"> The school's PD aligns to the goals outlined in the revised CAP. Teachers felt that the Developmental Designs PD was particularly helpful and was well aligned with the school's goals to improve school culture and student behavior. Teachers expressed concern that sufficient time for collaboration/PLC is not built into the existing schedule. Teachers expressed a need for more content-area PD. The YLPD plan was not specifically discussed.
Title I and Special Education support	<ul style="list-style-type: none"> Schedules for Title I and special education teachers are organized and meet students' and teachers' needs Title I and special education staff collaborate with classroom teachers Title I and special education student data is reviewed regularly to ensure appropriate programming is in place for all students 	<ul style="list-style-type: none"> Title I and Special Education supports were not discussed during this visit.

Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
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Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
<p>LHA Culture – Mission, Vision, Core Values</p>	<ul style="list-style-type: none"> ▪ Staff and students understand, embrace, and consistently act in ways that are aligned with the LHA mission, vision, and core values ▪ Students discuss and relate to the mission, vision, and core values appropriately (i.e., LA student can talk about going to college and CPA students can identify career paths and the college they will attend to go on this path) ▪ Artifacts across the school consistently reflect LHA vision, college culture and core values ▪ Expectations for school culture are aligned to the <i>LHA School Culture Guide</i> or the <i>CPA Guidebook</i> and can be articulated by staff and students ▪ Work posted around the school and work performed by staff and students are consistently high quality ▪ Adult dress is in compliance with the LHA Personnel Handbook 	<ul style="list-style-type: none"> ▪ Students felt that the school is preparing them for college by holding high expectations for their behavior and speaking frequently about the expectation for each scholar to attend college. The 9th grade students recently visited Fordham University and look forward to making more college visits in the future. ▪ There was evidence of the Core Values, LHA affirmation and pledge in classrooms, but little to no evidence of CPA-specific elements (core competencies/ACES). ▪ There was student work posted throughout the building but the quality of the work varied across content areas and grade levels. ▪ The principal has actively addressed out-of-compliance adult dress issues and continues to monitor for compliance.
<p>Code of conduct and RC/DD/Advisory</p>	<ul style="list-style-type: none"> ▪ Lighthouse culture routines (Honor Pledge/Daily Affirmation for LA and UA, Morning Meeting/CPR/Advisory, Town Hall Meetings, TAB in/TAB out, positive language, closing circle) are implemented consistently and meet LHA expectations ▪ School-wide code of conduct is clearly in place, posted, communicated, and understood by all stakeholders (staff, students, and families) ▪ Students are able to speak about the behavior expectations the school has for them ▪ Student behavior is consistently reflective of an effective 	<ul style="list-style-type: none"> ▪ One of the advisory classes was observed discussing the difference between extrinsic and intrinsic motivation but this level of engagement during advisory was not consistent across the classes visited. ▪ The LHA uniform policy was consistently enforced because students were checked upon entrance into the building and there was a system in place to handle out-of-uniform students. Both students and staff understood and could explain this protocol.

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Criterion 3: Instructional Leadership – Culture of Achievement and Respect

Area of Focus	Evidence	Notes, comments, feedback
	<p>learning community</p> <ul style="list-style-type: none"> ▪ All staff speaks positively and respectfully to students and each other ▪ LHA uniform policy is consistently implemented 	<ul style="list-style-type: none"> ▪ Students and teachers noted that the expectations and consequences system has become more rigid and noted improvement but still identified student behavior as an area for improvement at the school. ▪ Teachers recently received DD training in order to address the CAP goal of improving school culture and student behavior management.
Partnership with families	<ul style="list-style-type: none"> ▪ Family Coordinator is on staff, managed, has explicit responsibilities and scheduled duties ▪ Staff is proactive in reaching out to families – home visits, weekly folders from teachers, weekly principal letters, phone calls home, etc. ▪ Family events and education nights are scheduled ▪ Opportunities are available for family members to volunteer 	<ul style="list-style-type: none"> ▪ The school noted parent involvement as an area for growth, especially in terms of involving families in the monitoring of their child’s progress towards college acceptance.

Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
Long-term instructional planning	<ul style="list-style-type: none"> ▪ Teachers demonstrate knowledge of their state’s standards and can provide evidence of how they will address each standard over the course of the year ▪ Teachers supplement the curriculum as necessary in order to meet state standards 	<ul style="list-style-type: none"> ▪ Teachers have supplemented the LHA course guides as necessary. ▪ The Biology teacher has received NYS-specific content area coaching and support from an outside consultant to prepare for the Living Environment Regents Exam. ▪ The school noted that an area of growth for the future is consistent implementation of Understanding by Design planning across all courses.

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
Daily instructional planning	<ul style="list-style-type: none"> ▪ Lessons are rigorous, objective-driven, and arts-infused <ul style="list-style-type: none"> ○ Objectives and assignments are grade-level appropriate ○ Arts are infused into the lesson as appropriate ○ Consistently use instructional materials, resources, technology and media to meet a variety of student needs and learning styles ▪ Teachers use curriculum/course guides to plan and guide daily instruction ▪ LHA-adopted textbooks are utilized appropriately ▪ Teachers use multiple sources of data to inform planning ▪ Lesson plans and assessments are differentiated by content, process, and/or product for all subgroups of students 	<ul style="list-style-type: none"> ▪ The DOI monitors teachers' lesson plans and provides feedback. ▪ Teachers requested more readily available access to the NWEA reporting features. ▪ The school has recently started using Study Island in order to enhance test preparation. ▪ The school has recently started using Acuity to inform planning for NY State exams.
Use of data to drive planning and instruction	<ul style="list-style-type: none"> ▪ Teachers use NWEA data to set and monitor classroom goals and to differentiate instruction and target student learning groups ▪ Teachers use formative assessments (curricular assessments, bi-weekly teacher-created assessments, weekly scrimmages, etc.) to differentiate instruction and target student learning groups ▪ Data binder is organized, up-to-date, and used to plan student goals, action steps, and differentiated instruction ▪ Data trackers are posted and up-to-date 	<ul style="list-style-type: none"> ▪ Teachers explained that they use various sources of data to inform classroom instruction. They expressed difficulty with being able to directly access NWEA and Acuity data. ▪ Many classrooms had data trackers displayed in the rooms. ▪ A wall display in the hallway tracked students' progress towards state exam readiness.
Instructional delivery	<ul style="list-style-type: none"> ▪ Teachers communicate learning objective by posting on the BBC and verbally stating for students ▪ Teachers use clear explanations, appropriate language, and consistently link learning objective to past and future learning experience and knowledge 	<ul style="list-style-type: none"> ▪ The BBC format was consistently used in the classrooms visited although teachers were not always explicit when explaining the lesson's objective and link to past and future lessons. ▪ Several teachers made efforts to engage students through

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
	<ul style="list-style-type: none"> ▪ Teachers revisit the learning objective at the end of the lesson and offer opportunities for students to apply it in a different context ▪ Teachers use a variety of instructional strategies to promote student learning, to convey a “nothing less than excellence” attitude towards achievement, and to allow for student to achieve mastery ▪ Students are authentically engaged in lessons (BEAMing, engaging in dialogue with teacher and/or peers related to subject matter, etc.) 	<p>real-life examples or hands-on application of a concept.</p> <ul style="list-style-type: none"> ▪ In many classrooms, teachers were making efforts to engage students in whole class discussion, however dialogue between peers was less evident (e.g. Think Pair Share). ▪ Students were generally focused and on task but there were variations in the amount of passive disengagement that was tolerated by teachers.
Feedback to students	<ul style="list-style-type: none"> ▪ Students can speak to how they are held accountable for classwork/homework completion ▪ Students talk about receiving frequent feedback about their work from teachers 	<ul style="list-style-type: none"> ▪ Exams passed back to students in the Biology class had specific feedback for individual students. ▪ Students spoke about being held accountable for completing work by attending after school tutoring but expressed frustration about the level of individualized support and feedback they were able to get during this time.
Checking for understanding	<ul style="list-style-type: none"> ▪ Students can articulate lesson objectives ▪ Teachers craft questions that reliably discern the extent of student understanding ▪ Teachers ask questions of varying levels throughout the lesson 	<ul style="list-style-type: none"> ▪ Teachers demonstrated varying levels of mastery of checking for understanding during and after lessons. Many are still working to establish a classroom environment where students feel comfortable struggling towards the correct answer when questioned.
Student outcomes	<ul style="list-style-type: none"> ▪ Students are required to use higher order thinking skills ▪ Students are held accountable for producing high quality work ▪ Student work products (Do Now, classwork, homework, exit 	<ul style="list-style-type: none"> ▪ The level of expectation for quality of student work varied across grade levels and content areas, with some teachers holding students accountable for demonstrating

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
	tickets) reflect learning objectives	<p>higher order thinking through writing and discussion while other teachers were still doing most of the “heavy lifting” for the class.</p> <ul style="list-style-type: none"> ▪ There was consistent use of a Do Now routine and daily homework assignments were posted in the classrooms visited.
Standards-based assessments	<ul style="list-style-type: none"> ▪ Lessons contain explicit checks for understanding and other types of formative assessments, and teachers respond to this feedback within the lesson ▪ Teachers talk about where individual students and student sub-groups are performing in relation to the goal/standards/content being taught 	<ul style="list-style-type: none"> ▪ There was a general lack of awareness on the part of the students about the 9th grade Regents Exams. There were no trackers or goals posted regarding Regents Exams and students could not speak about their personal progress towards passing the exams or what was required to pass (Integrated Algebra, Living Environment).
Arts partners/ arts infusion	<ul style="list-style-type: none"> ▪ Arts partnership is established and is active (i.e. teachers receive professional development and/or have the arts partner in their classroom at least monthly) ▪ Arts teachers collaborate with classroom teachers to ensure the implementation of effective arts infusion practices ▪ Teachers describe effective strategies for incorporating the arts into their instruction ▪ Student art work is authentic, ties into the curriculum, and enhances student learning ▪ Students can speak to how arts infusion is used as a lever for learning 	<ul style="list-style-type: none"> ▪ The school does not have an active arts partnership at this time. ▪ Arts-infusion was evident in hallway displays but an explicit connection to classroom instruction and learning was not observed. ▪ The school leadership has observed that arts infusion in the grade 8/9 Reading classes shows particular promise.

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Criterion 4: Classroom Instruction and Assessment

Area of Focus	Evidence	Notes, comments, feedback
Network writing initiative	<ul style="list-style-type: none"> ▪ Teachers use <i>LHA Writing Guide</i> to guide writing instruction ▪ Writing lessons follow the workshop structure ▪ Teachers use 6+1 Traits language to guide writing instruction ▪ High quality samples of student writing are posted in the room/hall and/or available in student folders ▪ Student writing indicates work on meaningful, grade-appropriate assignments ▪ Scored student work reflects high expectations for proficient work in the grade level and is aligned with the LHA rubric ▪ Student write during content area lessons ▪ Student writing during the lesson (regardless of subject area) demonstrates command of writing expectations for the genre ▪ Student writing during the lesson (regardless of subject area) demonstrates command of basic conventions as appropriate for the grade level 	<ul style="list-style-type: none"> ▪ The students were observed participating in a workshop lesson in one of the ELA classes but it was not evident if the teachers are consistently using the structure of the workshop model effectively and consistently across the ELA department. ▪ Displays of content area writing in Social Studies were evident and demonstrated improved quality. ▪ Student writing in Math/Science was not observed. ▪ Process writing and students writing portfolios were evident in the ELA classrooms. ▪ One ELA teacher had a tracker for 6+1 Traits progress posted in the room.

Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
School environment	<ul style="list-style-type: none"> ▪ Posters, signs or symbols of the mission are visible throughout the school ▪ The school is organized, clean, and safe ▪ Student movement in hallways is orderly and efficient ▪ The school environment is arts infused - visitors can hear music, see artwork, etc. 	<ul style="list-style-type: none"> ▪ There was evidence of the LHA affirmation and core values posted in classrooms, but less emphasis on CPA-specific LHA elements (Core Competencies). ▪ The observed hallway transitions were orderly, safe, and efficient. ▪ There was evidence of arts infusion in some of the student work posted in hallways however the direct connection to

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Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
		classroom instruction was less clear.
Classroom environment of fairness and respect	<ul style="list-style-type: none"> ▪ Students can name the classroom goals and explain how they are progressing towards achieving the classroom goals ▪ Students are consistently patient with each other when getting wrong answers or taking risks in answering questions 	<ul style="list-style-type: none"> ▪ All teachers need to consistently prompt students more and engage further when students do not know an answer or get the answer wrong.
High expectations	<ul style="list-style-type: none"> ▪ Teachers communicate expectations and the purpose behind them clearly and assertively ▪ Teachers use a range of techniques to respond to misbehavior while maintaining the dignity of students ▪ Misbehavior rarely prevents a lesson from moving forward ▪ When less than excellent work is turned in, students are consistently asked to fix their work. 	<ul style="list-style-type: none"> ▪ Students spoke about feeling “pressure to succeed academically”. ▪ The new discipline plan has provided teachers with more immediate action steps in the event of misbehavior. ▪ Teachers felt that they still need to be normed around holding high expectations for student behavior and student work throughout the school. ▪ Teachers and students report that while discipline has improved, student misbehavior slows down lessons on a regular basis.
Celebrating progress	<ul style="list-style-type: none"> ▪ Teachers use a variety of reinforcements that reach a range of students ▪ Reinforcement recognizes significant academic effort and meeting a mastery level bar ▪ Reinforcements are delivered at purposeful times and help lead to intrinsic motivation 	<ul style="list-style-type: none"> ▪ Students expressed an explicit desire for more public recognition of accomplishments. They were concerned that there is more focus catching students who are misbehaving than rewarding students who are demonstrating merit. ▪ The school has a merit system in place but according to teachers and students it has not been implemented consistently.
Organized and safe classroom	<ul style="list-style-type: none"> ▪ The classroom is organized, safe, and user-friendly ▪ Classrooms use the Blackboard Configuration. 	<ul style="list-style-type: none"> ▪ Classroom environments were orderly, engaging and the seating arrangements supported student learning.

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Criterion 5: Learning Environment

Area of Focus	Evidence	Notes, comments, feedback
	<ul style="list-style-type: none"> ▪ Wall displays are educationally important and can be explained by students ▪ Classroom meets all of the LHA checklist requirements 	<ul style="list-style-type: none"> ▪ BBC was evident in the classrooms visited. ▪ Displays of student work were evident throughout the building but they were not of a consistently high quality in every classroom. ▪ Writing classrooms had an area designated for student portfolios.
<p>Clear systems, procedures, and routines</p>	<ul style="list-style-type: none"> ▪ BBC, including the daily schedule, is posted and utilized ▪ Procedures run smoothly and urgently with the teacher's facilitation ▪ Student understand procedures and can explain why they are important 	<ul style="list-style-type: none"> ▪ BBC was consistently used in the classes visited. ▪ Students and teachers understood and could explain the procedures for uniform checks upon entering the building in the morning. ▪ Transitions between classes were smooth and orderly.
<p>Appropriate rules and logical consequences</p>	<ul style="list-style-type: none"> ▪ Rules are clear, positively state, and posted in the classrooms ▪ Consequences are reasonable and logical ▪ Teachers develop individual behavior plans for students who are not consistently meeting the classroom expectations 	<ul style="list-style-type: none"> ▪ Students and teachers could describe the system of uniform compliance but there was less certainty around how demerits/merits were distributed in class and concern about the level of consistency in the execution of this system school wide. ▪ Teachers noted that they were struggling with handling students who have consistently been the most disruptive and are regularly removed from class and it was not clear whether individual behavior plans informed this process. ▪ Some teachers had questions about what behaviors constitute "significant" or "extreme".

Lighthouse Academies – East Coast Region

To: Bronx Lighthouse Charter School (BLCS) Board of Trustees
 Metropolitan Lighthouse Charter School (MetLCS) Board of Trustees
 Potomac Lighthouse Public Charter School (PLPCS) Board of Trustees

From: Mr. Sean Precious, Regional Director, Lighthouse Academies

Re: Calendar Revision Request

Date: Monday, April 23, 2012

DESCRIPTION AND RATIONALE:

This is a **formal request to allow a change to the academic calendars of the East Coast Region schools, effective the 2012-2013 school year.** Specifically, Bronx Lighthouse Charter School, Metropolitan Lighthouse Charter School and Potomac Lighthouse Public Charter School ***are requesting that their respective Boards approve an academic calendar where the school day is reduced from 8 hours on Wednesdays to 6 hours.***

If approved, scholars would be released early each Wednesday afternoon at 2:00 p.m. (two hours earlier than our current dismissal time of 4:00 p.m.) to allow staff members to participate in more frequent, ongoing Professional Development and have more time for grade level and vertical collaboration focused on data review and analysis.

All three schools have discussed the possibility of early release days on Wednesday with their respective bus companies and have been informed that it is logistically possible. In addition, Wednesday instructional schedules can easily be designed to reduce daily lunch periods by 20 minutes and provide only core subject instruction on Wednesdays, ensuring that early dismissal on Wednesdays would not impact the amount of instruction that students received in core subject areas under the current calendar.

The rationale for this request is as follows:

- **Improve Student Achievement through Improved Use of Data to Drive Instruction.** Using data to drive instruction is a core element of the LHA Education Model. While the East Coast Region schools consistently use data to drive instruction, all schools aspire to increase the frequency and enhance the depth with which data is currently analyzed and used to drive instruction and school wide decisions. Although proficient at collecting and analyzing data to identify trends, there is still much to be done in terms of applying this data to make meaningful instructional decisions. By providing teachers structured time and support each Wednesday afternoon, teachers will be better able to differentiate their instruction based on the data, thus improving their instructional programs and student achievement levels significantly.
- **Improve Professional Development for Teachers.** Teachers consistently request more time for collaborative planning, both with their grade level peers and with vertical grade level groups. Early dismissal on Wednesdays will provide teachers with additional time to collaborate and engage in structured, hands on professional development, particularly

Lighthouse Academies – East Coast Region

around the areas of Instructional Planning and Data and Assessment in Lighthouse Academies' Teacher Performance Standards (TPS).

- **Increase Teacher Retention.** We believe that enhanced professional development on data-driven instruction will have a significant impact on student achievement and, therefore, on teacher retention. Teachers are most happy and satisfied in their work when they are successful. With lower teacher turnover, our schools will save critical time, money, and effort on recruiting, hiring and training new staff, and investments made in onboarding and professional development will pay out in dividends.

IMPACT:

There are many **positive results** that we expect to see as a result of the adoption of this schedule change. They include:

- Instructional delivery will **include evidence of differentiated instruction** as a result of the use of data to drive instruction.
- Schools will **meet their staffing retention goals of 90%**.
- Teachers will express **increased levels of satisfaction** as a result of having additional time and support for professional development, leading to a more positive school culture.

Next year, teachers will arrive at school by 7:45. Instruction will begin at 7:55am and conclude at 4:00pm Monday, Tuesday, Thursday, and Friday (under the current calendar, instruction begins at 8:00am). Daily lunch periods will be reduced from 50 minutes to 30 minutes, saving 100 minutes of instruction time each week. The remaining 20 minutes (plus an additional 5 minutes) will be made up by starting the day five minutes earlier at 7:55, which will result in five additional minutes of instruction next year.

To be clear, the proposed calendar change will not decrease instructional time. In fact, it builds an additional five minutes of instruction into the weekly schedule while allowing for increased professional development for teachers.

We also recognize that there is a potential negative impact on parents, as this may cause an inconvenience in having to receive their child two hours earlier than on other days of the week. As a result, we are in the process of designing a parent survey that will be disseminated to 100% of parents at PLPCS, BLCS and MetLCS that will help us to gauge parents' availability to receive their scholars two hours earlier and are actively pursuing options for afterschool supervision.

MONITORING PLAN:

In order to gauge the effectiveness of the implementation of this plan, several measures will be taken, including:

- PLPCS, BLCS and MetLCS will create an Excel tracker that compares our Northwest Evaluation Association (NWEA) scholar achievement data from the 2011 – 2012 school year to the 2012 – 2013 school year, **looking specifically at scholar growth** from the Beginning of Year (BOY) to Middle of Year (MOY) data from one year to the next, Middle of Year to End of Year (EOY) data from one year to the next, and BOY to EOY data from one year to the next, in order to quantify the impact of the additional two hours of PD teachers are engaged in.

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- PLPCS, BLCS and MetLCS will regularly (at minimum, two times per month) distribute, collect, and analyze the results of a Professional Development Survey Monkey survey in order to **engage teachers’ perceptions and feedback** as related to the Professional Development.

TIMELINE:

The proposed deviation is unlimited; both schools plan to continue with an early dismissal time of 2:00 p.m. one time per week for the remainder of their charter term, as well as subsequent renewal terms.

AUTHORIZATIONS:

All waivers and authorizations necessary are being followed, including:

- Board review – May 2012
- Department of Education Charter Schools Office review – mid May 2012
- District of Columbia Public School Charter Board review – late May 2012

BRONX LIGHTHOUSE CHARTER SCHOOL
APRIL 2012
FINANCIAL REPORT

May 8, 2012

To the Board of Trustees of the
Bronx Lighthouse Charter School

Dear Board Member,

Attached are the financial statements of the Bronx Lighthouse Charter School for the one month and ten months ended April 30, 2012.

- Statement of Financial Position
- Statement of Activities, Budget
- Board Action Items
 - Vote to approve FY13 budget (restructured version)
 - Vote to approve Blue Cross renewal and change in plan design
 - Vote to approve hiring of Marks, Paneth and Shron LLP for FY12 audit

Highlights

1. Prepaid expense total \$103K and include May's health insurance and rent.
2. The school has reported FTE's of 518.171 through April 1. If this enrollment continues to hold steady through the final three months, the resulting revenue is \$7,009,299. The budget is based on 501 or \$6,776,215. This results in an increase of revenue of \$233,084. A final reconciliation of student enrollment is reported in July.
3. The school has reported SPED FTE's of 43.999 for \$457,056 and 2.853 for revenue of \$54,347. The total SPED revenue if these enrollments and IEP services continue to the end of the school year will be \$511,403. The budget shows SPED revenue of \$421,667. An additional \$89,736 would result.
4. The Title I office has recently approved the Title I application as written and submitted in August. We are on track with spending the 300K grant before the grant period ends in August 2012.
5. Various leases with Tiger Leasing are in progress and to be used to finance the acquisition of property to upfit the high school building including the kitchen equipment, the security cameras and system, the furniture and computers.
6. Other technology equipment related to the high school internet and wiring was ordered and a deposit of 34K was made. The plan is that once the ERATE grant is awarded the school will be reimbursed for 90% of the cost of the equipment.
7. Substitutes continue to run high as positions are filled with a temp agency. The subs are over budget by 50K but the salaries for teachers alone are under budget by 132K. Overall the instructional salary line including the sub overage is **under-budget by 110K.**

FY13 Budget – attached is the budget for FY13 based on the new organizational restructuring which has been reviewed by the finance committee in April. The Board should approve the budget so that it may be submitted to the authorizer and State Ed Department at the end of May.

Health Insurance Renewal – The contract with Empire Blue Cross Blue Shield is renewing July 1. The existing plan will experience a 5.72% rate increase for FY13. The projected cost based on 48 participants is \$565K. Assume that there will be at least 10 more participants in FY13 due to filled vacancies or new positions as the budget has 68 staff on the FY13 budget. This could add another \$100K to bring the total premiums to \$665K. The employer portion of this at the current cost share ratio of 90/10 would be approx. \$600K. The budget is currently \$570K so an increase would be needed of \$30K.

To lower the cost we could make changes to the current plan by increasing out of pocket maximums for the out of network and increase certain deductibles. See the Empire alternatives attached.

Another cost savings approach is to increase the employee share to 15% which would bring the total employer cost to \$565K.

A third option is to change providers. We currently have a quote with UHC that would lower the premiums 11%, but the plan design is comparable to Empire's Alternative IV which is also a premium decrease of 7%. Many of the health care providers are in both

networks but when changing carriers it is recommended that employees contact their providers to ensure there is no disruption of service. This would make this option least favorable.

Recommendation – Since the budget does not have the surplus to accommodate the \$30K needed to increase the budget I would recommend to modify the plan design and select Empire Alternative IV. Plan IV would establish a Hospitalization Co-Pay of \$500/\$1250 and increase the out of network deductible and out of pocket maximums. This would bring the projected employer cost down to \$540K and provide enough buffer in the budget in case there is more participation or a greater percentage of family plans. If Alternative IV is not approved the next recommendation would be to change the employer / employee cost share from 90/10 to 85/15.

FY12 Audit Engagement Letter – Attached is the engagement letter for the FY12 audit. The audit will include the audit of both the school and the property holding company. The audit will be less than the prior year because there won't be the need for an A-133 Federal audit for FY12 because federal expenditures should be less than \$500K. The past three years the school exceeded \$500K in federal expenditures because of the PDAE grant that ended in FY11. Additionally the consolidation work will be less in FY12 compared to FY11 after last year's initial audit of BPHC. The recommendation is to renew with Marks, Paneth and Shron LLP who are familiar with the school and the holding company. The total cost for the fy12 audit and 990 of the consolidated school and BPHC is \$19,500 compared to \$25,000 for FY11.

Bob Stearns

Vice President of Finance

Lighthouse Academies, Inc.

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION

	04/30/12	3/31/12	02/29/12	01/31/12	12/31/11	09/30/11	6/30/11
Assets							
Cash	\$ 4,157,815	\$ 3,572,620	\$ 4,102,904	\$ 3,454,469	\$ 4,034,026	\$ 2,672,369	\$ 2,010,290
Accounts and Grants Receivable	186,212	229,401	271,785	254,516	251,365	430,896	473,097
Prepaid Expenses	103,901	113,375	14,590	10,139	5,688	176,796	17,407
Total Current Assets	4,447,929	3,915,397	4,389,279	3,719,124	4,291,080	3,280,061	2,500,794
Property and Equipment (Net)	51,774	51,774	26,523	26,523	26,523	26,523	26,523
Security Deposits	22,970	22,970	22,970	22,970	22,970	22,970	22,970
Cash Restricted - Facility Major Repair Fund	361,010	360,936	360,859	360,788	360,712	360,440	360,144
Cash Restricted - BLCS Sinking Fund	379,999	310,000	310,000	310,000	240,000	170,000	100,000
Cash Restricted - Reserve per Lease	63,506	63,503	63,500	63,498	63,495	63,483	63,475
Cash Restricted - NYC DOE Dissolution	70,225	70,222	70,219	70,216	70,213	70,204	70,195
Total Assets	\$ 5,397,411	\$ 4,794,801	\$ 5,243,351	\$ 4,573,119	\$ 5,074,993	\$ 3,993,682	\$ 3,144,101
Current Liabilities							
Accounts Payable	\$ 21,676	\$ 33,463	\$ (89,684)	\$ 10,988	\$ 44,378	\$ 29,182	\$ 233,095
Accrued Expenses	253,167	243,126	251,934	227,647	195,096	427,829	345,912
Deferred Revenue	1,534,636	1,005,635	1,605,459	922,174	1,521,998	797,731	-
Line of Credit - Bank of America 400K	-	-	-	-	-	-	-
Total Current Liabilities	1,809,479	1,282,224	1,767,709	1,160,810	1,761,473	1,254,742	579,007
Total Net Assets	3,587,932	3,512,577	3,475,643	3,412,310	3,313,520	2,738,940	2,565,094
Total Liabilities and Net Assets	\$ 5,397,411	\$ 4,794,801	\$ 5,243,351	\$ 4,573,119	\$ 5,074,993	\$ 3,993,682	\$ 3,144,101

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K
1			Month Ended 4/30/12			Year-to-Date 4/30/12			Remaining Budget	
2										
3			One Month - Actual	One Month - Budget	Variance	Ten Months - Actual	Ten Months - Budget	Variance	Annual Budget FY12 - Amended	Remaining
4	Revenue									
5	Per Pupil Revenue		564,685	564,685	0	5,646,850	5,646,846	4	6,776,215	(1,129,365)
6	Special Ed Revenue		35,139	35,139	0	351,390	351,389	1	421,667	(70,277)
7	Federal IDEA		0	0	0	0	0	0	81,048	(81,048)
8	Title I Revenue		28,434	30,087	(1,653)	208,622	210,612	(1,990)	300,874	(92,252)
9	SSF Science Grant		0	0	0	66,212	66,212	0	66,212	0
10	InKind - State Textbooks		0	0	0	29,824	39,626	(9,802)	39,626	(9,802)
11	Title II (a) Revenue	reclass to deferred rev. Grant is 15K for summit in July 2012	(3,162)	3,133	(6,295)	0	21,929	(21,929)	31,327	(31,327)
12	Erate Reimb		0	0	0	12,960	20,000	(7,040)	20,000	(7,040)
13	Lunch Program-parent collections		1,721	0	1,721	4,813	11,632	(6,818)	13,958	(9,145)
14	Other Grants								11,853	(11,853)
15	PDAE Revenue		0	0	0	11,000	0	11,000	0	11,000
16	Miscellaneous Income		574	0	574	14,328	0	14,328	0	14,328
17	Interest Earned		121	42	79	5,496	500	4,996	500	4,996
18	Uniform Revenue		4,227	0	4,227	17,822	15,687	2,135	15,687	2,135
19	Reimbursement from MET - Specialist		2,540	0	2,540	24,070	0	24,070	0	24,070
20	InKind Rent		0	0	0	0	0	0	0	0
21	Other Donations		150	0	150	(157)	0	(157)		(157)
22	Total Revenue		634,429	633,085	1,343	6,393,231	6,384,432	8,799	7,778,966	(1,385,735)
23										
24	Expenses									
25										
26	Payroll-Administrative									
27	Principal		22,212	18,981	(3,231)	188,557	196,135	7,578	235,000	46,443
28	Director of Instruction		13,731	13,327	(404)	141,885	137,712	(4,173)	165,000	23,115
29	Business Manager		4,442	4,580	137	45,904	47,324	1,420	56,702	10,798
30	Administrative Assistant		9,854	9,268	(586)	100,424	95,772	(4,652)	114,750	14,326
31	Overtime for Office Manager and Admin Asst		901	2,423	1,522	9,968	25,038	15,071	30,000	20,033
32	Total Payroll-Administrative		51,140	48,579	(2,561)	486,737	501,981	15,244	601,452	114,715
33										
34	Basic Education									
35	Classroom Teachers		108,816	124,050	15,235	1,055,497	1,187,340	131,844	1,524,049	468,552
36	Specialists		26,258	33,967	7,709	266,648	325,109	58,461	417,304	150,656
37	Substitutes		12,614	5,967	(6,647)	106,990	57,112	(49,878)	73,308	(33,682)
38	Aides		17,448	15,048	(2,400)	174,542	144,031	(30,512)	184,875	10,333
39	Total Teaching Salaries		165,136	179,032	13,896	1,603,677	1,713,592	109,915	2,199,537	595,859
40										
41	Title I									
42	Academic Intervention Specialist		7,437	8,626	1,189	69,868	82,566	12,698	105,980	36,112
43	Title I TA's - Ac Inter + Arts Infusion		7,673	7,214	(459)	69,142	69,050	(92)	88,632	19,489
44	Total Title I		15,110	15,840	731	139,010	151,616	12,606	194,611	55,601
45										
46	Supplementary Education Stipends									
47	After School Academics (ASA)		0	6,023	6,023	20,752	57,651	36,899	74,000	53,248
48	Enrichment After-School Program		6,497	18,750	12,253	72,811	56,250	(16,561)	75,000	2,189
49	Detention Payroll		0	407	407	2,200	3,895	1,695	5,000	2,800
50	Summer School		0	0	0	49,630	44,000	(5,630)	44,000	(5,630)
51	Total Supplementary Education Programs		6,497	25,180	18,683	145,394	161,797	16,403	198,000	52,606
52										
53	Special Education									

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K
1			Month Ended 4/30/12			Year-to-Date 4/30/12			Remaining Budget	
2										
3			One Month - Actual	One Month - Budget	Variance	Ten Months - Actual	Ten Months - Budget	Variance	Annual Budget FY12 - Amended	Remaining
54	Special Education Director		4,935	5,147	212	41,099	49,268	8,170	63,240	22,141
55	Special Education Teachers		17,457	28,089	10,633	185,367	268,857	83,490	345,099	159,732
56	ELL Teacher		7,213	4,658	(2,556)	40,256	44,580	4,324	57,222	16,966
57	Total Special Ed Salaries		29,605	37,895	8,289	266,722	362,705	95,983	465,561	198,840
58										
59	Service Providers-Other Staff									
60	School Guidance Counselor		9,127	8,967	(160)	87,358	85,822	(1,535)	110,160	22,802
61	School Psychologist		5,492	6,890	1,398	25,108	34,451	9,344	48,232	23,124
62	Family/Parent Coordinator		3,711	3,321	(390)	38,726	34,052	(4,674)	40,800	2,074
63	Librarian		4,200	3,653	(547)	42,200	37,458	(4,742)	44,880	2,680
64	IT Staff-Shared with MET		1,184	0	(1,184)	1,184		(1,184)		(1,184)
65	Head Custodian		4,830	4,827	(3)	50,706	49,495	(1,211)	59,303	8,597
66	Custodians Night FT / PT		7,870	7,971	102	78,847	81,737	2,891	97,934	19,087
67	Lunch Room Monitors		2,200	1,628	(572)	19,656	16,692	(2,964)	20,000	344
68	Total Service Providers-Other Staff		38,614	37,257	(1,357)	343,784	339,708	(4,076)	421,309	77,525
69	TOTAL PAYROLL		306,102	343,783	37,681	2,985,323	3,231,399	246,075	4,080,470	1,095,146
70										
71										
72	Taxes & Benefits									
73	Payroll Taxes		22,664	28,586	5,922	253,494	295,389	41,895	353,922	100,429
74	Health Insurance		43,118	44,785	1,667	366,726	462,776	96,051	554,478	187,753
75	Dental & Vision, Disability & Life		2,612	2,223	(389)	28,706	22,975	(5,732)	27,527	(1,179)
76	401k Retirement		5,000	9,529	4,529	49,500	98,463	48,963	117,974	68,474
77	Bonuses		0	0	0	2,623	0	(2,623)	144,000	141,377
78	Workers Comp		0	3,176	3,176	19,921	32,821	12,900	39,325	19,404
79	Accrued Vacation Adjustment			0		0	0	0		
80	Tuition and PD Reimbursement		0	808	808	4,626	8,346	3,720	10,000	5,374
81	Total Taxes & Benefits		73,394	89,107	15,713	725,596	920,770	195,174	1,247,227	521,631
82										
83	Staff Development & Recruitment									
84	Staff Development	March inc C-E \$11K. Total to date C-E = 35K	7,350	7,754	404	84,245	80,123	(4,122)	96,000	11,755
85	TLF and Mentoring Stipends		0	404	404	0	4,173	4,173	5,000	5,000
86	LHA Summer PDI		0	0	0	15,063	16,000	937	16,000	937
87	Consultants-Visiting Artists		0	1,615	1,615	9,676	16,692	7,017	20,000	10,324
88	PDAE - final expenses					11,000		(11,000)		(11,000)
89	Staff Recruitment		3,060	646	(2,414)	13,299	6,677	(6,622)	8,000	(5,299)
90	Total Staff Development & Recruitment		10,410	10,419	9	133,283	123,665	(9,618)	145,000	11,717
91										
92										
93										
94	Professional Fees									
95	Academic Services-LHA		16,667	16,667	(0)	166,670	166,667	(3)	200,000	33,330
96	CPA Licensing - LHA		0	0	0	50,000	45,000	(5,000)	45,000	(5,000)
97	CPA Gateway Program		0	0	0	14,461	0	(14,461)	0	(14,461)
98	LHA Travel		404	1,000	596	9,460	10,000	540	12,000	2,540
99	Bonus to LHA		0	0	0	(2,500)	0	2,500	35,000	37,500
100	Legal		0	417	417	0	4,167	4,167	5,000	5,000
101	Accounting & Auditing		0	0	0	0	0	0	15,000	15,000
102	Computer Support		8,139	1,743	(6,396)	29,445	17,430	(12,015)	20,916	(8,529)
103	HRIS		2,041	2,315	274	20,813	23,153	2,339	27,783	6,970

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K
1			Month Ended 4/30/12			Year-to-Date 4/30/12			Remaining Budget	
2										
3			One Month - Actual	One Month - Budget	Variance	Ten Months - Actual	Ten Months - Budget	Variance	Annual Budget FY12 - Amended	Remaining
104	Benefit Administration		825	708	(116)	2,650	7,083	4,433	8,500	5,850
105	Marketing Expense		0	125	125	447	1,250	803	1,500	1,053
106	Translations		525	1,500	975	13,589	15,000	1,411	18,000	4,411
107	Outside Evaluator		0	0	0	1,000	1,000	0	16,000	15,000
108	Supplementary Educational Services		1,160	0	(1,160)	1,160		(1,160)		(1,160)
109	Assessment and Data Service	researching to see if 2nd NWEA invoice is for fy13	198	0	(198)	25,947	22,000	(3,947)	22,000	(3,947)
110	Total Professional Fees		29,958	24,475	(5,483)	333,143	312,749	(20,394)	426,699	93,556
111										
112	Supplies									
113	Classroom Supplies		1,302	5,833	4,531	47,668	58,333	10,666	70,000	22,332
114	Textbooks		0	0	0	97,454	91,000	(6,454)	91,000	(6,454)
115	State Textbooks		0	0	0	29,824	39,626	9,802	39,626	9,802
116	Library Supplies / Books		3,420	5,833	2,413	59,746	70,000	10,254	70,000	10,254
117	Music		715	833	118	1,769	8,333	6,564	10,000	8,231
118	Science Supplies		0	0	0	70,474	66,212	(4,262)	66,212	(4,262)
119	Office Supplies		188	2,087	1,899	25,707	20,873	(4,835)	25,047	(660)
120	Custodial Supplies		2,566	2,083	(483)	25,519	20,833	(4,686)	25,000	(519)
121	Uniforms		0	15,687	15,687	23,969	15,687	(8,281)	15,687	(8,281)
122	Total Supplies		8,191	32,358	24,167	382,130	390,897	8,767	412,572	30,442
123										
124	FFE									
125	Capital Lease Payments	new leases with Tiger	13,087	0	(13,087)	18,619	0	(18,619)		(18,619)
126	ERATE equipment	approved amendment fy12	34,614	20,000	(14,614)	34,614	200,000	165,386	240,000	205,386
127	Purchases of FFE		0	0	0	112,458	110,000	(2,458)	110,000	(2,458)
128	Total FFE		47,702	20,000	(27,702)	165,691	310,000	144,309	350,000	184,309
129										
130	Occupancy									
131	Rent-BPHC Operating	includes insurance	0	600	600	31,591	16,000	(15,591)	17,200	(14,391)
132	Rent - InKind		0	0	0	0	1	1	1	1
133	Rent - BPHC (Debt Service Interest)		55,686	58,016	2,330	165,372	174,047	8,675	290,078	124,706
134	Debt Service Sinking Fund	funded Q4 in advance in April	69,999	23,333	(46,666)	279,999	233,333	(46,666)	280,000	1
135	Utilities		13,373	22,250	8,877	179,886	222,500	42,614	267,000	87,114
136	Future Major Repairs Fund		0	4,167	4,167	0	41,667	41,667	50,000	50,000
137	Insurance		4,451	8,333	3,882	64,367	83,333	18,966	100,000	35,633
138	Maintenance Contracts		2,097	3,651	1,554	32,513	36,508	3,995	43,810	11,297
139	Repair & Maintenance -Facility		1,057	4,107	3,050	46,786	41,071	(5,715)	49,286	2,499
140	Facility Replacement Reserve funds escrow (Required per lease)		0	1,090	1,090	0	10,899	10,899	13,079	13,079
141	Telecommunications		2,674	2,000	(674)	34,635	20,000	(14,635)	24,000	(10,635)
142	Total Occupancy		149,338	127,547	(21,791)	835,149	879,359	44,211	1,134,453	299,304
143										
144	Other Expenses									
145	Miscellaneous		0	1,000	1,000	7,296	10,000	2,704	12,000	4,704
146	Bank Charges		0	533	533	2,662	5,333	2,671	6,400	3,738
147	Dues & Subscriptions		0	833	833	9,306	10,000	694	10,000	694
148	Field Trips		1,403	2,500	1,097	9,974	25,000	15,026	30,000	20,026
149	Student Transportation		0	0	0	17,640	21,218	3,578	42,436	24,796
150	Travel		1,369	596	(774)	3,179	5,957	2,778	7,148	3,969

BRONX LIGHTHOUSE CHARTER SCHOOL
STATEMENT OF ACTIVITIES

	A	C	D	E	F	G	H	I	J	K
1			Month Ended 4/30/12			Year-to-Date 4/30/12			Remaining Budget	
2										
3			One Month - Actual	One Month - Budget	Variance	Ten Months - Actual	Ten Months - Budget	Variance	Annual Budget FY12 - Amended	Remaining
151	Copying & Printing		1,177	2,097	921	16,624	20,974	4,350	25,169	8,545
152	Postage & Shipping		892	1,132	240	9,298	11,320	2,022	13,584	4,286
153	Staff Recognition		0	375	375	1,063	3,750	2,687	4,500	3,437
154	Lunch Program - parent collections		0	1,163	1,163	13,036	11,632	(1,404)	13,958	922
155	Parent resources		0	83	83		833	833	1,000	1,000
156	Contingency Reserve		0	3,586	3,586	0	35,858	35,858	43,030	43,030
157	Total Other Expenses		4,841	13,899	9,058	90,077	161,875	71,799	209,225	119,148
158										
159	Total Expenses		629,935	661,588	31,653	5,650,392	6,330,715	680,323	8,005,645	2,355,253
160										
161	Operating Income (Revenue)		4,494	(28,502)	32,996	742,839	53,717	689,122	(226,679)	969,518
162										
163										
164	Depreciation		0	0	0	0	0	0	0	0
165										
166	Net Surplus (Deficit) after Loan Payments		4,494	(28,502)	32,996	742,839	53,717	689,122	(226,679)	969,518
167										
168										
169	Beginning Balance		0							
170										
171	Ending Balance		4,494	(28,502)	32,996	742,839	53,717	689,122	(226,679)	969,518
172										

BRONX LIGHTHOUSE CHARTER SCHOOL
Medical Plan Alternatives and Marketing Results for July 1, 2012 Effective Date - Fully-Insured

Empire POS Options

Coverage	Enrollment	Empire Current	Empire Renewal	Empire POS *Alternative I	Empire POS *Alternative II	Empire POS Alternative III	Empire POS Alternative IV
Direct POS (New York)							
Employee	40	\$735.71	\$784.95	\$780.20	\$764.86	\$759.91	\$692.89
Employee + Spouse	1	\$1,478.06	\$1,545.34	\$1,535.82	\$1,505.78	\$1,496.04	\$1,365.23
Employee + Child(ren)	2	\$1,334.63	\$1,400.08	\$1,391.51	\$1,364.24	\$1,355.42	\$1,237.56
Family	5	\$2,195.21	\$2,271.72	\$2,257.42	\$2,213.56	\$2,199.25	\$2,003.54
Total	48	\$534,621	\$565,225	\$561,767	\$550,755	\$547,195	\$498,884
\$ Change from Current			\$30,604	\$27,146	\$16,134	\$12,573	-\$35,737
% Change from Current			5.72%	5.08%	3.02%	2.35%	-6.68%
Empire Direct POS		Option 47		Option 52	Option 47 (Rx)	Option 48	Option 50
In-Network							
Deductible (individual/family max)		\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0
Out-of-Pocket Max		N/A	N/A	N/A	N/A	N/A	N/A
Stop Loss		\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0	\$0/\$0
Coinsurance		0%	0%	0%	0%	0%	0%
Preventive Office Visit		\$0	\$0	\$0	\$0	\$0	\$0
Office Visit Copay (PCP/Specialist)		\$25/\$40	\$30/\$50	\$25/\$40	\$25/\$40	\$25/\$40	\$25/\$40
ER Copay		\$75	\$75	\$75	\$75	\$75	\$75
I/P Hospitalization Copay		\$0	\$0	\$0	\$0	\$0	\$500/\$1,250
Day Surgery Copay		\$0	\$0	\$0	\$0	\$0	\$75
MRI, CT and PET Scans		\$0	\$0	\$0	\$0	\$0	\$0
Chiropractic Services		\$25	\$30	\$25	\$25	\$25	\$25
Durable Medical Equipment		\$0	\$0	\$0	\$0	\$0	\$0
Rx Drug Deductible (retail pharmacy)		None	None	None	None	None	None
Retail Rx Drug Copays (30 day supply)		\$10/\$25/\$50	\$10/\$25/\$50	\$10/ \$35/\$70	\$10/\$25/\$50	\$10/\$25/\$50	\$10/\$25/\$50
Mail Order Rx Drug Copays (90 day supply)		\$20/\$50/\$100	\$20/\$50/\$100	\$20/ \$70/\$140	\$20/\$50/\$100	\$20/\$50/\$100	\$20/\$50/\$100
Out-of-Network							
Deductible (individual/family max)		\$1,000/\$2,500	\$1,000/\$2,500	\$1,000/\$2,500	\$1,000/\$2,500	\$1,500/\$3,750	\$2,000/\$5,000
Out-of-Pocket Max		\$3,000/\$7,500	\$4,000/\$10,000	\$3,000/\$7,500	\$3,000/\$7,500	\$4,500/\$11,250	\$6,000/\$15,000
Stop Loss		\$10,000/\$25,000	\$10,000/\$25,000	\$10,000/\$25,000	\$10,000/\$25,000	\$15,000/\$37,500	\$15,000/\$37,500
Coinsurance		30%	30%	30%	30%	30%	40%

Notes:

Enrollment was taken from the census data provided by Bronx Lighthouse Charter School, and does not include individuals on COBRA.

March 29, 2012

To: Finance Committee of the
Board of Trustees of the
Bronx Lighthouse Charter School

From: Bob Stearns
Vice President of Finance
Lighthouse Academies, Inc.

RE: FY13 Budget

Attachments: Version 2 - Restructuring of PAL Office

Overview: The Version 2 decreases the overall cost by \$62K; salaries \$44K and benefits and taxes 17K are saved. The overall number of personnel remains unchanged and the Director of College Transition will be the leadership position that will negate the need for a CPA DOI.

Lease Service Coverage Ratio: There are two coverage ratios that must be met by the school in accordance with the Building and Project Loan and Security Agreement between BPHC (landlord) and LIIF (lender). The budget shows that both tests are met due to the favorable exclusion of budgeted amounts for LHA management fees and bonus and facility reserve additions. The two tests are met in both Versions of the budget.

Contingency: The current budgeting model is based on the original model whereby the contingency equals 2% of revenue less ½ of the prior accumulated unused contingency. The contingency has not been used and the unused amount expected to roll into FY13 will exceed the formula. The current budget includes a minimum contingency of ½% of revenue.

Revenue: The per pupil has been confirmed to remain flat for FY13 at \$13,527 per pupil. The assumption in future years is that the revenue will increase 2% each year. Other revenues increase ratably each year. Enrollment is expected to remain strong and the budget includes a 1% under-enrollment factor.

Salary Expense: The salary expense includes 2% general compensation increases for most lines or where there is a new position or turnover an actual salary provided by the school administration.

Taxes and Benefits:

Taxes: The taxes are assumed to remain on average at 9% which includes 7.5% for net FICA and 1.5% average SUTA.

Health Insurance: The health insurance for FY12 is forecasted to total under \$460K which is 12.5% of salaries. The budget for fy12 was 14.1% of salaries and used in fy13 calculation which

should create enough room for premium increases or an increase in beneficiary coverage through higher family plans or single plus plans. The FY13 premiums of the current plan are expected to increase 6%, however it is recommended to change the plan design by increasing the co-pay for hospitalization and day surgery and the out of network deductibles to bring the cost within budget.

Dental, disability and vision Disability is currently expected to total \$36K for FY12.

401k Contribution The plan has a safe harbor math not to exceed 4% of compensation. The current participation rate is 1.8%. The budget assumes 2.5%.

Supplementary Educational Stipends – The program for enrichment after-school program was dropped in FY13 leaving the summer school and the after school academic programs.

Staff Development This section includes lines for both discretionary spending and participation at the LHA summit held each summer. The discretionary prof. dev. line for FY12 included a special expenditure amount for Cambridge Education that is not assumed in FY13. The LHA summit cost fluctuates every other year between full participation for all teachers and leaders and new teachers and leaders only.

LHA Fee - The current contract includes scheduled fees through FY14. It is assumed the fees may increase after FY14. The bonus line is based on milestones set each year for a potential bonus of \$35,000 each year.

CPA fee – The annual licensure fee to use the LHA high school model is \$5K. The initial development fee was \$45K in the first year or FY12.

Charter Renewal – The charter with the Board of Regents currently expires May 17, 2014. Amounts have been budgeted in FY13 and FY14 to renew the charter including writing the renewal application.

ERATE equipment – The budget in FY13 includes revenue and expense for ERATE equipment. This includes the CPA network equipment. The ERATE grant is still being processed and the contract with the vendor is contingent upon obtaining the grant. The work is expected to begin in May regardless of the grant and completed in July before the opening of the CPA building. The grant could be retroactive once awarded. If the grant is not awarded the school would need to purchase the equipment. The grant revenue is \$216K or 90% of the cost of the equipment totaling \$240K.

- If the grant is not awarded the payout of the equipment will likely be from retained earnings or net assets.
- The equipment would be capitalized and depreciated.
- If the equipment is installed prior to June 30, 2012 the ERATE revenue and cost would be removed from the FY13 budget and moved to the FY12 column resulting in a net increase to the bottom line in FY13 of the 10% school share or \$24K.

Textbooks – The textbooks are expected to be constant until FY15 when the school will look to change some of its textbooks. The assumption in FY15 is to double the normal budgeted amount although if all of the textbooks are replaced the cost could exceed \$300K.

BRONX LIGHTHOUSE CHARTER SCHOOL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Bronx Lighthouse Charter School	comments		Proj. FY12			Proj. FY13			Proj. FY14			Proj. FY15			Proj. FY16
1																
2			2	44	-	2	44	-	2	44	-	2	44	-	2	44
3	1		2	44	-	2	44	-	2	44	-	2	44	-	2	44
4	2		2	44	-	2	44	-	2	44	-	2	44	-	2	44
5	3		2	44	-	2	44	-	2	44	-	2	44	-	2	44
6	4		2	44	-	2	44	-	2	44	-	2	44	-	2	44
7	5		4	88	-	2	44	-	2	44	-	2	44	-	2	44
8	6		3	66	-	4	88	-	2	44	-	2	44	-	2	44
9	7		2	44	-	3	66	-	4	88	-	2	44	-	2	44
10	8		2	44	-	2	44	-	3	66	-	4	88	-	2	44
11	9		2	44	-	2	44	-	2	44	-	3	66	-	4	88
12	10		-	-	-	2	44	-	2	44	-	2	44	-	3	66
13	11		-	-	-	-	-	-	2	44	-	2	44	-	2	44
14	12		-	-	-	-	-	-	-	-	-	2	44	-	2	44
15	Enrollment		23	506	-	25	550	-	27	594	-	29	638	-	29	638
16	FTE (Paid enrollment)		-	516.1	-	-	544.5	-	-	588.1	-	-	631.6	-	-	631.6
17	Budgeted under enrolled		-	102%	-	-	99%	-	-	99%	-	-	99%	-	-	99%
18																
19																
20	Rate		-	13,527	-	-	13,527	-	-	13,798	-	-	14,073	-	-	14,355
21																
22	increase %		-	-			-			2.0%			2.0%			2.0%
23																
24	Revenue						-			-			-			-
25	Per Pupil Revenue	increased FY12 projection \$205K. Current enrolled is 520		6,981,555			7,365,452			8,113,781			8,889,098			9,066,880
26	Special Ed Revenue	increased FY12 projection to 500K based on 43 mild and 3 severe		500,107			524,658			562,729			603,179			603,179
27	SPED-Federal IDEA			81,048			85,027			91,197			97,752			97,752
28	Title I Revenue			300,874			315,644			338,548			362,884			362,884
29	Title II(a) Revenue			31,327			32,865			35,250			37,783			37,783
30	Title IV Revenue			-			-			-			-			-
31	Title V Revenue			-			-			-			-			-
32	Title II(d) Revenue			-			-			-			-			-
33	SSF Grant			107,000			-			-			-			-
34	State Textbook / Library / Tech Grant			39,000			39,780			40,576			41,387			42,215
35	Food Program			14,168			15,400			16,632			17,864			17,864
36	E-rate Reimbursement for telecomm only			20,000			20,000			20,000			20,000			20,000
37	ERATE - internal connections			-			216,000			-			-			-
38	Revenue from Students for Uniforms			16,192			17,600			19,008			20,416			20,416
39	Interest Earned			500			500			500			500			500
40	Total Revenue			8,091,771			8,632,926			9,238,220			10,090,863			10,269,473
41																
42	Expenses															
43																
44	Payroll-Administrative															
45	Head of School		-	-	-	1.0	159,000	-	1.0	162,180	-	1.0	165,424	-	1.0	168,732
46	Principal for LA		1.0	125,000	-	1.0	106,000	-	1.0	108,120	-	1.0	110,282	-	1.0	112,488
47	Principal for High School		1.0	110,000	-	1.0	95,000	-	1.0	96,900	-	1.0	98,838	-	1.0	100,815
48	Director of Instruction(s)	Lower Academy only	2.0	165,000	-	1.0	75,000	-	1.0	76,500	-	1.0	78,030	-	1.0	79,591
49	Director of College Transition		-	-	-	1.0	75,000	-	1.0	76,500	-	1.0	78,030	-	1.0	79,591
50	Office Manager		1.0	56,702	-	1.0	57,836	-	1.0	58,993	-	1.0	60,173	-	1.0	61,376
51	Administrative Assistant		3.5	114,750	-	4.0	136,553	-	4.0	139,284	-	4.0	142,069	-	4.0	144,911
52	Overtime Salary-Office		-	30,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000
53	Total Payroll-Administrative		8.5	601,452	-	10.0	729,389	-	10.0	743,476	-	10.0	757,846	-	10.0	772,503
54																
55	Basic Education															
56	Classroom Teacher Salaries	changed avg teacher salary to current 58K per teacher	23.0	1,334,000	-	25.0	1,479,000	-	27.0	1,629,266	-	29.0	1,784,952	-	29.0	1,820,651

BRONX LIGHTHOUSE CHARTER SCHOOL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Bronx Lighthouse Charter School	comments		Proj. FY12			Proj. FY13			Proj. FY14			Proj. FY15			Proj. FY16
1																
57	Additional FTE for High School Subject Matter	currently 21 teachers in total FY12	-	-	-	1.0	59,160	-	2.0	120,686	-	2.0	123,100	-	2.0	125,562
58	Specialists	changed avg teacher salary to current 55K per teacher	7.0	385,000	-	8.0	448,800	-	9.0	514,998	-	9.0	525,298	-	9.0	535,804
59	Substitutes		-	73,308	-	-	73,308	-	-	82,930	-	-	90,260	-	-	90,260
60	School Aides	Assist teachers. Help is transitions. Help moving. Discipline.	4.0	156,000	-	5.0	198,900	-	6.0	243,454	-	6.0	248,323	-	6.0	253,289
61	Total Teaching Salaries		34.0	1,948,308	-	39.0	2,259,168	-	44.0	2,591,334	-	46.0	2,771,933	-	46.0	2,825,567
62																
63	Title I															
64	Assessment Specialist															
65	Title 1 AIS		1.0	50,980	-	1.0	53,000	-	1.0	54,060	-	1.0	55,141	-	1.0	56,244
66	Title I (Math Intervention Specialist)		1.0	55,000	-	1.0	56,100	-	1.0	57,222	-	1.0	58,366	-	1.0	59,534
67	Title I Teaching Assistant (Academic Intervention)		1.0	43,000	-	1.0	43,860	-	1.0	44,737	-	1.0	45,632	-	1.0	46,545
68	Title I Teaching Assistant (Arts Infusion)		1.0	45,632	-	1.0	46,545	-	1.0	47,476	-	2.0	96,850	-	2.0	98,787
69	Total Title I		4.0	194,612	-	4.0	199,505	-	4.0	203,495	-	5.0	255,990	-	5.0	261,109
70																
71	Special Education															
72	Special Education Teachers	added one teacher in FY14	6.0	351,033	-	5.5	327,207	-	5.5	333,751	-	6.5	403,038	-	6.5	411,098
73	Special Ed Director	only one director throughout	1.0	63,240	-	1.0	64,505	-	1.0	65,795	-	1.0	67,111	-	1.0	68,453
74	ELL Teacher		1.0	57,222	-	1.0	58,366	-	1.0	59,534	-	1.0	60,724	-	1.0	61,939
75	Total Student Support Services		8.0	471,495	-	7.5	450,079	-	7.5	459,080	-	8.5	530,873	-	8.5	541,490
76																
77	Service Providers-Other Staff															
78	School Counselor		2.0	113,000	-	2.0	115,260	-	2.0	117,565	-	2.0	119,917	-	2.0	122,315
79	School Psychologist		1.0	68,000	-	-	-	-	-	-	-	-	-	-	-	-
80	Family Coordinator		1.0	40,800	-	1.0	41,616	-	1.0	42,448	-	2.0	86,595	-	2.0	88,326
81	Librarian		1.0	52,000	-	1.0	53,040	-	1.0	54,101	-	1.0	55,183	-	1.0	56,286
82	Lunch Monitors		-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000
83	Head Custodian (Day)	only 1 HC throughout	1.0	59,303	-	1.0	60,489	-	1.0	61,699	-	1.0	62,933	-	1.0	64,191
84	Custodian (Night: Full-Time)	add 1 more in FY14	2.5	77,534	-	3.0	94,902	-	4.0	129,066	-	4.0	131,648	-	4.0	134,281
85	Custodian (Summer, Subs and OT)		-	20,400	-	-	20,808	-	-	25,000	-	-	35,000	-	-	35,000
86	Total Service Providers-Other Staff		8.5	456,037	-	8.0	411,115	-	9.0	454,879	-	10.0	516,274	-	10.0	525,400
87			63.0	3,671,904	-	68.5	4,049,254	-	74.5	4,452,264	-	79.5	4,832,916	-	79.5	4,926,069
88	Taxes & Benefits															
89	Payroll Taxes		9.0%	330,471	-	9.0%	364,433	-	9.0%	400,704	-	9.0%	434,962	-	9.0%	443,346
90	Health Insurance		14.1%	517,738	-	14.1%	570,945	-	14.1%	627,769	-	14.1%	681,441	-	14.1%	694,576
91	Dental, Disability & Vision		1.0%	36,719	-	1.0%	40,493	-	1.0%	44,523	-	1.0%	48,329	-	1.0%	49,261
92	401(k) Expense		1.8%	66,094	-	2.5%	101,231	-	2.5%	111,307	-	2.5%	120,823	-	2.5%	123,152
93	Bonuses	NOTE decrease in FY13	4.0%	147,000	-	3.8%	152,213	-	3.8%	167,417	-	3.7%	180,405	-	3.7%	183,887
94	Workers Comp		1.0%	36,719	-	1.0%	40,493	-	1.0%	44,523	-	1.0%	48,329	-	1.0%	49,261
95	Tuition & PD Reimbursement		0.3%	10,000	-	0.3%	10,000	-	0.3%	10,000	-	0.5%	20,000	-	0.5%	20,000
96	Total Taxes & Benefits		0	1,144,742	-	0	1,279,807	-	0	1,406,242	-	0	1,534,290	-	0	1,563,482
97																
98	Supplementary Educational Stipends															
99	Remedial After-School Program			60,000			40,600			41,412			42,240			43,085
100	After School Academics (ASA)			-			-			-			-			-
101	Summer School			49,000			50,000			50,400			50,808			51,224
102	Detention			5,000			1,250			1,250			1,250			1,250
103	Enrichment After-School Program			75,000			-			-			-			-
104	Total Supplementary Programs			189,000			91,850			93,062			94,298			95,559
105																
106	Staff Development & Recruitment															
107	Staff Development	note drop in FY13. FY12 has Cambridge Ed 40K		96,000			44,250			45,400			45,808			46,224
108	Teacher Leader Fellow Stipends			5,000			5,000			5,000			5,000			5,000
109	LHA Summer PDI	assume full attendance FY13		16,000			49,250			25,000			52,500			26,500
110	Consultants-Visiting Artists			20,000			22,050			22,650			22,803			22,959
111	Staff Recruitment			8,000			7,880			8,080			8,162			8,245
112	Total Staff Development & Recruitment		-	145,000	-	-	128,430	-	-	106,130	-	-	134,273	-	-	108,928

BRONX LIGHTHOUSE CHARTER SCHOOL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Bronx Lighthouse Charter School	comments		Proj. FY12			Proj. FY13			Proj. FY14			Proj. FY15			Proj. FY16
1																
113																
114	Professional Fees															
115	Academic Services-LHA			200,000			225,000			225,000			250,000			275,000
116	LHA CPA Fee			45,000			5,000			5,000			5,000			5,000
117	LHA travel			12,000			12,000			12,000			12,000			12,000
118	Bonus to LHA			35,000			35,000			35,000			35,000			35,000
119	Charter renewal			-			5,000			5,000			-			-
120	Legal			5,000			5,000			5,000			5,000			5,000
121	Accounting & Auditing			15,000			18,000			18,000			18,000			18,000
122	Computer Support			20,916			24,000			25,200			26,460			27,783
123	HRB			27,783			29,172			30,631			32,162			33,770
124	Benefit Administration	change to Transamerica and cost is lower		8,500			1,200			1,260			1,323			1,389
125	Marketing Expense			1,500			1,500			1,500			1,500			1,500
126	Translations			18,000			20,000			22,000			22,000			22,000
127	Assessment and Data Service			24,000			26,400			29,040			31,944			35,138
128	Outside Evaluator	note: change in FY13		16,000			-			-			-			-
129	Total Professional Fees		-	428,699	-	-	407,272	-	-	414,631	-	-	440,389	-	-	471,581
130																
131	Supplies															
132	Classroom Supplies			70,000			58,950			60,129			61,332			62,558
133	Textbooks&consumables			91,000			74,135			75,618			151,235			90,741
134	State Textbook / Library / Tech Grant (In-Kind)	in-kind - offsetting in kind revenue above		39,000			39,780			40,576			41,387			42,215
135	Science Grant			107,000			-			-			-			-
136	Classroom Libraries / Library	Note the decrease in FY13		70,000			19,610			20,000			20,000			20,000
137	Music & PE Supplies			10,000			9,805			10,000			10,000			10,000
138	Office Supplies			25,047			34,400			35,088			35,790			36,506
139	Custodial Supplies			25,000			59,100			60,000			60,000			60,000
140	Uniforms			15,687			16,286			17,404			18,635			18,635
141	Total Supplies			452,734			312,066			318,815			398,379			340,655
142																
143	FFE															
144	Purchase of new FFE for CPA	383K cost - 5 years 8%					93,190			93,190			93,190			93,190
145	Donated Furniture						-			-			-			-
146	Tiger Leasing	Kitchen equip 110K 5 years 8%					30,792			30,792			30,792			30,792
147	ERATE Equipment - Internal Connections						240,000			-			-			-
148	CPA and new staff laptops						43,650			45,000			45,000			45,000
149	replacement computers						25,000			25,000			25,000			25,000
150	Purchases of FFE			110,000			25,000			25,000			25,000			25,000
151	Total FFE			110,000			457,632			218,982			218,982			218,982
152																
153	Occupancy (includes 30,000 SF expansion eff FY12)															
154	Rent - LA			1			1			1			1			1
155	Rent - CPA (BPHC's interest)	rent = 55K per month		290,078			658,116			658,116			658,116			658,116
156	Rent - CPA (BPHC's operating exp)			17,200			17,200			17,200			17,200			17,200
157	Rent - CPA (sinking fund transfer)	10833 x 12in FY13		280,000			130,000			230,000			501,047			501,047
158	Moving						-			-			-			-
159	Utilities (elec, water, etc)			230,000			460,000			469,200			478,584			488,156
160	Facility Reserve - per LA lease			13,079			13,079			13,079			13,079			13,079
161	Future Major Repairs Fund - LA			50,000			25,000			25,000			25,000			25,000
162	Future Major Repairs Fund - CPA						-			-			50,000			50,000
163	Insurance			100,000			120,000			122,400			124,848			127,345
164	Maintenance Contracts			43,810			90,000			91,800			93,636			95,509
165	Facility Repair & Maintenance			49,286			80,000			81,600			83,232			84,897
166	Telecommunications			24,000			67,000			68,340			69,707			71,101
167	Total Occupancy			1,097,453	-	-	1,660,396	-	-	1,776,736	-	-	2,114,450	-	-	2,131,450
168																
169	Other Expenses															

BRONX LIGHTHOUSE CHARTER SCHOOL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Bronx Lighthouse Charter School	comments		Proj. FY12			Proj. FY13			Proj. FY14			Proj. FY15			Proj. FY16
1																
170	Miscellaneous			12,000			11,820			12,000			12,000			12,000
171	Bank Charges			6,400			6,400			6,400			6,400			6,400
172	Dues & Subscriptions			10,000			10,870			11,739			12,609			12,609
173	Field Trips	increased to 25K per building		50,000			42,735			43,590			44,461			45,351
174	Student Transportation			42,436			43,709			45,020			46,371			47,762
175	Travel			7,148			7,770			8,391			9,013			9,013
176	Copying & Printing			25,169			27,358			29,546			31,735			31,735
177	Postage & Shipping			13,584			14,765			15,946			17,127			17,127
178	Staff Recognition	5K per building		10,000			9,850			10,000			10,000			10,000
179	Lunch Program - parent \$ paid over			14,168			15,234			16,632			17,864			17,864
180	Fundraising Expense			-			-			-			-			-
181	Parent Resources			1,000			1,000			1,000			1,000			1,000
182	Contingency	see below		40,459			43,165			46,191			50,454			51,347
183	Total Other Expenses			232,364			234,674			246,456			259,035			262,208
184																
185	Total Expenses			7,471,896			8,621,382			9,033,319			10,027,012			10,118,915
186																
187	Net Income			619,876			11,544			204,902			63,851			150,558
188				-			-			0			-			-
189																
191	Beginning Balance- Budgetary Basis															
192	Other Unrestricted Net Assets			1,921,787			1,921,787			1,921,787			1,921,787			1,921,787
193	Security Deposits			22,970			22,970			22,970			22,970			22,970
194	Cash Restricted - Facility Major Repair Fund			360,144			360,144			360,144			360,144			360,144
195	Cash Restricted - BLCS Sinking Fund			100,000			100,000			100,000			100,000			100,000
196	Cash Restricted - Reserve per Lease			63,475			63,475			63,475			63,475			63,475
197	Cash Restricted - NYC DOE Dissolution			70,195			70,195			70,195			70,195			70,195
198				2,538,571			2,538,571			2,538,571			2,538,571			2,538,571
199																
200																
201																
202																
203	Ending Balance- Budgetary Basis															
204	Other Unrestricted Net Assets			2,541,663			1,933,331			2,126,689			1,985,638			2,072,345
205	Security Deposits			22,970			22,970			22,970			22,970			22,970
206	Cash Restricted - Facility Major Repair Fund			410,144			385,144			385,144			385,144			385,144
207	Cash Restricted - BLCS Sinking Fund			380,000			230,000			330,000			601,047			601,047
208	Cash Restricted - Reserve per Lease			76,554			76,554			76,554			76,554			76,554
209	Cash Restricted - NYC DOE Dissolution			70,195			70,195			70,195			70,195			70,195
210				3,501,526			2,718,194			3,011,552			3,141,548			3,228,255
211				-			-			-			-			-
212																
213																
214																
215																
216	CONTINGENCY CALCULATION															
217	prior year unused contingency line			333,659			374,118			417,282			463,474			513,928
218	50% of prior year unused contingency line			166,830			187,059			208,641			231,737			256,964
219																
220																
221	2% of Revenue			161,835			172,659			184,764			201,817			205,389
222	less 1/2 of unused prior year contingency			(166,830)			(187,059)			(208,641)			(231,737)			(256,964)
223	Budgeted contingency	not to be less than 0.5% of revenue		40,459			43,165			46,191			50,454			51,347
224				40,459			43,165			46,191			50,454			51,347
225																
226																
227																

BRONX LIGHTHOUSE CHARTER SCHOOL

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Bronx Lighthouse Charter School	comments		Proj. FY12			Proj. FY13			Proj. FY14			Proj. FY15			Proj. FY16
1																
228	LEASE SERVICE COVERAGE RATIO															
229																
230																
231	Net Income			619,876			11,544			204,902			63,851			150,558
232																
233	Add Back															
234	Interest			-			-			-			-			-
235	Taxes			-			-			-			-			-
236	Depreciation and Amort			-			-			-			-			-
237	LHA fee and bonus			235,000			260,000			260,000			285,000			310,000
238	Facility Reserve - per LA lease			13,079			13,079			13,079			13,079			13,079
239	Future Major Repairs Fund - LA			50,000			25,000			25,000			25,000			25,000
240	Future Major Repairs Fund - CPA			-			-			-			50,000			50,000
241	Rent - CPA (BPHC's interest)			290,078			658,116			658,116			658,116			658,116
242	Rent - CPA (sinking fund transfer)			280,000			130,000			230,000			501,047			501,047
243	Capital Lease			-			123,982			123,982			123,982			123,982
244	Capital Asset Additions			-			-			-			-			-
245	Net Income available to service Debt			1,488,033			1,221,721			1,515,079			1,720,076			1,831,782
246																
247																
248	Debt															
249	Interest			-			-			-			-			-
250	Rent - CPA (BPHC's interest)			290,078			658,116			658,116			658,116			658,116
251	Rent - CPA (sinking fund transfer)			280,000			130,000			230,000			501,047			501,047
252	FFE Capital Lease	<i>capital lease only is only assumed long term debt</i>		-			123,982			123,982			123,982			123,982
253	CPLTD															
254				570,078			788,116			888,116			1,159,163			1,159,163
255																
256																
257	Lease Service Coverage Ratio (combined) > 1.2	Lease coverage ratio needs to be > 1.2 to 1.0		2.61			1.55			1.71			1.48			1.58
258				Passed			Passed			Passed			Passed			Passed
259																
260																
261																
262	Lease Service Coverage Ratio (Note A only) >1.5	test on Note A needs coverage of 1.5 to 1.0		42.6			2.9			3.4			3.3			3.6
263				Passed			Passed			Passed			Passed			Passed
264																
265																
266																
267	Debt Payments Prin + Int by BPHC															
268	NOTE A	\$7,299,880 interest only 4.727% ; maturity 7/15/2018		316,310			345,065			345,065			345,065			345,065
269	NOTE B	\$3,128,520 interest only 4.727% ; maturity 7/15/2018		135,561			147,885			147,885			147,885			147,885
270	NOTE C	\$2,911,600 interest only 4.727% ; maturity 7/16/2041		126,162			137,631			137,631			137,631			137,631
271				578,033			630,582			630,582			630,582			630,582
272																
273																
274	Note B and C debt Payments			261,723			285,516			285,516			285,516			285,516
275																

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DRAFT

April 27, 2012

Mr. Robert Stearns
VP for Finance
Bronx Lighthouse Charter School, Inc.
c/o Lighthouse Academies, Inc.
1661 Worchester Road, Suite 207
Framingham, MA 01701

Re: Engagement Letter for June 30, 2012

Dear Bob:

Marks Paneth & Shron LLP ("MP&S" or "we" or "our" or "us") is pleased to confirm our understanding of the services we are to provide for Bronx Lighthouse Charter School, Inc. and BLCS Property Holding Company, Inc. (collectively referred to as the "Corporation" or "you" or "your(s)") as of and for the year ending June 30, 2012. Our audit will be performed in accordance with auditing standards generally accepted in the United States of America ("U.S. GAAS") in order to render our opinion on the fairness of presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"). The standards applicable to our engagement require us to perform certain tasks (some specific, some determined by our professional judgment) that are detailed more fully in the Appendix. The attached Appendix provides a description of our responsibility in performing an audit under U.S. GAAS and further clarifies the extent of management's responsibility for representation letters and independence matters as a result of restrictions on providing certain services and matters relating to hiring.

SERVICES TO BE RENDERED

1. **Report on Financial Statements** – We will audit the consolidated statement of financial position of the Corporation as of June 30, 2012 and the related consolidated statements of activities and cash flows for the year then ending.
2. **Informational (Tax) Returns** – We will prepare the IRS Form 990 for the year ending June 30, 2012.

The filing deadline for the tax returns is May 15, 2012, but can be extended until November 15, 2012. We expect to prepare the returns concurrent with finalizing the financial statements, which include approval by the Corporation.

Our work in connection with the preparation of the returns does not include any procedures designed to discover defalcations or other irregularities, should any exist. In addition, by signing this letter, the Corporation explicitly agrees that it is management's responsibility to fully inform us (to the best of management's knowledge) of all relevant facts that affect the preparation of the returns. Management also has final responsibility for the returns and, therefore, the appropriate officials of the Corporation should review the return carefully before an authorized officer signs and files them.

The Corporation's return may be selected for review by the government. In the event of such examination, we will be available upon request to represent the Corporation and we may render additional invoices for the time incurred.

3. **Management Comments** – We will follow-up on the current status of last year's comments. If, during the course of our current year audit we become aware of significant deficiencies or material weaknesses (both defined in the Appendix) in the internal accounting controls or ways that we believe management practices can be improved ("leading practices"), we will relate our comments to management and the Audit Committee, in the form of written comments. We may identify additional matters not constituting either a significant deficiency or a material weakness that we believe may be of interest to you in improving the effectiveness or efficiency of the Corporation's operations. Should we identify such matters, we also will provide the Corporation our related observations and recommendations.
4. **Progress and Closing Meetings** – We will keep management up-to-date on our progress during the course of our work. Drafts of all products will be provided so that management and the Audit Committee have sufficient time to review the material and comment prior to delivery of the final products. We will conduct appropriate "closing" meetings.
5. **Presentation of Financial Statements** – We will present the audited consolidated financial statements at a meeting of the Audit Committee or Board of Directors. It is important to note that we prepare certain additional materials to assist the Audit Committee or Board in its role:

- ❖ **Report to the Audit Committee** – Professional auditing standards require the auditor to assure that certain matters related to the audit are communicated to those who have responsibility for oversight of the financial reporting process.

Our written report will include the following:

- The auditor's responsibility under U.S. GAAS
- Management's responsibility
- Selection, application or changes in significant accounting policies
- Significant management judgments and accounting estimates
- Significant recorded and proposed unrecorded audit adjustments
- Significant issues discussed, or subject to correspondence, with management
- Disagreements with management and audit difficulties
- Fraud or likely illegal acts, conflicts of interest matters and other governance
- Internal Controls: control deficiencies, significant deficiencies & material weaknesses
- Consultation with other accountants
- Auditor independence
- Other services performed and deliverables to be issued
- Open items needed to release the financials
- Industry updates

We will prepare a written communication satisfying the above.

6. **Ongoing Communications Included in Fee** – An appropriate relationship between management and their auditor is such that ongoing non-audit related communications are expected and encouraged. We include such periodic phone consultations and on-site discussions in our fee and do not charge extra for these. However, if such consultations become regular and require our research, we will bill you for our time at rates in effect at the time of the consultation. Such billings would be discussed prior to a bill ever being sent to you.

- 7. Financial Statement Responsibility** – We will advise the Corporation about appropriate accounting principles and their application. It should be emphasized that the responsibility for the financial statements remains with the Corporation. This responsibility includes the establishment and maintenance of adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, and the safeguarding of assets.

MANAGEMENT'S RESPONSIBILITY

The Corporation's management is responsible for making all management decisions and performing all functions and for designating a management-level individual with suitable skill, knowledge, or experience to oversee the services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them.

The Corporation's management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with U.S. GAAP. Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Management's responsibilities included adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest year presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

As part of our engagement, we will advise the Corporation about appropriate accounting principles and their application and will assist in the preparation of a draft of the Corporation's consolidated financial statements and related notes. In addition, we may propose standard, adjusting, or correcting journal entries to the Corporation's financial statements. The responsibility for the financial statements remains with the Corporation.

The Corporation's management will be required to review and approve those consolidated financial statements and any proposed entries and understand the nature of any proposed entries and the impact they have on the financial statements prior to their issuance as well as to be in a position in fact and appearance to make an informed judgment on those financial statements.

In addition, management is responsible for the design and implementation of programs and controls to help prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Corporation involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.

Management is also responsible for informing us of their knowledge of any allegations of fraud or suspected fraud affecting the Corporation received in communications from employees, former employees, regulators, or others. In addition, management is responsible for identifying and ensuring that the Corporation's comply with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts or violations of contracts that we may report.

COST OF SERVICES

We estimate our fee for the aforementioned services to be in the \$24,000 to \$26,000 range. We will, however, provide our services for a fixed fee of \$19,500, plus usual out-of-pocket costs (not to exceed \$500). We will provide 20 bound copies of the general-purpose financial statements. In addition, one signed copy will be emailed as a PDF for the Corporation to copy and distribute further as necessary.

Our audit and tax engagement ends on delivery of our reports and the completion of the IRS Form 990. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new specific engagement letter for that service.

Our fee assumes there will be no additional material changes in auditing standards, funding source requirements, the complexities of the funding sources, availability of the current accounting staff to prepare materials necessary for the audit, internal accounting controls, size of the Corporation, etc., as we currently understand them. We do not charge for other audit related out-of-pocket costs (except under unusual circumstances).

Payments for these services are requested to be in the offices of MP&S no later than the dates/events specified below.

Upon signing this engagement letter	\$ 2,500
September 1, 2012	10,000
Upon delivery of the financial statements	<u>7,000</u>
	<u>\$ 19,500</u>

Please schedule the Corporation's payments according to the above. Monthly receivable statements will be sent electronically to a designated employee of the Corporation as a reminder.

OTHER MATTERS

The staff of the Corporation will provide us with the basic information required for our services including the trial balances, supporting schedules and analyses, reconciliations, completed schedule of federal awards and other requested information that is included on the audit request list. We understand that the Corporation's employees will type all confirmations we request and we will be assisted in the location of invoices, vouchers, canceled checks and other documents and records, which we request.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the Corporation's internet website, the Corporation understands that electronic sites are a means to distribute information, and therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Should the Corporation require any non-audit management advisory services, we would happy to provide such services on an as-requested basis at our firm's hourly rates then in effect. See the Appendix for further discussion regarding independence issues surrounding advisory work.

We feel that our background and associations with not-for-profit agencies will serve the best interests of the Corporation. We are delighted to have the opportunity to be of service and believe this letter accurately summarizes the significant terms of our engagement. If the Corporation has any questions regarding this letter or needs further information, please let us know.

If the above agrees with the Corporation's understanding of the terms of our engagement, please sign this letter and fax the signed letter to my confidential fax number (914-909-3416) or email a PDF copy to my attention (ttempesta@markspaneth.com). Then send along a check for the first installment of \$2,500.

Sincerely,

Anthony J. Tempesta, CPA
Partner

RESPONSE:

This letter correctly sets forth the understanding as described in the letter above and the attached Appendix of Bronx Lighthouse Charter School, Inc.

Signature: _____

Printed Name: _____

Title: _____

Date: _____

APPENDIX

1. AUDIT OF THE FINANCIAL STATEMENTS:

DESCRIPTION OF AN AUDIT UNDER GENERALLY ACCEPTED AUDITING STANDARDS

Our audit will be conducted in accordance with U.S. GAAS. Our audit will include tests of the accounting records of the Corporation and other procedures we consider necessary to enable us to express an unqualified opinion that the financial statements are fairly presented, in all material respects, in conformity with U.S. GAAP. If our opinion on the financial statements is other than unqualified, we will fully discuss the reasons with the Corporation in advance. If, for any reason, we are unable to complete the audit, we will not issue a report as a result of this engagement.

In planning and performing our audit, we will consider the internal controls in order to determine our auditing procedures for the purpose of expressing our opinion on the Corporation's financial statements and not to provide assurance on the internal controls.

We will obtain an understanding of the design of the relevant internal accounting controls, as required by U.S. GAAS, and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on the internal controls and, accordingly, no opinion will be expressed.

We will inform the Corporation of any matters involving the internal controls and their operation that we consider to be significant deficiencies or material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Compliance with laws, regulations, contracts, and grant agreements applicable to the Corporation is the responsibility of management. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Corporation's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and confirmation of certain assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will request written representations from the Corporation's attorneys as part of the engagement, and they may bill the Corporation for responding to this inquiry. At the conclusion of our audits, we will also request certain written representations from you about the financial statements and related matters.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. Therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. Because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. We will report directly to the audit committee any fraud of which we become aware that involves senior management, and any fraud (whether caused by senior management or other employees) of which we become aware that causes a material misstatement of the financial statements. We will also report any fraud perpetrated by lower level employees of which we become aware that does not cause a material misstatement of the financial statements.

We will report to senior management any fraud perpetrated by lower level employees of which we become aware that does not cause a material misstatement of the financial statements; however, we will not report such matters directly to the Audit Committee, unless otherwise directed by the Audit Committee. We will inform the appropriate level of management of the Corporation and determine that the Audit Committee is adequately informed with respect to illegal acts that have been detected or have otherwise come to our attention in the course of our audit. Our responsibility as auditors is limited to the period covered by our audits and does not extend to matters that might arise during any later periods for which we are not engaged as auditors.

If the Corporation intends to publish or otherwise reproduce (other than the electronic copy MP&S sends to the Corporation) financial statements (including our opinion), such as an Annual Report, the Corporation agrees to furnish us with printer's proofs for our review and approval before printing. The Corporation also agrees to provide us with a copy of the final reproduced material for our approval before the Corporation distributes it. This process may result in an additional charge by us depending on the time we spend. In addition, by signing this engagement letter, the Corporation gives us permission to use its' logo and/or the name of the Corporation in MP&S promotional materials.

Parties to this engagement agree that any dispute that may arise regarding the meaning, performance or enforcement of this engagement will, prior to resorting to litigation, be submitted to mediation upon written request of any party to the engagement. The party requesting mediation shall select the mediation provider from the list of mediation training providers approved by the American Arbitration Association. The mediation shall be conducted in accordance with Commercial Mediation Rules of the American Arbitration Association or such other rules as may be agreed upon by parties. Costs of any mediation proceeding shall be shared equally by both parties provided. This paragraph will be of no effect in any dispute that involves, as a party, any entity that is not a signatory to this Engagement Letter.

MP&S is a member of Morison International ("MI"). MI comprises independent firms in many countries some of which use Morison as part of their business name. These firms are members of MI, but are separate legal entities.

No MI member firms are agents, or partners of MI or other member firms, and no MI member firm has authority to enter into any legal obligations on behalf of MI or another member. If we introduce you to another MI member firm we do not accept any liability for work which they carry out on your behalf and you must make your own contractual arrangements directly with them. The fact that you may have been introduced to us by an associated MI entity does not make that associated MI entity or any of its staff members responsible for any of our acts or omissions.

Similarly, we are not the agent or partner of any associated MI entity and we do not have the authority to enter into any legal obligations on their behalf.

You agree that this firm has sole liability for work covered by this engagement and you undertake not to bring any proceedings or make any claim whatsoever against any other member of MI (or MI itself) in relation to work covered by this agreement.

We understand the working papers for this engagement, which include documents, analysis, charts, graphs and other materials prepared by us in analyzing and testing the Corporation's financial information, are the property of MP&S and may constitute confidential information of the Corporation. The term "working papers" does not include the Corporation's original general ledgers, books, records and other of its original financial documents. However, we may be requested to make certain working papers available to third parties pursuant to authority given to them by law or regulation. If requested, access to such working papers will be provided under the supervision of MP&S personnel and we will bill the Corporation for our time at our hourly rates then in effect. If access to or copies of such working papers are requested, we will provide notice to you in order to afford you with an opportunity to object to such disclosures. Furthermore, upon request, we may be required to provide photocopies of selected working papers to third parties. If photocopies are requested, they will be marked as confidential. The third parties may intend, or decide, to distribute the photocopies or information contained therein to others.

2. FURTHER DESCRIPTION OF MANAGEMENT'S RESPONSIBILITY

Representation Letters

During the course of our engagement, we will request information and explanations from management regarding the Corporation's operations, internal controls, future plans, specific transactions, and accounting systems and procedures. At the conclusion of our engagement, we will require, as a precondition to the issuance of our report, that management provide certain representations in a written representation letter. The procedures we will perform in our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the written and oral representations that we receive from management. To the extent that MP&S has fulfilled its professional responsibilities in conducting its audit, the Corporation agrees to release MP&S and its personnel from any liability and costs relating to our services under this letter resulting from false or misleading representations made to us by any member of the Corporation's management.

Independence Matters as a Result of Restrictions on Providing Certain Services and Hiring

Management and the audit committee will assist MP&S in maintaining independence by having policies and procedures in place to ensure that the Corporation will not engage MP&S or accept from MP&S any service that would impair MP&S's independence. Any potential additional services are to be discussed with the engagement partner of MP&S and the audit committee.

Please be advised that the independence rules provide that an auditor will not be independent with respect to a client where the client employs a current or former partner or professional employee of the firm within a specified period of time. Accordingly, you agree not to enter into any discussion regarding employment with any current or former partner or professional employee of MP&S without our permission.

3. OTHER

MP&S agrees that any (i) proprietary information about the Corporation or its business operations or (ii) client-identifiable information regarding a client of the Corporation, which is disclosed to or obtained by MP&S, is confidential ("Confidential Information"). MP&S shall not disclose Confidential Information to any third party for any purpose except as expressly authorized in writing by the Corporation or as required by law.

The audit documentation for this engagement will be retained for a minimum of seven years after the date each auditor's report is issued or for any additional period if requested by the Corporation. If the Corporation is aware that an audit finding is being contested by a third party, the Corporation will contact MP&S in order to inform them in regards to guidance prior to destroying the audit documentation after the required document retention policy has expired.

****END****

Bronx Lighthouse Charter School

2012-2013 Proposed Schedule for Meetings of the Board of Trustees

The BLCS Board of Trustees traditionally meets on the third Thursday of each month from 5:30pm to 7:30 pm. This proposed schedule outlines the 2008-2009 dates of these meetings according to this schedule.

2012	2013
Thursday, July 19	Thursday, January 17
Thursday, August 16	Thursday, February 21
Thursday, September 20	Thursday, March 21
Thursday, October 18	Thursday, April 18
Thursday, November 15	Thursday, May 16
Thursday, December 20	Thursday, June 20

Bronx Lighthouse Charter School

The following performances will take place in June:

Performance	Date
FAME Jr. (grades 6-9)	June 26, 27 and 28
Orchestra Performance (grades 5-9)	June 9
Aladdin & Featured Piano Performances (grade 5)	June 8
8 th Grade Stepping Up Ceremony (includes chorus performances)	June 22

All performances will take place at the school. If you are interested in attending, feel free to reach out to Rick for more details.