

North Point Lighthouse Charter School Turnaround Plan 2015/2016

To: Kevin Ingram, Charter School Review Committee Chair
 Fr: North Point Lighthouse Academy Board of Directors
 Date: October 7, 2015

North Point Lighthouse Charter School is its fourth year of existence. The school has experienced slow but steady growth and progress and has failed to meet all expectations.

The North Point Board of Directors (NPBOD) is committed to a successful turnaround. It is our intention to continue to support the school as it corrects deficiencies and provides the supports necessary to meet the needs of its students and their families.

This document illustrates the current state of the school, establishes claims that are intended to demonstrate the school's ability to overcome its current challenges and sets out a plan for improvement. This document also responds to each of the recommendations made in the 2014-2015 School Report Card.

Claim #1: The school's trajectory gets better each year.

The table below illustrates the school's historical status with the authorizer.

	2012-2013	2013-2014	2014-2015
CSRC Scorecard Points	46.8	58.1	63.6

Claim #2: North Point did not meet the targets in the most recent Learning Memo. However, it fell short from meeting these important targets by just a few students in most areas.

	Goal (in %)	Goal (in # of Students)	Total Students Included	# Students Who Met Goal	% Students Who Met Goal	Gap to Goal (in Students)
NWEA Reading						
At or Above Grade Level in Fall	65%	26	39	23	59%	3
Below Grade Level in Fall	65%	118	182	112	62%	6
NWEA Math						
At or Above Grade Level in Fall	65%	14	21	13	62%	1
Below Grade Level in Fall	75%	148	197	139	71%	9
Writing						
Scored 4 or Greater in Fall	80%	6	7	7	100%	-1
Scored Less than 4 in Fall	60%	126	210	113	54%	13
SPED						
75% of IEP Goals Met	65%	11	16	10	63%	1

Claim #3: North Point met all but one provision on the 2014-2015 Contract Provisions.

	Met		Met
Description of educational program: Student populations served	X	Parental involvement	X
Annual school calendar provided	X	Instructional staff hold a DPI license or permit to teach	
Educational methods	X	Pupil database information	X*
Administration of required standardized tests	X	Disciplinary procedures	X
Academic criterion #1: Maintain local measures, showing	X	Academic criterion #3: Year-to-year achievement measures	N/A

pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.		<i>Progress for students below grade level or proficiency level was not available this year.</i>	
Academic criterion #2: Year-to-year achievement measures <i>Year-to-year results were not available this year.</i>	N/A	* Substantially Met	

Claim #4: North Point’s progress will be accelerated with the leadership provided by an experienced turnaround urban charter school leader and with increased financial and human capital investment from the Board and Lighthouse Academies.

New Leadership

Upon reflection and acknowledgment of the school’s history, the NPBOD and its management partner launched an immediate search for an experienced dynamic turnaround leader.

On September 21, 2015, North Point appointed Beverly Echols, Ed. D as Turnaround Principal. While North Point has suffered through principalship changes since the founding of the school, Dr. Echols is the first school leader with the experience, expertise, tenacity, and maturity to lead a successful turnaround.

Dr. Echols holds a doctoral degree in Educational Leadership, a Master of Science degree in Early Childhood Education and has a Bachelor of Science degree in Social Work and Child Welfare. She is licensed as Wisconsin Superintendent, Principal, and Supervisor of Instruction K-12.

Previous professional responsibilities include developing and monitoring school improvement plans, supervision of response to intervention plans, and she has extensive experience with data management systems to drive instructional improvement. Dr. Echols brings 30 years of successful educational leadership to North Point. North Point has the right turnaround leader.

Financial, Human Capital and Material Resource Support from Lighthouse Academies

Lighthouse Academies (LHA) has worked with the board to restructure the school’s financial commitment to LHA to allow for increased spending at the student services level. Specifically, LHA has deferred payment on principle of the school’s \$460,000 school development loan. Nothing has been collected on this debt.

LHA has waived percentages of the LHA service fee for the past two years.

LHA paid for an executive recruitment firm and for an enrollment consultant.

LHA pays for a Milwaukee based Regional Operations Manager.

LHA has intensified its senior leadership level support for North Point. The Chief Schools Officer directly oversees the school’s principal and works directly with the board. Additional senior leaders have been assigned to the school for weekly support. The Regional Vice President from Northwest Indiana has been assigned part time to North Point. Mr. Williams is an experienced transformational leader who has steadily increased the performance of Lighthouse schools in his region. Every week for the six weeks, network leaders have been at North Point supporting the turnaround. This will continue indefinitely.

Financial, Human Capital and Material Resource Support from the North Point Board of Directors

The Board of Directors has been directly involved in the selection of the turnaround leader. They have worked to free up financial resources for the school. This work included meeting with the landlord to explore restructuring the lease agreement. Additionally, the NPBOD has directed local community support to the school in the form of partnerships with Jewish Family Services, Concordia, Next Door and has organized committed local classroom volunteers. The Board formed Friends of North Point and has personally and generously contributed over \$17,000 to support special projects.

The CRC recommendations for the 2015-2016 school year include:

- Continue to provide training and the appropriate use of data for classroom instruction in reading, math, and writing
- Continue to implement a Rtl plan
- Continue the focus on family engagement
- Develop and implement strategies focused on the retention of teachers throughout the school year

Detailed Action Plans

1. Continue to provide training and the appropriate use of data for classroom instruction in reading, math, and writing.

All teachers at North Point will be trained in the skilled use of data to drive instructional practice in reading, math and writing. In Instructional Data Teams (IDTs), leaders and teachers will utilize the data analysis cycle. The steps in the cycle are:

1. Collect and chart the data
2. Analyze the data and prioritize needs
3. Establish SMART goals
4. Select instructional strategies
5. Determine results indicators (evidence that instructional strategies were implemented)
6. Monitor and evaluate

Teachers will drive this process, but each team’s work will be supported and overseen by the principal. The principal will participate in the team’s meetings, help the team to identify instructional strategies that will effectively address the student learning needs uncovered by their data analysis, and monitor and evaluate the team’s success in implementing these strategies and meeting SMART goals. The principal will be supported in this work by LHA senior leaders.

During the data analysis portion of the meeting (steps 1 and 2), teachers will conduct “test-in-hand” analysis. This means that although they may start by looking at overall scores or proficiency rates, they will not stop there. Teachers will closely examine the questions, considering what students needed to know and do to answer correctly and using clues (distractor analysis for multiple choice; student answers for constructed response) to identify why students got a question wrong. They will explicitly make connections between student responses and their own instruction, forming hypotheses about the causes of student misunderstandings, based on the precise ways in which they taught the content.

The remaining steps of the meeting protocol (steps 3 through 6) ensure that teachers do not simply analyze the data but also take action based upon their analysis. They set targets for student performance, agree upon specific instructional strategies that they will implement in their classrooms to meet those targets, and hold each other accountable for using those strategies and assessing their effectiveness. This creates a data cycle in which assessment leads to analysis which leads to action which leads to additional assessment. Repeated engagement in this process creates a culture of data-driven instruction and data-driven decision making throughout the school.

2015-2016 Calendar of Assessment, Data Analysis and Professional Development		
Date	Event	Notes
28-Sep-Oct 9	PALS Testing (1st, 2nd)	
12-Oct-30-Oct	NWEA Testing	

14-Oct	PD (2.5 Hours)	Behavior Management and Restorative Practice
15-Oct	QUARTER 2 BEGINS	
30-Oct	PD (3.5 Hours)	Assessment Deep Dive (Writing/PALS/NWEA); Setting Individual student SMART goals
9-Dec	PD (2.5 Hours)	Rtl Impact Analysis
10-Dec-18-Dec	Interim Testing	
4-Jan	PD (8 Hours)	Data Dive and Rtl groupings reset; PD on ELA and Math Curricula; Revisit SMART Goals
8-Jan	PD (2.5 Hours)	PD for strategic use of Rtl support materials/creating centers
6-Jan-15-Jan	Writing Testing	
11-Jan	QUARTER 3 BEGINS	
11-Jan-29-Jan	NWEA Testing	
14-Jan-29-Jan	PALS Testing (K4,K5)	
22-Jan	PD (3.5 Hours)	Assessment Deep Dive (LinkIt/Writing)
1-Feb-12-Feb	PALS Testing (1st, 2nd)	
10-Feb	PD (2.5 Hours)	Assessment Deep Dive (NWEA/PALS), Rtl Impact Analysis
16-Mar	PD (2.5 Hours)	ELA curricula support
24-Mar	PD (8 Hours)	Math and writing instructional pedagogy support
11-Apr-20-Apr	Interim Testing	
14-Apr	QUARTER 4 BEGINS	
22-Apr	PD (3.5 Hours)	Assessment Deep Dive (LinkIt), Rtl Impact Analysis
25-Apr-6-May	PALS Testing (K4,K5)	
2-May-20 May	NWEA Testing	
4-May	PD (2.5 Hours)	RTI Impact Analysis
9-May-20-May	PALS Testing (1st, 2nd)	
9-May-20-May	Writing Testing	
1-Jun	PD (2.5 Hours)	Assessment Deep Dive (NWEA/PALS)
10-Jun	Writing Scores Due	
17-Jun	PD (8 Hours)	Assessment Deep Dive (LinkIt/Writing), Planning for summer work

2. Continue to Develop and implement a full Rtl plan.

North Point will be implementing a classroom-based Response to Intervention model. Students will be grouped into Rtl groups based on 30 point RIT bands from NWEA in grades 3 and up.

Process	Grades	Tools	Administered By	Monitored By:	When
Universal screener is used to identify students and skill gaps	K, 1, 2	PALS Running Records	Classroom Teachers with support from special education staff.	Ms. Lalenuat Johnson	3 times per year Monthly
	3,4,5	NWEA MAP ELA and Math LinkIt Interims	Classroom Teachers with support from special education staff.	Dr. Echols	3 times per year
	6, 7	NWEA MAP ELA and Math LinkIt Interims	Classroom Teachers with support from special education staff.	Mr. Chukwudebe	3 times per year
Teachers' schedules reflect intervention block.	K, 1, 2	Small group re-teach, Reader and Writer Workshop Focus on: Phonological awareness, Phonics, Vocabulary, Comprehension, Fluency Employ: Repeated Readings, Moby Max and Star Fall	Classroom Teachers and Para Educators with support from special education staff.	Ms. Lalenuat Johnson	30 minutes per day
Teachers break	3, 4, 5	Small group re-teach, Reader and Writer	Classroom Teachers	Dr. Echols	45

students into ability leveled groups.		Workshop Focus on: Vocabulary, Comprehension, Fluency, Math Employ: Repeated Readings, Moby Max and Star Fall	with support from special education staff.		minutes per day
Students rotate through intervention centers.	6,7	Small group re-teach, Reader and Writer Workshop Focus on: Vocabulary, Comprehension, Fluency, Math, Employ Repeated Readings, Math (computation and problem-solving)	Classroom Teachers with support from special education staff.	Mr. Chukwudebe	60 minutes per day

Additionally, North Point will build into the weekly master calendar a Student Support Team meeting: **Student Support Team (SST) Tuesdays.** SST team will meet each Tuesday from 7:00-8:30AM. The Instructional leadership team (consisting of the Principal, the Director of Teacher Leadership (Assistant Principal), Director of Student Culture and Special Educator meet with classroom teachers to strategize about individual progress of students in the lowest quartile on MAP tests. Teachers who need coverage will be released from their classes by a para professional educator. Each classroom teacher will bring performance data, observations, and concerns about student progress to the team for discussion and support.

The following format will be followed:

- Teacher selects 3 top priority students to present and comes to the meeting with data and/or student work
- Each student’s data or work sample is presented (1-2 minutes)
- The team asks clarifying questions to identify the root cause of the student’s challenge. (3 minutes)
- The team strategizes to identify best practices to be implemented. (3 minutes)
- Teacher clarifies next steps and commits to implementing suggested strategies.
- The SST Lead documents the strategies and collects feedback on effectiveness.

3. Continue the focus on family engagement.

Our turnaround leader has established an aggressive initiative to engage families, support social/emotional development of students and build a strong home and school partnership. She has established an open door policy and has had face to face individual meetings with over 60 parents in her first week. Her goal is to meet with every parent in this manner.

Mandatory parent/teacher conferences are scheduled four times throughout the school year. Three Parent and Family Data Nights have been scheduled: Quarter II, III, and IV.

The first Monday of each Month is Donuts with Beverly and Victor at 7:30AM. North Point proudly has its very first active Parent Association that meets on the 4th Wednesday of each month to support the school. A parent is in the NPBOD. Additionally, 18 special events to celebrate student accomplishments and or honor special holidays have been planned for students and their families. These events include a talent show, art auction, carnival, Family Feast etc.

4. Develop and implement strategies focused on the retention of teachers throughout the school year.

Strategy 1: The NPBOD and LHA are in discussions to attempt to offer retention bonuses for staff who perform at the proficient level on the Danielson Framework and will commit to remaining at North Point through charter renewal.

Strategy 2: The NPBOD and LHA recently hired a new and experience Director of Student Culture to support teachers in their efforts to work successfully with students who bring the stresses of the community to school. This fulltime position allows for teachers, students and families to engage in discipline by dialogue, restorative approaches AND increase their own responsibility to be self-managed and successful.

Strategy 3: North Point has struggled to find and retain state certified highly qualityed teachers. All teachers currently at the school hold valid teaching certificates. All teachers who have left the school have been replaced by certified teachers.