

DISTRICT LETTERHEAD

REVISED 2023-24 TEMPLATE
(Letter Sent on District's Letterhead)

School Annual Education Report (AER) Cover Letter

(USE THE SCHOOL COVER LETTER AND SCHOOL ANNUAL EDUCATION REPORT FOR
INDIVIDUAL SCHOOLS WITHIN A LEA/ISD/RESA
AND ANY SINGLE BUILDING SCHOOL DISTRICT OR PSA.)

<DATE> January 51, 20245

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023~~2~~-24~~3~~ educational progress for <SCHOOL NAME> Lighthouse Academy Juvenile Justice Institute. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact <SCHOOL STAFF NAME> Shea Williams for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16788,1311,90 https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16788,1311,90 ~~<INSERT LINK TO SCHOOL'S ANNUAL EDUCATION REPORT>~~ (SEE Q.7 AND Q.8 OF THE 2023-24 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a ~~<SELECT THE APPROPRIATE LABEL 'TARGETED SUPPORT AND IMPROVEMENT', 'ADDITIONAL TARGETED SUPPORT', 'COMPREHENSIVE SUPPORT AND IMPROVEMENT' SCHOOL OR STATE 'HAS NOT BEEN GIVEN ONE OF THESE LABELS'>~~.

~~< INSERT A PARAGRAPH DESCRIBING THE KEY CHALLENGES FOR THE SCHOOL REFERRING TO DATA IN THE 'ANNUAL EDUCATION REPORT' AND DESCRIBING THE KEY INITIATIVES BEING UNDERTAKEN IN THE SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT AND CLOSE PERSISTENT GAPS IN ACHIEVEMENT.>~~has not been given one of these labels.

Lighthouse Academy Juvenile Justice Institute opened twothree years ago. The school is located in Holland, Michigan. We work closely with the Ottawa County juvenile court who ultimately place their students in this program. All students within this program are assigned and supervised by the court. Students in the program are in grades ~~ninth~~sixth through twelfth. The key initiative that is being undertaken at Lighthouse Academy JJI is to bridge persistent achievement gaps through the implementation of the MTSS/PBIS model throughout the entire school. The utilization of this program has placed a large emphasis on building positive student and staff cultures to ensure students are being encouraged and celebrated for the great things they accomplish daily. In addition, additional remediation and enrichment occur in the areas of math and reading and writing skill within the

As of the 2023/2024 school year, Juvenile Justice Institute is now a day-treatment program. With this change, students are now receiving programming while still attending MMC aligned courses to advance in their grade level and/or credits to achieve their high school diplomathroughout the school day. This consists of a variety of programming, such as Life Essentials, Art Group, Community Service, and MRT (Moral Reconation Therapy). By providing programming for the students at school, this removes barriers such as transportation or guardian work schedules that could impede a student's ability to successfully engage in programming required during their probation.

Commented [HC1]: while still attending MMC aligned courses to advance in their grade level and/or credits to achieve their high school diploma.

State law requires that we also report additional information. ~~<TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE TWO MOST RECENT YEARS ON THE FOLLOWING:>~~

- ~~1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL~~Students enrolled in the Juvenile Justice Institute are enrolled by their Ottawa County juvenile court officer. A strong and trusting partnership between Lighthouse Academy and Ottawa is continuing to grow to ensure a well-maintained partnership in order to best serve the students.
- ~~2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN~~Lighthouse Academy Juvenile Justice Institute is currently in its third year of our school improvement plan. Our main goals encompass increasing students' reading

and math NWEA Map scores, while maintaining a whole-child holistic approach to education.

3. ~~A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL~~There are no specialized schools at this time.
4. ~~IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL~~Our core curriculum can be accessed in our handbook or can be requested at the school office.
5. ~~THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS~~Lighthouse Academy Juvenile Justice Institute utilizes summative assessments to monitor student progress and determine where our students are in comparison to state averages. Lighthouse JJI students participate in the MSTEP, PSAT, SAT, WIDA, and ACT Workkeys. Overall in all categories, our students typically test below state averages. The data generated from these assessments is reviewed and considered in changes to programming to ensure improved student achievement.
6. Parent teacher conferences are held at the midway point of each trimester. Because our students are court placed, either their probation officer or case worker are invited to attend parent teacher conferences. In all, our goal is for eighty percent of all Lighthouse JJI students be represented at conferences. If probation officers, case workers, and/or parents are unavailable to meet during the scheduled conference time, individual appointments can be made at their convenience.

5.a. _____ Currently at Lighthouse Academy JJI we do not have any postsecondary enrollments; however there is a possibility for students to participate for dual enrollment in the future. Lighthouse JJI does not offer any college equivalent course at this time.

~~IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT TEACHER CONFERENCES~~Parent teacher conferences are held at the midway point of each trimester. Because our students are court placed, either their probation officer or case worker are invited to attend parent teacher conferences. In all, our goal is for eighty percent of all Lighthouse JJI students be represented at conferences. If probation officers, case workers, and/or parents are unavailable to meet during the scheduled conference time, individual appointments can be made at their convenience.

6. ~~FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:~~
 - a. ~~THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)~~
 - b. ~~THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)~~
 - c. ~~THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)~~

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~~d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT~~ Currently at Lighthouse Academy JJI we do not have any postsecondary enrollments; however there is a possibility for students to participate for dual enrollment in the future. Lighthouse JJI does not offer any college equivalent course at this time.

~~<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>~~ In conclusion, the staff at Lighthouse Academy JJI feel very excited about the opportunity we have to serve our students and provide hope in their lives through education. As we continue to grow and see the positive impact of programming through the new day-treatment model, we look forward to seeing an increase in more positive outcomes for our students. It is incredible to see students realize their potential and grow in so many ways after participating in Lighthouse Academy programming, and we cannot wait to see what the future holds!

Sincerely,

~~<SCHOOL OFFICIAL SIGNATURE>~~ Shea Williams
School Leader of Juvenile Justice Institute
Lighthouse Academy