



ANNUAL REPORT

2010-2011

SUBMITTED OCTOBER 1, 2011

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Crystal, MN 55427

www.lionsgateacademy.org

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OVERVIEW

Lionsgate Academy, a 501(c)(3) nonprofit, is an innovative Minnesota charter school that opened in the fall of 2008 focusing around the needs and potential of students on the autism spectrum. The school serves a student population that often struggles to succeed in school, college and employment settings due to disabling social deficits. Lionsgate Academy provides academic instruction toward a standard high school diploma along with personalized supports to help each student develop social skills, independent living skills, and college/employment readiness. Thus Lionsgate offers a specially designed learning environment for students with autism to maximize both their academic learning and personal potential.

Lionsgate Academy is a school that not only maximizes student potential, but also serves as a much-needed laboratory and training center to develop the most effective strategies for educating the thousands of middle and high school students with autism in Minnesota. Thus Lionsgate Academy both uses and adds to the research base for educational techniques particularly suited for those teenagers who experience conditions such as Asperger Syndrome, High Functioning Autism, and Pervasive Developmental Disorder.

Because of the unique needs of Lionsgate's students, they require far more learning resources to assimilate and apply information, along with a greatly increased staff-to-student ratio. In addition, our staff requires more specialized training in methodologies and approaches to best assess and educate these students, including acquiring a better understanding of autism. Although many Lionsgate students are extremely intelligent, they must be taught in ways that fully take into account their individual barriers to learning, as many have difficulty understanding instructions and social cues. Thus the degree of services, supplies and equipment necessary to educate this population is significantly greater than for a typical student population of having seven times our enrollment. While the school receives a large amount of special education funding, this funding does not cover many of the programmatic and equipment needs required to effectively address the learning needs of our student population.

During the 2010-2011 academic year, Lionsgate Academy enrolled an average of 133 students in grades 7-12. The Executive Director, Stanley Hacker, and Lionsgate Academy implemented many of the lessons learned from the previous year's opening, which was a unique experience, and moved forward to continue building the school

culture. A diverse staff of over 100 served in many different roles – including general education teachers, special education teachers, educational assistants, therapists and other specialists.

To achieve its goals, Lionsgate further implemented specially designed and integrated services in various program areas:

- School program: Providing individualized educational services for students in grades 7-12 that met all Minnesota academic and graduation standards, as well as offering a wide array of special education services (including speech, occupational therapy, and physical therapy), social skills development, art and music, and community-based programs.
- Parent program: Providing supports for parents of students with autism, including seminars, workshops, support groups and volunteer opportunities.



MISSION AND INSTRUCTION

Mission and Vision

The mission of Lionsgate Academy is to provide a transition-oriented and personalized learning program focused on high-functioning secondary students on the autism spectrum that supports their full potential, participation, and self-determination within their school, family, and community.

To this end, Lionsgate Academy will create an educational environment that will model best instructional practice and research-based techniques so that its graduates will—to the fullest extent possible—live independently, be involved in further education and/or gainful employment, and develop meaningful relationships with others.

Comprehensive Programming

Lionsgate Academy offers a learning program for middle and high school students who have a wide range of learning needs. The educational philosophy is highly student-centered, where IEPs (Individualized Education Plans), PLPs (Personalized Learning Plans), and 504 Plans (academic accommodations) are implemented for each student, as appropriate. Each student will develop specific goals toward completion of a high school degree and post-secondary schooling/career options.

Lionsgate Academy curriculum is adapted through a continuous and ongoing process of assessing the developmental, cognitive, and social-emotional needs of each student. This process involves collaboration among mainstream classroom teachers, special education teachers, parents and students, and various providers such as: medical, therapeutic, identified professionals, and community partners. This collaboration occurs by making all stakeholders aware of Lionsgate Academy's vision, mission, scope, as well as the goals of our educational program.

Our goal is to provide an ideal learning environment for all students, especially those living with ASD (Autism Spectrum Disorder), based on ongoing research and evidence-based practices. Lionsgate Academy is committed to utilizing academic best practices and we deliver an innovative model that provides our students with variable access to learning environments. The learning environment is uniquely suited to each individual's strengths, skills, independence level, interests, and needs.

Lionsgate's Overall Approach to Meeting Student Needs

Students supported by IEPs (Independent Education Plans) are entitled to a Free Appropriate Public Education (FAPE). Lionsgate defines “appropriate” as both the acquisition of core academic content as defined by No Child Left Behind (NCLB), as well as having access to learning skills that promote various post-secondary options. The fundamental promise of federal policy as manifested in both NCLB and in IDEA 2004 is that all students with a disability can and will learn more than they would otherwise learn in core academic subject areas. To address the challenges and the expectations of NCLB and IDEA 2004, Lionsgate will:

- Ensure that content and performance standards are broad enough to meet individual and diverse needs of all students.
- Extend its assessment system to include all students with disabilities who require accommodations to demonstrate the mastery of knowledge and skills.
- Use assessment results to improve students’ learning by changing instructional practice.
- Actively engage students in their learning by requiring high rates of appropriate responses to the material presented.
- Carefully match instruction to each student’s abilities and skill levels.
- Provide instructional cues and prompts to support learning at an appropriate level.
- Provide detailed feedback that is directed explicitly to whatever task the student is expected to complete.

Differentiated Instruction and Team Teaching Model

Lionsgate utilizes curriculum differentiation in its instructional delivery. Differentiation is a successful approach in designing course instruction, materials and content to benefit students from all learning styles.

Differentiating instruction is creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. Differentiating instruction is also an essential tool for integrating technology into classroom activities.

Team teaching involves a group of instructors (i.e. special education, general education and related service professionals) working purposefully, regularly, and cooperatively to help students of all academic and social abilities reach their full potential. Teachers collaborate to set goals for a course, design a syllabus, prepare

individual lesson plans, teach students, and evaluate the results. Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time.

Transition Framework/Community-Based Instruction (CBI) and Vocation

Integrating the Minnesota Academic Standards and transition-based instruction provide a multi-faceted framework which allows students to set goals towards completion of a high school degree and post-secondary school/career aspirations.

Teaching viable life and employment skills, called “transition skills” under IDEA, is the number one priority of secondary special education and also a high priority of vocational rehabilitation. Lionsgate plays a key part in assuring that students have the educational support they will need for this transition.

Lionsgate considers the larger community as an extended classroom for its students. While we value and utilize in-school transition classes, we recognize that placing teens in a school environment that is isolated from the real world will not effectively prepare them for life after school. Thus, we consider partnerships with the greater community as integral to their education and preparation for life after graduation. These opportunities permit our students to learn real-life skills in an authentic environment.

Lionsgate is in the process of embarking upon a modified vocational program designed for a smooth transition into the adult working world and to help students to learn to work independently, follow directions, and use appropriate social skills with a sense of responsibility, respect and a strong work ethic.

Academic Program: Individualized Learning Programs and Instructional Delivery

Lionsgate tailors instruction to each student’s IEP, PLP and/or 504 plan. A variety of instructional methods are used when presenting standards-based materials. Multiple methods of demonstrating understanding of content are encouraged, and technology/media are used to increase student accessibility. Natural supports for learning, such as peer-mentors and study buddies from within the learning community, are utilized.

For example, those students who might need more structure will have an IEP, PLP or 504 Plan in which structure is firmly built into their program or plan to allow content to be accessed in more traditional ways through direct instruction. In the same way, because Lionsgate has a high staff-student ratio, students who may need additional direction or guidance will be able to access it more readily on an ongoing basis. At the same time, those who need less guidance will have the freedom to study and learn more independently.

Lionsgate's individualized approach with curriculum is based on a multidisciplinary team collaboration that includes functional academics, vocational skills, community-based instruction and social skills:

- This approach reflects skills required for students to function independently, based on the premise that learning is best achieved through direct instruction and real-life experiences.
- Social and communication skills instruction are integrated throughout the curriculum.
- Curriculum delivery is age and developmentally appropriate and as close to a real-world environment as possible to promote life-long independence and self-fulfillment.

Social Skills Instruction

Social skill instruction is a hallmark of the educational practices at Lionsgate Academy, because it addresses one of the core struggles that students on the autism spectrum experience. Social skills deficits are often more limiting than deficits in academic subjects, because they increase the students' isolation, decrease access to positive staff and peer interactions, limit options for later post-secondary opportunities, and increase the students' vulnerability for mental health challenges. Lionsgate Academy bases its social skills instruction on current research and evidence-based practices related to learning for students on the Autism Spectrum. Social skills instruction at Lionsgate Academy is focused on both explicit and integrated instructional programming in social skills, which is taught daily in "pride" (homeroom) lessons, via direct services, and in the naturalistic environment as situations arise throughout the school day. Social skill areas will include, but are not limited to, understanding conversational, perspective taking, and relationship skills.

Lionsgate staff members receive ongoing training in how to teach social skills as a positive approach, and seek to use teachable moments as they occur. Formal social

skills lessons may take the form of role-play activities, team-building exercises, games, or small group interactions. Teachers reinforce students when they are using positive social skills. All staff members are aware that they represent visible models of appropriate social skills and also monitor the students in a variety of settings throughout the day to ensure they practice these skills.

Academic Credits, Course Structure, and Graduation Requirements

Students in grades 7-8 are expected to complete a minimum of 16.25 credits in their required subject areas either through teacher-facilitated projects, traditional coursework, computer-based courseware, or adapted subject matter. Students in grade 9-12 complete a minimum (depending on their post-secondary goals) of 22 credits in the required subject areas:

- All students participate in traditional mathematics, English language arts, social studies, and science.
- All core academic courses imbed literacy and social skills within the curriculum.
- Students also take additional courses such as language electives, the arts, technology, physical education, and transition skill courses as determined through student's IEPs, PLPs, or 504 Plans.
- In addition to teacher-directed learning, students work closely with their advisors to develop areas of particular interests, and to move them towards successful completion of a high school degree.
- Lionsgate Academy students meet the Minnesota high school graduation requirements through a combination of credits assigned to subject area courses and credit equivalencies given for interdisciplinary projects and community-based activities as defined within student's IEPs, PLPs, or 504 Plans.

In addition, each student receives a progress report each quarter. This is an assessment of their credit progress and an overview of the academic rigor of their personalized academic program, learning skills, and community participation.

Through the implementation of a differentiated curriculum model, using a wide variety of teaching strategies, including team teaching, and through the continuous assessment of individual learning outcomes and student learning modalities, Lionsgate Academy teachers ensure that "no child is left behind." The Lionsgate Academy's curriculum for grades 7-12 allows for creativity and flexibility in how content is delivered. By utilizing the NWEA/MAP, assistive technology, and formal and informal assessment data (including curriculum-based assessments of individual skills in literacy, mathematics, and other subject areas), Lionsgate Academy teachers are able to develop student's IEPs, PLPs, or 504 Plans that ensure goal attainment for all students, regardless of their learning needs.

Extracurricular Activities

Lionsgate Academy students have the opportunity to be active in a variety of extra-curricular activities. These activities include clubs such as yearbook, athletics, board games, instrumental music, and theater. Clubs provide students with additional opportunities for social interaction and provide a well-rounded middle and high school experience.



Lionsgate Academy's Collaborations and Partnerships

Lionsgate Academy has partnered with many organizations to provide the best and most cost-effective experiences and enrichment for its students. These have included Adler Graduate School (the authorizer of Lionsgate Academy), the Autism Society of Minnesota, Opportunity Partners (for Transitional Programming), the Minnesota Association of Charter Schools (Providing charter school training, governance, accountability, and a range of other school specific services), the University of Minnesota Center for Community Integration (Transitional Programming), COMPAS and the Minnetonka Center for the Arts (Artist Residencies and Art Programming), the Courage Center (Transitional Programming), the MacPhail Center for Music (Curriculum Development), the University of St. Thomas (Staff & Curriculum Development), and Border Foods (Fundraising).

AUTHORIZER (SPONSOR)

	2010-2011	2011-2012
Authorizer Name	Adler Graduate School Richfield, MN	Novation Education Opportunities
Contact Information	Dr. Dennis Rislove Phone: 612-861-7554, ext 106 rislove@alfredadler.edu	Novation Education Opportunities Attn: Bryan Rossi 500 Washington Ave South, Suite 1020 Minneapolis, MN 55415
Sponsor Liaison	Dr. Bill Premo Phone: 612-889-9508 wpremo@alfredadler.edu	Dr. Bryan Rossi 763-588-4453
Contract Termination Date	June 30, 2011	June 30, 2013

Mission: The mission of the Adler Graduate School is to provide Adlerian and non-Adlerian instruction to train professional counselors and therapists to be practitioners focused on achieving a balance between self and social interest, and to facilitate healthier life styles among the people, organizations and communities they serve. Promoting social interest in others through cooperation and collaboration allows individuals to add value to their lives in work, community, relationships and individual health.

Vision: The vision of the Adler Graduate School is to create a learning community to develop professional practitioners with a strong foundation in Adlerian psychology and philosophy, who facilitate healthy lifestyles and community cohesiveness among individuals, families, schools and organizations.

Core Values:

- Promoting creative thinking and advancing knowledge of the profession by increasing competency, and promoting ethical practices through the application of Adlerian principles and philosophy.
- Embodying a culture of diversity, openness and collegiality among students and faculty by developing a continuous, dynamic, planning and implementation model to ensure adequate graduate educational programs.
- Supporting Master's and specialty programs utilizing an Adlerian focus.
- Supplying the School with the human, financial, and physical resources to ensure its future.

Authorizer Leadership: Dr. Dennis Rislove, the Director of the Adler Graduate School, has been a school superintendent throughout Minnesota for over thirty years and has a deep understanding of school finance and programming. While the Adler Graduate School has turned down a number of charter proposals over the last few years, it felt that Lionsgate Academy was a great match for its mission and saw a particular need for programs of this kind. Dr. Rislove is being assisted in Adler's oversight duties by Dr. Bill Premo, who serves as Director of Adler's new Master of Arts Program in Management Consulting and Organizational Leadership.

MDE approved Novation Educational Opportunities as an Authorizer for Lionsgate Academy on June 28th 2011 and the contract was signed for two years.

Lionsgate Academy is grateful to the Alder Graduate School for its support.

SCHOOL ENROLLMENT AND POLICIES

Enrollment Policy and Schedule

The enrollment process for grades 7-12 for the 2010-2011 academic year began in the spring of 2010. A lottery for available spots was held in March of 2010.

All entering students will remain enrolled through graduation, and their siblings will have preference on the wait list should they choose to enroll. As the wait list does not carry over from year to year, those students not gaining entry in any one year will be able to reapply next year.

The act of submitting an application to Lionsgate Academy does not remove students from their current school until all of the enrollment paperwork has been completed, nor is the current school district notified in any way prior to such completion.

Our enrollment process has been conducted in accordance with the school's Enrollment Policy and developed in full compliance with the Minnesota Charter Law. Lionsgate does not discriminate against any student based on race, ethnicity, national origin, gender, or disability; nor on any other basis that would be unlawful for a public school.



INITIAL APPLICATION FORM

Please print the following information for the primary parent or Guardian:

Date _____

Student Name _____

Male _____ Female _____ Grade in Fall '10 _____

Parent/Guardian Name _____

Student's Primary Address _____

City _____

State _____ Zip Code _____

Home Phone _____ Cell Phone _____

Work Phone _____

E-Mail _____

Students will not lose their place in their current school or other schools they have applied to by submitting an initial application to Lionsgate Academy.

Please mail or fax this enrollment form to the address or fax below:

Lionsgate Academy
3420 Nevada Avenue North, Crystal, MN 55427
Phone: 763-486-5359 Fax: 1-763-390-0012
www.LionsgateAcademy.org

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, 2010-2011 and estimated 2011-2012 enrollment. Data is based on October 1 Average Daily Membership (ADM).

School Year	7	8	9	10	11	12	12+	Total Average	Attrition Rate
2008-2009	26.5	12.74	14.36	14				67.6	18%
2009-2010	21.08	21.16	19.77	16.55	15.08			93.64	21%
2010-2011	28.78	28.28	25.82	22.02	15.52	12.87		133.29	5%
Estimated 2011-2012	20	29	26	26	19	14	8	142	N/A





Lionsgate Academy Student Enrollment Form Checklist

Student Name:			
	Last	First	Middle
Grade:			
Date of Birth:			

	Completed	Partial	Missing
1. Student Registration Form			
2. Medical Emergency Form			
4. Transfer of Student Records			
3. Health Record			
4 Immunization (Bring from Doctor)			
5. Administration of Medication			
6. School Directory			
7. Field Trip Permission			
11. Free & Reduced Form			

GOVERNANCE AND MANAGEMENT

Board of Directors

During the 2010-2011 school year, Lionsgate Academy Board of Directors was governed by a nine-member school Board that brought considerable educational, medical and financial expertise. Three of the nine board members were also parents of children with autism. This year also saw a turnover in board membership, with members stepping down because of other obligations and the school's first Board election taking place in May 2010. Since a number of board members left before the spring election, Joe Timmons, Jane Houlton, and Ron Berger were appointed in August 2009, and Jonathan Scharlau was appointed March 2010. Bob Radspinner, Joan Steinmann, Meta Pautsch, and Brandy Dougherty were elected to the school board as a result of the May 2010 school board election.

The Board has since transitioned in new members and is fully cognizant that it must now be updated and trained in all new legislative changes. In addition, it will continue its governance trainings and ensure that any new members are brought up to date on previous sessions.

All board members regularly attended meetings, except for infrequent absences for sickness or vacations.

Lionsgate Academy
2010-2011 School Year Charter Public School Board

This table contains information for ALL board members.

2010-11 Election Date: **May 3, 2011**

2011-12 Anticipated Election Date: **May 2012**

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Member Meeting Attendance Rate
Waisbren, Steven, M.D., Ph.D.	Chair	Parent- Founding Board Member	July 2006	952-988-0703	swaisbren@hotmail.com	83%
Berger, Ron, M.B.A	Vice-Chair/ Treasurer	Community	August 2009	952-240-1137	ron.berger@dcmsservices.com	92%
Dougherty, Brandy, M.A.	Secretary	Teacher 402907	February 2009	763-486-5359	bdougherty@lgamn.org	92%
Houlton, Jane, B.S.	Director	Community	August 2009	763-441-2755	jane.houlton@msn.com	58%
Pautsch, Meta	Director	Teacher 448056	June 2010	612-910-1171	mpautsch@lgamn.org	83%
Radspinner, Bob	Director	Parent	June 2010	651-260-2301	bobr395@gmail.com	100%
Scharlau, Jonathan	Director	Community	March 2010	952-474-5186	JScharlau@silveroakwealth.com	92%
Steinmann, Joan, J.D.	Director	Parent	June 2010	651-236-5821	acemann@mac.com joan.steinmann@hbfuller.com	92%
Timmons, Joe, M.A.	Director	Community	August 2009	612-624-5659	timm0119@umn.edu	75%

Staffing

During its second year of operations, Lionsgate's daily operations were overseen by Stanley G. Hacker as its Executive Director, who is a licensed educator with a background in alternative education and charter school administration. Mr. Hacker holds a Bachelor's Degree in Mathematics Education and a vocational license and work experience both with special needs students and students with disabilities. Stan also had a number of successful years directing an at-risk alternative high school for Intermediate District #287 and served as a consultant and educational leader for a charter school, Sobriety High. Mr. Hacker played a wide variety of roles in that position, including acting executive director on one of their campuses. Upon completion of that position, he was appointed Chairman of their school board.

Stan has played a major role in ensuring the success of Lionsgate Academy's second operational year through using his many years of experience to create of an effective educational organization. In addition:

- David E. Reinke, who has more than twenty years of Business experience in all phases of start-up and operations, has continued to serve as Business Manager.
- Caroline Carritt filled the very important role of Due Process Coordinator. She has had extensive positive experience in various special education roles from director to case manager.
- Brandy Dougherty played dual roles, both as a Social Studies Teacher and as Director of General Education.
- Special Education Director Sandy Strand, a member of Innovative Special Education Services (ISES), served in a contracted capacity for approximately one day a week.

The Lionsgate staff consists of licensed secondary school teachers in each subject area as well as licensed special education teachers with Autism certifications, Autism-trained paraprofessionals, and administrative support staff. All Lionsgate staff, regardless of role, have received additional training in Autism Spectrum.

2010-11 School Management and Faculty Information

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

Last Name	First Name	Position	File Number	Years employed by the school	Left During 2010-2011 school year	Not returning 2011-12
Ahlgren	Cherish	Paraprofessional	NA	1		
Armour	Nate	Paraprofessional	NA	1		
Babb	Kirsten	Occupational Therapist	NA	1		X
Bachman	Emily	Temp Paraprofessional / Long Term Sub	NA	1		
Beardsley	Beth	Paraprofessional	NA	1		
Bergeron	Jason	Paraprofessional	NA	0.5		X
Berris	Julie	Paraprofessional	NA	1		
Blixt	Jamee	Paraprofessional	NA	3		X
Bortel	Shawn	Transitions Coordinator	396599	1		
Boyack	Rachel	Sped/SocStudies	416399	2		
Brekke	Ben	Paraprofessional	NA	3		
Burmer	Britany	GenEd Teacher-Social Studies	434499	2		
Busse	Katrina	Paraprofessional	NA	1		
Bydzovsky	Sara	Sped Transition	449169	2		
Campbell	Elaine	Admin	NA	1		X
Carritt	Caroline	Due Process	322706	1.5		X
Chesla	Patrick	Social Worker	357980	1		
Cushing	Hannah	English Teacher	433300	1		
Dougherty	Brandy	GenEd Coordinator	402907	3		
Edwards	Amber	Paraprofessional	NA	2		
Evans	Jeff	Speech Language Pathologist	190106	0.5	X	

Last Name	First Name	Position	File Number	Years employed by the school	Left During 2010-2011 school year	Not returning 2011-12
Falkner	Joe	Autism Specialist	394782	2		
Farrar	Rose	Paraprofessional	NA	0.5		
Finnerty	Michael	Paraprofessional	NA	1		
Fox	Joan	Paraprofessional	NA	1.5		
Friedley	Robert	Teacher	437711	1		X
Fuller	Margaret	SpEd	451646	1.5		
Gleason	Justin	Paraprofessional	NA	0.5		X
Gonzalez	Nancy	Paraprofessional	NA	1		
Goodwin	Nick	Paraprofessional	NA	2		
Gorder	Adrian	Paraprofessional	NA	2		
Gran	Bradford	PhyEd Teacher	321517	1		
Hacker	Stan	Director	451646	2		
Harms	Jim	Paraprofessional	NA	3		
Hawkinson	Lisa	Paraprofessional	NA	3		
Hennessey	Erin	Paraprofessional	NA	3		
Hennessey	McKenzie	Social Worker	459381	1		
Hopwood	Lynn	Long Term NB Sub	281454	0.5		X
Hyk	Deborah	Teacher	329102	0.5		X
Jacobs-Wagner	Theresa	Admin Assistant	NA	0.5		X
Kafle	Emily	SpEd	446904	2		
Kitzman	Jessica	Paraprofessional	NA	2		
Kohl	Jena	Speech Language Pathologist	455661	1		X
Kosher	Malory	GenEd Health/PE	449779	2		
Krown	Kira	Paraprofessional	NA	1		
Krueger	Natalie	Paraprofessional	NA	1		
Kunesh	Emily	Paraprofessional	NA	1		
Lamo-Nelson	Teresa	Sped Teacher	420540	1		X
Lauer	Amber	Paraprofessional	NA	3		
LeCuyer	Therese	Paraprofessional	NA	1		
Lien	Jeff	Sped Teacher	148846	2		X

Last Name	First Name	Position	File Number	Years employed by the school	Left During 2010-2011 school year	Not returning 2011-12
Lofstrand	Ashley	Paraprofessional	NA	3		
Martin	Justin	Paraprofessional	NA	2		
McKinney	Mallory	Paraprofessional	NA	1		
Meissner	Ryan	Paraprofessional	NA	1		
Merrick	Alicia	Math Teacher	446793	1		
Mills	Alison	Teacher	411379	2		
Mulcare	Kerri	Paraprofessional	NA	1		
Mundy-Evans	Sarah	Sped Admin Assistant	NA	1		
Northrup	Nina	Science Teacher	404323	1		
Novak	Abigail	Paraprofessional	NA	1		
Nygaard	Lindsey	Paraprofessional	NA	1		
Nyvold	Madeline	Paraprofessional	NA	1		
O'Meara	Therese	SpEd	445135	1		
Ondich	Laura	Paraprofessional	NA	3		
Oslund	Derek	Science Teacher	455065	1		X
Pautsch	Meta	GenEd Art	448056	2		
Pearson	Elizabeth	Paraprofessional	NA	1		
Pellinen	David	Paraprofessional	NA	0.5		
Pfeffer	Megan	SpEd	447739	2		
Pierson	Zach	Paraprofessional	NA	1		
Quass	Lindsay	Sped Teacher	453916	1		
Reanier	Sasha	Paraprofessional	NA	3		X
Ringgenberg	Eric	Paraprofessional	NA	1		
Roth	Carly	Speech	447093	1		
Rumsey	Deanna	Paraprofessional	NA	3		
Rumsey	Shane	Paraprofessional	NA	1		
Sahli	Rob	Spanish Teacher	451783	0.5	X	
Schalow	Theodore	Teacher	251888	1		
Scherping	Katherine	Sped Teacher	431928	1		X
Schmidt	Jenny	Paraprofessional	NA	1		X
Siewert	Laura	Sped Teacher	418411	1		

Last Name	First Name	Position	File Number	Years employed by the school	Left During 2010-2011 school year	Not returning 2011-12
Simcox	Kathy	OT	NA	1		
Simm-Palmer	Laura	Paraprofessional	NA	3		
Sinclair-Wood	Lorna	Paraprofessional	NA	1		
Stenzel	Kim	SpEd-PTL	421314	2		X
Stewart	Lashiya	Paraprofessional	NA	2		X
Suggs	Dustin	Paraprofessional	NA	2		
Swanson	Lori	Paraprofessional	NA	1		
Swenson	Jennifer	Paraprofessional	NA	1		X
Thomas	Donald	Paraprofessional	NA	2		
Tisch	Lyndsey	Social Worker	433500	1		
Twomey	Jeanine	Paraprofessional	NA	1		
Viars	Bethany	Sped Teacher	453535	1		X
Walsh	Savanna	Sped Teacher	444283	2		X
Walz	Jason	Sped Teacher	454901	1		X
Weber	Ryan	DAPE Teacher	431654	1		
Wellman	Austin	Paraprofessional	NA	1		X
West	Mary Ellen	Nurse	NA	1		
White	Amanda	Sped NB	449763	3		
Willis	Drake	Paraprofessional	NA	1		
Wirth-Davis	Spencer	Paraprofessional	NA	1		X
Wojciechowski-Prill	Sarah	Teacher	430728	3		
Wojciechowski-Prill	Oscar	Tech Coordinator	NA	2		
Wood	Chris	DAPE/PE	411871	3		
Zwiefelhofer	Chantel	Psychologist	449187	3		

PROFESSIONAL DEVELOPMENT

Through a continued commitment to professional development trainings, Lionsgate's staff has enhanced their understanding of autism, underlying factors that impact students' behavioral and academic performance and methods to improve classroom and academic programming as these relate to the school's diverse population.

Lionsgate's Continuing Education Committee continues to track relevant professional development activities for all staff, make recommendations for professional development opportunities, approve re-certification hours, and assist in organizing ongoing training activities.



Date	Program	Presenter	Group	Hours	Location
AUGUST					
8/3/2010-8/5/2010	Minnesota Minerals Education Workshop	Lynn Carlson	Nina Northrup	28.5	Macalester College
8/5/2010	Minnesota Assessment Conference: Sec. A-1, 7, 8, 9, 12, 13; Section B-5, 9, 10, 14, 15, 23, 24; Section C-5, 6, 8, 9, 12, 13,	Various Presenters-See brochure if needed	Caroline Carritt, Brandy Dougherty, Allison Mills, Chantel Zwiefelhofer, Jeff Lein., Derek Oslund, Rachel Boyack, Ted Schalow	8	Northwestern College
8/16/2010	Opening Workshop/Staff Meeting	Stan Hacker	All Staff	4	Lionsgate Academy
8/17/2010	Data Driven Decision Making	Caroline Carritt	Licensed Staff	2	Lionsgate Academy
8/18/2010	Sensory Regulation	Kathy Simcox, DeAnna Rumsey	All Staff	3.5	Lionsgate Academy
8/19/2010	PBIS at Lionsgate	Joe Falkner	All Staff	2	Lionsgate Academy
8/20/2010	Theory of Mind	DeAnna Rumsey	Educational Assistants	1	Lionsgate Academy
8/20/2010	NCI Training - Full or Refresher	Joe Falkner	All Staff	4 or 8	Lionsgate Academy
8/21/2010	Interactive Metronome Certification	Clinical Education Dept of Interactive Metronome	Carly Roth		Minneapolis

Date	Program	Presenter	Group	Hours	Location
8/23/2010	Staff Meeting - Policies and Procedures, Social Competency	Stan Hacker	All Staff	6.5	Lionsgate Academy
8/25/2010	Balanced Literacy	Eva Boehm	All Staff	3.5	Lionsgate Academy
8/26/2010	Thinking and Learning with ASD	Joe Falkner	All Staff	1	Lionsgate Academy
8/26/2010	Transitions Program	Shawn Bortel	All Staff	2	Lionsgate Academy
SEPTEMBER					
9/3/2010	Workshop Wrap Up	Stan Hacker	All Staff	1	Lionsgate Academy
OCTOBER					
10/7/2010	Grading, Diplomas, Transcripts	ISES	Emily Kafle	2	ISES office
10/15/2010	Seizure Recognition and Response Training	Epilepsy Foundation of MN	Jena Kohl		Edina Public Schools
10/26/2010	Transition IEP Training	Sandy Strand, ISES	Meg Fuller	2	ISES office
NOVEMBER					
11/8/2010	PLC Training / Literacy	Rod Haenke/Wendy Swanson- Choi/Brandy Dougherty	All Staff	6	Lionsgate Academy

Date	Program	Presenter	Group	Hours	Location
DECEMBER					
12/2/2010	No More Meltdowns: Handling Challenging Behaviors and Teaching Social Skills	Spectrum Training Systems	Emily Beard Kafle, Derek Oslund, Brandy Dougherty, Joe Falkner	6	Brooklyn Center
12/3/2010	Asperger Syndrome for the Special Education World	Spectrum Training Systems	Emily Beard Kafle, Derek Oslund, Brandy Dougherty	6	Brooklyn Center
JANUARY					
1/10/2011	Science Standards and Engineering Instruction Workshop	John C Olson, Doug Paulson	Nina Northrup	5	Roseville, MN
1/14/2011	New Service Delivery Models for SLP in the Classroom	Perry Flynn, Metro ECSU	Jena Kohl, Carly Roth	5	Roseville, MN
1/19/2011	Using Multiple Methods of Data Collection for Integrating Data, Determining Eligibility and Developing Specially Designed Instruction	Marilyn Leifgren and Jan Parkman, Metro ECSU	Carly Roth	5	New Brighton Family Center

Date	Program	Presenter	Group	Hours	Location
1/21/2011	Gearing Up for Standard Based IEPS	Linda Ayers and Linda Berreau	Therese O'Meara, Meg Fuller	11	TIES
1/28/2011	Standards Based IEP Writing	Caroline Carritt	Special Education Staff	2	Lionsgate Academy
FEBRUARY					
2/1/2011	Standards Based IEP Writing	Caroline Carritt	Special Education Staff	2	Lionsgate Academy
2/5/2011	Exploring Grief, Loss, and Change	Ingrid Aasan-Reed, Metro ECSU	Megan Pfeffer	1	
Feb - July 2011	Western Governors University, Master of Arts Math Education Program	WGU	Lee Merrick	9 g.c.	Online
MARCH					
3/9/2011	Taking Differentiation to the Next Level	Minnesota Association for Supervision and Curriculum Development	Brandy Dougherty, Rachel Boyack, Lee Merrick	6	TIES, St. Paul
APRIL					
None					
MAY					
5/17/2011	SYL: The Reading Brain	Int. Dist 287	Lynn Hopwood	3	Int. Dist 287
JUNE					
Sept 2010 - June 2011	U of M Special Ed Masters Program	U of M	Emily Kafle	14 g.c.	

Date	Program	Presenter	Group	Hours	Location
June 15-17	Autism Symposium for Educators	Christina Carnahan, Pamela Williamson, David Koppenhaver	Hannah Cushing	17.5	St Bens
June 27-28	Minnesota Comprehensive Assessment Panel	Minnesota Department of ED	Hannah Cushing	10	



Professional Development Plans for School Leaders and Board Members

Board

Lionsgate Academy's School Board is committed to ongoing education for quality governance, and increasing their understanding of autism through accessing presenters, onsite visits, and governance training. The majority of the board completed Charter School Board Training on May 21 and May 22, 2010. This training focused on Oversight of Financial Matters through the Nonprofits Assistance Fund, Oversight of Employment Matters through Ratwik, Roszak, & Maloney, P.A. (presented by Mick Waldspurgen), and Board Governance: Roles and Responsibilities (presented by Coalition of Charter Schools Amy E. Mace).

Administration

Lionsgate's Administrative team has each established 3 specific goals and corresponding activities for professional development the 2011-2012 year which will be approved by the board and subsequently incorporated into their contract for evaluation at year's end. Their goals revolved around:

Stanley Hacker, Executive Director: Achieving a greater understanding of the processing aspects of students on the autism spectrum; expanding the capacity to oversee and encourage quality general education teaching to ensure ongoing student academic achievement in the following subjects: language arts, social studies, and science; and learning and replicating best practices for secondary students with autism by corresponding with, studying, researching and/or visiting private and public/charter schools in other states which share an ASD focus.

Brandy Dougherty, Coordinator of General Education: Achieving a greater understanding of the functioning aspects of autism; expanding the capacity to oversee, support, and encourage quality general education teaching to ensure ongoing student academic achievement in Math, Science, Reading and Writing; and expanding knowledge, creation, and replication of best practices for secondary students with autism through corresponding with, studying/researching and/or visiting private and public/charter schools in other states which share an ASD focus.

FINANCES

Funding requirements to educate students at Lionsgate are of necessity much greater per student than in a traditional charter school. Lionsgate Academy maintained a positive cash flow throughout 2010-2011, with substantial revenues coming from special education allocations. The financials are produced by the business/accounting firm School Business Solutions, which work with a large number of charter schools in Minnesota and have worked closely with the tracking of income, expenses and our federal implementation grant. In addition, Lionsgate contracted with the auditing firm of Larson Allen to undertake our audit. Lionsgate Academy subsequently received a clean audit opinion.

Finally, the Board continued its fundraising efforts and additional funds were donated to Lionsgate by a number of philanthropies, as well as parents, to add to our programming options. Many families and other community members donated their time and money to Lionsgate.

Total revenues for the 2010-2011 school year were \$5,887,300 and expenses totaled \$5,887,402.

ACADEMIC PERFORMANCE

Minnesota administers both the MCAII in Reading and the MCAII in Mathematics in grades 3-8 and 11 to measure Adequate Yearly Progress (AYP) to meet requirements of federal No Child Left Behind (NCLB) legislation.

2010-2011 ACADEMIC GOALS

Reading Skills

❖ **Academic Goal 1: Reading**

*According to the NWEA MAP tests, 75% of the students who are continuously enrolled for two years will show 1.1 years growth in **Reading Comprehension** from fall to spring testing in one year.*

In spring of 2011, 67 out of 133 students (50.37%) participated in MCAII Reading testing at Lionsgate Academy. The majority of students at Lionsgate Academy receive special education services and therefore state data for students receiving these services will be reported for comparison. In all, 54.23% of students enrolled at Lionsgate Academy met their grade level proficiency standard in Reading, compared to 40.46% of students receiving special education services in the state. The average scores of students met or exceed state averages in all grade levels.

Reading Grade 7:

- 24 students took the MCAII Reading in grade 7.
- 10 students met or exceeded the grade level standard.
- 7 students partially met the standard.
- 7 students did not meet the standard.

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
7 th Reading (2010)	21	8	6	5	2
7 th Reading (2011)	24	7	7	5	5

Reading Grade 8:

- 25 students took the MCAII Reading in grade 8.
- 12 students met or exceeded the grade level standard.
- 8 students partially met the standard.
- 5 students did not meet the standard.

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
8 th Reading (2010)	20	10	5	3	2
8 th Reading (2011)	25	5	8	7	5

Reading Grade 10:

- 18 students took the MCAII Reading in grade 10.
- 16 students met or exceeded the grade level standard.
- 2 students partially met the standard.
- 0 student did not meet the standard.

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
10 th Reading (2010)	16	1	6	5	4
10 th Reading (2011)	18	0	2	10	6

Reading proficiency comparison (all grades) with the State of Minnesota:

	Not Proficient	Proficient	Number Tested
Yes - Students receiving Special Education Services.			
LIONSGATE ACADEMY DISTRICT	45.76 %	54.23 %	59
STATE (MN)	59.53 %	40.46 %	48256
No - Students not receiving Special Education Services.			
LIONSGATE ACADEMY DISTRICT	25.0 %	75.0 %	8
STATE (MN)	20.75 %	79.24 %	365363

* Due to unknown status of some test takers, student group totals may not match with state totals.

Source: MDE Website

Math Skills

❖ Academic Goal 2: *Math*

*According to the NWEA MAP tests, 75% of the student who are continuously enrolled for two years will show 1.1 years growth in **Math** from the fall to spring testing in one year.*

In spring of 2011, 11 out of 133 students (8.27%) participated in MCAII Math testing at Lionsgate Academy. The majority of students at Lionsgate Academy receive special education services and therefore state data for students receiving these services will be reported for comparison. In all, 27.27 % of students enrolled at Lionsgate Academy met their grade level proficiency standard in Reading, compared to 12.41 % of students receiving special education services in the state. The average scores of students met or exceed state averages in all grade levels.

Math Grade 11:

- 11 students took the MCAII Math in grade 11.
- 3 students met or exceeded the grade level standard.
- 1 students partially met the standard.
- 7 student did not meet the standard.

Grade/subject	#Tested	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
11 th Math (2010)	10	10	0	0	0
11 th Math (2011)	11	7	1	2	1

Math proficiency comparison (Grade 11) with the State of Minnesota:

	Not Proficient	Proficient	Number Tested
Yes - Students receiving Special Education Services.			
LIONSGATE ACADEMY DISTRICT	72.72 %	27.27 %	11
STATE (MN)	87.58 %	12.41 %	5527
No - Students not receiving Special Education Services.			
LIONSGATE ACADEMY DISTRICT	NA	NA	0
STATE (MN)	47.47 %	52.52 %	54581

* Due to unknown status of some test takers, student group totals may not match with state totals.

Source: MDE Website

NWEA MAP Test

In addition, in fall 2010 and spring 2011, Lionsgate Academy also administered the national standardized tests, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAPs), in Reading, Mathematics, Language Usage, General Science, and Science Concepts and Processes. These tests allow schools to measure student growth in academic achievement when administered at the beginning and end of the school year. In addition to providing schools and parents the information regarding growth in academic achievement, the NWEA MAPs also provide information regarding how students are performing compared to national norms.

Lionsgate Academy administered the NWEA fall 2010 and spring 2011 which provided information regarding how students are performing compared to national norms. The tests administered during 2010-2011 are used to establish base information order to measure growth in future years.

Progress was made in most areas and interventions are continuing to be implemented.

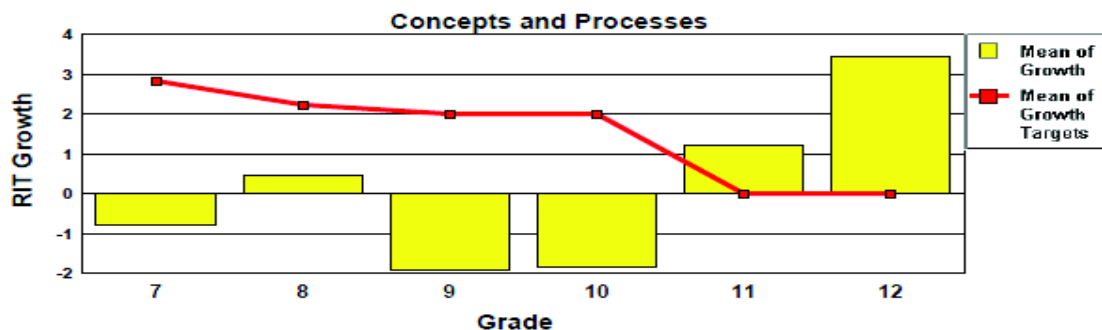
The following data and graphs show a summation of all student assessment results in areas of Concepts and Processes, Reading, Language Usage, Mathematics, General Science for the school year 2010-2011.

Concepts and Processes:

Student Growth District Summary - Fall 2010 to Spring 2011
District: Lionsgate Academy

* (Small Group Summary Display is ON)

Concepts and	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 7	23	201.5	13.7	200.7	14.8	-0.8	9.0	1.9	2.8	-3.6	-27.7	12	52.2
Grade 8	22	207.0	10.4	207.5	11.0	0.5	9.5	2.0	2.2	-1.8	20.4	10	45.5
Grade 9	23	205.0	18.7	203.0	17.0	-2.0	8.6	1.8	2.0	-3.9	-95.7	8	34.8
Grade 10	18	216.3	18.2	214.4	17.8	-1.9	10.9	2.6	2.0	-3.8	-91.7	10	55.6
Grade 11	13	217.0	9.4	218.2	14.3	1.2	12.5	3.5	0.0	1.2	0.0	11	84.6
Grade 12	9	206.0	21.3	209.4	17.9	3.4	6.7	2.2	0.0	3.4	0.0	6	66.7



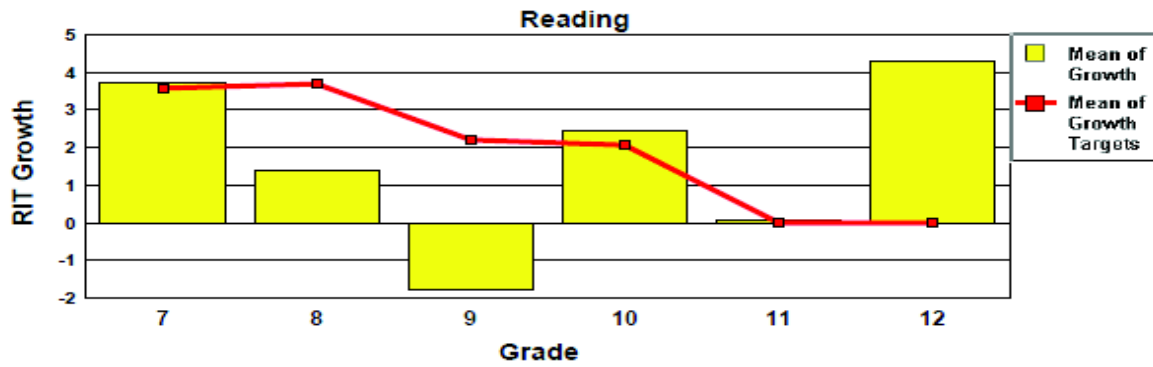
Reading:

Student Growth District Summary - Fall 2010 to Spring 2011

District: Lionsgate Academy

* (Small Group Summary Display is ON)

Reading	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 7	21	212.1	12.8	215.9	13.3	3.8	7.8	1.7	3.6	0.1	104.0	12	57.1
Grade 8	16	212.8	17.5	214.2	15.7	1.4	14.8	3.7	3.7	-2.3	37.3	8	50.0
Grade 9	20	213.1	23.1	211.3	25.3	-1.8	17.5	3.9	2.2	-4.0	-81.8	9	45.0
Grade 10	16	228.5	20.4	230.9	13.9	2.4	11.9	3.0	2.1	0.4	118.2	5	31.3
Grade 11	12	231.5	8.0	231.6	13.3	0.1	10.0	2.9	0.0	0.1	0.0	8	66.7
Grade 12	7	229.4	15.8	233.7	21.7	4.3	9.5	3.6	0.0	4.3	0.0	6	85.7



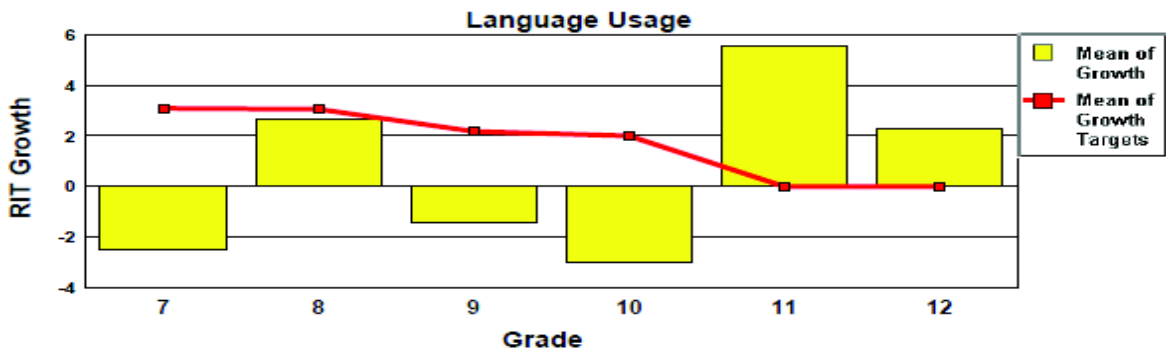
Language Usage:

Student Growth District Summary - Fall 2010 to Spring 2011

District: Lionsgate Academy

* (Small Group Summary Display is ON)

Language Usage	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 7	23	212.0	15.2	209.5	16.2	-2.5	7.9	1.6	3.1	-5.6	-81.7	5	21.7
Grade 8	19	211.3	11.5	213.9	11.7	2.6	9.0	2.1	3.1	-0.4	87.9	12	63.2
Grade 9	17	208.4	16.4	206.9	23.6	-1.5	17.2	4.2	2.2	-3.6	-64.9	9	52.9
Grade 10	15	222.2	9.2	219.2	16.3	-3.0	10.5	2.7	2.0	-5.0	-150.0	4	26.7
Grade 11	11	222.3	19.4	227.8	6.6	5.5	15.2	4.6	0.0	5.5	0.0	7	63.6
Grade 12	7	224.0	16.2	226.3	15.7	2.3	4.1	1.5	0.0	2.3	0.0	6	85.7



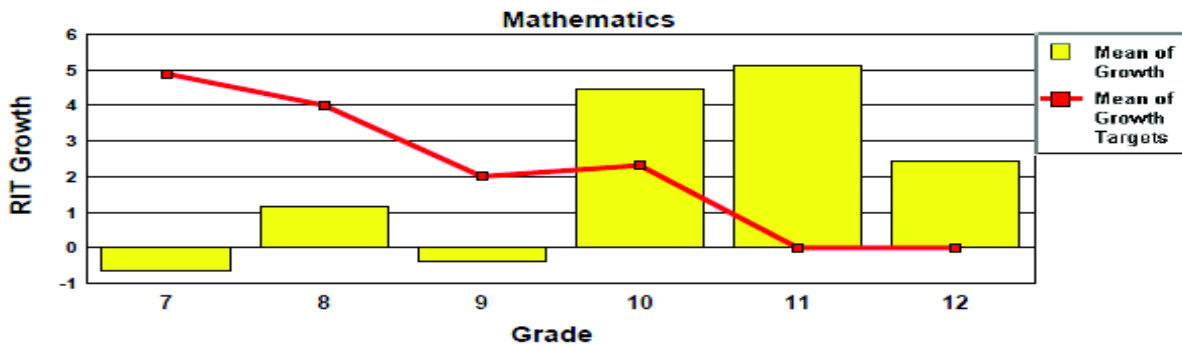
Mathematics:

Student Growth District Summary - Fall 2010 to Spring 2011

District: Lionsgate Academy

* (Small Group Summary Display is ON)

Mathematics	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 7	18	216.4	15.4	215.8	17.2	-0.6	8.3	2.0	4.9	-5.6	-13.6	5	27.8
Grade 8	22	219.4	18.6	220.5	17.9	1.1	19.1	4.1	4.0	-2.9	28.4	7	31.8
Grade 9	19	218.8	23.6	218.5	21.3	-0.3	8.0	1.8	2.0	-2.4	-18.4	8	42.1
Grade 10	16	235.6	19.3	240.1	19.1	4.5	10.2	2.5	2.3	2.1	191.9	10	62.5
Grade 11	10	237.5	23.2	242.6	17.3	5.1	8.7	2.8	0.0	5.1	0.0	7	70.0
Grade 12	7	233.4	17.7	235.9	22.6	2.5	10.9	4.1	0.0	2.4	0.0	5	71.4



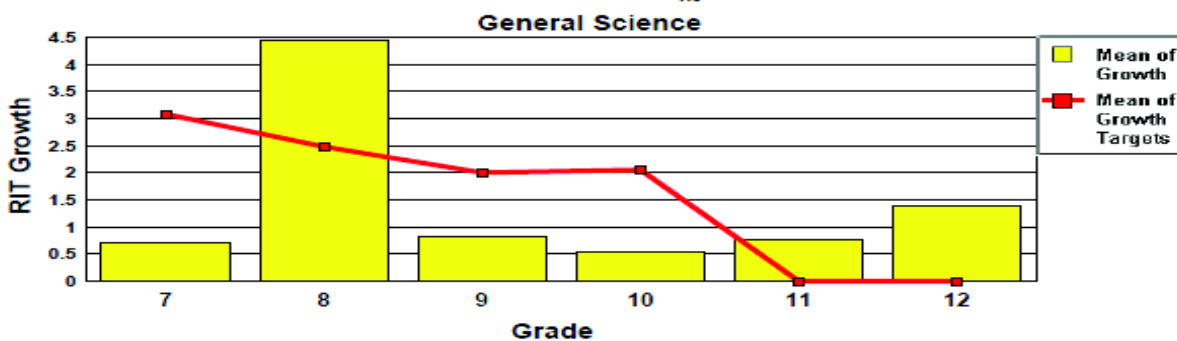
General Science:

Student Growth District Summary - Fall 2010 to Spring 2011

District: Lionsgate Academy

*(Small Group Summary Display is ON)

General Science	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 7	25	204.4	13.6	205.2	15.8	0.8	10.3	2.1	3.1	-2.4	23.4	11	44.0
Grade 8	23	208.6	15.7	213.0	15.7	4.4	10.4	2.2	2.5	2.0	178.9	14	60.9
Grade 9	23	208.7	15.5	209.6	14.7	0.9	8.1	1.7	2.0	-1.2	41.3	10	43.5
Grade 10	19	216.9	15.0	217.4	14.7	0.5	7.3	1.7	2.1	-1.5	25.6	8	42.1
Grade 11	13	221.1	9.7	221.8	13.0	0.7	7.4	2.1	0.0	0.8	0.0	8	61.5
Grade 12	10	207.3	18.6	208.7	18.4	1.4	4.9	1.6	0.0	1.4	0.0	9	90.0



While many Lionsgate students on the Autism Spectrum may be of average or above average intelligence, they process or acquire information in radically different ways. Thus, Lionsgate Academy’s staff continues to require a substantial amount of time during the school year for all instructors to determine a teaching approach that would work best for each student and to establish appropriate individual assessments.

In terms of other rubrics (in addition to the MCAII and NWEA MAPs), multiple assessments were examined during weekly child study meetings and pre and post tests examined through teacher evaluations and observations.

Classroom (core content) assessments provided continuous data specific to student learning, assisting teachers in the identification of student needs and planning appropriate instructional strategies to ascertain optimal learning styles for each student. These assessments were ongoing and built into the curriculum, and a defined curricular plan developed to include pre and post-tests in each subject area to ensure full alignment with state standards.

Quarterly grade reports were also distributed to each student. These reports reflected student scores on curriculum assessments. Progress reports regarding meeting individual goals and objectives were also issued quarterly (and at times more often) based on each student’s personal learning plan.

Data Driven Decision-Making

Upon completion of baseline data collection and analysis, Lionsgate Academy's Continuing Education Committee meets monthly and reports to the Administration on academic progress and suggested areas of professional development. Administration reported directly to the School Board. The Board also determined that using year-end data, Lionsgate Academy will set additional performance targets for its Continuous Improvement Plan (CIP). Other data-driven decisions included:

- Test results continually influenced Lionsgate Academy's programming decisions for future evaluation and curricular tools, including the need to develop a literacy profile and a more individualized math program for each student.
- Lionsgate also used testing and related data to create a behavioral and academic plan for each student, and comprehensive interventions were also developed through the academic team. This included measureable objectives as data was gathered over fixed intervals. This data, along with academic performance and teacher/parent/student input, was analyzed and used in weekly team meetings to determine and revise goals and outcomes.
- Instructional strategies were continually adjusted based on student achievement, motivation, and interest.
- In addition to testing assessments, Special Education case managers were kept abreast of student progress and needs by individual teachers, who tracked each student's progress through class assignments and assessments as well as classroom observations and undertook tracking of grade reports in each subject area.

OTHER ACCOUNTABILITY MEASURES

Lionsgate encountered unanticipated data privacy issues in attempting to measure its third academic goal which depended on an analysis of each student's IEP.

❖ Academic Goal 3: *IEP and PLP Goals*

70% of students who have completed two years of continuous enrollment will have achieved at least 75% their IEP or PLP goals for an academic year, as set in the fall and measured in the spring of one year.

❖ Non-Academic Goal: *Parent Surveys*

After two years of continuous enrollment, 85% of the parents/guardians of those students will show high satisfaction of the overall performance of the school as assessed by parent surveys in the spring of the year.

Excerpts from Parent Surveys:

“Parent Survey – Lionsgate Academy 2010” was distributed to 97 Lionsgate Academy families in April 2011 during parent-teacher conferences, and also mailed to each family. Some 64 families returned their surveys, for a return rate of approximately 66%. (This rate may be greater because a few families have more than one child at the school.)

These surveys asked for parent feedback in areas such as overall satisfaction with the school; charter goals related to students having a better school experience at Lionsgate than at other schools; partnerships and communications between parents and staff; and school start time. Highlights of the survey are included below, with key words boldfaced. In addition, numerous parents took advantage of the opportunity to add written comments, and these comments offered both positive and negative feedback and specific suggestions for improvements.

Overall, 91% of respondents were satisfied (and 66% were strongly satisfied) with Lionsgate as a **good choice** for their child.

Regarding the charter goals:

- 86% were confident (58% “strongly agree”) that their child is getting the **best education** at Lionsgate Academy, taking into account all other schools he/she could attend.
- 75% believed (44% “strongly agree”) their child demonstrates **more capacity to learn** since attending Lionsgate.
- 73% believed (47% “strongly agree”) their child **looks forward to school more** now than before he/she attended Lionsgate.
- 81% believed (44% “strongly agree”) that their child is **allowed more freedom** at Lionsgate than at previous schools.
- 75% believed (53% “strongly agree”) that their child **has more friends** now than he/she did before attending Lionsgate.

Regarding other perceptions:

- 81% were satisfied (38% “strongly”) with the quality of **educational program** at Lionsgate.
- 81% were satisfied (36% “strongly”) with **student academic progress** at Lionsgate.
- 84% believed (47% “strongly”) that all of their **concerns and recommendations were documented** on the IEP.
- 92% believed (61% “strongly”) that Lionsgate has a **safe** and secure school environment.
- 91% believed (55% “strongly”) that teachers **treat parents as a team member**.
- 83% were satisfied (38% “strongly”) with the **level of communication** between their family and Lionsgate staff.

Relatively few parents in the above statements disagreed with these statements. The following items, which for the most part relate to the special education process and related services, had a somewhat higher degree of negative or missing responses:

- 73% of parents believed (39% “strongly”) that the school **communicates regularly** with them regarding their child’s **progress on IEP goals**. However, 27% disagreed (5% “strongly”).
- 77% believed (31% “strongly”) that they have been **asked for their opinion** about how well **special education services** are meeting their child’s needs. However, 22% disagreed (5% strongly).

- 63% believed (31% “strongly”) that the school provides **information on agencies** that can assist their child in the **transition from school**. However, 30% disagreed (13% strongly).
- 55% believed (22% “strongly”) that the school **coordinates** services and supports **with community agencies** that provide services and supports to their child, as appropriate. However, 23% disagreed (5% strongly) and 22% did not respond.
- 48% believed (25% “strongly”) the school provides access to the **mental health services** needed by their child. However, 30% disagreed (5% strongly) and 22% did not respond.

Below is a representative sample of positive parent comments:

- “Lionsgate is a wonderful school. Every child with ASD [autism spectrum disorders] should be allowed the access to an education like Lionsgate provides. In my son's experience, [the prior school district] was very detrimental to his ego and his psychological well-being. I thank God he has the opportunity, finally, for a future of hope; attending post-grad school like college or tech school. Thank you for understanding ASD. You are all very special people helping very special people. Thanks!!”
- “My child has increased awareness of the world around him and his own abilities. He has a new-found motivation to communicate and meet expectations of teachers and parents.... It is true that meeting basic sensory and emotional needs opens the door to education and self improvement. Thank you for opening that door!”
- “We have had an excellent first year at Lionsgate. Our daughter has thrived academically and socially. She is happy to come to school. I feel comfortable discussing her progress with teachers and administrators. The change in our daughter's attitude about school from last year to this is proof that this program is perfect for her. Last year she attended our district's high school. She was overwhelmed, seriously depressed and unable to keep up academically. This year she is calm, happy and able to do her work independently. Lionsgate is an excellent alternative to the traditional huge high school with a small autism program. My daughter feels safe, accepted and appreciated at Lionsgate.”
- “Although it is a battle, it is refreshing to have a complete staff knowledgeable to the ‘personality’ that sometimes is strong and difficult and challenging to work with.

Lionsgate understands and encourages self advocating but yet tolerates when this is too difficult for the individual to do. Thank You.”

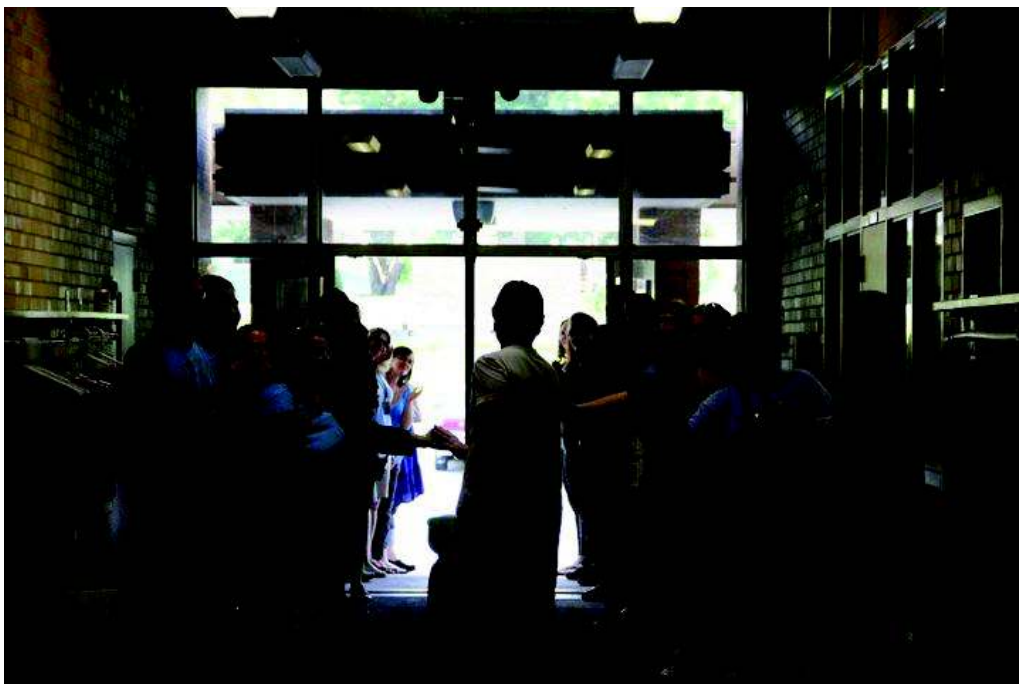


Strengths of Lionsgate Academy

In their written comments, many parents expressed their gratitude for the school and added individual comments on superior leadership; the small class size and number of adults in each classroom; the friendly, inclusive atmosphere; the staff's talent, dedication and understanding related to students on the autism spectrum; positive changes in their own children; and overall improvements in the school over time.

Limitations/weaknesses of Lionsgate Academy

A few parents expressed concerns about the rigor of academics and wanted more sports or physical education classes. Two mentioned a need for improved discipline and two mentioned a need for more employment readiness or transition help. Other topics of concern were each mentioned by one respondent, including an online reporting system to follow academic progress and see missing assignments.



PARENT COMMUNICATIONS AND SUPPORT

Lionsgate Academy is dedicated to providing a supportive environment that does not stop at the front door.

- Students were provided with planners so that homework could be easily seen for each subject and that family members were able to easily identify which assignments coincided with each discipline.
- Parents were notified on the school's website of upcoming events and important announcements.
- To ensure that parents were kept abreast of student progress, tests and other assessments were provided to students to take home, as well as discussed at length during parent-teacher conferences. Teachers also regularly emailed parents about academic and other concerns. Quarterly and mid-term grade reports were also issued.
- Classroom websites were created and maintained for parents to monitor lessons that were being taught within the classroom, allowing them to ask questions of a teacher and seek additional support for assignments given to their children.
- Finally, each case manager remained in regular contact with families to ensure a continuity of services was provided.
- For the 2010-2011 school year, Lionsgate implemented SchoolView, a parent portal that allowed parents and guardians to review attendance, demographic, contact, family, and emergency info and request changes to be made. It also includes viewing assignments and classroom grades through GradeBook, daily schedules, and the capacity to make lunch payments online.

In addition, many parents volunteered their time on the school Board, the Special Education Advisory Board (SEAC), in the lunch room, office, and through the school PTO.

STUDENT SURVEYS

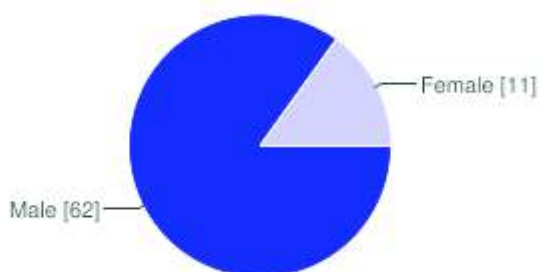
In addition to its focus on serving and surveying parents, Lionsgate Academy also undertook surveys of both students and staff during 2010-2011.

An online survey was distributed to Lionsgate Academy students via SurveyMonkey as a class project in May 2011. Results of the survey are reported here. (This survey was not generated by the administration and was informal in nature. With an enrollment of 133, 73 students responded to the survey for a response rate of 55 percent.

73 [responses](#)

Summary [See complete responses](#)

Are you:



Male	62	85%
Female	11	15%

What grade are you currently in.

7th	19	26%
8th	17	23%
9th	8	11%
10th	8	11%
11th	12	16%
12th	9	12%

Which of the following best describes your plans for your education?

I plan to finish high school but I don't think I will go to college.	12	16%
I'd like to go to a trade school or vocational school after high school.	4	5%
I'd like to go to college after high school.	44	60%
I'd like to go to college and then to graduate or a professional school.	13	18%

Do you agree or disagree with the following statements about Lionsgate Academy? - I like attending school at Lionsgate.

Agree	52	71%
No Opinion	19	26%
Disagree	2	3%

Do you agree or disagree with the following statements about Lionsgate Academy? - I feel like I belong at this school.

Agree	44	60%
No Opinion	21	29%
Disagree	8	11%

Do you agree or disagree with the following statements about Lionsgate Academy? - I feel successful at this school.

Agree	52	71%
No Opinion	19	26%
Disagree	2	3%

Do you agree or disagree with the following statements about Lionsgate Academy? - I feel challenged at this school.

Agree	34	47%
No Opinion	32	44%
Disagree	7	10%

Do you agree or disagree with the following statements about Lionsgate Academy? - I think Lionsgate Academy is a good school.

Agree	50	68%
No Opinion	21	29%
Disagree	2	3%

Do you agree or disagree with the following statements about Lionsgate Academy? - I like to learn.

Agree	35	48%
No Opinion	28	38%
Disagree	10	14%

Do you agree or disagree with the following statements about Lionsgate Academy? - I like the classes at this school.

Agree	42	58%
No Opinion	29	40%
Disagree	2	3%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - I like the students at this school.

Agree	38	52%
No Opinion	33	45%
Disagree	2	3%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - Students at this school like me.

Agree	42	58%
No Opinion	26	36%
Disagree	5	7%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - I have friends at this school.

Agree	57	78%
No Opinion	14	19%
Disagree	2	3%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - I have a best friend at this school.

Agree	46	63%
No Opinion	20	27%
Disagree	7	10%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - Students at this school treat me with respect.

Agree	39	53%
No Opinion	31	42%
Disagree	3	4%

Do you agree or disagree with the following statements about students at Lionsgate Academy? - Students behave well in the hallways and lunchroom.

Agree	28	38%
No Opinion	34	47%
Disagree	11	15%

Do you agree or disagree with the following statements about the staff at Lionsgate? - Staff members are interested in me as an individual.

Agree	55	75%
No Opinion	17	23%
Disagree	1	1%

Do you agree or disagree with the following statements about the staff at Lionsgate? - Staff members treat me with respect.

Agree	52	71%
No Opinion	19	26%
Disagree	2	3%

Do you agree or disagree with the following statements about the staff at Lionsgate? - There is at least one staff member who knows me well.

Agree	63	86%
No Opinion	8	11%
Disagree	2	3%

Do you agree or disagree with the following statements about the staff at Lionsgate? - My teachers give me individual attention when I need it.

Agree	50	68%
No Opinion	18	25%
Disagree	5	7%

Do you agree or disagree with the following statements about clubs at Lionsgate Academy? - After school clubs are important to me.

Agree	32	44%
No Opinion	31	42%
Disagree	10	14%

Do you agree or disagree with the following statements about clubs at Lionsgate Academy? - School dances are important to me.

Agree	27	37%
No Opinion	23	32%
Disagree	23	32%

Do you agree or disagree with the following statements about clubs at Lionsgate Academy? - School performances are important to me (school play, arts showcase, talent show).

Agree	30	41%
No Opinion	26	36%
Disagree	17	23%

Do you agree or disagree with the following statements about safety? - I feel safe going to and from school.

Agree	58	79%
No Opinion	13	18%
Disagree	2	3%

Do you agree or disagree with the following statements about safety? - I feel safe at school.

Agree	52	71%
No Opinion	18	25%
Disagree	3	4%

Do you agree or disagree with the following statements about safety? - Bathrooms in this school are a safe place to be.

Agree	50	68%
No Opinion	16	22%
Disagree	7	10%

Do you agree or disagree with the following statements about safety? - Student use of alcohol or drugs is a problem at this school.

Agree	8	11%
No Opinion	8	11%
Disagree	57	78%

Check the following activities that you've participated in or attended in the last 12 months.

After school clubs	56	77%
School Dances	37	51%
Talent show or arts showcase	31	42%
School Play (An Evening With the Greeks)	21	29%
None of the above	9	12%

During this school year, how often have the following happened to you on school property? - A student has threatened me.

Never	39	53%
Once	20	27%
Occasionally	7	10%
Frequently	7	10%

During this school year, how often have the following happened to you on school property? - A student has pushed, shoved or grabbed me.

Never	45	62%
Once	16	22%
Occasionally	8	11%
Frequently	4	5%

**During this school year, how often have the following happened to you on school property?
- A student has touched, grabbed or pinched me in a sexual way.**

Never	67	92%
Once	3	4%
Occasionally	2	3%
Frequently	1	1%

**During this school year, how often have the following happened to you on school property?
- A student has made unwanted sexual comments, jokes or gestures towards me.**

Never	57	78%
Once	3	4%
Occasionally	9	12%
Frequently	4	5%

**During this school year, how often have the following happened to you on school property?
- A student has stolen or deliberately damaged my property such as clothing, books or other things.**

Never	53	73%
Once	16	22%
Occasionally	3	4%
Frequently	1	1%

**During this school year, how often have the following happened to you on school property?
- A student or group of students have made fun of or teased me in a hurtful way.**

Never	48	66%
Once	11	15%
Occasionally	12	16%
Frequently	2	3%

**During this school year, how often have the following happened to you on school property?
- A student or group of students have excluded me from friends or activities.**

Never	54	74%
Once	8	11%
Occasionally	8	11%
Frequently	3	4%

**During this school year, how often have the following happened to you on school property?
- Students have excluded me because of my gender, race or sexual orientation.**

Never	64	88%
Once	3	4%
Occasionally	5	7%
Frequently	1	1%

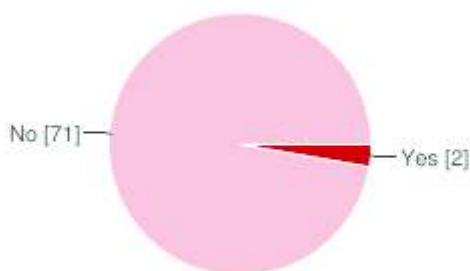
**During this school year, how often have the following happened to you on school property?
- Students have made fun of or teased me in a hurtful way based on my gender, race or sexual orientation.**

Never	65	89%
Once	4	5%
Occasionally	4	5%
Frequently	0	0%

**During this school year, how often have the following happened to you on school property?
- Students have pushed, shoved, grabbed or hit me based on my gender, race or sexual orientation.**

Never	67	92%
Once	2	3%
Occasionally	2	3%
Frequently	2	3%

During the last 12 months has anyone offered, sold, or given you an illegal drug on school property?



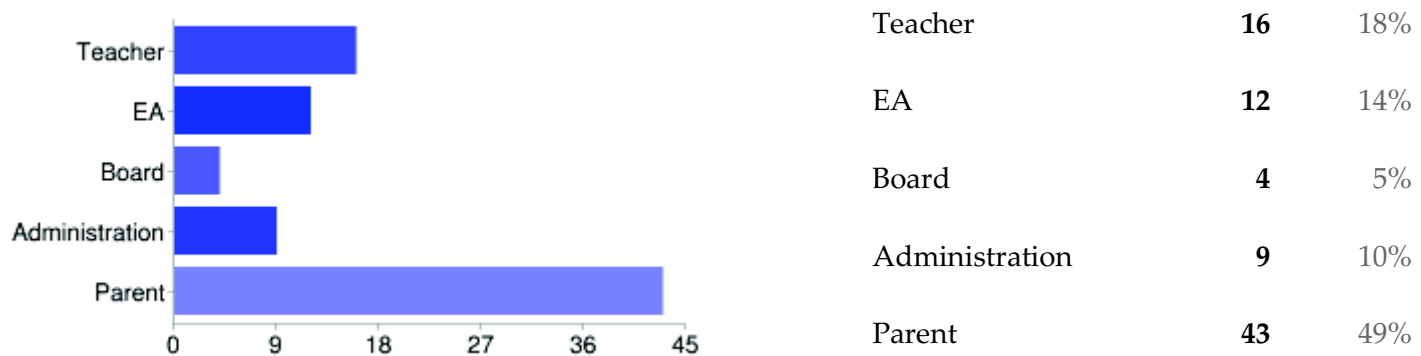
Yes	2	3%
No	71	97%

EVALUATION OF DIRECTOR

The Director Evaluation was sent out to Lionsgate Academy parents, staff and Board members in May 20, 2011. Due to low response numbers and confusion regarding acronyms and specialized terms in questions, it was revised for clarity while keeping all content and resent July 17, 2011. Out of a possible 400 responses 87 were received, for a response rate of roughly 22%.

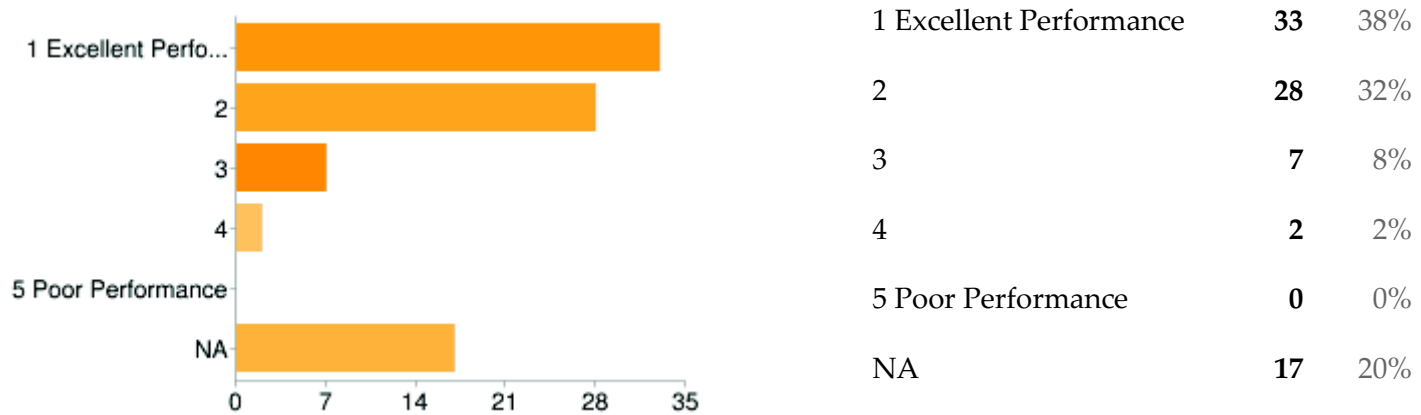
Summary

What is your role at LGA?

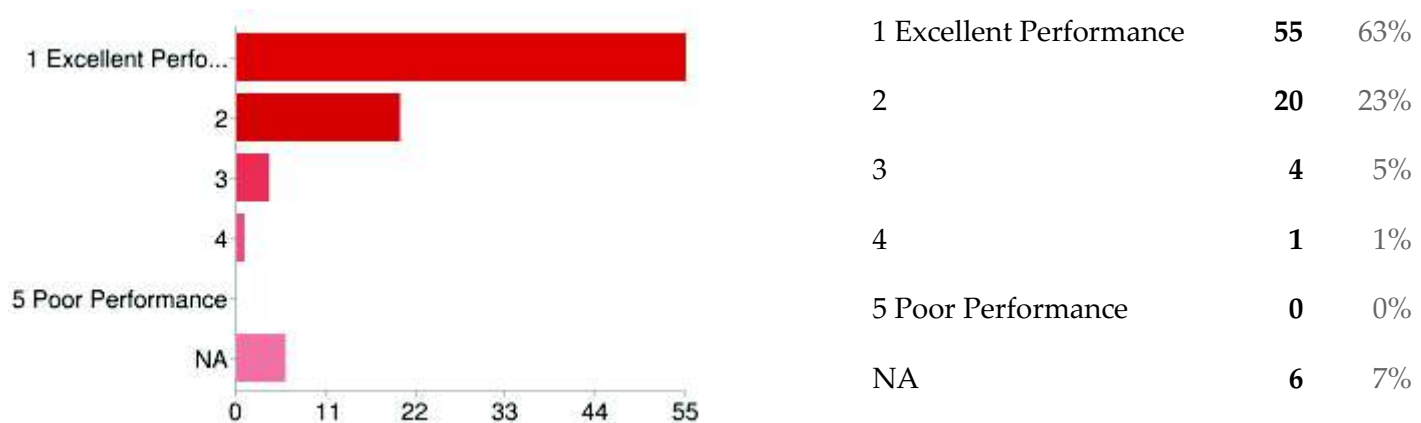


CURRICULUM

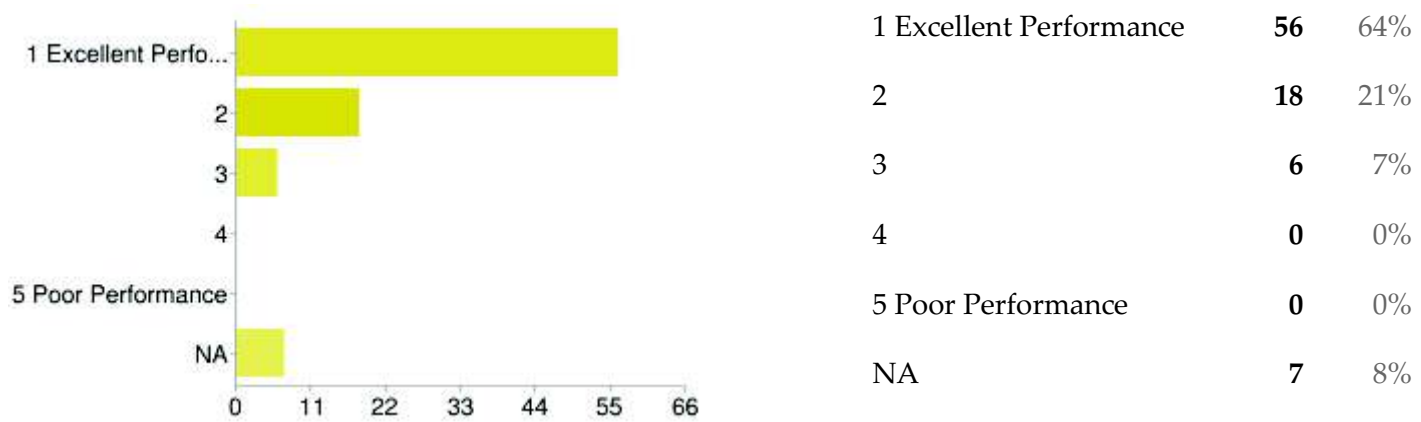
Researches and implements assessment procedures, curricula and instructional strategies that are research-based. These include, but are not limited to, the Ziggurat Model, Standards-based IEPs, Differentiated Instruction, Visual Structure, Sensory Supports, Community-based Instruction and Transition to Adulthood.



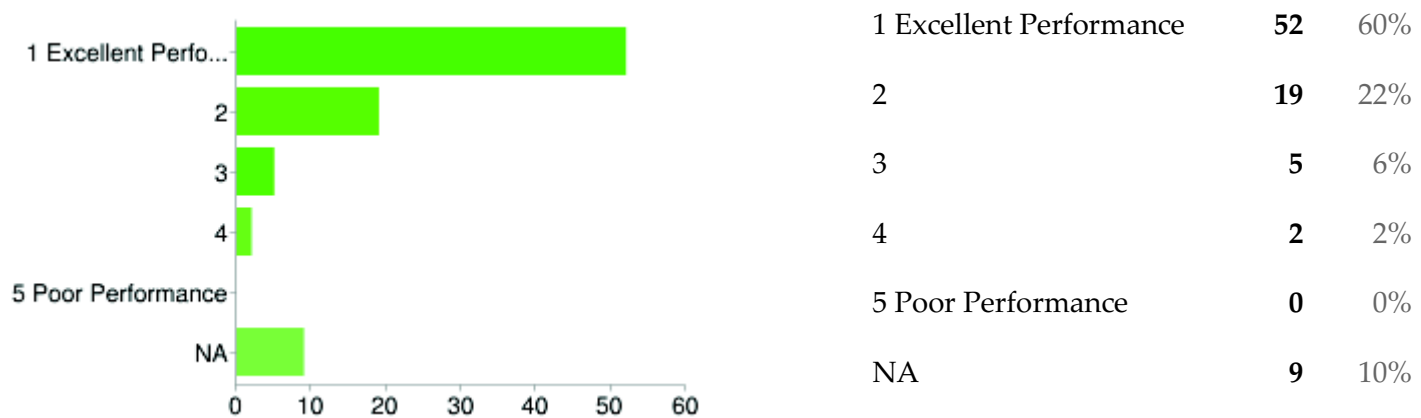
Assures that teaching methods and content align with the philosophy of Lionsgate.



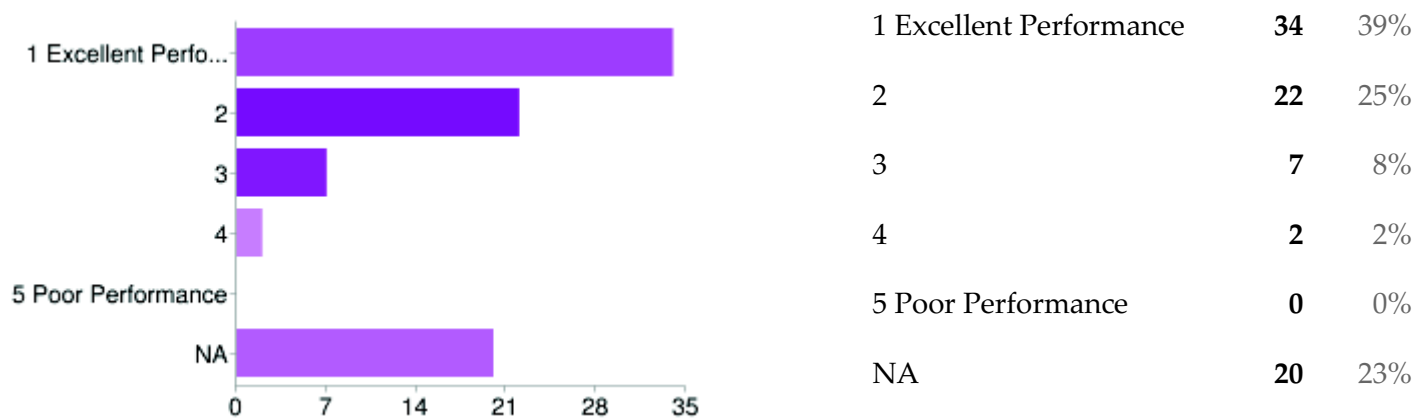
Ensures that State and Lionsgate Academy standards are met to the best of each student's ability as indicated on the IEP.



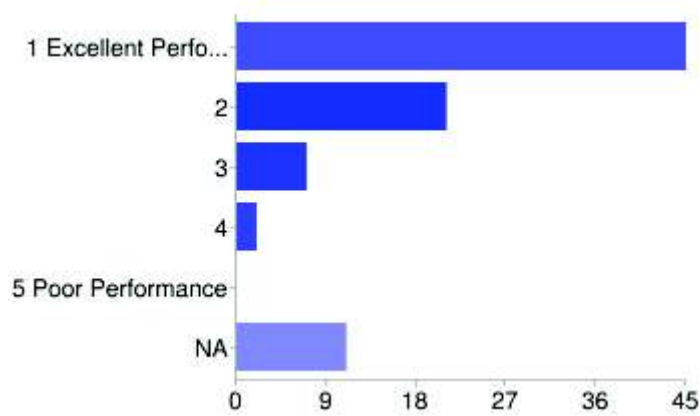
Seeks methods to meet the academic needs of all students and communicates effectively with staff to see that these plans are implemented.



Ensures the effective implementation of the Continuing Improvement and Monitoring Process (CIMP).

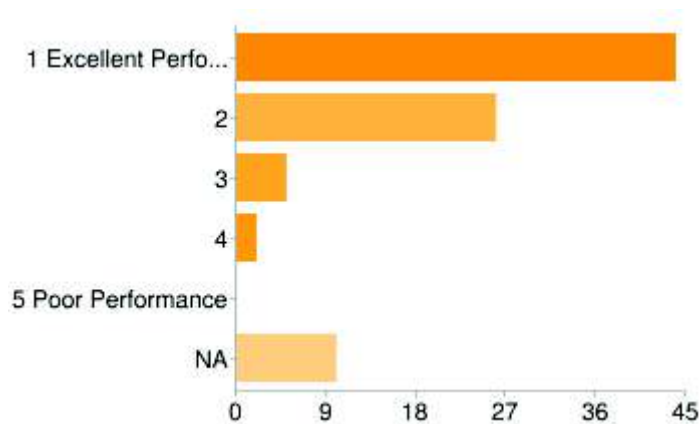


Works with staff to ensure a fair and consistent grading system of academic and behavioral progress for all students.



1 Excellent Performance	45	52%
2	21	24%
3	7	8%
4	2	2%
5 Poor Performance	0	0%
NA	11	13%

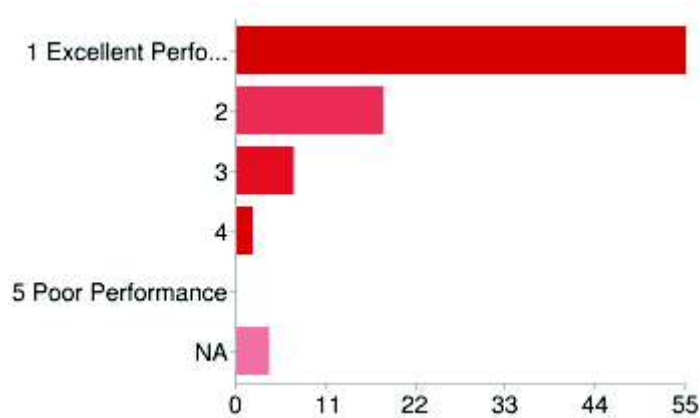
Promotes civic responsibility and service in all students by providing community experiences as part of each student's curriculum.



1 Excellent Performance	44	51%
2	26	30%
3	5	6%
4	2	2%
5 Poor Performance	0	0%
NA	10	11%

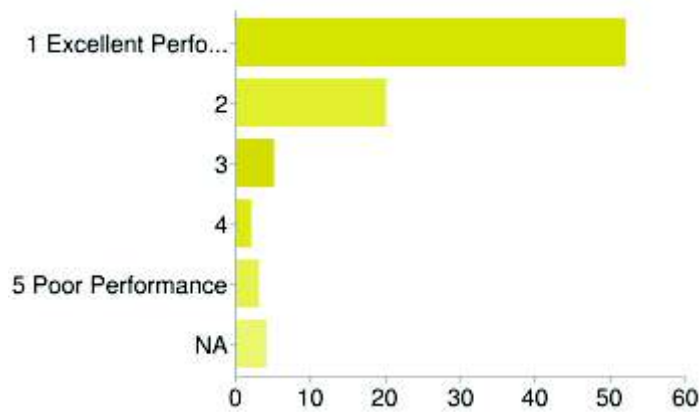
SCHOOL ENVIRONMENT

Oversees the development and implementation of school-wide and classroom environmental accommodations and adaptations.



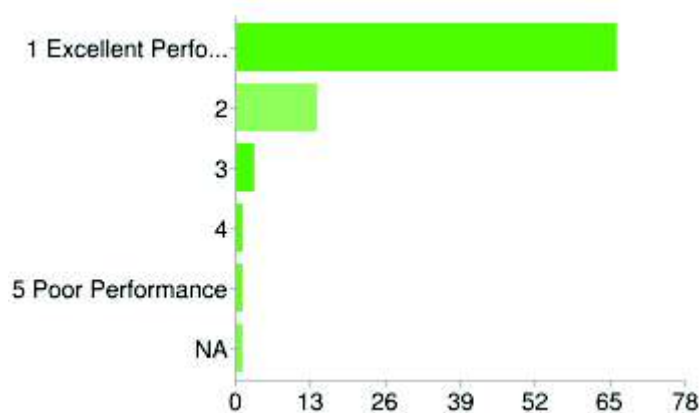
1 Excellent Performance	55	63%
2	18	21%
3	7	8%
4	2	2%
5 Poor Performance	0	0%
NA	4	5%

Has implemented a school-wide behavioral program that defines expectations for appropriate behavior in all instructional settings.



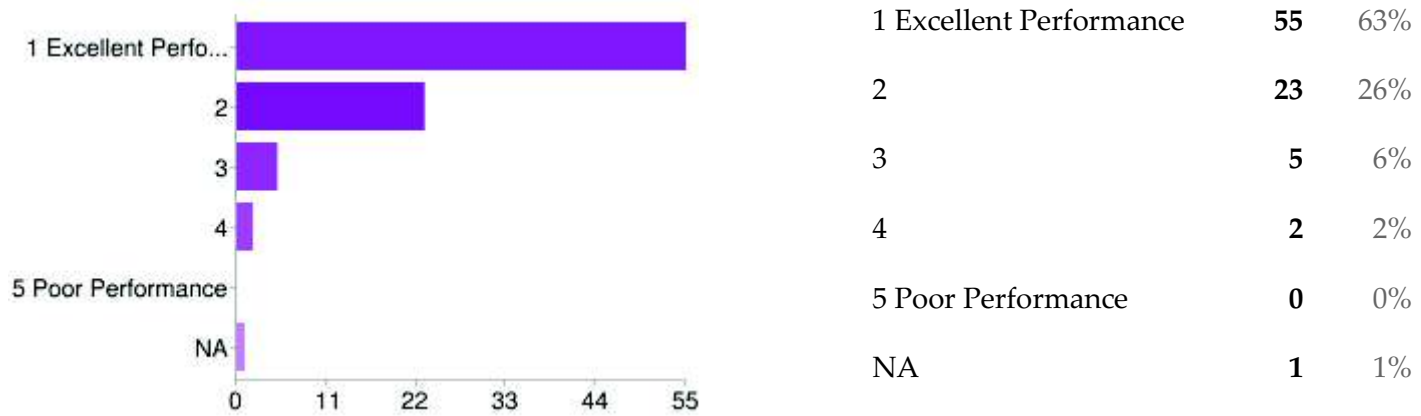
1 Excellent Performance	52	60%
2	20	23%
3	5	6%
4	2	2%
5 Poor Performance	3	3%
NA	4	5%

Ensures that the building is physically and emotionally safe for all students and staff.

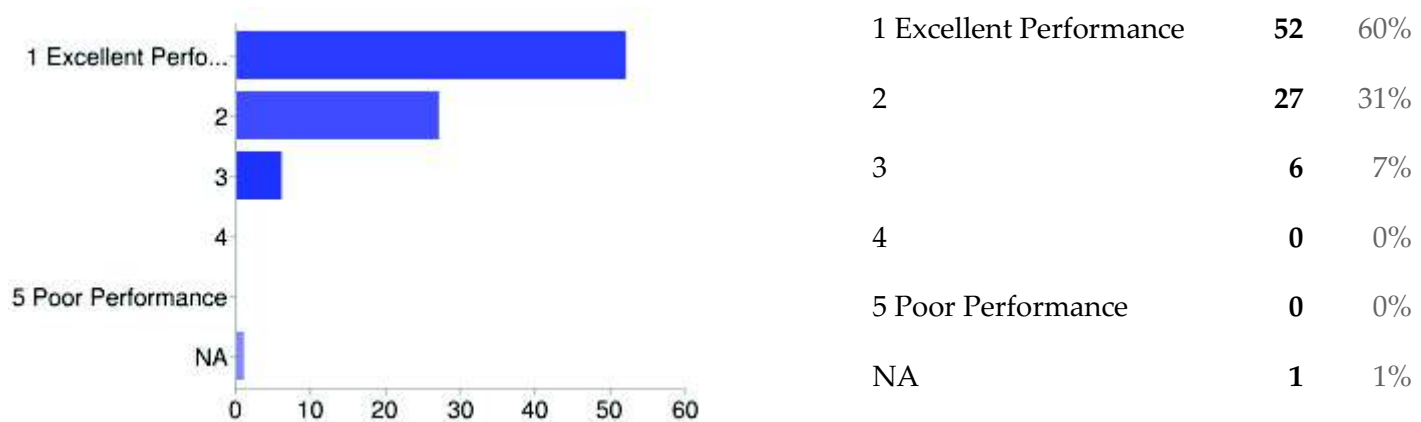


1 Excellent Performance	66	76%
2	14	16%
3	3	3%
4	1	1%
5 Poor Performance	1	1%
NA	1	1%

Ensures that instructional space is adequate for all Lionsgate and itinerant staff to meet the educational needs of the students.

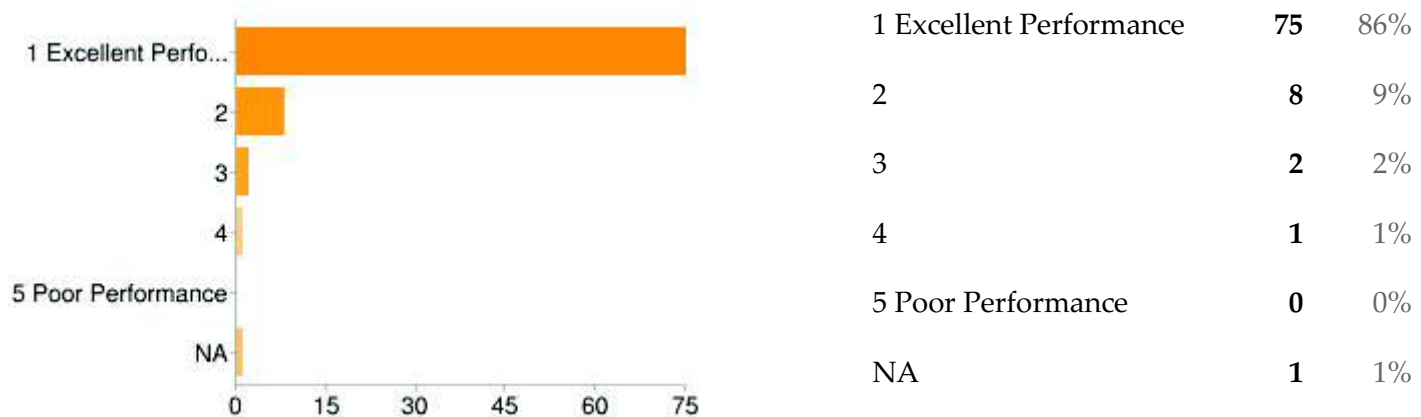


Ensures that appropriate staff, instructional materials, specialized equipment and technology support are available to meet the needs of students.

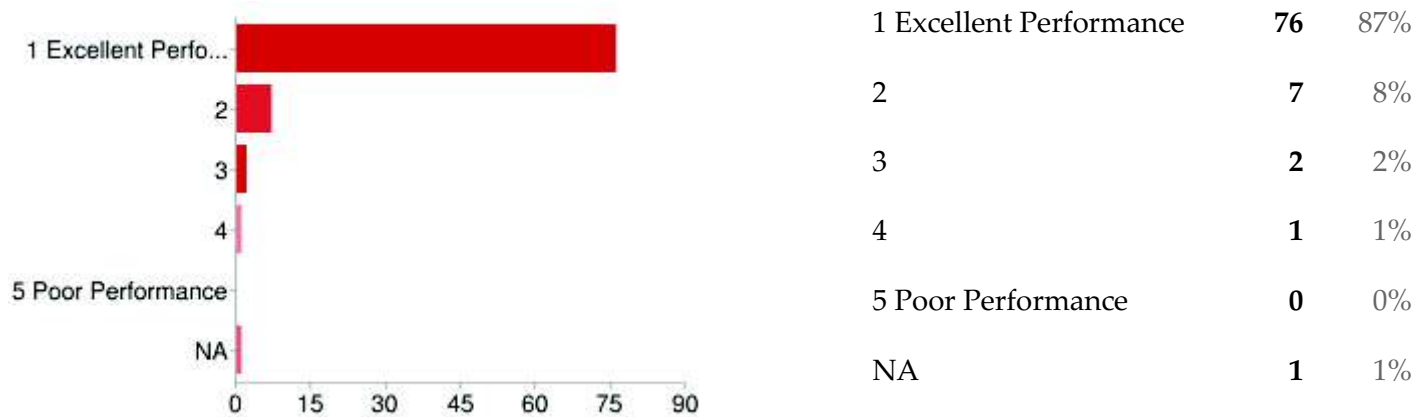


LEADERSHIP & PROFESSIONALISM

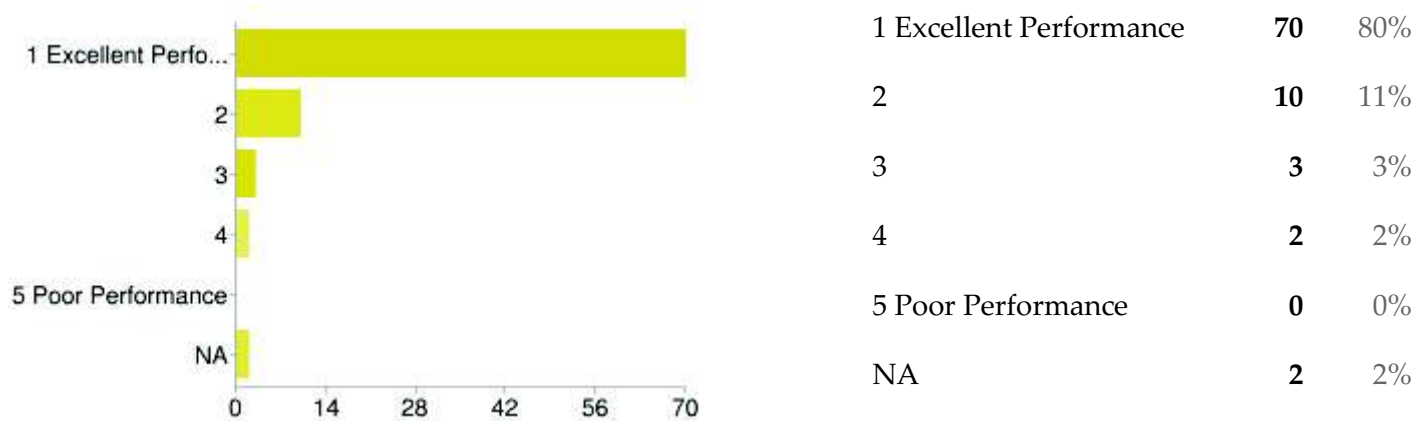
Carries out the vision, mission and philosophy of Lionsgate Academy.



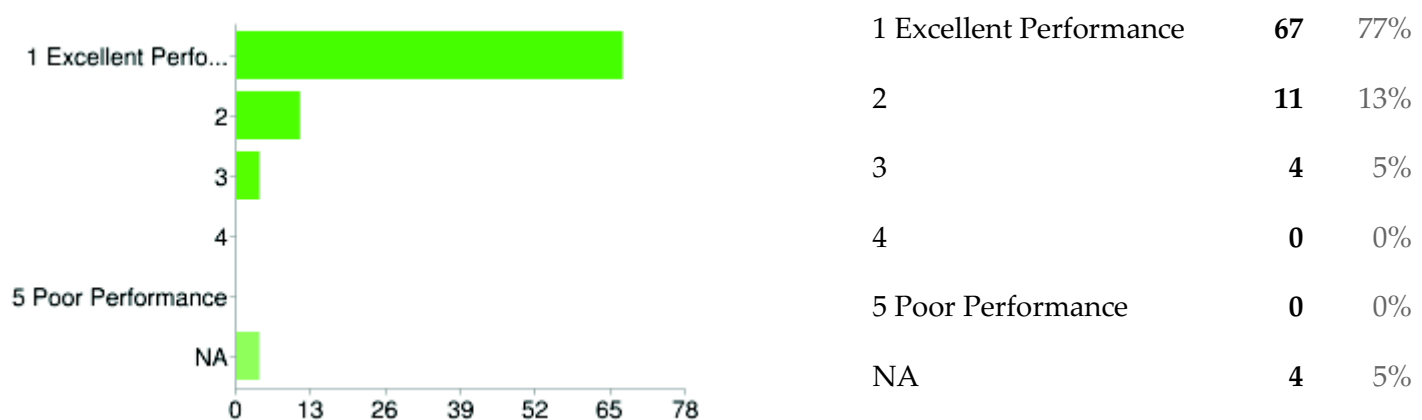
Inspires respect and trust from students, staff, parents, community members and Board members.



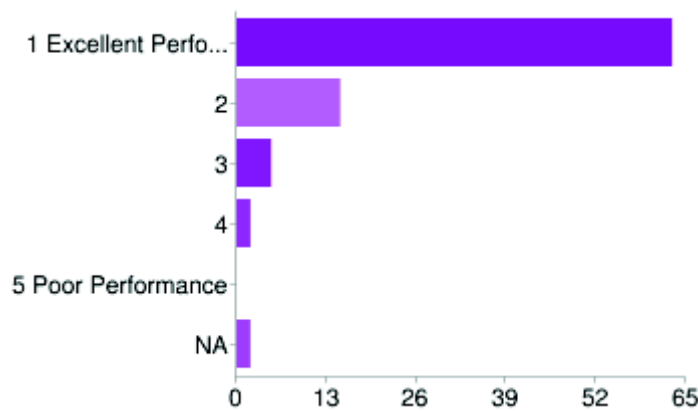
Collaborates with all staff, parents, community members and Board members to fulfill responsibilities of Lionsgate Academy Charter School.



Encourages cooperation, coordination of instruction and teamwork among all staff to support the School's educational philosophy.

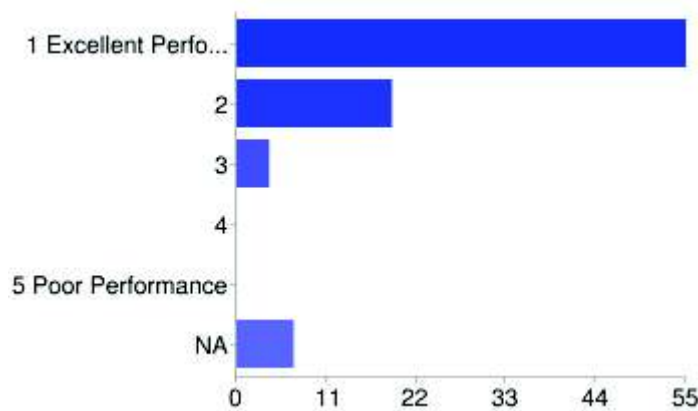


Effectively involves staff, parents and students in implementing the educational program.



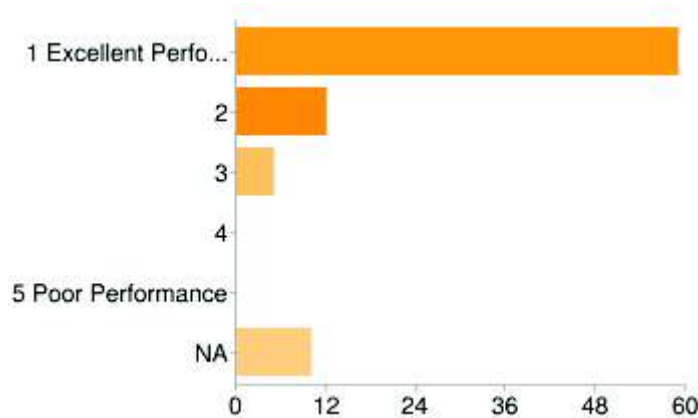
1 Excellent Performance	63	72%
2	15	17%
3	5	6%
4	2	2%
5 Poor Performance	0	0%
NA	2	2%

Leads Lionsgate in researching and practicing new educational methods appropriate to the school's vision, mission, and educational needs of the students.



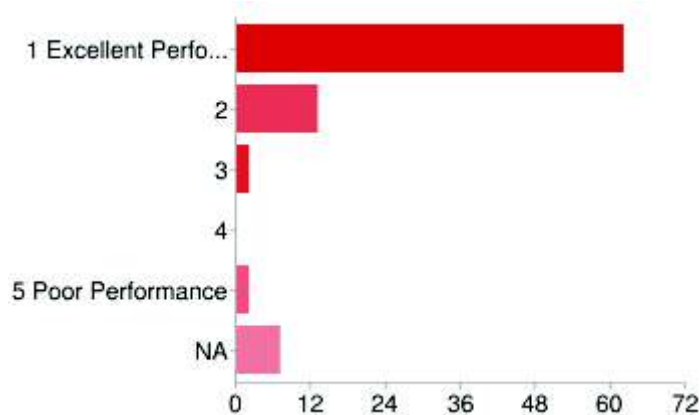
1 Excellent Performance	55	63%
2	19	22%
3	4	5%
4	0	0%
5 Poor Performance	0	0%
NA	7	8%

Develops long-range plans and sets goals and objectives for the School in accordance with guidance from the Board of Education.



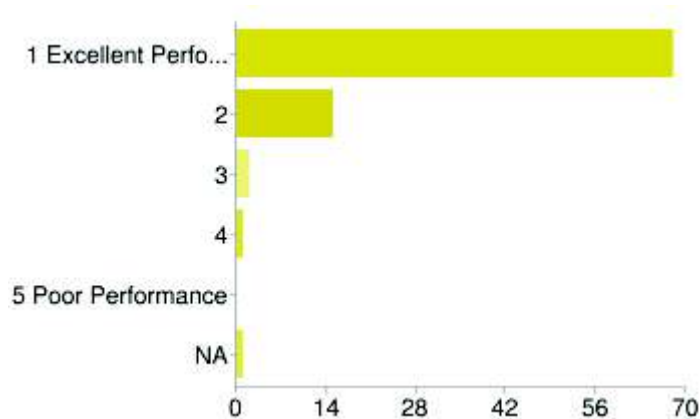
1 Excellent Performance	59	68%
2	12	14%
3	5	6%
4	0	0%
5 Poor Performance	0	0%
NA	10	11%

Acts as an effective advocate for Lionsgate Academy in public arenas.



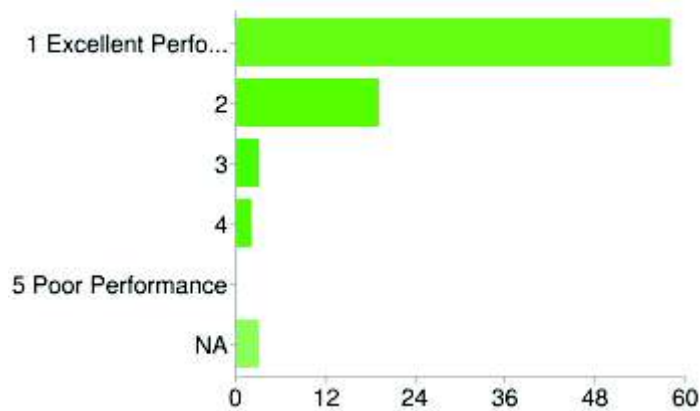
Performance Level	Count	Percentage
1 Excellent Performance	62	71%
2	13	15%
3	2	2%
4	0	0%
5 Poor Performance	2	2%
NA	7	8%

Models and supports behaviors that reflect creative thinking and effective positive problem solving.



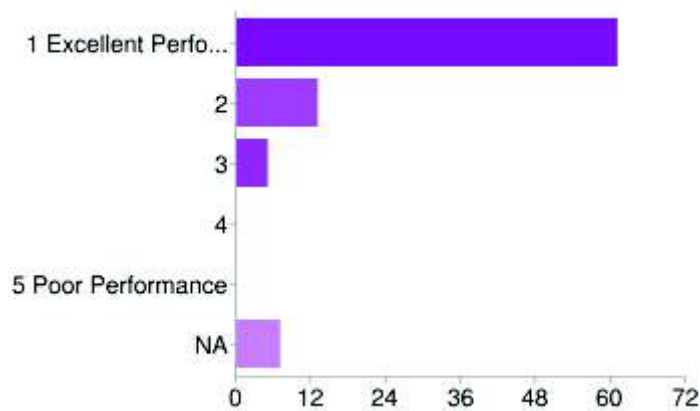
Performance Level	Count	Percentage
1 Excellent Performance	68	78%
2	15	17%
3	2	2%
4	1	1%
5 Poor Performance	0	0%
NA	1	1%

Takes effective and appropriate steps to institute needed changes without being prompted and maintains efforts until resolution or completion.



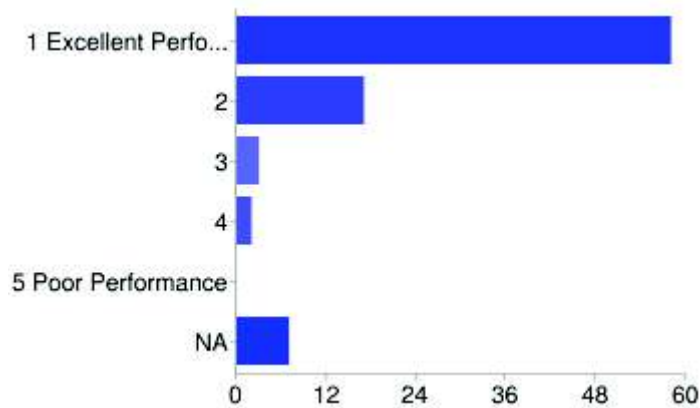
Performance Level	Count	Percentage
1 Excellent Performance	58	67%
2	19	22%
3	3	3%
4	2	2%
5 Poor Performance	0	0%
NA	3	3%

Uses sound judgment to guide daily work.



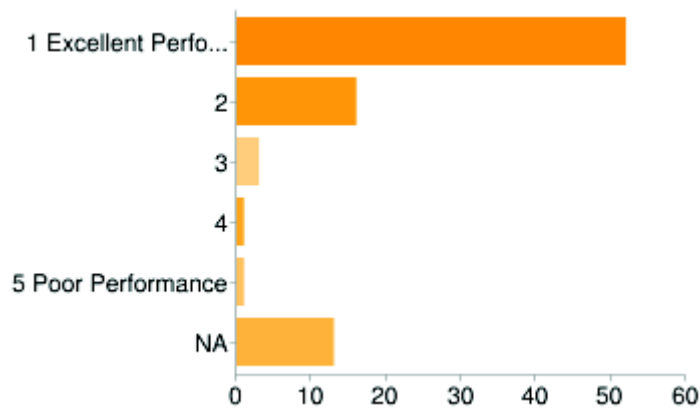
1 Excellent Performance	61	70%
2	13	15%
3	5	6%
4	0	0%
5 Poor Performance	0	0%
NA	7	8%

Demonstrates accuracy, thoroughness and effective use of time.



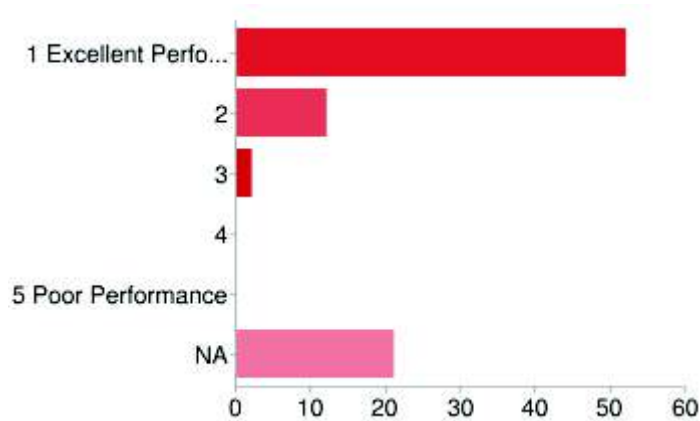
1 Excellent Performance	58	67%
2	17	20%
3	3	3%
4	2	2%
5 Poor Performance	0	0%
NA	7	8%

Effectively delegates administrative duties to support staff.



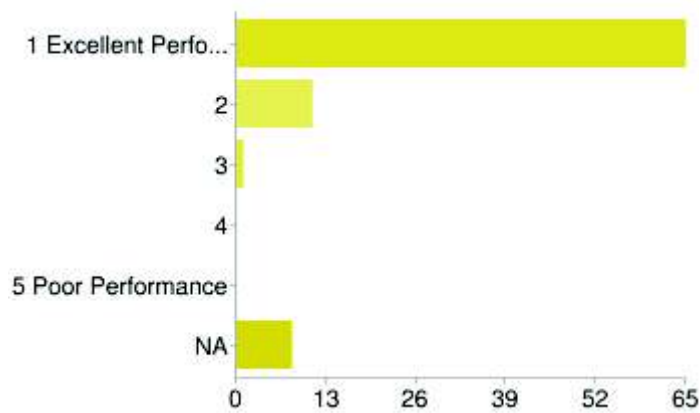
1 Excellent Performance	52	60%
2	16	18%
3	3	3%
4	1	1%
5 Poor Performance	1	1%
NA	13	15%

Keeps communications with Board open and handles correspondence in a timely manner.



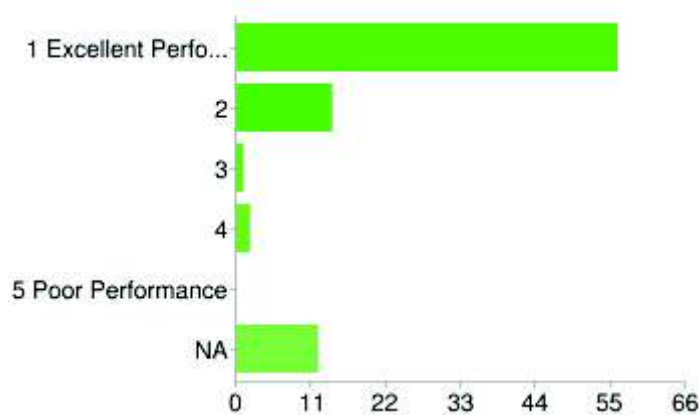
1 Excellent Performance	52	60%
2	12	14%
3	2	2%
4	0	0%
5 Poor Performance	0	0%
NA	21	24%

Strictly adheres to confidentiality rules.



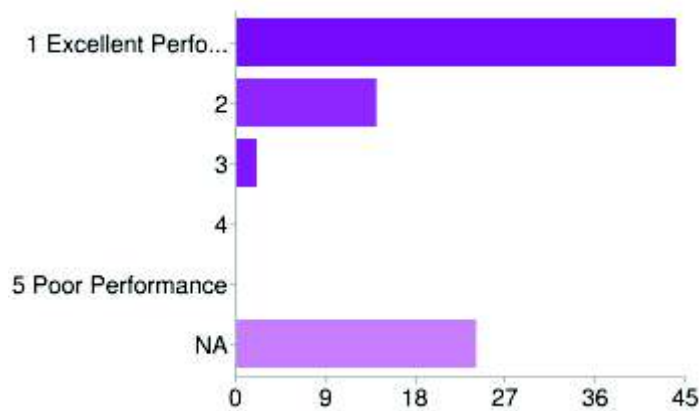
1 Excellent Performance	65	75%
2	11	13%
3	1	1%
4	0	0%
5 Poor Performance	0	0%
NA	8	9%

Implements and monitors all policies and procedures, including the Staff Handbook.



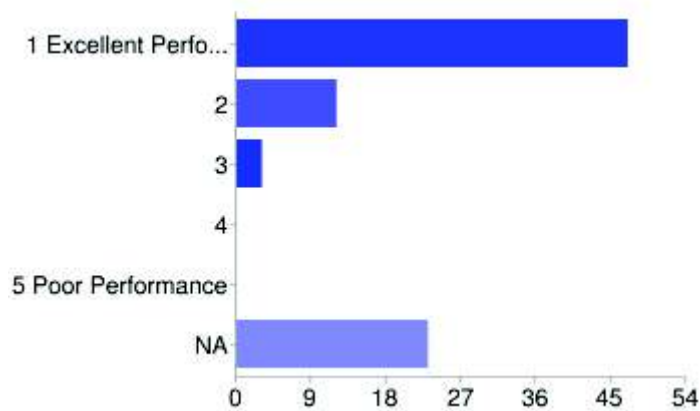
1 Excellent Performance	56	64%
2	14	16%
3	1	1%
4	2	2%
5 Poor Performance	0	0%
NA	12	14%

Participates in the development of staff contracts.



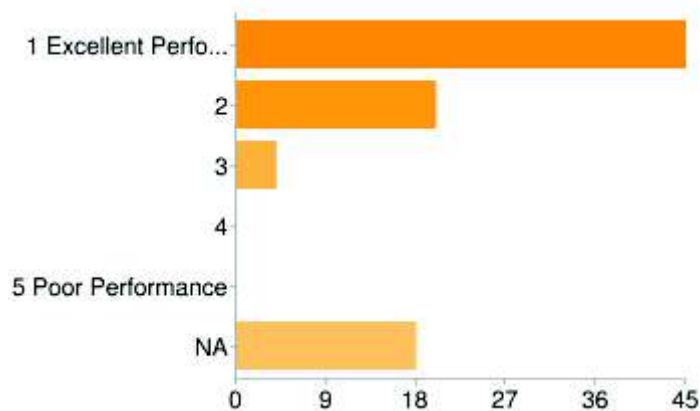
1 Excellent Performance	44	51%
2	14	16%
3	2	2%
4	0	0%
5 Poor Performance	0	0%
NA	24	28%

Supervises staff responsible for the administration of Lionsgate Academy's facilities, resources and payroll.



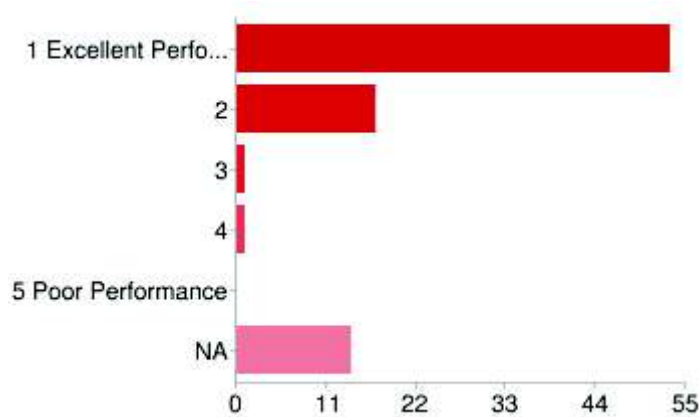
1 Excellent Performance	47	54%
2	12	14%
3	3	3%
4	0	0%
5 Poor Performance	0	0%
NA	23	26%

Manages the school's administration, physical facilities and transportation.



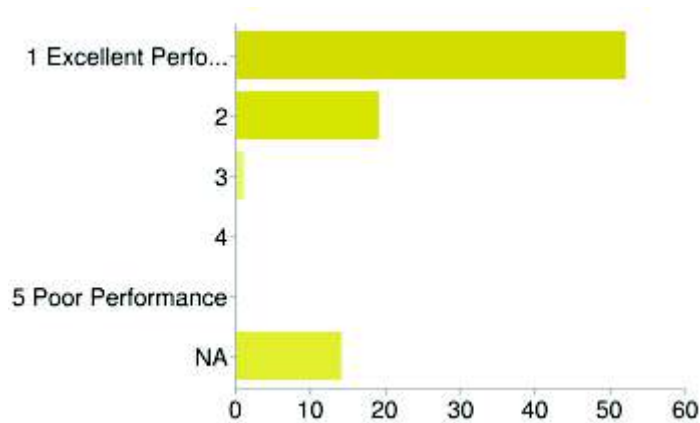
1 Excellent Performance	45	52%
2	20	23%
3	4	5%
4	0	0%
5 Poor Performance	0	0%
NA	18	21%

Takes responsibility for the implementation of applicable State, federal and local rules and regulations.



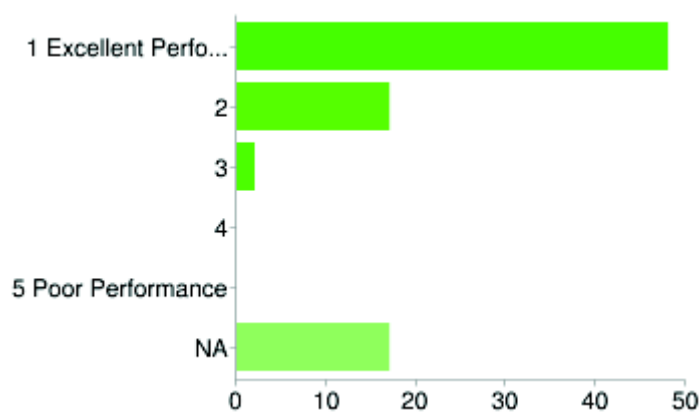
1 Excellent Performance	53	61%
2	17	20%
3	1	1%
4	1	1%
5 Poor Performance	0	0%
NA	14	16%

Works with Board to establish and implement school policies.



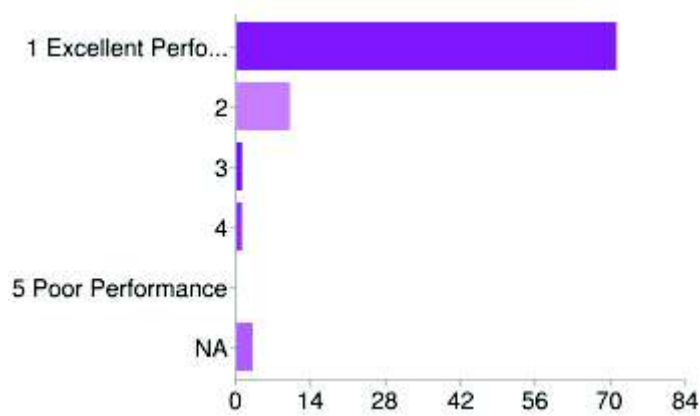
1 Excellent Performance	52	60%
2	19	22%
3	1	1%
4	0	0%
5 Poor Performance	0	0%
NA	14	16%

Participates in drafting and distributing a student handbook with policies and procedures.



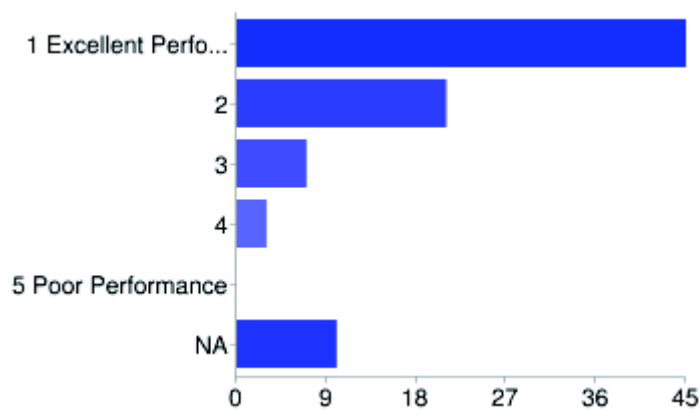
1 Excellent Performance	48	55%
2	17	20%
3	2	2%
4	0	0%
5 Poor Performance	0	0%
NA	17	20%

Demonstrates a commitment to the school community through participation in school events and functions.



1 Excellent Performance	71	82%
2	10	11%
3	1	1%
4	1	1%
5 Poor Performance	0	0%
NA	3	3%

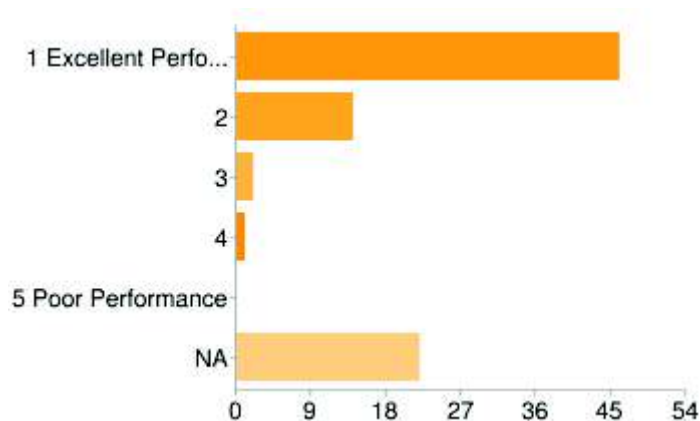
Oversees parent training and involvement.



1 Excellent Performance	45	52%
2	21	24%
3	7	8%
4	3	3%
5 Poor Performance	0	0%
NA	10	11%

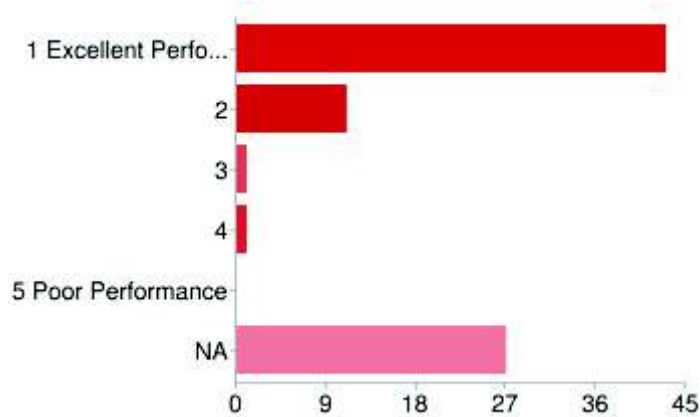
FINANCIAL RESPONSIBILITIES

Develops and effectively manages the operating budget.



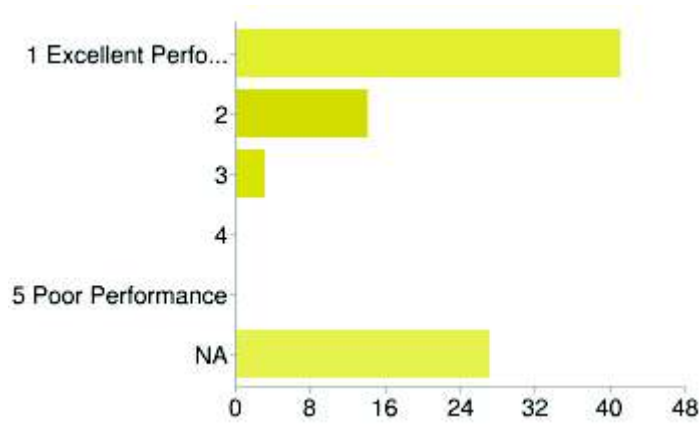
1 Excellent Performance	46	53%
2	14	16%
3	2	2%
4	1	1%
5 Poor Performance	0	0%
NA	22	25%

Adheres to budget parameters set by the Board.



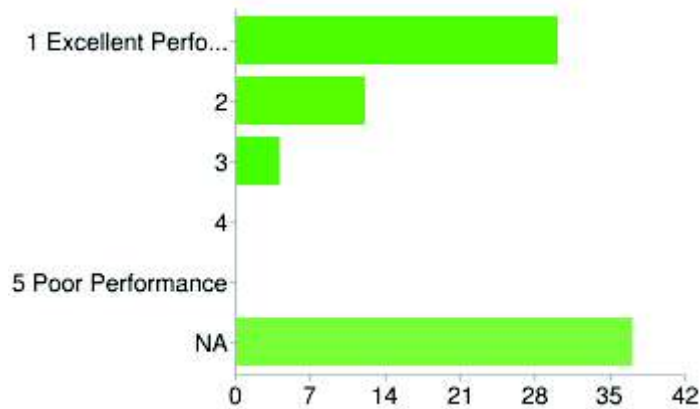
1 Excellent Performance	43	49%
2	11	13%
3	1	1%
4	1	1%
5 Poor Performance	0	0%
NA	27	31%

Oversees that federal and State grant funding has been properly investigated and Lionsgate has applied for these applicable funds.



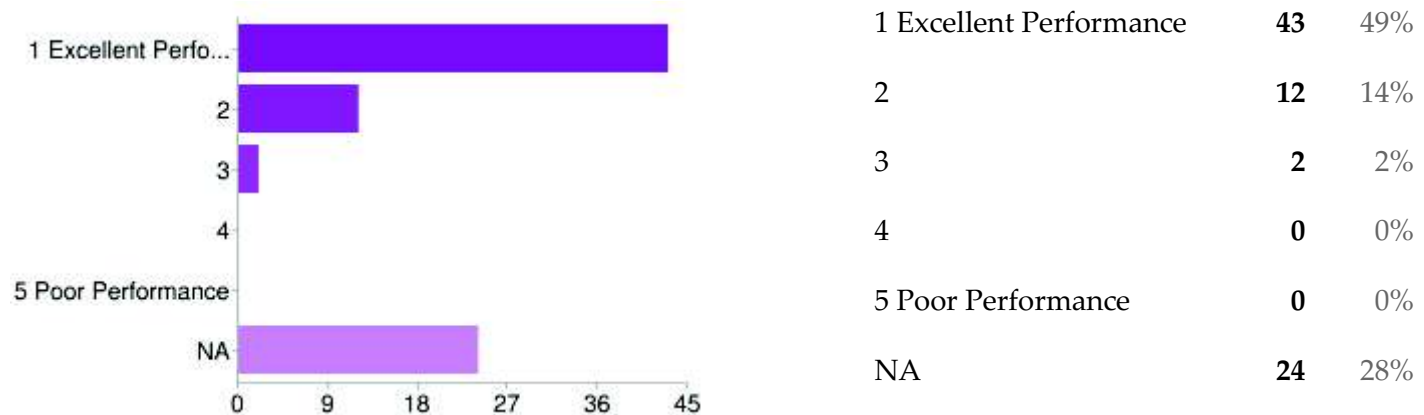
1 Excellent Performance	41	47%
2	14	16%
3	3	3%
4	0	0%
5 Poor Performance	0	0%
NA	27	31%

Oversees the implementation of the MARSS, STARS, EDRS/ SERVS and UFARS reporting systems.

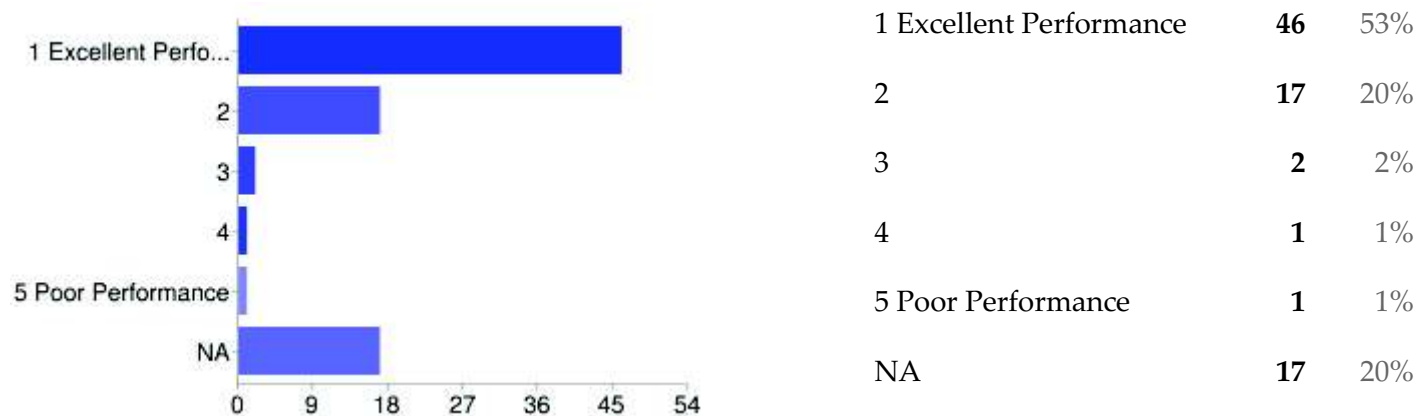


1 Excellent Performance	30	34%
2	12	14%
3	4	5%
4	0	0%
5 Poor Performance	0	0%
NA	37	43%

Oversees the duties and responsibilities of the Coordinator of Operations.

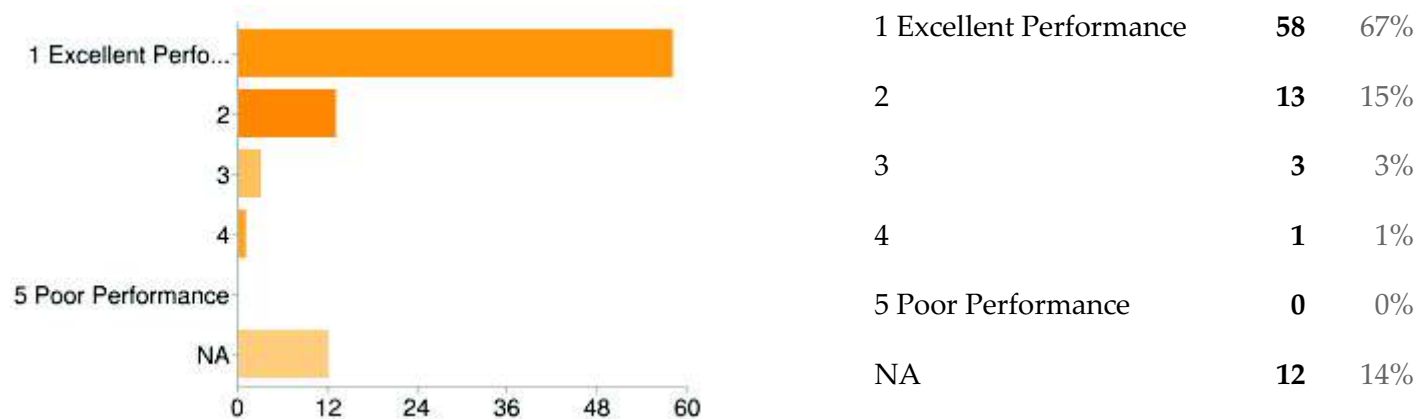


Demonstrates fiscal responsibility with staff and community contracts.

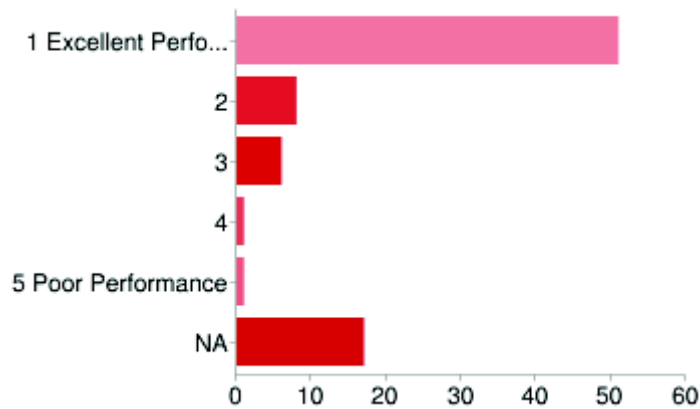


HUMAN RELATIONS & STAFF SUPERVISION

Demonstrates strong knowledge of policies pertaining to responsibilities of school staff.

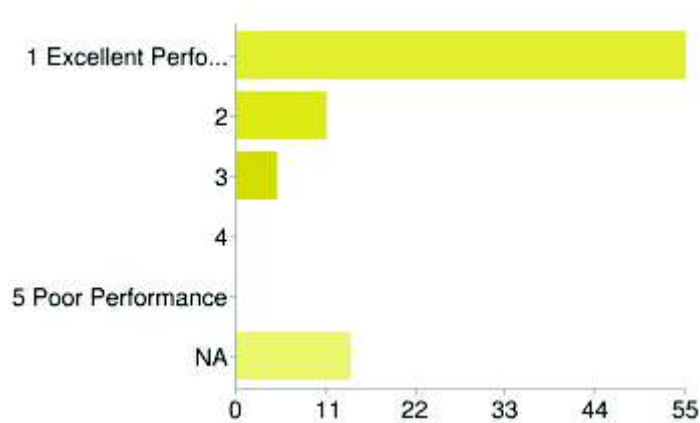


Develops a staff usage plan that utilizes strengths and interests.



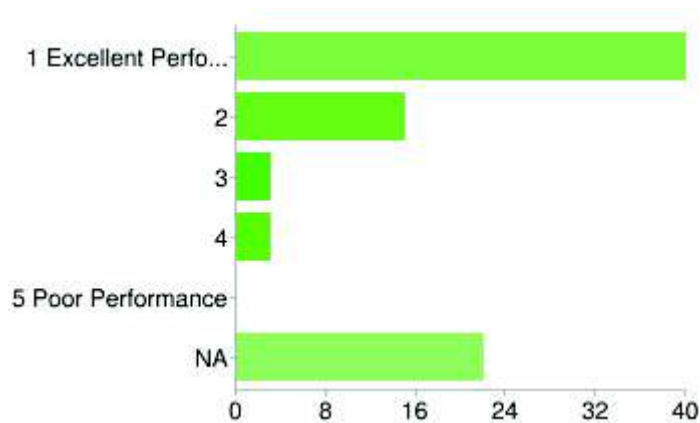
1 Excellent Performance	51	59%
2	8	9%
3	6	7%
4	1	1%
5 Poor Performance	1	1%
NA	17	20%

Encourages and facilitates professional development for staff.



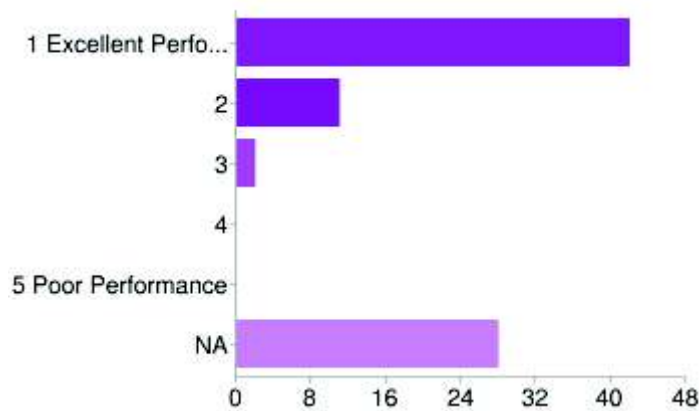
1 Excellent Performance	55	63%
2	11	13%
3	5	6%
4	0	0%
5 Poor Performance	0	0%
NA	14	16%

Includes all staff in the planning process.



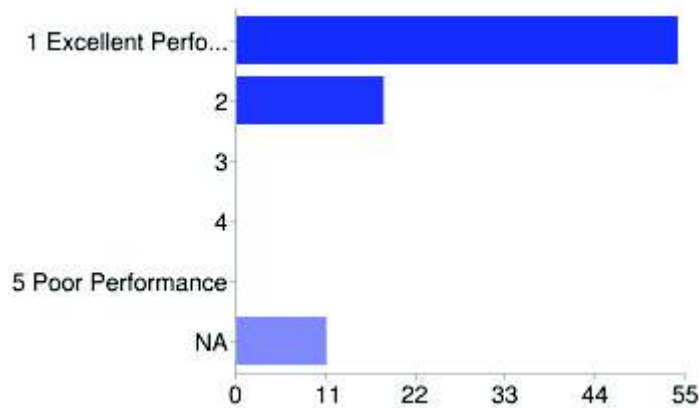
1 Excellent Performance	40	46%
2	15	17%
3	3	3%
4	3	3%
5 Poor Performance	0	0%
NA	22	25%

Handles staff conflict in an objective, professional and timely manner.



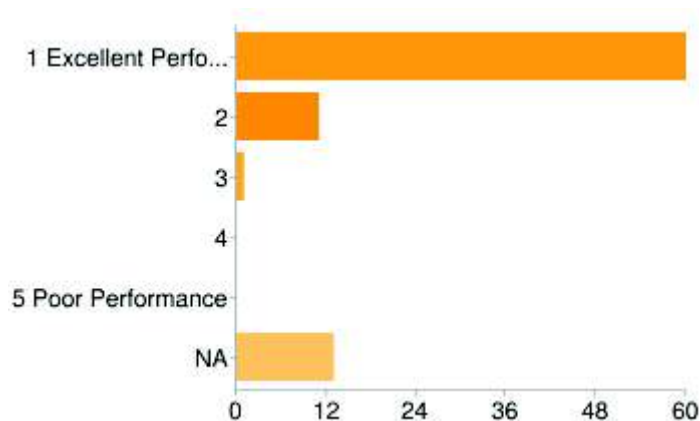
1 Excellent Performance	42	48%
2	11	13%
3	2	2%
4	0	0%
5 Poor Performance	0	0%
NA	28	32%

Promotes positive group problem-solving situations.



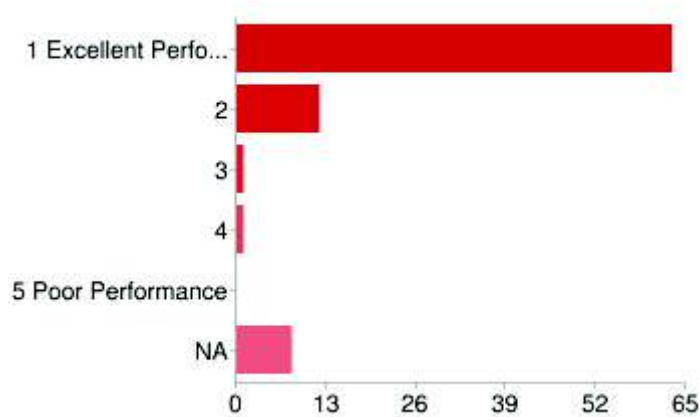
1 Excellent Performance	54	62%
2	18	21%
3	0	0%
4	0	0%
5 Poor Performance	0	0%
NA	11	13%

Promotes cooperation and teamwork among all staff members.



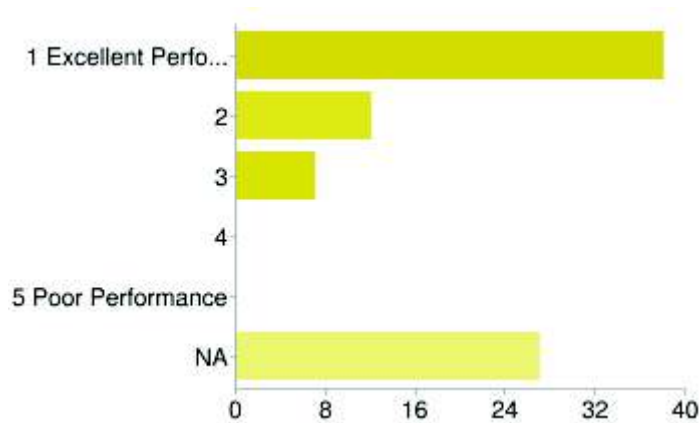
1 Excellent Performance	60	69%
2	11	13%
3	1	1%
4	0	0%
5 Poor Performance	0	0%
NA	13	15%

Builds group cohesiveness and pride in working at Lionsgate Academy.



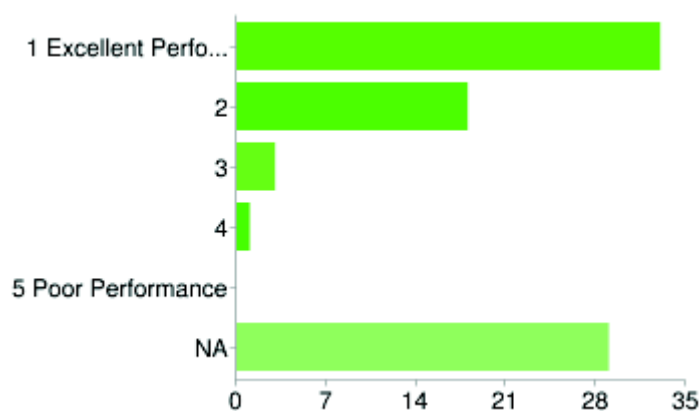
1 Excellent Performance	63	72%
2	12	14%
3	1	1%
4	1	1%
5 Poor Performance	0	0%
NA	8	9%

Evaluates teacher and other staff performances, identifying areas of strength and areas needing growth.



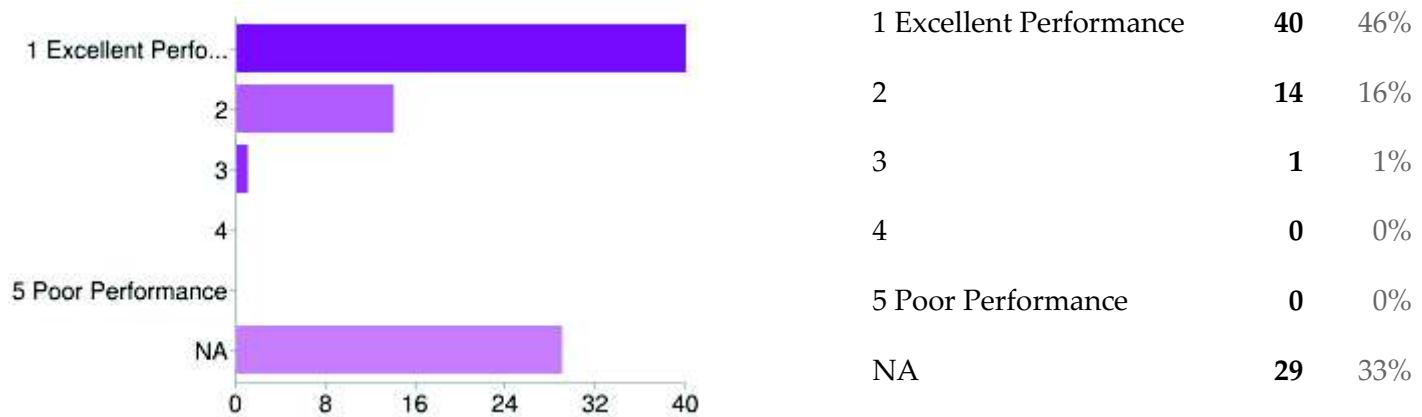
1 Excellent Performance	38	44%
2	12	14%
3	7	8%
4	0	0%
5 Poor Performance	0	0%
NA	27	31%

Monitors instructional effectiveness.



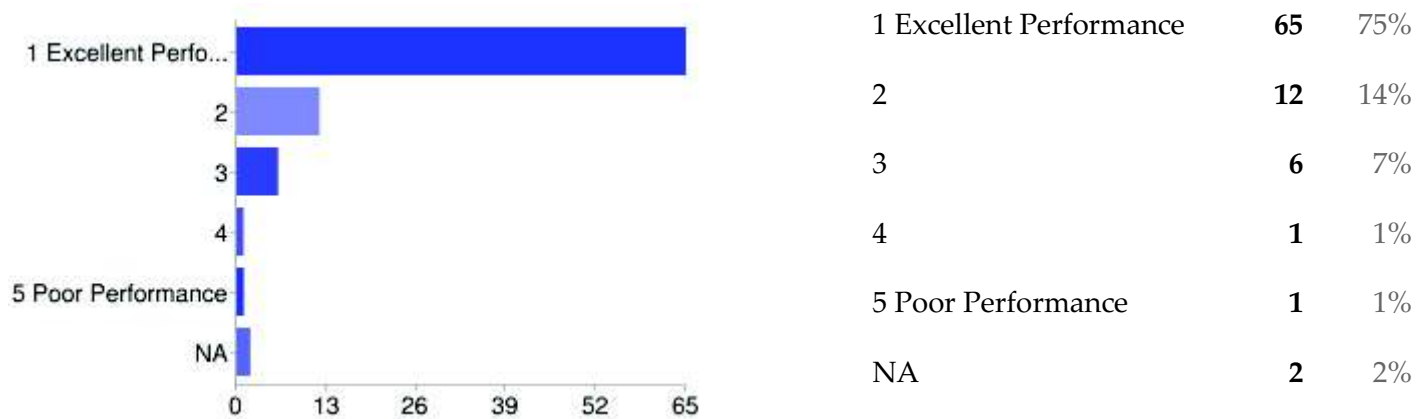
1 Excellent Performance	33	38%
2	18	21%
3	3	3%
4	1	1%
5 Poor Performance	0	0%
NA	29	33%

Reports staff concerns and updates to the Board in a timely manner.

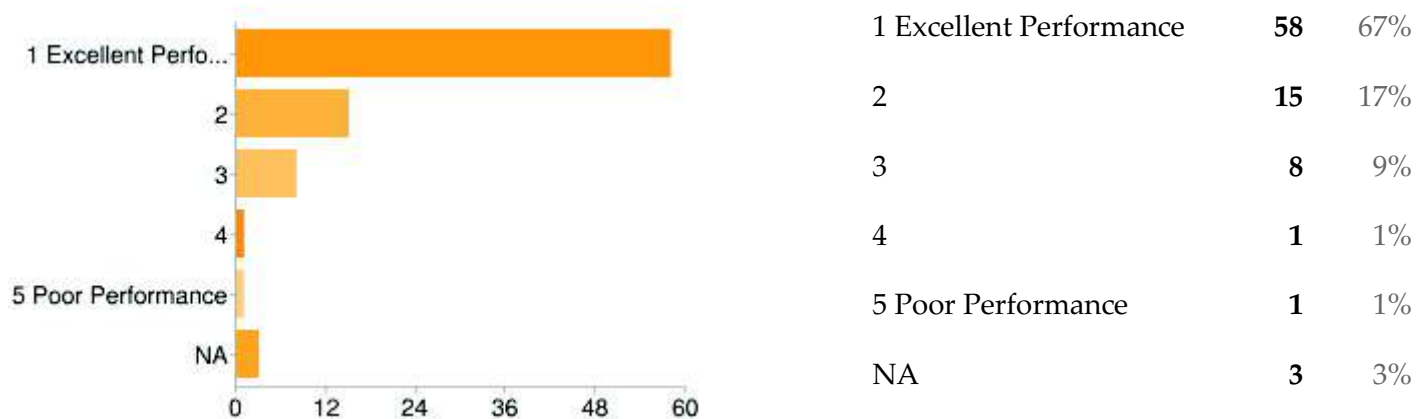


INTERPERSONAL RELATIONSHIPS and ORAL AND WRITTEN COMMUNICATION

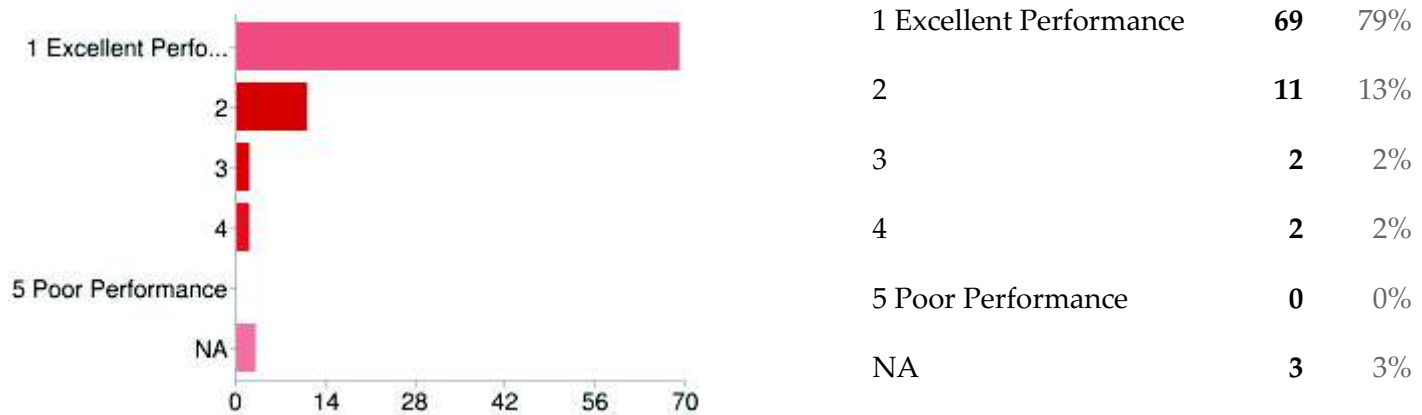
Communicates positively and effectively with parents, students, staff, Board members and community members.



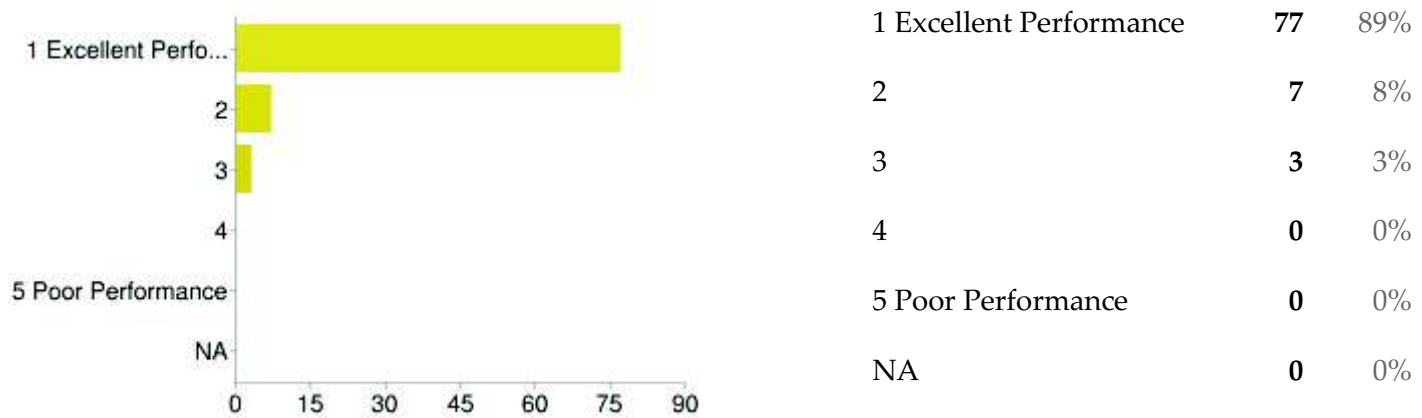
Provides consistent and timely communication to parents using memos, newsletters, etc.



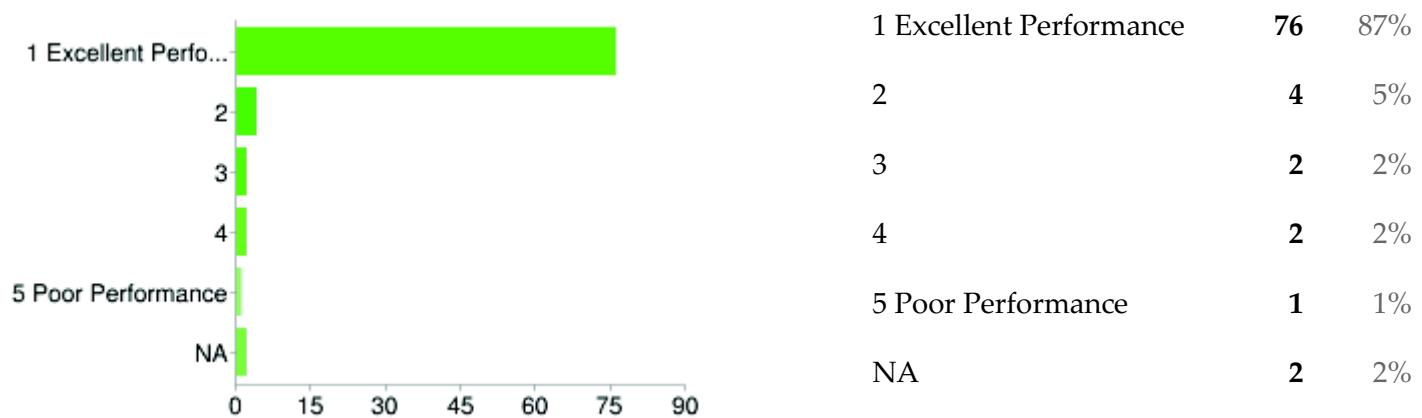
Exhibits positive and effective listening skills and accepts feedback from Board, staff and parents.



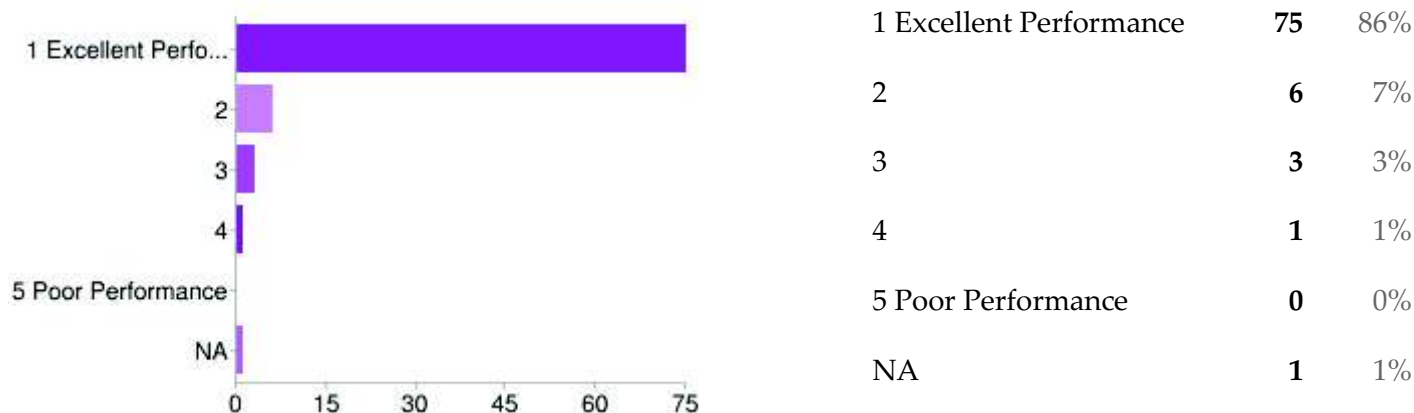
Creates a positive, open and inviting atmosphere in the School setting.



Implements an open-door policy for parents, staff and community members and participates in resolving concerns related to Lionsgate Academy.



Treats all students, parents, staff and Board members respectfully.



OTHER ACCOMPLISHMENTS

Differentiated Lessons – The curriculum was tailored to best meet individual student needs, while still conforming to graduation standards and state and federal guidelines.

Lunch Room Assistants – Students volunteered their time in the school lunchroom, both in the food delivery system and in maintaining the facilities.

School Store – Lionsgate Academy supported its students in their decision to create an entrepreneurial business involving running a store which sold a variety of items that included edibles and school supplies. Students were successful in maintaining cash flow, stocking the store, providing excellent customer service and maintaining a level of professionalism.

Public Performances – Lionsgate Academy put on several performances that were available to the public, including a talent/variety show, art showcase, and a play performed by students.

Volunteer Work – Students participated in volunteering in a variety of places, such as the City Parks Department, City Streets Department, and delivering meals-on-wheels to shut-ins on a South Minneapolis route.

Community Outings - In addition, they traveled to various museums, professional sporting events, universities, colleges, farmers’ markets and theatrical entertainment venues. And in connection with their programming in Transitions and related

coursework, they participated in events geared to support and enrich their classroom curriculum.

Field Day – Lionsgate also hosted events designed to engage students in physical activities while facilitating appropriate social skills within a group environment. Students participated in a Field Day in the spring to support communication, social awareness and motor skills planning.

Clubs – A variety of clubs provided a rich opportunity for students to practice their social and team-building skills within a safe environment. Students were given a options which included athletics, crafts, drama, music, and a Lego club—each supervised and facilitated by staff.

Music – Lionsgate was proud to offer students the opportunity to participate in music classes run by highly qualified and accomplished musicians who not only provided technical experience but also teaching knowledge in working with our specialized student population.

Art—Minnesota State Arts Board awarded Lionsgate Academy an Arts Learning grant which enabled Lionsgate, through the residency program of COMPAS, to bring artists into the classroom to do individual and collaborative projects. The students made comic books, claymation music videos, clay sculptures, and created masks to use for original performance art. Every class worked together to create a mosaic mural signifying who they were as individuals, their aspirations, as well as representing Lionsgate Academy.

Dances – Students organized a fall, winter, and spring dance where they were given the opportunity to experience and practice their social skills and interact with their peers in a safe environment.

ACADEMIC YEAR 4 (2011-2012)

Our fourth academic year is off to a great start, with a smooth opening—despite a 40 % increase in our student body and staffing. Staff reported three weeks before school started for professional development that was comprised of specific training that increased their understanding of autism.

Strategic Planning Goals

At its July 2011 strategic planning retreat, Lionsgate Academy's board expanded and narrowed their goals to be completed over the next 1-2 years to ensure the school is fully successful. These involved creating active mechanisms for:

- Academic Achievement
- Social Competency
- Acquisition of Life Skills
- Stake Holder Satisfaction

These will be measured by:

- Documentation
- Modeling-Replication
- Surveying Parents, Students, and Staff
- Developing Balanced Literacy
- Progress toward Meeting Graduation Requirements

Staffing

Lionsgate's board has hired additional staff to address autism-related concerns that particularly impact academic achievement, including one additional social worker, an onsite Registered Nurse, a full-time Autism Specialist, a full-time General Education Coordinator, additional General Education Instructors, and other necessary support.

Other New Initiatives

In addition, the following constitute other major initiatives during the fall of 2011:

- **ASD**
Professional development training will include the following major areas: structure, thinking and learning, sensory regulation, as well as mental health and co-morbidity.

- **Developing our Transition Programming**
- **Instituting Balanced Literacy**
- **Behavior Intervention Team**
- **Professional Learning Communities**
- **Addressing the Mental Health Needs of Students**
Implementation of Therapeutic Education program and partnering with community partners and community resources. Created position of Therapeutic Director.
- **Comparing and Contrasting Lionsgate’s model to traditional models**
- **Developing Standards-Based IEP's**
A standards-based IEP is one in which the IEP team has incorporated state content standards in its development. Many professionals and family members view standards-based IEPs as a best practice to create high expectations for students with disabilities
- **Refining our Support Services Model**
Focusing on meeting individual student needs in the areas of health, social work, social skills, speech and language, developmental adapted physical education, sensory regulation and occupational therapy.
- **AIM: 18-21 program**
- **Integration of Social Skills**
Increasing collaboration between service providers and educators with an emphasis on transferring skills from the small group service setting to classrooms, hallways, and the lunchroom.

ACADEMIC GOALS

In addition, Lionsgate Academy is setting the following goals for 2011-2012:

1. Lionsgate Academy will make AYP in 2012 (at least 22% of students will score at the “Meets” or “Exceeds” levels of proficiency in MCAII Mathematics and at least 42% of students will score at the “Meets” or “Exceeds” level of proficiency in the MCAII Reading). This goal will be modified to match Federal and MDE requirements.
2. The percent of students scoring at “Meets” or “Exceeds” levels of proficiency will exceed the state in both Reading and Mathematics for students receiving special education services, as measured by the spring 2012 administration of the MCAII Reading and MCAIII Mathematics.
3. The average score of students at Lionsgate Academy will meet or exceed the average state score in Mathematics and in Reading for students receiving special education services, as measured by the spring 2012 administration of the MCAII Reading and the MCAIII Mathematics.

4. At least 50% of students enrolled at Lionsgate Academy will meet or exceed the NWEA MAP national median score in all subject areas tested as measured by the spring 2012 administration of the NWEA MAPs.
5. At least 50% of students enrolled at Lionsgate Academy will meet or exceed their NWEA MAP academic growth target (average growth in the nation for students enrolled at the same grade level beginning the year with the same score) in Reading and in Mathematics as measured by the fall 2011 and spring 2012 administrations of the NWEA MAPs.

NON-ACADEMIC GOALS

1. Parent satisfaction: According to a parent survey administered each spring, at least 80% of parents will indicate that they are “satisfied”/“highly satisfied” with the overall performance of Lionsgate Academy in the areas of the overall school environment, teaching, and learning.
2. Parent participation: At least 80% of the parents of Lionsgate Academy students will actively participate in the school by attending all-school meetings and events, donating equipment or funding, and/or volunteering at school activities. This will be verified through responses to a parent survey administered each spring.
3. Student satisfaction: In a survey administered each spring, at least 80% of Lionsgate Academy students will indicate overall satisfaction with Lionsgate Academy in the following areas by choosing responses of “mostly satisfied” or “highly satisfied” to the following:
 - a. Improved motivation to learn and sense of being supported in learning
 - b. Comfort with the overall school environment
 - c. Comfort with the quality of teaching and relationships with academy staff
 - d. Improved feeling of social acceptance
4. Staff satisfaction: In a survey administered each spring, at least 80% of staff will respond that they experience:
 - a. Being adequately supported by the administration and overall school operations;
 - b. Being a part of an educational organization that effectively responds to the needs of children on the autism spectrum;
 - c. An ongoing sense of professional growth as a part of the school learning community.