



## **EDUCATIONAL PROGRAM**

The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standard, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school's mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

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## I. INTRODUCTION

The International School of Tomorrow is an educational establishment, which provides a bilingual system of education. The system includes both the American (A.C.E.) program and the national (Russian) program. The student body of the International School of Tomorrow consists of the foreign and Russian students.

The foreign students use the A.C.E. curriculum. It is a 12-level program of individualized learning. An annual subject course consists of 12 PACE's including both theoretical and practical material. The core curriculum includes seven basic academic disciplines that fulfill essential educational needs: Math, English, Literature and Creative Writing, Social Studies, Science, Word Building, and Bible Reading. Russian students learn two programs: the A.C.E. and the State Russian program. The national program is administered and controlled by the Russian Federation Department of Education. It includes 11 years of learning. Russian program is presented through the Academic Plan for each grade. This Plan reflects the number of academic hours per week for every subject. The Academic Plan has to be approved by the educational officials before being implemented at school.

The mission of the International School of Tomorrow is to provide an individualized system of Bible-based bilingual education and quality educational materials and services on a global scale with a view to developing character and reforming education. Developing its mission, International School of Tomorrow works on the development of the integrated system of bilingual education. Thus, basing on the comparative analysis of the A.C.E. program content and educational standards of the Russian Federation, we developed methodical recommendations on learning of certain courses of the A.C.E. program for Russian students, which allow decreasing academic load for Russian students. Besides international students can study Chemistry, Physics, and Biology on the advanced level, using technologies of the Russian program. In addition, those international students, who are on the advanced level in the Russian language, can study Math in Russian.

Every student of the International School of Tomorrow follows an individual course of study. There are two main groups of students: national and international. All national students study two programs: American and Russian. All international students study core and advanced courses of the A.C.E. program.

The A.C.E. program starts for four and five-year-old students who follow kindergarten program.

Academic program for both national and international students is presented in the tables below for each grade. All supportive documents on the national program are available in the Russian Program.

**II. ACDEMIC PLAN FOR NATIONAL STUDENTS**

**RUSSIAN NATIONAL PROGRAM (PRIMARY LEVEL)**

**ACADEMIC PLAN**

**OF THE INTERNATIONAL SCHOOL OF TOMORROW**

**ACADEMIC YEAR 2017-2018**

SUBJECT AREA	COURSE	GRADE 1		GRADE 2		GRADE 3		GRADE 4	
		week	year	week	year	week	year	week	year
Languages and Literature	1. Russian Language	4	144	4	144	4	144	4	144
	2. Literature	4	144	4	144	3	108	3	108
	3. English (ACE program)	15	540	15	540	16	576	16	576
Math	4. Math	4	144	4	144	4	144	4	144
Social Studies and Science	5. Environmental Science	2	72	2	72	2	72	2	72
Fine Arts	6. Art	1	36	1	36	1	36	1	36
	7. Craft	1	36	1	36	1	36	1	36
	8. Choreography	1	36	1	36	1	36	1	36
	9. Music	1	36	1	36	1	36	1	36
Physical Education	10. Physical Education	2	72	2	72	2	72	2	72
TOTAL HOURS		35	1260	35	1260	35	1260	35	1260

Basic School Component		20		22					
Allowed class load (5-day week)		21		23					
Recommended Homework prescription per day		0	0	1.5	54				
Federal and Regional Component						1	36	1	36
Allowed class load (5-day week)						23	828	23	828

**A.C.E.PROGRAM (PRIMARY LEVEL)**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

SUBJECT AREA	GRADE 1		GRADE 2		GRADE 3		GRADE 4	
	PACE's #		PACE's #		PACE's #		PACE's #	
	1-12		13-24		25-36		37-51	
	Hours/week	Hours/year	Hours/week	Hours/year	Hours/week	Hours/year	Hours/week	Hours/year
English	3	108	3	108	4	144	4	144
Math	3	108	3	108	3	108	4	144

Social Studies	3	108	3	108	3	108	--	--
Science	3	108	3	108	3	108	4	144
Word Building	3	108	3	108	3	108	4	144
TOTAL HOURS	15	540	15	540	16	576	16	576
TOTAL number of PACE's	36		68		50		60	

**RUSSIAN PROGRAM  
JUNIOR SCHOOL LEVELS**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

SUBJECT AREA	COURSE	GRADE 5		GRADE 6		GRADE 7		GRADE 8	
		week	year	week	year	week	year	week	year
Languages and Literature	1. Russian	6	216	6	216	4	144	3	108
	2. Literature	2	72	2	72	2	72	2	72
	3. English (ACE program)	10	360	9	324	9	324	9	324
	4. French	2	72	2	72	2	72		
Math	5. Math	5	180	5	180				
	6. Algebra					4	144	4	144
	7. Geometry					2	72	2	72
Science	8. Biology	1	36	1	36	2	72	2	72
	9. Chemistry							2	72
	10. Physics					2	72	2	72
	11. Computer Literacy and IT					1	36	1	36
Social Studies	12. History	2	72	2	72	2	72	2	72
	13. Civics			1	36	1	36	1	36
	14. Geography	1	36	1	36	2	72	2	72
Fine Arts	15. Art	1	36	1	36	1	36		



	16. Craft	1	36	1	36	1	36	1	36
	17. Choreography	1	36	1	36				
	18. Music	1	36	1	36	1	36	1	36
Physical Education	19. Physical Education	2	72	2	72	2	72	2	72
TOTAL HOURS		35	1250	35	1260	38	1368	36	1296
Basic School Component		27	972	28	1008	31	116	31	116
Allowed class load (5-day week)		29	1044	30	1080	32	1152	33	1188
Recommended Homework prescription per day		2.5	90	2.5	90	3	108	3	108

**A.C.E. PROGRAM  
JUNIOR SCHOOL LEVELS**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

SUBJECT AREA	GRADE 5		GRADE 6		GRADE 7		GRADE 8	
	PACE's #		PACE's #		PACE's #		PACE's #	
	52-63		64-75		76-91		92-108	
	Hours/week	Hours/year	Hours/week	Hours/year	Hours/week	Hours/year	Hours/week	Hours/year
English	3	108	2	72	2	72	2	72

Math	2	72	2	72	2	72	2	72
Social Studies	---	---	---	---	---	---	--	--
Science	3	108	3	108	3	108	3	108
Word Building	2	72	2	72	2	72	2	72
TOTAL HOURS	10	360	9	324	9	324	9	324
TOTAL number of PACE's	48		48		54		45	

**RUSSIAN NATIONAL PROGRAM (JUNIOR SCHOOL LEVELS)**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

Educational Establishment Component

Name of courses	Grades				
	5	6	7	8	9
History of Moscow	1				
Projects			2	2	
English Grammar (including English I and II)	2	2	1		2
Science	1	2	1		
Social Studies	1				
Word Building	2	2	1	1	
Etymology					2
Earth Science (Science 85-96)				1	
American History (Social Studies 85-96)				1	
World History 97-108)					1
World Geography				1	
<b>Total:</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>

**RUSSIAN PROGRAM  
HIGH SCHOOL LEVELS**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

SUBJECT AREA	COURSE	GRADE 9		GRADE 10		GRADE 11	
		week	year	week	year	week	year
Languages and Literature	1. Russian	2	72	3	108	3	108
	2. Literature	3	108	3	108	3	108
	3. English (ACE program)	12	432	12	432	13	468
Math	4. Trigonometry			1	36	1	36
	5. Algebra	4	144	2	72	3	108
	6. Geometry	2	72	2	72	2	72
Science	7. Biology	2	72	1	36	1	36
	8. Chemistry	2	72	1	36	1	36
	9. Physics	2	72	2	72	2	72
	10. Computer Literacy and IT	1	36	2	72	2	72
Social Studies	11. History	2	72	2	72	2	72
	12. Civics	1	36	2	72	2	72
	13. Geography	2	72	2	72		
Fine Arts	14. Music	1	36	1	36	1	36
Physical Education	15. Physical Education	2	72	2	72	2	72
TOTAL HOURS		38	1368	38	1368	38	1368
Basic school component		32	1152	33	1188	33	1188
Allowed class load (5-day week)		33	1188	34	1224	34	1224
Recommended Homework prescription per day		4	144	4	144	4	144

## BASIC AND PROFESSIONAL LEVELS

Subjects	GRADES, LEVELS			
	10		11	
	Basic Level	Professional Level	Basic Level	Professional Level
Russian		3		3
Literature	3		3	
English		6		6
Algebra	2		3	
Geometry	2		2	
Biology	1		1	
Chemistry	1		1	
Physics	2		2	
History	2		2	
Civics	2		2	
Geography	2			
Physical Education	3		3	
Art and World History	1		1	
Computer Literacy, Computer Technologies	2		2	
Life Safety Measures	1		1	
<b>USA/SAT/TOEFL</b>			<b>1</b>	

**A.C.E. PROGRAM  
HIGH SCHOOL EDUCATION**

**ACADEMIC PLAN  
OF THE INTERNATIONAL SCHOOL OF TOMORROW  
ACADEMIC YEAR 2017-2018**

<b>SUBJECTS for LCA requirements</b>	<b>GRADE 9</b>		<b>GRADE 10</b>		<b>GRADE 11</b>	
	Hours/ week	Hours/ year	Hours/ week	Hours/ year	Hours/ week	Hours/ year
Trigonometry					3	108
Pre-Calculus			2	72		
Personal Finance					2	72
English I	3	108				
English II			2	72		
English III			2	72		
English IV					3	108
Etymology	3	108				
Biology			2	72		
World History	3	108				
New Testament					2	72
Life of Christ					3	108
Civics			2	72		
Economics					1	36
Health	1	36				
Speech					1	36
Music			2	72		
Russian as a foreign language (out of A.C.E. schedule)						
P.E. (out of A.C.E. schedule)						
<b>TOTAL HOURS</b>	12	432	12	432	13	468

<b>TOTAL number of PACE's</b>	42	54	54
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### III. ACADEMIC PLAN FOR INTERNATIONAL STUDENTS

#### ACADEMIC PLAN OF THE INTERNATIONAL SCHOOL OF TOMORROW ACADEMIC YEAR 2017-2018

SUBJECT	GRADE/hours per week										
	Pre-school	ABC's	Primary I	Primary II	Primary III	Juni or I	Juni or II	Juni or High	Seni or I	Seni or II	Seni or High
School of Tomorrow Program (Math, English, Social Studies, Science, Word Building)	18	18	24	14	21	19	19	19	22	12	20
Russian			2		2	2	2	2	2		2
French						2	2	2	2		2
SAT										2	2
Physical Education	2	2	2	1	2	2	2	2	2	1	2
Choreography	2	2	2	1	2	2	2	2	2		1
Music \ Choir	2	2	2	1	2	2	2	2	2		1
Math						3	3	3	3		
Art	2	2	2	1	2	2	2	2			
Craft	2	2	1	1	1	1	1	2			
Oral or Book Report			1	1	1	1	1	1	1	1	1
TED									2	2	2
Computer Science											2
Communication skills workshop						1	1	1	1	1	
Chapel	1	1	1	1	1	1	1	1	1	1	1
Field Trips, HR outings	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.	1 ex.



Table Tennis (during break time)					1	1	1	1	1	1	1
<b>TOTAL</b> (not including optional classes and break time)	36	36	36	36	36	36	36	36	36	36	36

**IV. CORE AND ADVANCED COURSES TO STUDY**

**K-4** – Speaking English, Art, Music, Craft, Choreography, Physical Education

**K-5** -- Word Building (RR1-12), Math (RR 1-12), English (RR1-12), Social Studies (RR1-12), Science (RR1-12), Art, Craft, Choreography, Music, Physical Education

**Grade 1**

	Foreign students		Russian students	
	Core subjects			
	PACE numbers	# of PACEs	PACE numbers	# of PACEs
Math	1-6	6	1,2	2
English	1-6	6	1-6	6
Social Studies	1-6	6	1-6	6
Science	1-6	6	1-6	6
Word Building	1-12	12	1-12	12
Total # of PACEs per year		36		36
	Elective courses			
Music	class		class	
Oral/Book Report	class		class	
Art	class		class	
P.E.	class		class	
Choreography	class		class	
Craft	class		class	

**Grade 2**

	Foreign students	Russian students
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	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Math	7-24	18	3,4	2
English	7-24	18	7-24	18
Social Studies	7-24	18	7-24	18
Science	7-24	18	7-24	18
Word Building	13-24	12	13-24	12
Total # of PACEs per year		84		68
	<b>Elective courses</b>			
Animal Science	13-24			
Music	class		class	
Oral/Book Report	class		class	
Art	class		class	
P.E.	class		class	
Choreography	class		class	
Craft	class		class	

### Grade 3

	<b>Foreign students</b>		<b>Russian students</b>	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Math	25-36	12	5,6	2
English	25-36	12	25-36	12
Social Studies	25-36	12	25-36	12
Science	25-36	12	25-36	12
Word Building	25-36	12	25-36	12
Literature and Creative Writing	25-36	12		
Total # of PACEs per year		72		50
	<b>Elective courses</b>			
French	class			
Russian	class			
Music	class		class	

Art	class	class
P.E.	class	class
Choreography	class (girls)	class (girls)
Oral/Book Report	class	class
Craft	class (girls)	class (girls)
Communication skills	class	class

### Grade 4

	Foreign students		Russian students	
	Core subjects			
	PACE numbers	# of PACEs	PACE numbers	# of PACEs
Math	37-48	12	37-51	15
English	37-48	12	37-51	15
Social Studies	37-48	12		
Science	37-48	12	37-51	15
Word Building	37-48	12	37-51	15
Literature and Creative Writing	37-48	12		
Total # of PACEs per year		72		60
	Elective courses			
French	class			
Russian	class			
Music	class		class	
Art	class		class	
P.E.	class		class	
Choreography	class (girls)		class (girls)	
Oral/Book Report	class		class	
Craft	class (girls)		class (girls)	
Communication skills	class		class	

### Grade 5

	Foreign students	Russian students
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	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Math	49-60	12	52-63	12
English	49-60	12	52-63	12
Social Studies	49-60	12		
Science	49-60	12	52-63	12
Word Building	49-60	12	52-63	12
Literature and Creative Writing	49-60	12		
Total # of PACEs per year		72		48
	<b>Elective courses</b>			
French	class			
Russian	class			
Music	class		class	
Art	class		class	
P.E.	class		class	
Choreography	class (girls)		class (girls)	
Oral/Book Report	class		class	
Craft	class (girls)		class (girls)	
Communication skills	class		class	

### Grade 6

	<b>Foreign students</b>		<b>Russian students</b>	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Math	61-72	12	64-75	12
English	61-72	12	64-75	12
Social Studies	British SS 49-60	12		
Science	61-72	12	64-75	12
Word Building	61-72	12	64-75	12
Literature and	61-72	12		

Creative Writing			
Total # of PACEs per year		72	48
	<b>Elective courses</b>		
French	class		
Russian	class		
Music	class		class
Art	class		class
P.E.	class		class
Choreography	class (girls)		class (girls)
Craft	class (girls)		class (girls)
Oral/Book Report	class		class
Communication skills	class		class

### Grade 7

	Foreign students		Russian students	
	<b>Core subjects</b>			
	PACE numbers	# of PACEs	PACE numbers	# of PACEs
Math	73-84	12		6
English	73-84	12	76-91	16
Social Studies	73-78,85-90	12		
Science	73-84	12	76-91	16
Word Building	73-84	12	76-91	16
Total # of PACEs per year		60		54
	<b>Elective courses</b>			
Math	class			
French	class			
Russian	class			
Music	class		class	
Art	class		class	
P.E.	class		class	
Choreography	class (girls)		class (girls)	
Craft	class (girls)		class (girls)	

Communication skills	class	class
Oral/Book Report	class	class

### Grade 8

	Foreign students		Russian students	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Math	85-96	12		6
English	85-96	12	92-96	5
Social Studies	91-96	6		
Science	85-96	12	92-96, Biology 97-108	17
Word Building	85-96	12	92-96, Etymology 97-108	17
Total # of PACEs per year		54		45
	<b>Elective courses</b>			
Math	class			
French	class			
Russian	class			
Music	class		class	
Art	class			
P.E.	class		class	
Choreography	class		class (girls)	
Craft	class (girls)			
Communication skills			class	
Oral/Book Report	class		class	

### Grade 9

	Foreign students		Russian students	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Algebra I	97-108	12		
Health			1-6	6

English I	97-108	12	97-108	12
World History			97-108	12
World Geography	97-108	12		
Biology	97-108	12		
Etymology	97-108	12	97-108	12
Total # of PACEs per year		60		42
	<b>Elective courses</b>			
SAT	class		class	
French	class			
Russian	class			
Oral/Book Report	class		class	
Music	class			
USE			class	
P.E.	class		class	
Choreography	class			
TED	class		class	
Communication skills			class	

### Grade 10

	Foreign students		Russian students	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Geometry	109-120	12		
English II	109-120	12	109-120	12
English III			121-132	12
World History	97-108	12		
Physical Science	109-120	12		
New Testament	97-108	12		
Pre-Calculus			11-16	6
Biology			97-108	12
Civics			133-138	6
Music			1-6	6
Total # of PACEs per year		60		54

	<b>Elective courses</b>	
SAT	class	class
Communication skills		class
TED	class	class
French	class	
Russian	class	
Oral /Book Report	class	class
Music	class	
Computer Literacy	class	
P.E.	class	class
Choreography	class	
USE		class

### Grade 11

	<b>Foreign students</b>		<b>Russian students</b>	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Algebra II	121-132	12		
Trigonometry			133-138	6
English III	121-132	12		
English IV			133-144	12
American History	121-132	12		
Economics			139-144	6
Chemistry/Physics	121-144	12		
New Testament			97-108	12
Life of Christ	133-144	12	133-144	12
Health	1-6	6		
Speech			1-6	6
Total # of PACEs per year		66		54
	<b>Elective courses</b>			



SAT	class	class
Communication skills		class
French	class	
Russian	class	
Oral/Book Report	class	class
Music	class	
Computer Literacy	class	
P.E.	class	class
Choreography	class	
USE		class
Personal Finance	class	class

### Grade 12

	Foreign students		Russian students	
	<b>Core subjects</b>			
	<b>PACE numbers</b>	<b># of PACEs</b>	<b>PACE numbers</b>	<b># of PACEs</b>
Trigonometry	133-138	6		
Pre-Calculus	11-16	6		
English IV	133-144	12		
US Civics and Economics	133-144	12		
Health	1-6	6		
Speech	1-6	6		
Total # of PACEs per year		48		
	<b>Elective courses</b>			
SAT	class			
TED	class			
French	class			
Russian	class			
Oral/Book Report	class			
Music	class			
Computer Literacy	class			

P.E.	class	
Choreography	class	

## V. GRADUATION REQUIREMENTS (School of Tomorrow program)

The International School of Tomorrow offers four kinds of diplomas in the A.C.E. program: Vocational, General, College Preparatory, and Honors. There are different requirements for each kind of the offered diplomas. Every student should strive to complete a course of study, which prepares him for college or good employment after graduation from high school. Both national and international students can get two diplomas (A.C.E. Diploma and State Russian Diploma) if they successfully complete their academic requirements and successfully pass State Russian Exams. In order to receive any A.C.E. diploma, every graduate should obtain certain number of high School credits. See below the International School of Tomorrow polices concerning credits, placement, curriculum election, transcripts and diplomas.

## V. GRADUATION REQUIREMENTS. DUAL ENROLLMENT GRADUATION POLICIES (School of Tomorrow program)

International School of Tomorrow has an agreement with Lighthouse Christian Academy (LCA).

LCA operates for providing daily instructions for children in all branches of knowledge. All international program students and 11th grade national program students are annually enrolled into the LCA Dual Enrollment Program in order to receive accredited documents.

**Eligibility** The LCA Dual Enrollment Program is offered to students attending on campus at schools using the A.C.E. program and curriculum that have earned Model or Quality Status.

The Academy was awarded full accreditation status as a distance education provider by Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS), National Council for Private School Accreditation (NCPSA), and Accreditation International (Ai). Ai is a recognized member in good standing with the Council on Occupational Education (COE) and the International Council for Education. Schools dual-enrolling their students with LCA should understand that **LCA's accreditation does not extend to cover**

**their schools or curriculum by themselves; only students who are enrolled in LCA** receive the benefits of LCA accreditation. Schools may not claim LCA accreditation as their own.

Students must currently attend the school on-site and full-time; homeschool students are not eligible to participate in the Dual Enrollment Program. Schools must submit an application, fee, and needed documents for each student applying.

For enrollment and accreditation purposes, each student seeking to enroll in this program applies at the beginning of each school year. This will allow LCA to validate and walk through the entire academic year with the student.

**Advantages** Schools that have earned Model or Quality Status have found many advantages in dual-enrolling with an accredited distance-education school. Earning an accredited diploma may benefit the student in the following ways.

**Official Records** Accreditation ensures that the official records of each student are maintained and permanently kept for future reference, transcripts, and continued education possibilities.

**Transfer of Credits** Accreditation eases the movement of students as they transfer from one accredited organization to another. The ease of transfer applies across the nation through reciprocal agreements between the accredited agencies. LCA reserves the right to accept or deny credits as the administration deems necessary. Generally, most, if not all, credits from the previous high school(s) are accepted and recorded on the student's permanent transcript. LCA accepts transfer credits in no less than half-year increments. The student must then complete the minimum required course of study to receive an accredited LCA diploma.

**College Admissions** Accreditation aids students who seek admission to accredited colleges or universities.

**Access to Programs** Accreditation aids students as they participate in sport programs, pursue admission to accredited colleges, or apply for federal grants.

Each student of LCA enrolled in Level 9 or higher will receive an Academic Projection each year from the Dual Enrollment Coordinator. The student's Academic Projection will be based upon one of the four courses of study offered by LCA and will determine what type of diploma the student will ultimately earn. See the Course Requirements on pages 15–18.

The Dual Enrollment Coordinator will produce the student's Academic Projection after the course of study is agreed upon, listing all courses required for completion before an LCA diploma may be issued. The school will receive notification by email that the Academic Projection is ready for approval.

Each year after reenrollment, the Dual Enrollment Coordinator will update the projection to reflect the student's ongoing progress and completion of academic requirements. The dual enrollment fee covers only courses assigned as "current" on the Academic Projection. The signed Academic Projection is considered a

contract of all academic requirements between the school and the Academy. Completion of a course of study will be based upon completion of the most recently signed Academic Projection.

## COURSE STUDY REQUIREMENTS

Lighthouse Christian Academy			
COLLEGE PREPARATORY DIPLOMA			
Required Courses			Minimum Credits Required
Core	<b>Math</b>	Algebra I	1.0
		Geometry	1.0
		Algebra II	1.0
		Trigonometry	0.5
		Pre-Calculus/Mathematics	0.5
			4.0
Core	<b>English</b>	English I	1.0
		English II	1.0
		English III	1.0
		English IV	1.0
Core	<b>Social Studies</b>	World Geography	1.0
		World History	1.0
		American or National History	1.0
		U.S. Civics and Economics	1.0
Core	<b>Science (Labs Required)</b>	Biology	1.0
		Physical Science	1.0
		Chemistry or Physics	1.0
			3.0
Core	<b>Middle Eastern Civilization</b>	1st Century C.E. History Part I (Required)	1.0
		<b>Choose One of the Following:</b>	
		B.C.E. History	
		1st Century C.E. History Part II	1.0
		1st Century C.E. History Part III	1.0
			2.0
Noncore		Etymology	1.0
		Computer Science	1.0
		Speech	0.5
		Music	0.5
		Foreign Language	2.0
		Health	0.5
		Personal Finance	0.5
		Physical Education – Maximum of 2 Credits	2.0
		Electives	1.5
Total Minimum Required Credits			26.5

# Lighthouse Christian Academy

## GENERAL DIPLOMA

Required Courses

Minimum  
Credits  
Required

				Minimum Credits Required
Core	<b>Math</b>	Algebra I	1.0	3.0
		Geometry	1.0	
		Business Math or Courses Below PACE 1097	1.0	
	<b>English</b>	English I	1.0	4.0
		English II	1.0	
		English III	1.0	
English IV		1.0		
<b>Social Studies</b>	World Geography	1.0	4.0	
	World History	1.0		
	American or National History	1.0		
	U.S. Civics and Economics	1.0		
<b>Science</b> (Labs Required)	Biology	1.0	2.0	
	Physical Science	1.0		
<b>Middle Eastern Civilization</b>	1st Century C.E. History Part I (Required)	1.0	2.0	
	<b><i>Choose One of the Following:</i></b>			
	B.C.E. History			
	1st Century C.E. History Part II	1.0		
	1st Century C.E. History Part III			
Noncore		Etymology	1.0	9.0
		Computer Science	1.0	
		Speech	0.5	
		Music	0.5	
		Health	0.5	
		Personal Finance	0.5	
		Physical Education – Maximum of 2 Credits	2.0	
		Electives	3.0	
Total Minimum Required Credits			24.0	

# Lighthouse Christian Academy

## VOCATIONAL DIPLOMA

### Required Courses

Minimum  
Credits  
Required

			4.0	4.0
Core	<b>Math</b>	Minimum of 48 PACEs as Diagnosed Add Business Math if Needed	4.0	4.0
	<b>English</b>	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	<b>Social Studies</b>	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	<b>Word Building</b>	Based on Diagnostics Assign Etymology Where Possible	?	?
	<b>Science</b>	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	<b>Middle Eastern Civilization</b>	1st Century C.E. History Part I (Required) 1st Century C.E. History Part II	1.0 1.0	2.0
Noncore		Computer Science	1.0	
		Health	0.5	
		Physical Education – Maximum of 2 Credits	2.0	
		Electives	?	
		Electives or Core Subjects Below PACE 1097	2.5	?
Total Minimum Required Credits			22.0	

Students must complete at least through PACE 1096 in every subject. For transfer students PACEs needed will be assigned to meet minimum graduation requirements.

1. **Academic Credit:** student must complete 12 PACEs in a subject to be given one high school credit. Curriculum for the high school student includes three levels of Math, for levels of English, four levels of Social Studies, four levels of Science, and one level of Etymology. Twenty one electives, as well as sixteen advanced courses, may be taken on the high school level for credit. Non PACE subjects are based on 272 academic hours (68 hours per year for 4 years) of combined instructional/activity time per credit hour.

2. **Academic Projection:** in the International School of Tomorrow starting with number 1097, all high school courses count for credits. For successful completion of the prescribed courses, high school teachers prepare individual academic plans (Academic projection) for every prospective graduate. An Academic projection form is filled out for

every high school student, regardless of the course of study. Academic projections are discussed with the graduates and their parents. Parents' signatures are required on Academic projection for every prospective graduate. Academic projections are to be reviewed at the beginning of every year for high school student with an advisor, parents, and students. This will help parents keep abreast of student progress and whether or not the student is ahead or behind with his projection.

3. **Issuing Transcripts:** upon completion of all prescribed courses, after End of Enrollment Check List is being signed and all fees are paid, student transcripts are issued.

4. **Issuing Diplomas and Certificates:** upon completion of a students Academic projection (agreed to by school and parents), the Principal approves the issue of Diplomas and Certificates.

5. **Grading scale and GPA:** the International School of Tomorrow uses three-point scale grading system: 94-100=A, 88-93=B, 80-87=C. Each "A" is worth 3 points, each "B" is worth 2 points, each "C" is worth 1 point. To determine a student's grade-point average we add the total points for all completed courses and divide by the total number of courses. Numerical averages, if recorded on a student's previous school transcript, should not be changed. If letter grades are given and the transcript provides a grading scale, the highest possible grade for each letter should be recorded (e.g., if an "A" is 90%–100%, then 100% should be recorded).

If a previous school transcript awards letter grades but no grading scale is provided, the following scale should be used, and the highest numerical grade for each letter should be recorded:

**LCA Conversion Chart for Grades**

Percent GPA	Grade Score	Points
A+	98-100	4
A	96-97	4
A-	94-95	4
B+	92-93	3
B	90-91	3
B-	88-89	3
C+	86-87	2
C	83-85	2
C-	80-82	2
D+	76-79	1
D	73-75	1
D+	70-72	1



All courses taken while enrolled with LCA will be held to A.C.E.'s guideline of 80 percent as the minimum passing score. PACEs may not be given extra credit. LCA utilizes a 4-point grading scale. Courses with scores under 70 percent or "P" for passing grades are not included in the GPA. A weighted GPA is utilized for PACE courses students take while enrolled in LCA. Credits completed before LCA enrollment will not be weighted, regardless of whether or not PACE's were issued.

## **VI. GENERAL OVERVIEW OF THE EDUCATIONAL PROGRAM OF THE INTERNATIONAL SCHOOL OF TOMORROW**

### **I. STRENGTHS OF THE INTERNATIONAL SCHOOL OF TOMORROW'S EDUCATIONAL PROGRAM**

The International School of Tomorrow is an educational establishment where two programs are used at the same time to cater needs of both National and International community. Both the A.C.E. and National programs are used to serve educational needs of our students. Many of the strengths of the International School of Tomorrow's educational program lie in the effective combination and integration of these curriculums which challenge students intellectually and cover all areas of academic. As a Model School, we follow the A.C.E. program and procedures as closely as possible since the effectiveness of the A.C.E. program is enhanced when it is followed in its entirety.

#### **I.1. Diagnostic assessment**

A major strength of the International School of Tomorrow's educational program comes from its diagnostic assessment procedures. Every student enrolled at the International School of Tomorrow has been diagnostically evaluated to discover learning gaps and performance level. The mechanisms for testing for kindergarten students are the Reading Readiness Test and the Coordination Development Test. Before enrolling at the International School of Tomorrow, students with previous school experience must take diagnostic tests in the areas of Math, English, Social Studies, Science, and spelling. After analysis, each student is prescribed curriculum suited to his individual needs and abilities. For student enrolling in High School we worked out diagnostic tests in Algebra I and English I. If a student passes successfully these tests, he obtains credits in these subjects from the previous school. Further evaluation of each student's progress comes from the results of Stanford achievement testing, which is conducted annually. For Russian students (grade 1-11) at the end of the academic year we offer final tests based on the comparative analysis of the content of Russian Educational Standards and the A.C.E. program.

#### **I.2. Mastery-based learning**

Another strength of the International School of Tomorrow educational program comes from the benefits of mastery-based learning, which requires the student to show proficiency and mastery before being able to move on from concept to concept and level to level. This is accomplished through the introduction of bite-sized learning units, called PACEs, and testing. A student may not move on the next PACE until he has demonstrated through testing that a concept has been mastered. The required minimum test score is 90% for PACEs 1-96 and 80% for High School students.

#### **I.3. Controls and motivation**

Controls and motivation are very important in the International School of Tomorrow. Students are required to set daily goals for each subject area. Students receive recognition and reward on a daily, weekly, and monthly basis through congratulation slips, stars, stickers, merits, “Student of the week” or “Student of the month” status, and earned privilege levels for work accomplished and character demonstrated.

#### **I.4. Developing Biblical character traits in the students**

One of the greatest strengths of the International School of Tomorrow’s educational program comes through the scope and sequence of the curriculum that integrates the principles of Biblical character. Although Bible courses are required, Scripture and Scriptural principles appear and are applied in every subject area.

## **II. CONTENT DELIVERY SYSTEMS**

Students of the International School of Tomorrow receive instruction and testing in several mediums. Supervisor/student instruction and oral participation dominate kindergarten instruction. These levels use a more conventional-like classroom setting until students learn to read well enough to use the individualized PACEs to control their own rate of progress.

Beginning with level 1 and continuing through graduation, students complete PACEs, or self-instructional workbooks. Students use the Readmaster Plus computer program for comprehension drills and skill-building programs- Math Builder and Word Builder. Depending upon the learning style of the individual student, for High school levels of Math, Science, and Spanish a student may utilize additional explanation and illustration from DVD in addition to the written PACEs. For World Geography and Chemistry courses, in addition to PACEs, we provide 68 academic hours of classes with theoretical explanation and practical and laboratory work.

Video and DVD enhancement is provided for use with Algebra I, Algebra II, Geometry, Trigonometry, Biology, Physical Science, Chemistry, and Physics.

### **III.1. Instructional strategies**

The basic instructional strategy is to allow students to take optimal responsibility for their own learning and to allow supervisors to spend more one-on-one time with students. The central way this strategy is accomplished comes through the self-instruction of PACEs. Students must set reasonable daily goals for work to be accomplished and must accurately score their individual instruction as appropriate. We use some mini classes, DVDs, and computer to enhance this self-instructional approach. Learning styles are also a major consideration for the supervisor in monitoring the student’s learning progress.

### **III.2. Student learning activities**

Students participate in many types of learning activities, and for the most part work individually in self-instructional material, but instruction is not limited to

that. Classes (such as French, Russian, Math, Geography and Chemistry), oral and book reports, devotional time, and chapel services provide opportunity the experience of lecture, note taking, and discussion. Students are also required to give speeches and recitations. Additional experience in oratory skills is presented through The Final Speech Project for Graduates, Debates for Senior Students, competition offered at the Regional/European/International Student Conventions, Bilingual Olympiads, and Children's Festival of Art "the Blue Bird".

### **III.3. Evaluating the effectiveness of content delivery systems**

Curriculum developers monitor the effectively of the A.C.E. content delivery systems through studying students test results and evaluating student achievement. The International School of Tomorrow follows the A.C.E. Procedures Manual therefore; the individualized, self-instructional, mastery based approach has proven to be very effective for our students. Stanford Standardized Test, SAT, IELTS, TOEFL, and USE score and the results of the entrance exams of our graduates in different universities all over the world show expected results and improvement.

### **III.4. Writing content and learning outcomes standards to be achieved in each subject area and grade level**

The A.C.E. curriculum provides a full scope and sequence from kindergarten through 12 grade level in all core, elective, and enhancement curriculum. Every PACE has stated objectives on the first page.

## **III. THE PROCESS OF STUDENT ASSESSMENT**

Assessment is very important both as students enter the International School of Tomorrow and as they continue on in their education. Entering the International School of Tomorrow at any grade level, a student goes through a process of diagnostic testing and assessment to determine preparedness and level of achievement. Kindergarten students are assessed using the A.C.E. Reading Readiness Test and the Coordinating Development Test. All other students take the A.C.E. Diagnostic Tests in Math, English, Social Studies, Science, and spelling. For High School students we worked out diagnostic tests in Algebra I and in English I. On a yearly basis, students take Stanford Test determine overall progress in a given year. Russian students (grade1-11) have the Final Tests in English based on the comparative analysis of the content of Russian Educational Standards and the A.C.E. program. Graduates take SAT and TOEFL/IELTS and Russian graduates, as well, take State Exam in English.

One of the strengths of the process is that students must show mastery before they are given new work. If a student receives a score on a PACE test below 90% in PACEs 1-96 and below 80% in High School, the student is not permitted to see his failed test. Missed concepts are discussed and explained by the Supervisor, and the student is required to repeat the entire PACE. Because of the individualized program of the school, no student is held back when he or she can prove mastery and can move ahead quickly, while slower students receive individual attention until

they gain mastery. They are not automatically passed along with the rest of the students whether or not they have actually attained mastery of the material.

The staff attempts to promote the opportunity for advanced work for students who are able to accelerate their program. Supervisors constantly encourage accelerated students to further academic achievement through supplemental work.

### **III.1. Using the results of assessments**

The results of the International School of Tomorrow student assessments are used to improve the individual learning opportunities for each student. Diagnostic testing indicates specific mastery levels. With that information, a student can be given a curriculum level that addresses his skill weaknesses and meets his particular academic needs and goals. Students cannot proceed unsuccessfully from one concept to the next. Scores received below 90% in PACEs 1-96 and below 80% in High School require repeating work until mastery is achieved. For advance students, diagnostic testing and accelerated competition of minimal PACE requirements permit the student to supplement with additional advanced learning materials that coordinate with their strengths and interests.

An indicator of the whether and how students are achieving the desired objectives in their learning objectives are the results of Stanford Test, SAT, TOEFL, IELTS and State Russian Exam in English. The results of their work are documented in their Student Portfolio.

## **IV. THE ORGANIZATION OF THE INTERNATIONAL SCHOOL OF TOMORROW'S EDUCATIONAL PROGRAM**

The goal of the educational program of the International School of Tomorrow is to provide bilingual education by integration the A.C.E. curriculum and the State Russian program which challenge students intellectually and cover all areas of academic. The organizational structure of the International School of Tomorrow's educational program is that each student receives individual attention as to academic instruction, motivation, learning style, and accountability.

Students who already can read receive instruction in the learning center situation where they learn A.C.E. techniques by using self-instructional learning modules in basic subjects. Supervisors work with these young students to address specific academic needs and to familiarize students with the basis procedures of the A.C.E. program.

The International School of Tomorrow has the advantage of utilizing an educational program with all core curricula coming from the same publisher. The advantage of this integration is that it provides a unified cyclical approach to instruction whereby concepts are continually reviewed, added to, and mastered; thus eliminating the confusion which would be caused by the utilization of different terminologies, standards, and methods throughout the program.

In different classes based on non-PACE curriculum students get all instructions and explanation from the teachers.

#### **IV.1. Strengths of the International School of Tomorrow's educational program**

Some of the strengths of this organizational structure for the International School of Tomorrow would include:

- bilingual system of education
- high qualification of teacher's staff
- a good student/supervisor ratio – 1 to 16 throughout the International School of Tomorrow environment with small deviation from that number in some classroom
- above average opportunity for student/supervisor interaction
- educational structure that allows supervisors the time and flexibility to address students at both ends of the learning spectrum
- an environment that frees supervisors to interact extensively and regularly with students on a one –on-one basis
- extra classes that cover all areas of academic
- methodical recommendations worked out for Russian students which provide for them good opportunities successful combination of two programs

#### **IV.2. Areas that require attentive supervisor input**

In order to achieve maximum benefit from the A.C.E. program, supervisors must closely follow all of the outlined procedures. In this type of educational system, supervisor must strive to introduce outside learning resources for individual needs and pay close attention to the various learning styles of the student in order to better guide their progress. Since in our school we have students learning two programs, supervisors must plan their time properly to provide these students with all optimum facilities for learning and obtaining a top-quality education.

### **V. The integration of student learning objectives consistent with the International School of Tomorrow's identified mission and values**

The predicating and guiding factor for enrollment in the International School of Tomorrow is that a student wants to attend the school and is willing to submit to the discipline and rigor of the academic and spiritual program. The International School of Tomorrow functions as an extension of the home both in principle and practice. Consensus between the school administration and parents is imperative.

#### **VI.1. Educational goals**

The International School of Tomorrow's primary educational goal is to provide an individualized system of Bible-based bilingual education and to prepare young people to reach their full intellectual and gifted potential.

The International School of Tomorrow uses the A.C.E. curriculum and the State Russian program. Students learn in a self-instructional environment, but to assure that all students reach their full potential, they also receive individual help and tutorial instruction.

### **VI.2. Spiritual development and character training goals**

At the International School of Tomorrow spiritual development and character training are considered just as important as educational instruction. The Learning Center with its self-instructional approach and disciplinary policy requires students to take more responsibility for their learning as well as their morals, thus better preparing them to function as conscientious citizens.

### **VI.3. Leadership development goals**

Another important goal at the International School of Tomorrow is the preparation of young people who can lead, influence, and follow leadership according to the Scriptural mandate. Students receive such leadership training as they conduct Chapel services and participate in the Regional/European/International Student Convention. This competition, which includes five areas- academic, platform, art, music, and athletics – allows them to use their God-given gifts and abilities in a competitive manner.

## **VI. Student activities and programs**

Students from the International School of Tomorrow are expected to be involved in activities and special events and programs with their families and their churches. In addition, extra-curricular programs exist for the students at the school.

### **VI.1. Sports and Arts programs**

Students are encouraged to excel in academic and also in various extra-curricular activities. Extra-curricular program for students include sport, music, choreography, drama, craft, and art. The sport program is geared toward the building of character rather than merely winning. Music, choreography, and drama presentations are a part of school performances to which parents, churches, and general community are invited.

### **VI.2. Regional Student Convention**

This annual Student Convention provides students with range of extra curricular options and goals to work towards throughout the year. The purpose of this convention is to provide opportunities for extra-curricular activities, to provide interaction with other A.C.E .students, and to develop the students' talents and gifts for Christian service.

## **Important Findings:**

- The International School of Tomorrow uses the A.C.E. curriculum and The State Russian program
- Students learn in a self-instructional environment with individual help and tutorial instruction
- The school communicates with parents regularly concerning a student's academic performance

**List of Strengths:**

- The International School of Tomorrow provides bilingual education
- The International School of Tomorrow uses individualized, Bible-based curriculum that helps to develop character and a Biblical world-view
- The school staff has high pedagogical qualification, all teachers have received supervisor's training through A.C.E. and all attend Fall Educator's Convention every year
- The school has properly arranged Learning Centers, well-equipped classes for the Russian program, and Physics, Biology, and Chemistry labs
- The school has an environment that frees supervisors to interact extensively and regularly with students on a one-on-one basis
- The school's diagnostic testing provides opportunity for students to remove gaps in their learning before proceeding to new material
- The school has a strong system of motivation and rewards
- The students must demonstrate mastery of the material before he/she can proceed. In a repeat PACE, the staff supports the students by reviewing and discussing missed concepts with them
- The school music and choreography programs contribute to the overall ethos of the school
- The school provides preparation for the State Russian Exams
- The school provides preparation for SAT through the on-line course at Khan Academy
- The school provides classes on Communication Skills for grades 6-10
- The school provides Speech classes through TED club
- The school uses smart boards as an effective means of education
- The school provides IT classes for senior students that help to learn basic programming languages

**List of Weaknesses:**

- Transfer students tend to test lower in Math and English than in other subjects which causes long term problems relating to projections and course of study
- Not all students perform at their grade level



- There is no gym at school
- The students who take 2 programs experience overloading
- Learning Centers do not have enough space for the number of students enrolled in school
- Computer equipment needs renovation

**List of Interventions:**

- Develop a system of intervention for new students to enable them to get caught up to level within a specific time frame
- Develop strategic plan to increase literacy in all students and ensure that all students perform at their grade level in reading and essay writing
- Maintain strategic plan to increase Math skills so that all students can show sufficient score in different tests
- Purchase PCs
- Review and upgrade methodical recommendation for students who are leaning two programs.