

# School Improvement Plan

## Lake Street Elementary School

Principal  
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# **School Improvement Plan**

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## Description of School

### Description of the school and community

Lake Street Elementary School is located within the city of Crown Point, Indiana. The city of Crown Point, population of approximately 30,500 residents, is on the fringe of a large metropolitan area, and is part of Lake County which has a population of just under 500,000 people. Within the city of Crown Point, the median income is approximately \$78,000, persons below poverty level are 5.5%, and median home value is approximately \$185,200. The socioeconomic status in our school community varies from affluent to a low income, with parents of various occupational backgrounds from professionals to unskilled workers. A growing community, Crown Point citizens enjoy myriad opportunities for learning including Ivy Tech, Indiana University Northwest, Purdue University Calumet, Indiana Wesleyan University, Calumet College, as well as various small colleges for business, technology, and education. In addition to this, the community has a number of small businesses, light and heavy industry, and nineteen parks for public recreation. Lake Street benefits from partnerships with several community organizations and businesses. We partner with several area businesses and organizations for support of our students by providing incentives, funds, rewards, and learning experiences.

Lake Street Elementary is part of the Crown Point Community School Corporation, which serves the cities of Crown Point, Cedar Lake, and the west areas of Lakes of the Four Seasons, and Center and Winfield Townships. Crown Point Community School Corporation consists of one high school, two middle schools, and seven elementary schools. Crown Point Community Schools provide instructional programs that promote solid student achievement.

Some specific demographic at Lake Street Elementary student population are broken down as follows:

### Student Demographics

Total Students: 652	Female: 323 (49.5%)	Male: 329 (50.5%)
Kindergarten Total: 113	Female: 54 (48%)	Male: 59 (52%)
1 <sup>st</sup> Grade Total: 109	Female: 53 (49%)	Male: 56 (51%)
2 <sup>nd</sup> Grade Total: 112	Female: 50 (45%)	Male: 62 (55%)
3 <sup>rd</sup> Grade Total: 126	Female: 63 (50%)	Male: 63 (50%)
4 <sup>th</sup> Grade Total: 99	Female: 56 (57%)	Male: 43 (43%)
5 <sup>th</sup> Grade Total: 93	Female: 47 (51%)	Male: 46 (49%)

### Eligible for Free or Reduced Lunch

Total Students: 100	Free Total: 79 (12%)	Reduced Total: 21 (3%)
Kindergarten Total: 13	Free: 11 (11%)	Reduced: 2 (2%)
1 <sup>st</sup> Grade Total: 16	Free: 12 (12%)	Reduced: 4 (4%)

2 <sup>nd</sup> Grade Total: 12	Free: 11 (11%)	Reduced: 1 (1%)
3 <sup>rd</sup> Grade Total: 24	Free: 19 (19%)	Reduced: 5 (5%)
4 <sup>th</sup> Grade Total: 17	Free: 12 (12%)	Reduced: 5 (5%)
5 <sup>th</sup> Grade Total: 18	Free: 14 (14%)	Reduced: 4 (4%)

### Ethnicities

Asian: 16 (2%)	Black: 11 (2%)
Hawaiian Pacific: (0%)	Hispanic: 90 (14%)
Multiracial: 20 (3%)	American Indian: 0 (0%)
White: 515 (79%)	

### High Ability Programming

Differentiated curriculum in cluster groups in classrooms, math advancement, literacy circles, pull-out program for language arts and mathematics in grades 4 and 5, enrichment groups in grades K-3, independent problem- or project-based anchor activities, subject level or full grade acceleration.

### Student Services

#### Response to Intervention Participation

Math – Grades K – 5	59 students
English Language Arts – Grades K – 5	102 students

#### Social Emotional Learning

All students (K – 5) at Lake Street Elementary receive Social Emotional support throughout the school year in the format of classroom guidance lessons, small group counseling, individual counseling and crisis intervention as needed. In addition, PBIS paraprofessionals provide Second Step SEL curriculum in each classroom for grades K – 2 on a weekly basis.

### Exceptional Learners by Primary Exceptionality

Specific Learning Disability: 15	Emotional Disability: 1
Mild Cognitive Disability: 6	Speech Impairment:
Autism Spectrum: 0	Other Health Impairment: 7
Hearing Impairment: 0	Blind/Low Vision: 0
Orthopedic Impairment: 1	504's: 8

## English Language Learners by Proficiency Level

Level 1 (Beginner): 0

Level 2 (Early Intermediate): 2

Level 3 (Intermediate): 7

Level 4 (Advanced): 6

Level 5 (Fluent): 15

Lake Street Elementary has one administrator and thirty-six certified faculty members. Of the thirty-six certified faculty members, two are special education teachers, three are Response to Instruction Interventionist, one is a certified school counselor and thirty are general education classroom or specials (music, art, physical education) teachers. Additionally, Lake Street employs four non-certified classroom Paraprofessionals, one media center Paraprofessional, thirteen non-certified staff members, one health professional, one counselor, one Positive Behavior Intervention and Support Paraprofessional, and one speech language pathologist. Lake Street also has an occupational therapist and a physical therapist who serve the Crown Point Community School Corporation as independent contractors for our students. Our school offers art, music, and physical education classes to all students in grades K - 5.

In the last three years some changes have come to fruition, Lake Street holds annual "Connects" nights for all parents in each grade level. One night for primary grade levels and one night for intermediate grade levels. These "open house" events allow families to connect with teachers, the principal, and to learn about what a school day is like for their child in the new grade level. Teachers are present for "Connects" Night and provide personal contact with all parents regarding their classrooms, schedule, group social norms, expectations, policies and more.

In a typical school year, grade levels first meet in the gymnasium to introduce teachers, and then proceed to the individual classrooms. Parents give positive feedback about this special evening. Over the last three years we have had an average of 98% participation in this information/conference type meeting. Teachers continue communication with parents through weekly newsletters, email weekly updates, phone calls, and face-to-face conferences each October and as necessary. Also over the last three years our Positive Behavior Intervention and Support (PBIS) has been put into place to assist with daily interventions on behalf of students who are struggling with behaviors, home challenges, income challenges, and who just need extra support. Our school counselor supports students in the areas of academic achievement, social/emotional development as well as provides support for teachers and staff and, as of this year, she is now a full-time member of our staff.

As our school continues to grow in size, we are continually looking at new ways to make class size and grouping issues work for our students so they benefit from teaching and learning based on their individual strengths and weaknesses. We have an enrichment push-in program for grades K – 3 and a high ability and a pull-out program for math and English language arts for grades 4 and 5.

### **School's Purpose**

Vision for Student Learning      Mission – Purpose to achieve the vision for student learning

Beliefs – Core Values or Guiding Principles

### Lake Street Elementary Mission Statement

- **Community** - Provides all learners with a safe and supportive environment that cares for each individual as a whole person.
- **Open** - Creates learners who are open to new ideas, friendships, and opportunities.
- **Nurture** - Fosters an environment where all community members help each other grow by working together and respecting differences.
- **Niche** - Ensures that all learners explore a variety of interests in order to discover their unique roles in our school, within the community, and for their futures.
- **Excellence** - Values excellence in academic achievement, activities, communication, and behaviors.
- **Confidence** - Builds confidence and courage in all community members by challenging each learner to do his/her personal best always.
- **Trustworthy** – consistent positive behavior and approachable within his/her community
- **Success/Social** – strives for the success of all peers

### Lake Street Elementary Vision Statement

Because of our dedication to our beliefs and mission, Lake Street Elementary School will commit to a future that CONNECTS students, teachers, support staff, families, and community to develop young citizens who are open to new ideas, who respect and help each other, who value uniqueness and individual needs, and who will contribute to society with courage, confidence, and success.

### Lake Street Elementary Core Beliefs

In the face of all challenges, we believe and are compelled to:

- Provide our students a world-class education, nurture their minds, bodies, and spirits, and support their emotional, physical, and social development.
- Provide our staff members opportunities for professional collaboration, nurture collegial relationships, and support each other emotionally as unique human beings.
- Provide our school families a culture of inclusion in our instructional goals and daily practice, nurture positive home/school partnerships through open, consistent communication, and support the emotional and physical needs of all families.
- Provide our community partners an open-door atmosphere, nurture supportive instructional affiliations and relationships, and support the use of community expertise and resources to ensure real-world experiences for all learners.

### **Notable Achievements and Areas of Improvement**

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This year we will utilize our recorded ILEARN data from the 2018 - 2019 school year.

Our **ILEARN** baseline shows the overall ELA percent passing in all three grade levels was a 74.2%; Math percent passing in all three grade levels was an 81.9%; Overall passing both was a 70%. We had the highest percent in our corporation for students passing both at 70%. In our league we were right there at the top or just below the top in all three categories.

- The subgroup that is closing the achievement gap is the Free and Reduced population.
- Our subgroups have maintained high passing rates the last few years using the data we collect from ILEARN, IREAD, STAR, and mCLASS.
- Our Special Education population needs time to adjust to a new testing format without modifications. Our Special Education students do not attain the high passing rates that our larger group does.
- Our Special Education students are showing a downward trend in passing both ELA and Math.
- Our Special Education subgroup is showing a greater achievement gap in ELA and Math when compared to our Free and Reduced population.
- Our Special Education subgroup has maintained lower passing rates the last two years using the data we collect from ILEARN, IREAD, mCLASS, and STAR.

Lake Street students traditionally score well above the state average and at consistent levels with our league schools from Indiana on the ISTEP+ language arts and math standards. Lake Street third graders continue to maintain mid to high ninety percent passing rates on the IREAD; last year's IREAD passing rate was 100%. Lake Street has been designated as an Indiana Exemplary Four-Star School and received an "A" rating from the State of Indiana. This accomplishment has been done every year since the grading system started. In addition, the Federal Government assigned Lake Street an "A" rating also noticing that it 'Exceeds Expectations'. Students attend school on a regular basis making the school's attendance rate well above the state average and at the same level as Indiana's top schools. We have maintained a high 90% attendance rate for the last seven years. Further, students at Lake Street have earned local and state ranking and recognition over the past several years for Science Olympiad, Math Bowl, Spell Bowl and Robotics. Lake Street Elementary continues to set high standards for our faculty, staff, and students. As we work towards our goals of improving our ELA scores, higher order (critical) thinking skills and working towards social/emotional health for all, we can only achieve more!

Lake Street intends to sustain the high achievement we have experienced over the last seven years. We will continue and improve our partnerships with our parent stakeholders. We will continually look for valued professional development and to increase our successful partnerships with our community stakeholders. We will continue our increased rigor as we prepare our students for college and career readiness.

#### **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

**LAKE STREET EARNED THE LETTER GRADE "A" EVERY YEAR SINCE GRADE INCEPTION WITH BONUS POINTS FOR GROWTH IN BOTH ELA AND MATH.**

**LAKE STREET IS A 4 STAR SCHOOL**

**LAKE STREET IS A LETTER GRADE "A" FROM THE STATE OF INDIANA SINCE GRADING STARTED!  
We RECEIVED THE LETTER GRADE "A" FROM THE FEDERAL GOVERNMENT AND AN 'EXCEEDS EXPECTATIONS RATING'**

### **Part 3-Update**

#### **1. Describe the school safety programming and how the learning environment is safe and disciplined.**

The Lake Street community believes that children cannot learn in an unsafe, non-supportive, and/or fearful environment. The entire faculty and staff places the safety of its students as a top priority. As such, several measures are in place to help prioritize and secure that safety. In order to enter the building, visitors must be buzzed in at the front door (equipped with camera) and answer questions about why they are asking for entrance in our building. Once the door is unlocked, it only allows entrance to the front office where they must be personally greeted and then sign in. No one can enter the schoolhouse because of our Sally-Port entrance. Office staff are the only ones who can allow that entrance. There is monthly fire, lock-out and lock-down drills, as well as quarterly disaster (tornado) drills. In addition, Lake Street has a School Crisis/Safety Team in place to respond to any emergencies whether they are physical or emotional. Over fifteen of Lake Street teachers are trained through the CPI program (Crisis Prevention/Intervention). Also, all of our teachers have undergone suicide prevention training through the QPR Program (Question/Persuade/ Respond). At Lake Street, we believe that prevention is more effective than reaction. As such, anti-bullying instruction is conducted grades K-5. Resource officers are available to the school to help intervene when necessary. A school counselor and PBIS paraprofessional work with students, teachers and families to help with social/emotional/mental health issues as both preventative and to help with the after-effect of issues when they arise. We now have a Resiliency Team headed up by our School Counselor. Professional Development and a school based plan in SEL has been started this year. The Crown Point Community School Corporation began training the faculty and staff during the 2019-2020 school year with the ALICE safety training protocols and this will be an ongoing training throughout the school year.

Teachers and staff comply with all policies, procedures, laws, and regulations for the benefit of students and the Lake Street community. A variety of methods are utilized to establish, implement, and communicate policies and procedures. These include: School Improvement Plan, GCN Tutorials (Global Compliance Network), Neola Policies, Crown Point Community School's website, Lake Street School's website, CPI training (Crisis Prevention / Intervention), Resiliency Team training, CPR training, student handbook, weekly staff bulletin, weekly parent newsletter, Buzz / RDS, monthly PTO meetings, Kindergarten Round-up packet, Open House, Parent / Teacher conferences, as well as the Birth to School Program.

#### **2. Describe the curriculum and identify its location.**

Curriculum is aligned to the Indiana Academic Content Standards at both the district level and school level. Discipline based practice is used throughout the schoolhouse, examples of such are NCTM Principles to Action, science practices, literacy continuum, Guided Reading, Smekens 6 + 1 Writing Traits to name a few. Providing personalized instruction for all students, a rigorous curriculum aligned to our standards and goals, and providing engaging,



active learning, will foster improvement and continued high learner outcomes for all students at Lake Street Elementary School. Crown Point Community School Corporation utilizes a Buzz platform for the students to access their ELA, Math, & Social Studies Curriculum.

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**3. Description of resources used (textbooks, online, enrichment, remediation).**

At present, our corporation has many technology driven programs in place, including C.P. 2.0 at all levels of education. Plans are in place for these technology driven programs to grow throughout all the schoolhouses in Crown Point. Teachers and students have many technology tools at their disposal in all curriculum areas. BUZZ curriculum is in place for ELA, social studies and special areas. Bridges math is in place at all grade level classrooms, as well as remediation for our Exceptional Learner population and RtI students. We use Leveled Literacy, PALS, Reading A-Z, Study Island and Wilson reading in our Exceptional Learner and RtI classrooms. Classroom teachers use Dreambox, Reading A-Z, and Raz Kids to meet the needs of all learners. Lake Street has access to a wide range of media, technology and information resources in math and English/language arts, as well as social studies and science, and in areas of the arts and P.E.

Lake Street further has a full-time school counselor and a positive behavior school specialist. We use Second Steps, anti-bullying programming as well as physical, social and emotional needs are addressed through our health care professionals and staff.

**4. Describe the instructional strategies.**

Teachers participate in collaborative learning communities (PLC) to improve instruction in student learning. Professional development occurs to a great degree in the school; however, vertical alignment is an area in need of improvement. We feel that collaboration needs to occur on a more frequent basis between grade levels. In order to do so, a time has been dedicated during the beginning of our PLC Wednesdays to discuss the needs of the learning community with all K-5 teachers. Focused instructional strategies through our evaluation model (Marzano) helps guide our classroom practices and gives us a common vocabulary to use throughout our schoolhouse. Frequent walk-throughs by the principal with follow up commentary and meetings seems to help teachers feel knowledgeable about our evaluation model.

Lake Street staff, students, and stakeholders have all made a commitment to successful learner outcomes, quality teachers, leadership effectiveness, and community engagement and involvement in order to assure the highest personal achievement for each individual learner. Lake Street places focus on higher order and critical thinking skills. All students and staff at Lake Street set expectations that balance both collaborative classroom goals as well as challenging individual goals. These goals are regularly monitored and adjustments are based on the most recent data. Lake Street's curriculum is aligned with the Indiana Academic Standards and student achievement on ILEARN is a reflection of this. Lake Street's staff meticulously analyzes test data, which in turn drives instruction. This data is also shared with students, empowering them to set and track their own academic progress.

Teachers and students utilize performance tracking through a learning management system, BUZZ. BUZZ provides students with immediate feedback and provides students an additional tool in which to communicate with teachers, when questions arise.

**5. Identify and describe assessment instruments.**

Lake Street uses various assessments (mCLASS, AimsWeb, STAR, ILEARN, InView, WIDA, IAM, Star Reading / Math, mClass, Buzz, and Bridges to provide data results for each student. Our teachers use this data in their classroom instruction planning and to evaluate the students' needs. Our teachers are able to differentiate within our classrooms and have a sense of fluidity across grade levels meeting students' needs. The leadership of our school works to educate the entire staff on data and how to apply these results into our classrooms. The staff continuously communicates across grade levels on strengths and weaknesses to see where improvement is needed. Our students take ownership of their data as well. Student data folders are created for students to set goals and see their growth throughout the school year. Providing personalized instruction for all students, rigorous learning aligned to our goals and scales, and engaging and relevant content will support improvement and ongoing high achievement at Lake Street Elementary School.

Lake Street is a data driven school in which staff and students are encouraged to have a growth mindset. Staff continuously adapts and adjusts instruction based on data from Star Math, Star Reading, Early Star Literacy, mClass, Bridges, and frequent formative and summative assessments to help ensure learner success.

**6. Describe programs and services supporting learning for needs of students: MTSS (RTI and SEL), special education, English language learners, high ability, counseling, career planning.**

Lake Street staff strive to meet the physical, social, and emotional needs of all of our students. We understand that each learner is different and work to meet every child's individual needs. Staff utilizes data to continuously monitor and differentiate instruction. Many academic programs, such as Burst, Leveled Literacy, Bridges Intervention, Study Island, Wilson Reading, and High Ability (Junior Great Books) are utilized outside of the regular curriculum to meet the specific needs of each learner. As a school, we capitalize on maximizing instructional time. Technology is also a vital part of the educational process for our school. All certified staff have been extensively trained in a blended learning environment to ensure a personalized learning experience addressing the individual needs of each student. We are also consciously aware that the whole child needs to be supported, not just academically, but also the social and emotional needs of the learner. Lake Street has put into place several interventions that respond to that issue. The school partners with local churches to provide mentoring support for students as well as meals on the weekends through a Buddy Bag Project. Lake Street also has a full-time PBIS paraprofessional who is working within the classroom on social skills such as bullying. Relationships are bridged between the home and the school through a full time school counselor, MTSS/RTI, and Crown Counseling (an outside counseling agency) all of which provide many of the supports which adults can advocate for the students and assist them.

The Crown Point Community School Corporation's Exceptional Learners (EL) Department information, as well as by-laws and policies, is available online and can be accessed by visiting the district website. Two special education teachers and two special education paraprofessionals provide services in the general education setting as well as in the special education classrooms. English Language services are provided by a part time paraprofessional. The Junior Great Books program is used at each grade level to enhance learning for High Ability students. Lake Street is fortunate to have a full time school counselor who works to provide Tier 1 supports to all students in addition to working with students in small groups and individually to support a variety of needs.

**7. Describe how the school partners and communicates with parents to support their child's learning and support the school's purpose and direction.**

Lake Street engages families in many ways because being a part of their child's education, in a meaningful way, is key to student achievement. Parents are informed about their child's educational process by performance tracking on our BUZZ curriculum technology, teacher weekly newsletters/emails and whole school weekly newsletters, parent/teacher conferences, student data folders, Connects Nights, school and corporation websites, PTO meetings and communication in weekly newsletters, school improvement meetings, parent/community members in classrooms and within our schoolhouse, and students at Lake Street have earned local and state ranking and recognition over the past several years for Science Olympiad, Math Bowl, Spell Bowl and Robotics because of the interactions with staff and parent volunteers. Lake Street's Mission statement fully promotes and supports student performance and school effectiveness. The statement connects students, teachers, support staff, families and the community. Lake Street Elementary continues to set high standards for our faculty, staff, and students.

Birth to School, is a new program established during the 2020-2021 school year. This program prepares our future students for school success and lifelong learning by providing a system of support to caregivers that connects families to our schools from birth, encourages understanding of child development, and increases quality interactions with children.

**8. Describe the process of staff supervision, observation, and evaluation leading to improved practice.**

Lake Street Elementary School is a data driven school. Continual and consistent monitoring of student strengths and weaknesses helps our educators adapt and adjust our instructional practices. Using student data drives our practices and drives engaging teacher lesson planning and implementing. Our comprehensive assessments include: ILEARN, IREAD-3, IAM, In-View, WIDA, STAR reading and math; Early Star Literacy, mClass, and frequent formative and summative assessments. Students below benchmarks are continually monitored. We use student data to drive instruction, adapt and adjust instruction and monitor student growth. Students are provided with one-on-one or small group instruction, before school and after school tutoring/remediation, RtI supports Tier 2 and Tier 3, and

recess remediation. Data will continue to drive instruction, remediation, acceleration, and to assist with monitoring student growth and achievement.

Marzano is the evaluation tool used with our teachers. We have a common vocabulary and we all use this tool as a way to improve our practice. It helps determine the needs of our teachers, as does our regularly scheduled Wednesday PLCs driven by the needs of our staff and the betterment of our school. We have a Safety/Crisis team in place which meets regularly and reviews with staff all our safety protocols. Safe Visitor is in place to screen all visitors/volunteers to our school.

**9. Describe staff professional development needs, opportunities, and participation.**

Teachers participate in collaborative learning communities (PLC) to improve instruction in student learning. Professional development occurs to a great degree in the school; however, vertical alignment is an area in need of improvement. We feel that collaboration needs to occur on a more frequent basis between grade levels. In order to do so, a time has been dedicated during the beginning of our PLC Wednesdays to discuss the needs of the learning community with all K-5 teachers. Lake Street teachers also embrace a growth mindset for themselves as well as their students. Through weekly Wednesday PD meetings, staff work together with the principal on pertinent educational issues as well as engaging in personal growth through educational book studies. Two literacy & math coaches are readily available to aid any teacher in becoming more successful with their literacy & math instruction. Staff was also recently trained in suicide prevention. Monthly District PLC meetings also help staff to collaborate and grow on curricular issues.

Focused instructional strategies through our evaluation model (Marzano) helps guide our classroom practices and gives us a common vocabulary to use throughout our schoolhouse. Frequent walk-throughs by the principal with follow up commentary and meetings seems to help teachers feel knowledgeable about our evaluation model.

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

Our latest standardized assessment of ILEARN data shows passing rates of 74.2% in ELA, 81.9% in Math, and 70% passing both. We had the highest passing both rate in our district.

### **Which area(s) indicate the overall highest expected levels performance?**

Passing rate for both ELA and Math from ILEARN 2018-2019 was 70% which was the highest in the district and in the top 10% in the region and top 20% in the state.

Our pass+ rates for ISTEP+ ELA and Math from 2018 ranged from 30%- 42% in each grade level.

### **Which subgroup(s) and area(s) are above expected levels of performance?**

Our Free and Reduced population shows an upward trend from years previous.

### **Which subgroup(s) and area(s) are indicate notable performance?**

Our 3<sup>rd</sup> grade cohort passed with a 100% in Reading Proficiency.

Our growth amongst our lowest performing 25% of students in Mathematics was 50% (state average 17%)

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Our Special Education population needs time to adjust to a new testing format without modifications. Our LRE students do not attain the high passing rates that our larger group does.

### **Which area(s) indicate overall lowest expected levels performance?**

Passing rates for our Special Education subgroup

### **Which subgroup(s) and area(s) are below expected levels of performance?**

Our Special Education subgroup

### **Which subgroup(s) and area(s) are significant concern?**

Our Special Education subgroup as it is showing a greater achievement gap in ELA and Math when compared to our Free and Reduced population

## **Conclusions:**

### **1. Does the school's curriculum support high expectations for student achievement?**

Lake Street Elementary provides opportunities for teachers and students to think critically while raising rigor for that type of deep thinking in all subject areas. The use of Bridges mathematics, BUZZ Learning Management system, Junior Great Books to name a few help foster this growth mindset. Lake Street also has a pull-out "High Ability" program offered to grades 4 and 5, and the HA teacher provides coaching, support and push-in modeling to all K-5 teachers and students. We have Literacy Coaches who push into all classrooms to train all teachers in Guided Reading.

### **2. Does technology support the curriculum and instructional effectiveness?**

Every student at Lake Street Elementary has a Chromebook to help support our curriculum. We use them both in school and at home. The BUZZ Learning Management system supports our curriculum and helps with differentiation for all students.

### **3. Does the school support individual students and maximize their learning?**

Tracking student progress is essential in all grade levels at Lake Street Elementary. We start at the kindergarten setting goals based on data and continue that all the way through fifth grade. Our teachers send home data folders so parents can see the growth and progress of their child every 9 weeks. We stress the "growth mindset" philosophy early on and continue it throughout a child's education at Lake Street.

### **4. Does the school support, develop, and maximize teacher effectiveness, cultural competence, uses of assessment data to improve instruction?**

Teachers reflect on data and then, during PLCs, create assessments and best practices to enhance learning for all children. Teachers meet regularly as a grade level, cross grade levels periodically and every Wednesday with the principal. Our PLCs are data driven and used to better our teaching practices and school culture. We use a chart during walkthrough evaluations to keep track of what is seen and heard in our classrooms on a regular basis. We created the "what do you expect instructionally in your classrooms" chart for the principal to keep track of all the good things happening in our classrooms.

### **5. Does the school engage stakeholders to support the schools purpose and direction?**

Lake Street has a connection with our community which supports our philanthropic initiatives as well as activities that take place during the school year. We work closely with our very active PTO, Crown Point Methodist Church mentors, our weekly newsletter contains clubs and activities available in our town on a weekly basis, Girl Scouts/Boy Scouts, parent volunteers and community volunteers. Our student council, NEHS and K-Kids clubs work with groups like the American Heart Association, Leukemia and Lymphoma Organization and St. Baldrick's for childhood cancer awareness to name a few groups our school supports. We have partnered with community organizations and individuals to keep up our Heart-to-Hand food bank, as well as, the Methodist Church Buddy Bag program which began last year here at Lake Street.

Goal Action Plan

Goal: Enter a goal statement reflecting an end result or desired condition you want to achieve.

ELA inquiry skills, critical thinking and foundational skills will improve across all grade levels.

Measurable Objective: The objective defines (a) who is the target population, (b) what do they need to achieve, (c) how will success be measured, and (d) when will they achieve it.

Ninety percent of all students in grades 3-5 will pass the ILEARN ELA; all grade K-2 students will be proficient in STAR reading and mClass reading.

Strategy: A Strategy is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the “how” to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

Strategy Name: Literacy Critical Thinking and Skill Development

State the research to support the strategy? How will the strategy work? What evidence will you use to measure success?

Lake Street teachers and staff will provide literacy instructional practices that allow for every student’s individual reading levels to be effectively addressed and monitored. Critical thinking questioning and guidance will be embedded in the literacy curriculum. Guided Reading, Words Their Way, Leveled Literacy, Junior Great Books, Burst, Reading A-Z, PALS, Corrective Reading, and Wilson Reading will be used to increase student learning.

Research Cited: Teacher feedback based on reading levels; Fountas & Pinnell levels; focus on John Hattie’s effect sizes for teaching and learning approaches that serve specific student populations most effectively.

Evidence of Success: ILEARN assessment, Renaissance Learning Star benchmark assessments, mClass benchmark assessments, progress monitoring, teacher coaching literacy development, Marzano teacher assessments, CPCSC goals and scales.

For this school strategy, identify the CPCSC Continuous Improvement Strategies it aligns to:

Learner Centric		Learner Support	
Improving Teacher Effectiveness	Assessing, Reporting, and Monitoring Learning	Ready to Learn (Social/Emotional/Mental Health)	Safety and Security
Personalized Learning	Digital Learning Environment	Connecting to School through Relationships	Birth-to-School
Accelerate Learning		Postsecondary Readiness	

Activity: An activity is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible, and a defined activity type (i.e., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.

Activity Types:

Academic Support	Community Engagement	Field Trip	Recruitment and Retention	Tutoring
Behavioral Support	Direct Instruction	Parent Involvement	Technology	Other
Career Orientation/Preparation	Extra-curricular	Policy and Process		



## Goal Action Plan

Activity Name	Description of the Activity	Activity Type	Begin Date	End Date	Staff Responsible	Funding
Literacy Coaches	Lake Street has a primary and intermediate literacy coach to provide 1:1 support in the area of literacy. The literacy coaches will be utilizing modeling, coaching, reflection and professional development.	Academic Support Program & Professional Learning	2020-2021	2022-2023	Ms. Kelly Foster, primary coach & Mrs. Jessica Poulton intermediate coach	District Funding
Crown Point Literacy Training	Crown Point Schools have designated two corporation coaches to support each school's literacy coaches	Professional Learning	2020-2021	2022-2023	Crown Point Literacy Lead teachers and Lake Streets Literacy coaches, principal	District Funding
Student Data Tracking	Teachers will model for students and guide the students with the tracking of their own academic learning and behaviors.	Academic Support Program	2020-2021	2022-2023	Classroom teachers, interventionists, principal, paras & students	None Required
Student/Teacher Conferences	Students will meet with the teachers on a 1:1 basis to discuss and determine their academic achievement and growth on their English/Language Arts learning goals, scales and grades.	Academic Support Program	2020-2021	2022-2023	Classroom teachers & students	None Required
Mentor Text	Students will use texts from Junior Great Books and other authentic texts to increase student ability to inquire, question, and think critically while reading.	Academic Support Program	2020-2021	2022-2023	Classroom teachers, interventionists, principal, paras & students	None Required
Words Their Way	Monitor the continuation of the Words Their Way program and instructional strategies for phonics/word study, along with instructional support for teachers in the area of phonics /word study instruction	Academic Support Program and Professional Learning	2020-2021	2022-2023	Classroom teachers, principal, interventionists, paras & students	None Required
RTI	Instructional team will implement evidence-based interventions with fidelity, documenting appropriately, & progress monitoring every 2-4 weeks. The Data	Academic Support Program	2020-2021	2022-2023	Classroom teachers, interventionists, principal, paras & students	

**Goal Action Plan**

	Teams will meet to monthly/bi-monthly to review data.					
PLC literacy coaching and inquiry/questioning	Use video clips of teacher led lessons to share best practice strategies. (make use of our Swivl camera). Investigate methods of differentiating instruction to address individual student needs.	Professional Learning	2020-2021	2022-2023	Classroom teachers, principal	None Required

## Goal Action Plan

**Goal:** Enter a goal statement reflecting an end result or desired condition you want to achieve.

All students, staff, and parents will have a voice in the climate and culture of Lake Street Elementary School.

**Measurable Objective:** The objective defines (a) who is the target population, (b) what do they need to achieve, (c) how will success be measured, and (d) when will they achieve it.

All students, staff, and parents will have the opportunity to share their voice during the 2018-2019 school year as measured by the AdvancED Climate and Culture Parent and Student surveys and a post survey at the conclusion of the school year.

**Strategy:** A Strategy is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the “how” to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

**Strategy Name:** Fostering a Positive Climate and Culture

State the research to support the strategy? How will the strategy work? What evidence will you use to measure success?

When academic and positive social skills are the norm, students and staff feel safer and happier, office referrals go down, and, best of all, there is more time for teaching and learning. Research cited: John Hattie’s, “Visible Learning” effect size is .72 which research shows has a very positive impact on learning. The Lake Street team will intentionally concentrate on all types of social & emotional behaviors that impede the learning process. Success will be measured by administering a post-survey to students similar to the AdvancED Climate and Culture Survey.

**For this school strategy, identify the CPCSC Continuous Improvement Strategies it aligns to:**

### Learner Centric

Improving Teacher Effectiveness  
Personalized Learning  
Accelerate Learning

Assessing, Reporting, and Monitoring Learning  
Digital Learning Environment

### Learner Support

Ready to Learn (Social/Emotional/Mental Health)  
Connecting to School through Relationships  
Postsecondary Readiness

Safety and Security  
Birth-to-School

Ready to Learn (Social/Emotional/Mental Health), Connecting to School through Relationships, Safety and Security

**Activity:** An activity is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible, and a defined activity type (i.e., professional development, direct instruction, community engagement, etc.). Multiple activities may be required to address each strategy.

### Activity Types:

Academic Support  
Behavioral Support  
Career Orientation/Preparation

Community Engagement  
Direct Instruction  
Extra-curricular

Field Trip  
Parent Involvement  
Policy and Process

Recruitment and Retention  
Technology

Tutoring  
Other

## Goal Action Plan

Activity Name	Description of the Activity	Activity Type	Begin Date	End Date	Staff Responsible	Funding
Selection of good citizens	Each teacher will select 4-5 students per session to meet with the principal for discussion.	Behavioral Support	2020-2021	2022-2023	Classroom Teachers	N/A
School and Home Connection Activity	Students and parents will discuss a set of pre-determined questions in order to prepare each child for meeting with the principal.	Parent Involvement	2020-2021	2022-2023	Parents/Guardians	N/A
Good citizen conversation	Student groups will meet with the principal once per month for follow-up conversation based on discussion from home. Throughout the course of the school year, each student will have an opportunity to meet with the principal in a small group setting.	Behavioral Support	2020-2021	2022-2023	Principal	Student Activity Account/PTO
Fun Flip Friday	Teachers from grades K-2 will be paired with a teacher from grade 3-5. Classrooms will meet once each week to participate in STEM lessons, build connections with other teachers and students, and develop mentor/mentee relationships.	Academic Support, Behavioral Support, Direct Instruction	2020-2021	2022-2023	Classroom Teachers	Classroom Teachers
Second Steps	Students in grades K-5 will participate in social/emotional instruction from the PBIS paraprofessional.	Behavioral Support, Direct Instruction	2020-2021	2022-2023	School Counselor/PBIS paraprofessional	CPCSC
Lunch Bunch	School counselor will host lunch meetings with groups of students once per month.	Behavioral Support	2020-2021	2022-2023	School Counselor	N/A
CONNECTS Nights	Parents and students will be invited to Lake Street Elementary on a designated night prior to the start of school to meet principal, teachers, and PTO officers.	Parent Involvement	2021-2022	2022-2023	Principal, Classroom Teachers, PTO, Parents/Guardians	PTO
Parent/Teacher Conferences	Parents of each child will meet with classroom teachers in a formal capacity at least once per year. Other conferences are held on an as needed basis.	Parent Involvement	2020-2021	2022-2023	Classroom Teachers	N/A
PTO Meetings	Monthly meetings will be held to give parents an opportunity to engage and communicate with teachers, principal, and other parents.	Parent Involvement	2020-2021	2022-2023	Parents, Principal, Classroom Teachers	PTO
Student of the	Teachers will choose student based on	Academic Support,	2020-2021	2022-2023	Parents, Principal,	Student

Goal Action Plan

Month Breakfasts	characteristics of the Lake Street’s Mission Statements. Students will be celebrated and honored at a breakfast with teachers and parents.	Behavioral Support, Parent Involvement			Classroom Teachers	Activity Account
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## Professional Development Plan

School Name: Lake Street Elementary			Monitoring	
<b>Professional Development Goal:</b> Lake Street Teachers will improve their skills to teach the literacy continuum.			<b>Student Achievement Data Sources</b>	1. Star Reading 2. mClass TRC 3. ILEARN Scores 4. IREAD Scores
<b>Benchmarks:</b> 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth. 90% of students pass ILEARN English/Language Arts The median growth percentile for students on the ILEARN English/Language Arts test 60 or higher.			<b>Teacher Implementation Data Sources</b>	1. Horizontal/Vertical Articulation 2. Coaching sessions 3. Training sessions
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Continuing contact Literacy Coach training	1 primary teacher 1 intermediate teacher	Crown Point has created their district coaching team.	Title II and General Fund	2020-2021; 2021-2022; 2022-2023
All Lake Street Teachers received this summer or will receive this semester, training for the implementation of Words Their Way curriculum this is ongoing	K-5 Teachers and Resource Teachers	Pearson Consultants and trainers		2020-2021; 2021-2022; 2022-2023
All Lake Street Teachers have two in-house literacy coaches available to them; morning PD sessions and Guided Reading conferences/observations	K-5 Teachers and Resource Teachers	Kelly Anthony and Jessica Poulton – literacy coaches		2020-2021; 2021-2022; 2022-2023
All Lake Street teachers have access to webPD webinars on writing from Smekens	K-5 Teachers and Resource Teachers	Kristina Smekens		2020-2021; 2021-2022; 2022-2023

# Professional Development Plan


<b>School Name:</b> Lake Street Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Lake Street teachers will improve their skills for students to deepen math understanding.			<b>Student Achievement Data Sources</b>	1. ILEARN Math 2. Star Math
<b>Benchmarks:</b> 90% of students pass ILEARN Math at the “above or at” ranking. The median growth percentile for students on the ILEARN Math test 60 or higher.			<b>Teacher Implementation Data Sources</b>	1. Bridges Training Sessions 2. Horizontal/Vertical Articulations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Read, understand and discuss the “Essential for Achieving Rigor” by Robert Marzano	Teachers	Principal	None	2020-2021; 2021-2022; 2022-2023
Teacher training over the summer and during the school year on the implementation of our math curriculum, Bridges	K-5 Teachers and Resource Teachers, Principal	Bridges Consultants & Trainers	Title II and General Fund	2020-2021; 2021-2022; 2022-2023
Mathematical articles and highlights from the book, Principles to Actions Ensuring Mathematical Success for All (NCTM) will be shared with the teaching staff	K-5 Teachers and Resource Teachers, Principal	Principal	None	2020-2021; 2021-2022; 2022-2023
Teachers will share Bridges strategies during monthly PLCs	K-5 Teachers and Resource Teachers, Principal	Teachers and Principal	None	2020-2021; 2021-2022; 2022-2023

## Professional Development Plan

<b>School Name:</b> Lake Street Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Improve the social, emotional and mental health of our students so that they are Ready to Learn.			<b>Student Achievement Data Sources</b>	1.Student and Teacher Survey 2.Student Attendance 3.Tool to be identified
<b>Benchmarks:</b> 90% of students indicate improved social, emotional and mental health.			<b>Teacher Implementation Data Sources</b>	1. Attendance 2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Adverse childhood experiences (ACEs) and how trauma, anxiety and stress impact students	Principal, elementary leaders and School Counselor for social emotional support	Dr. Lori Desautels Assistant Director of Curriculum	Lilly Grant, Title II, and General Fund	2020-2021; 2021-2022; 2022-2023
Adverse childhood experiences (ACEs) and how trauma, anxiety and stress impact students	All K-5 Teachers	Dr. Lori Desautels Assistant Director of Curriculum	Lilly Grant, Title II, and General Fund	2020-2021; 2021-2022; 2022-2023
Continuing contact to develop leaders of social emotional support	Principal, elementary leaders and School Counselor for social emotional support	Dr. Lori Desautels Assistant Director of Curriculum	Lilly Grant, Title II, and General Fund	2020-2021; 2021-2022; 2022-2023
Models of differentiated and personalized classroom social emotional support	All K-5 Teachers	Principals, School Counselor and elementary leaders for social emotional support	Lilly Grant, Title II, and General Fund	2020-2021; 2021-2022; 2022-2023
Individualized coaching to develop staff social emotional student support	All K-5 Teachers	Principals, School Counselor and elementary leaders for social emotional support	Lilly Grant, Title II, and General Fund	2020-2021; 2021-2022; 2022-2023



## System Quality Factors\_09212020\_12:03

 System Quality Factors

### **Lake Street Elementary School**

Cindy Wise  
475 Lake Street  
Crown Point, Indiana, 46307  
United States of America

Last Modified: 09/21/2020

Status: Open

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## System Quality Factors

### A. CLEAR DIRECTION

The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.

#### Effective Practices/Conditions

1. The **governing authority** implements a collaborative process with the community to set the strategic direction for the system.

a. How embedded is this practice in the institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

b. Which descriptor best reflects the quality of the process?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

c. Which stakeholder groups had the opportunity to provide input or respond?

- ☐ Most stakeholder groups
- ☒ **Many stakeholder groups**
- ☐ Some stakeholder groups
- ☐ Few stakeholder groups
- ☐ N/A

2. The **governing authority** embraces and shares the system's vision, mission and priorities.

a. What proportion of the governing authority meets this expectation?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority
- ☐ N/A

b. How frequently do they exhibit these behaviors?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes
- ☐ Seldom

- ☐ N/A

3. The **governing authority** commits to the path for improvement.

a. Which descriptor best reflects the commitment of the governing authority?

- ☒ **Fully committed**
- ☐ Mostly committed
- ☐ Partially committed
- ☐ Not committed
- ☐ N/A

4. The **governing authority** demonstrates understanding of its roles and responsibilities.

a. What proportion of the governing authority understands their roles and responsibilities?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority
- ☐ N/A

b. How frequently do their actions reflect their understanding?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

5. **Leadership** ensures the system's vision, mission and priorities are clearly defined.

a. How embedded is this practice in the system's culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

6. **Leadership** engages stakeholders in the process of creating and revising the system's vision, mission and priorities.

a. Which descriptor best reflects the quality of the process?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

b. How embedded is this process in the system's culture?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

7. **System staff** embraces and communicates the system's vision, mission and priorities to all stakeholders.

a. What proportion of system staff meets this expectation?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

b. Which descriptor best describes the quality of the communication process?

- ☐ Excellent quality
- ☒ **Good quality**
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

c. What proportion of the system staff agrees with the vision, mission and priorities?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

8. **Parents, families, and legal guardians** know and understand the direction and priorities of the system.

a. What proportion of parents, families, and legal guardians knows and understands the direction?

- ☐ Most parents, families or legal guardians
- ☒ **Many parents, families or legal guardians**
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

b. What proportion of parents, families, and legal guardians agrees with the direction and priorities?

- ☐ Most parents, families or legal guardians

- **Many parents, families or legal guardians**

- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

9. The **community** actively supports the system's vision, mission and priorities.

a. What proportion of the community agrees with the vision, mission and priorities?

- **Most of the community**

- Many of the community
- Some of the community
- Few of the community
- N/A

10. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

## B. HEALTHY CULTURE

The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.

### Effective Practices/Conditions

1. The **governing authority** participates in structures to maximize their collaboration and collegial learning.

a. What proportion of the governing authority participates in these structures?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority
- ☐ N/A

b. How embedded is the process?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

2. The **governing authority** develops and maintains trusting and positive relationships with each other and system staff.

a. What proportion of the governing authority exhibits this behavior among themselves?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority
- ☐ N/A

b. What proportion of governing authority exhibits this behavior with system staff?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority
- ☐ N/A

3. **Leadership** facilitates and supports structures for system staff to interact and collaborate.

a. What proportion of instructional staff participates in these structures?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff

- ☐ Few system staff
- ☐ N/A

b. How embedded is the practice of collaboration?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

4. **Leadership** develops and maintains trusting and positive relationships with staff.

a. What proportion of leadership maintains positive relationships?

- ☒ **Most of the leadership**
- ☐ Many of the leadership
- ☐ Some of the leadership
- ☐ Few of the leadership
- ☐ N/A

b. Which descriptor best describes how many relationships are trusting and positive?

- ☒ **Most relationships**
- ☐ Many relationships
- ☐ Some relationships
- ☐ Few relationships
- ☐ N/A

5. **System staff's** relationships with colleagues are respectful and collaborative.

a. What proportion of system staff maintains these types of relationships?

- ☒ **Most of the system staff**
- ☐ Many of the system staff
- ☐ Some of the system staff
- ☐ Few of the system staff
- ☐ N/A

b. Which descriptor best describes how many relationships are respectful and collaborative?

- ☒ **Most relationships**
- ☐ Many relationships
- ☐ Some relationships
- ☐ Few relationships
- ☐ N/A

6. **Parents, families, and legal guardians** of all backgrounds are welcomed through structures that encourage and facilitate their participation.



a. What proportion of parents, families or legal guardians is involved?

- ☐ Most parents, families or legal guardians
- ☒ **Many parents, families or legal guardians**
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

b. How frequently do they exhibit this behavior?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

7. **Parents, families, and legal guardians** perceive the learning environment as safe for and supportive of their children.

a. What proportion of parents, families or legal guardians shares this perception?

- ☒ **Most parents, families or legal guardians**
- ☐ Many parents, families or legal guardians
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

b. How frequently do parents, families or legal guardians believe this to be true?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

8. **Community** involvement is an integral part of the system's culture.

a. How embedded is this practice into the system's culture?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

## C. HIGH EXPECTATIONS

The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.

### Effective Practices/Conditions

1. The **governing authority** holds itself accountable to high standards for ethics, governance and leadership.

a. How embedded is the process?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

2. The **governing authority's** actions, words and attitudes demonstrate the belief that all learners can meet high standards.

a. How frequently do they exhibit this behavior?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

3. **Leadership** is held to high standards for ethical and responsible actions.

a. What proportion of leadership agrees with this statement?

- ☒ **Most of the leadership**
- ☐ Many of the leadership
- ☐ Some of the leadership
- ☐ Few of the leadership
- ☐ N/A

b. What proportion of system staff agrees with this statement?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

4. **Leadership** sets high standards for teaching, learning and improvement.

a. How embedded is this practice in institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded

- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

**5. Leadership's** actions, words and attitudes demonstrate the belief that all learners can meet high standards.

a. What proportion of leadership demonstrates this belief?

- ☒ **Most of the leadership**
- ☐ Many of the leadership
- ☐ Some of the leadership
- ☐ Few of the leadership
- ☐ N/A

b. What proportion of system staff agrees with this statement?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

c. How frequently does leadership exhibit this behavior?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

**6. System staff** supports its institutions' efforts to help learners pursue challenging goals and success.

a. How embedded is the practice in institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

**7. Parents, families, and legal guardians** are involved in setting high expectations for their children's learning and achievement.

a. How frequently are parents, families or legal guardians involved?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes

- ☐ Seldom
- ☐ N/A

b. What proportion of parents, families or legal guardians is involved?

- ☐ Most parents, families or legal guardians
- ☒ **Many parents, families or legal guardians**
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

8. The **community** holds the system accountable for high quality programs and initiatives that align with community needs and priorities.

a. How embedded is the practice in institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

## 9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

## D. IMPACT OF INSTRUCTION

The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

### Effective Practices/Conditions

1. The **governing authority** is informed of and understands the impact of instruction on learner engagement, outcomes and overall success.

a. How embedded is the process in institution culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

2. **Leadership** monitors and evaluates the impact of instruction on learner engagement, outcomes and overall success.

a. How frequently does leadership monitor and evaluate learner engagement, outcomes and success?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of this practice?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

3. **System staff** implements actions that support teaching, learning and overall learner success.

a. What proportion of system staff engages in these actions?

- ☐ Most system staff
- ☒ **Many system staff**
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

b. How embedded is this practice in institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded

- ☐ Not embedded
- ☐ N/A

4. **Parents, families, and legal guardians** connect their children's learning experiences with engagement, outcomes, and overall learner success.

a. How frequently do parents, families or legal guardians ensure this connection?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. What proportion of parents, families or legal guardians makes this connection?

- ☒ **Most parents, families or legal guardians**
- ☐ Many parents, families or legal guardians
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

5. The **community's** perception of the system's quality of teaching and learning is positive.

a. What proportion of the community holds this perception?

- ☒ **Most of the community**
- ☐ Many of the community
- ☐ Some of the community
- ☐ Few of the community
- ☐ N/A

6. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

## E. RESOURCE MANAGEMENT

The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

### Effective Practices/Conditions

1. The **governing authority** ensures that resources are allocated to support learner success.
  - a. Which descriptor best reflects the practice of allocating resources?
    - ☐ Almost always fair and equitable
    - ☒ **Often fair and equitable**
    - ☐ Sometimes fair and equitable
    - ☐ Seldom fair and equitable
    - ☐ N/A
2. The **governing authority** ensures that services and support align with the needs of learners.
  - a. What proportion of learners receives these resources?
    - ☐ Most learners
    - ☒ **Many learners**
    - ☐ Some learners
    - ☐ Few learners
    - ☐ N/A
3. **Leadership** aligns the allocation of resources with the system's priorities for learning.
  - a. What proportion of system staff agrees with this statement?
    - ☐ Most system staff
    - ☒ **Many system staff**
    - ☐ Some system staff
    - ☐ Few system staff
    - ☐ N/A
4. **Leadership** actively seeks resources (human, material and fiscal) to meet the needs of every learner.
  - a. What proportion of system staff agrees with this statement?
    - ☐ Most system staff
    - ☒ **Many system staff**
    - ☐ Some system staff
    - ☐ Few system staff
    - ☐ N/A
  - b. How frequently does leadership exhibit this behavior?
    - ☐ Almost always
    - ☒ **Often**
    - ☐ Sometimes
    - ☐ Seldom

- ☐ N/A

5. **System staff** has the resources to implement with high quality, the areas for which it is responsible.

- a. What proportion of system staff has sufficient resources?
  - ☐ Most system staff
  - ☒ **Many system staff**
  - ☐ Some system staff
  - ☐ Few system staff
  - ☐ N/A
- b. With what frequency does system staff apply these resources?
  - ☐ Almost always
  - ☒ **Often**
  - ☐ Sometimes
  - ☐ Seldom
  - ☐ N/A

6. **Parents, families, and legal guardians** support the system by contributing time, resources, or other types of involvement.

- a. With what frequency do parents, families or legal guardians contribute?
  - ☐ Almost always
  - ☒ **Often**
  - ☐ Sometimes
  - ☐ Seldom
  - ☐ N/A

7. The **community's** assets are leveraged by the system to improve outcomes and drive learner success.

- a. How embedded is this practice in institutional culture?
  - ☐ Fully embedded
  - ☒ **Mostly embedded**
  - ☐ Partially embedded
  - ☐ Not embedded
  - ☐ N/A

## 8. **COMMENTS/INSIGHTS/SUMMARY**

- a. As appropriate, please provide comments, insights and/or summary related to this factor.



## F. EFFICACY OF ENGAGEMENT

The ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.

### Effective Practices/Conditions

1. The **governing authority** ensures system leadership engages stakeholders effectively and efficiently to achieve its goals.

a. How embedded is this practice in the system's culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

b. What proportion of stakeholders is engaged?

- ☒ **Most stakeholders**
- ☐ Many stakeholders
- ☐ Some stakeholders
- ☐ Few stakeholders
- ☐ N/A

c. Which descriptor best reflects the quality of engagement?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

2. **Leadership** engages stakeholders to drive improvement.

a. How embedded is this practice in institutional culture?

- ☒ **Fully embedded**
- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

b. What proportion of stakeholders is engaged?

- ☒ **Most stakeholders**
- ☐ Many stakeholders
- ☐ Some stakeholders
- ☐ Few stakeholders
- ☐ N/A

c. Which descriptor best reflects the quality of engagement?

- **Excellent quality**

- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

3. **Leadership** demonstrates how communicating to and collecting feedback from stakeholders impacts change in the system.

a. How embedded is this practice in institutional culture?

- **Fully embedded**

- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

b. Which descriptor best reflects the quality of this practice?

- **Excellent quality**

- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

4. **Leadership** focuses on learner engagement as a driving force for improving outcomes and learner success.

a. How embedded is this practice in the system's culture?

- **Fully embedded**

- ☐ Mostly embedded
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

5. **System staff** actively engages learners in positive and productive ways within their respective areas of responsibility.

a. How frequently does staff exhibit this behavior?

- **Almost always**

- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

6. **Parents, families, and legal guardians** take part in activities that gather their perceptions, opinions, and feedback.

a. How frequently do parents, families or legal guardians participate?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. What proportion of parents, families or legal guardians participates?

- ☐ Most parents, families or legal guardians
- ☒ **Many parents, families or legal guardians**
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

7. **Community representatives** (businesses, civic, etc.) are actively engaged by the system to support learner success.

a. How embedded is this practice in institutional culture?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

## 8. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

## G. IMPLEMENTATION CAPACITY

The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

### Effective Practices/Conditions

1. The **governing authority** ensures policies and processes support the effective operation of the system.

a. How often does the governing authority exhibit this practice?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of the practice?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

2. The **governing authority** allocates resources to strengthen the capacity of the system to improve teaching and learning.

a. How often does the governing authority exhibit this practice?

- ☐ Almost always
- ☒ **Often**
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of the practice?

- ☐ Excellent quality
- ☒ **Good quality**
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

3. The **governing authority** engages in professional development/training in support of their roles and responsibilities.

a. What proportion of the governing authority engages in this practice?

- ☒ **Most of the governing authority**
- ☐ Many of the governing authority
- ☐ Some of the governing authority
- ☐ Few of the governing authority

- ☐ N/A

b. How frequently does the practice occur?

- ☒ **Regularly and frequently**
- ☐ Regularly but not frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ N/A

4. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve organizational effectiveness.

a. How often does leadership exhibit these actions?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of these actions?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

5. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve teaching and learning.

a. How often does leadership exhibit these actions?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of these actions?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

6. **Leadership** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of leadership engages in this practice?

- ☒ **Most of the leadership**
- ☐ Many of the leadership
- ☐ Some of the leadership
- ☐ Few of the leadership
- ☐ N/A

b. How frequently does the practice occur?

- ☒ **Regularly and frequently**
- ☐ Regularly but not frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ N/A

7. **System staff** implements deliberate actions that improve its respective areas of responsibility in support of learners' success.

a. How often does system staff exhibit these actions?

- ☒ **Almost always**
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ N/A

b. Which descriptor best reflects the quality of these actions?

- ☒ **Excellent quality**
- ☐ Good quality
- ☐ Fair quality
- ☐ Poor quality
- ☐ N/A

8. **System staff** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of system staff engages in professional development/training?

- ☒ **Most system staff**
- ☐ Many system staff
- ☐ Some system staff
- ☐ Few system staff
- ☐ N/A

b. How frequently does staff engage in professional development/training?

- ☒ **Regularly and frequently**
- ☐ Regularly but not frequently

- ☐ Sometimes
- ☐ Rarely
- ☐ N/A

9. **Parents, families or legal guardians** are confident of the system's capacity to implement actions that result in improved learning outcomes for their children.

a. What proportion of parents, families or legal guardians has confidence in the system's capacity?

- ☒ **Most parents, families or legal guardians**
- ☐ Many parents, families or legal guardians
- ☐ Some parents, families or legal guardians
- ☐ Few parents, families or legal guardians
- ☐ N/A

10. **Community representatives** (businesses, civic, etc.) provide support to build the capacity of the system to improve learner success.

a. How embedded is this practice in institutional culture?

- ☐ Fully embedded
- ☒ **Mostly embedded**
- ☐ Partially embedded
- ☐ Not embedded
- ☐ N/A

11. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

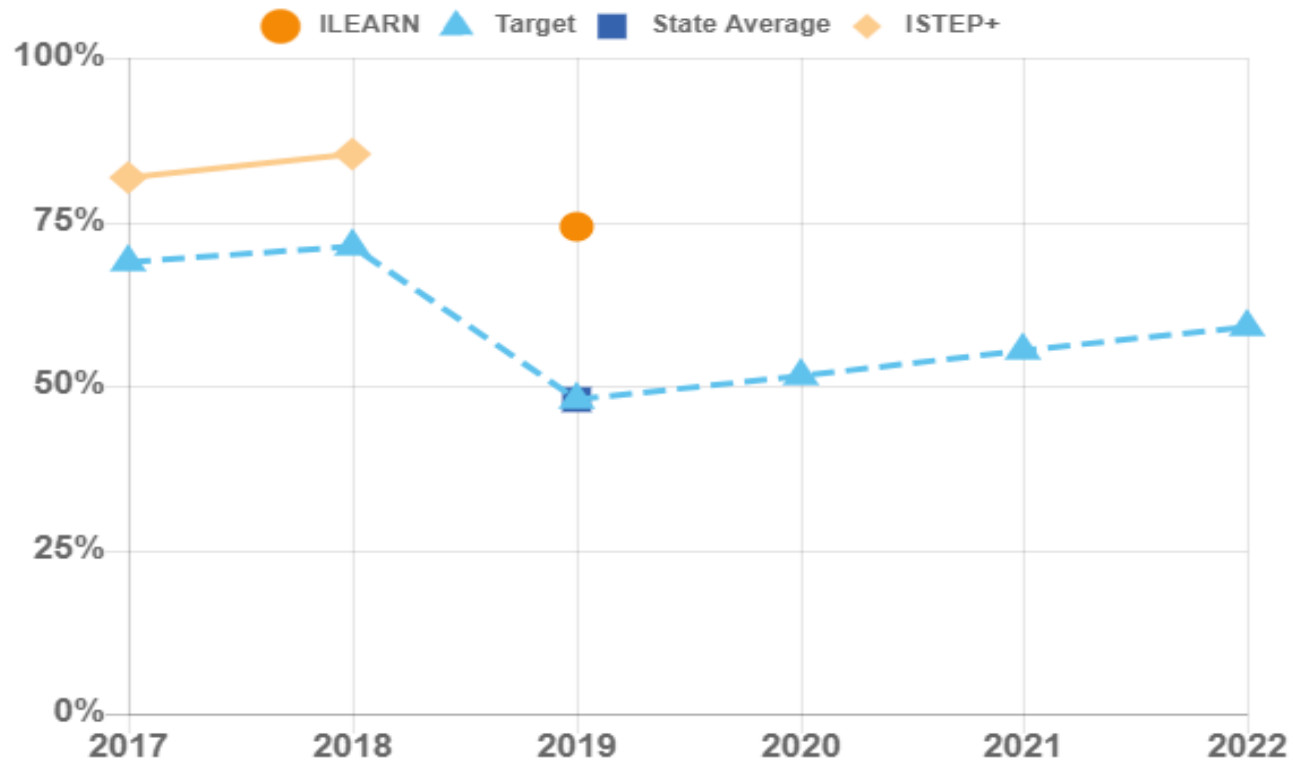
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**Attachment Summary**

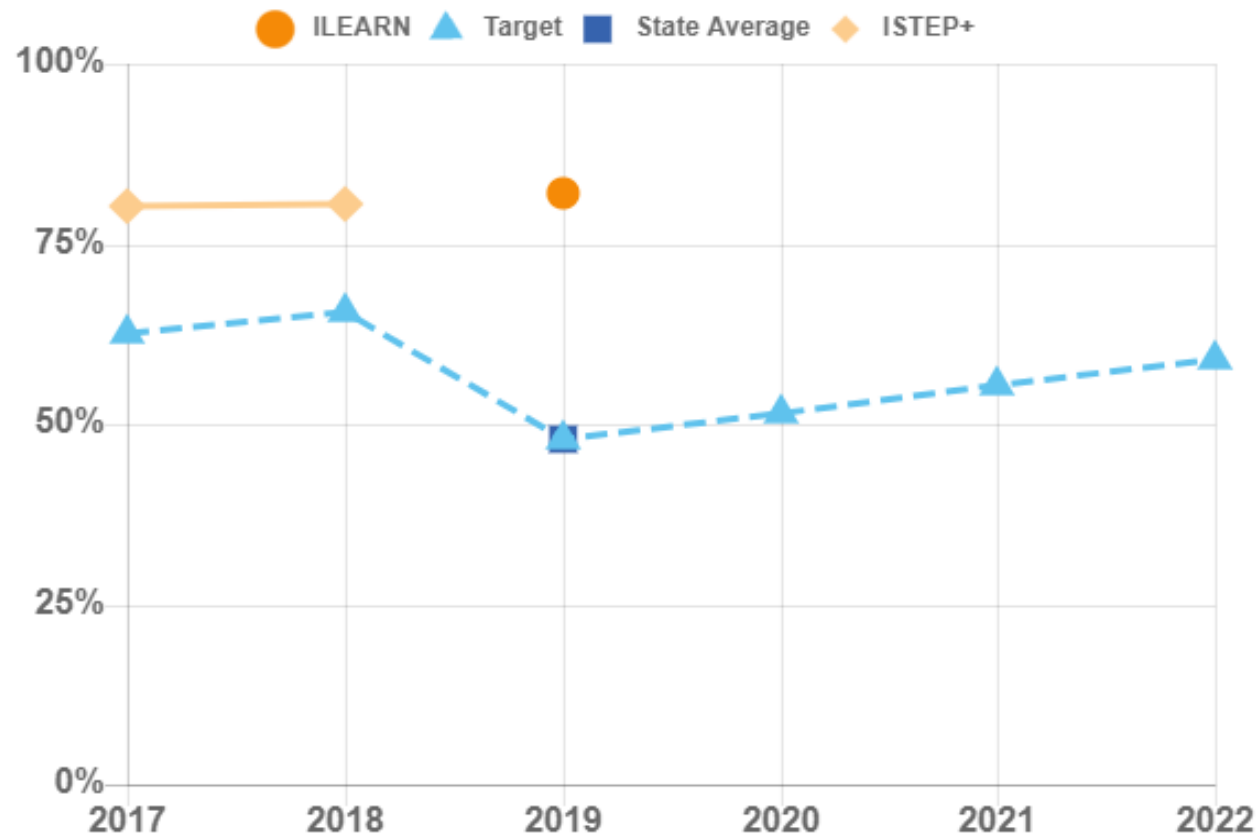
Attachment Name	Description	Associated Item(s)
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# English/Language Arts Grade 3-5



# Mathematics Grades 3-5



# Overall ILEARN Performance

## ILEARN Performance

	Below Proficiency	Approaching Proficiency	● At Proficiency	● Above Proficiency
English/Language Arts Grades 3-8	11.8%	13.9%	33.4%	40.8%
Mathematics Grades 3-8	7.0%	11.1%	35.5%	46.3%
Science Grades 4 & 6	12.0%	12.0%	35.2%	40.7%

# Participation in ILEARN Assessment

## English/Language Arts Participation



## Mathematics Participation



## Science Participation



# English Language Arts Proficiency

## Lake Street Elementary Grade 3-5



## Performance in Context

### Lake Street Elementary School (3903)



### Corporation



### Indiana



### Schools like this one



# Mathematics Proficiency

## Lake Street Elementary Grade 3-5



## Performance in Context

Lake Street Elementary School (3903)



Corporation



Indiana



Schools like this one



Schools like this school are similar in terms of key demographics.

# Reading Proficiency

## Lake Street Elementary Grade 3



## Performance in Context

### Lake Street Elementary School (3903)



### Corporation



### Indiana



### Schools like this one



Schools like this school are similar in terms of key demographics.

# Science Proficiency

## Lake Street Elementary Grade 4



## Performance in Context

### Lake Street Elementary School (3903)



### Corporation



### Indiana



### Schools like this one



Schools like this school are similar in terms of key demographics.

# Social Studies Proficiency

Lake Street Elementary Grade 5



## Performance in Context

Lake Street Elementary School (3903)



Corporation



Indiana



Schools like this one

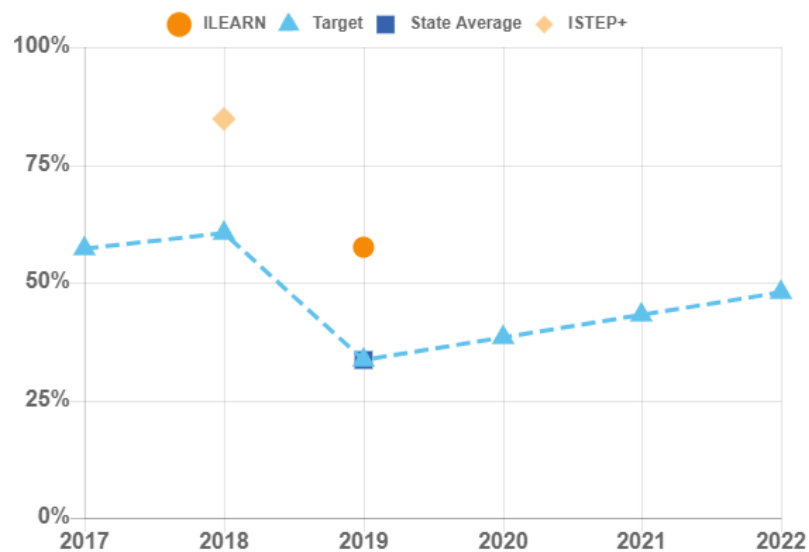


Schools like this school are similar in terms of key demographics.

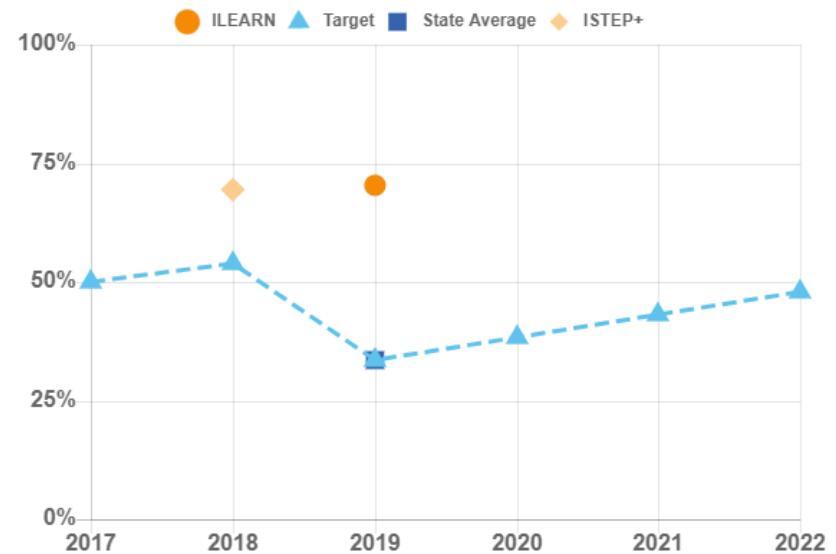


# Economically Disadvantaged Student Performance Grades 3-5

## English Language Arts

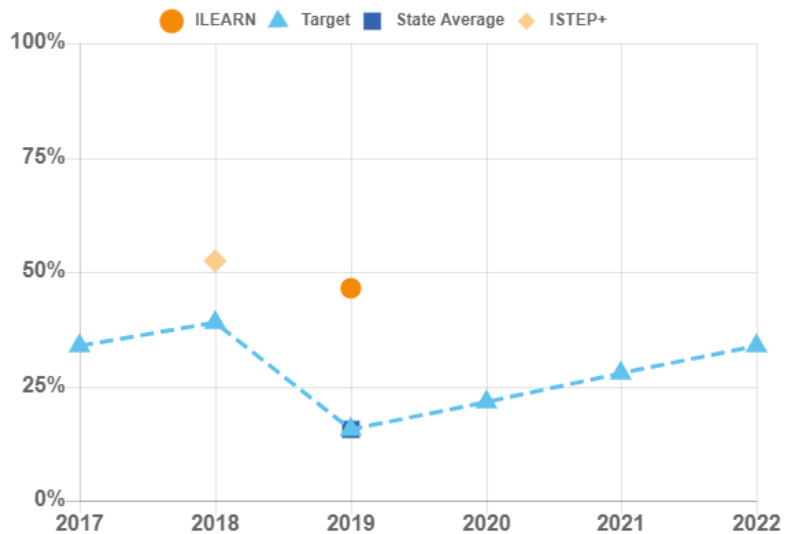


## Mathematics

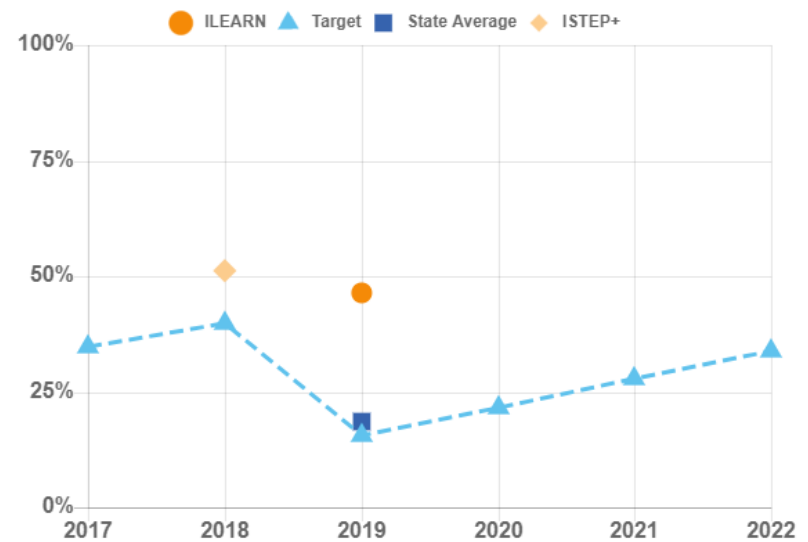


# Students with Disabilities Student Performance Grades 3-5

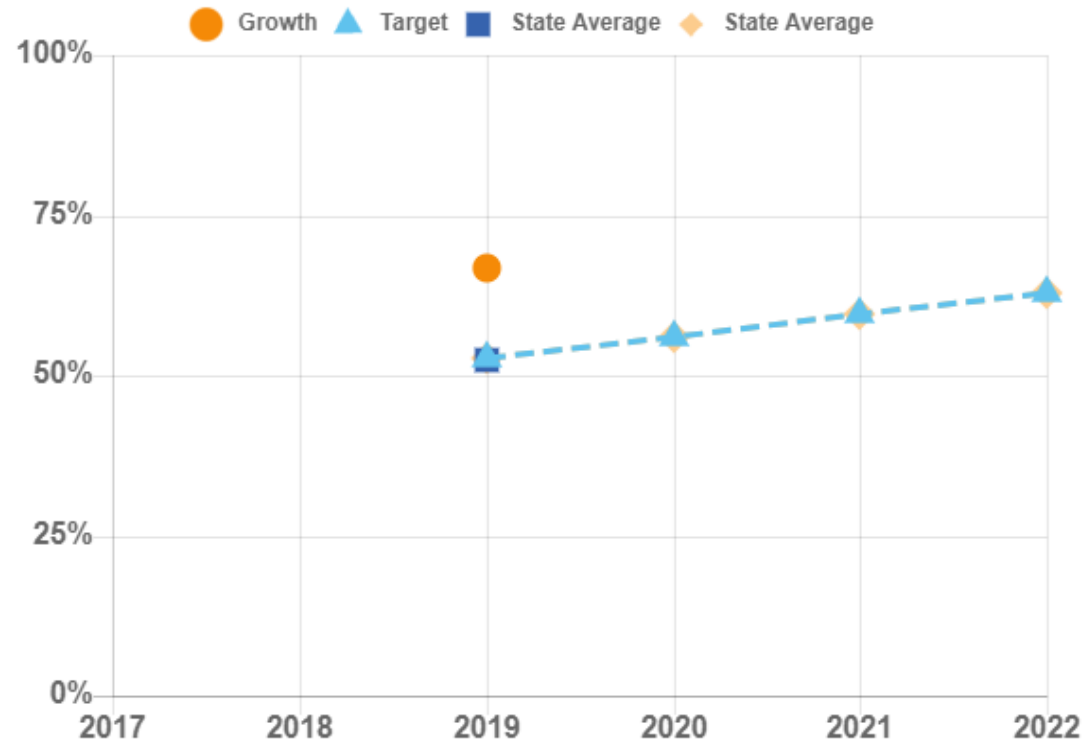
## English Language Arts



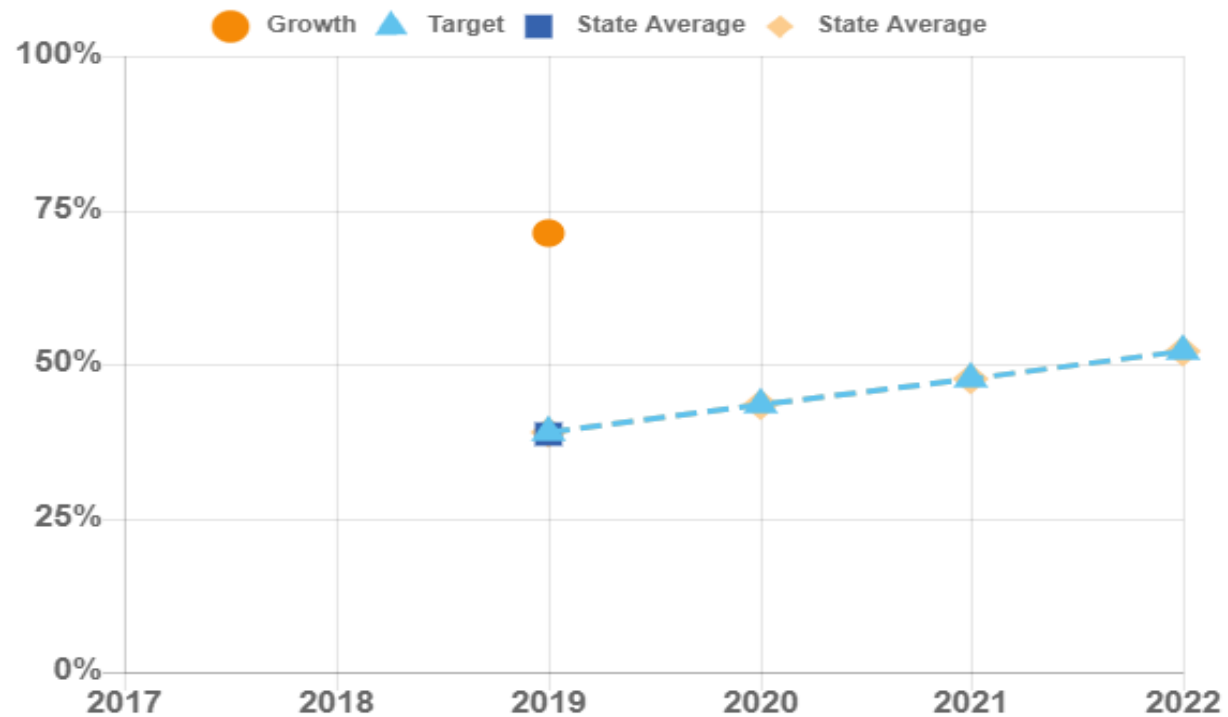
## Mathematics



# Growth in English/Language Arts Grades 3-5



# Growth in Mathematics Grades 3-5



# Overall ILEARN Growth

## English/Language Arts



## Mathematics

