



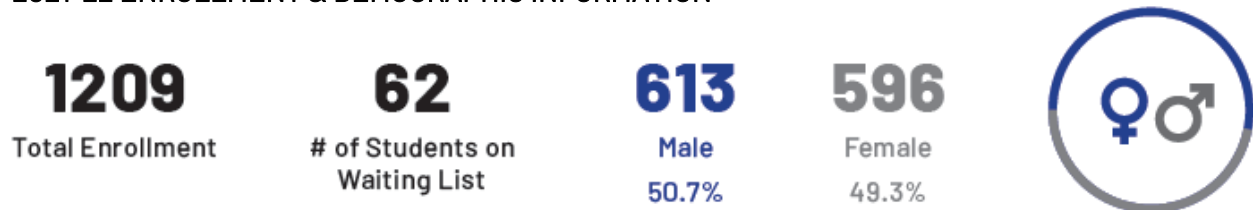
Renewal Narrative

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I. Enrollment Diagnostics

Provide the enrollment and demographic information for the current school year.

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION



Ethnicity/Race

WHITE	HISPANIC	ASIAN	NATIVE AMERICAN	OTHER
5	1082	0	0	33
<1%	89.5%	0%	0%	2.7%

Special Populations

STUDENTS WITH IEPS	ENGLISH LANGUAGE LEARNERS	HOMELESS STUDENTS	ELIGIBLE FOR FREE AND REDUCED LUNCH
146	25	17	1209
12.1%	2.1%	1.4%	100%

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Student Enrollment	1490	1331	1338	1312	1209

Provide the student attendance information for the length of the charter contract.

Student Attendance	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
K	93.8%	91.2%	87.7%	75.3%	TBD
1	94.4%	92.6%	89.6%	79.1%	TBD
2	93.7%	93.8%	89%	81%	TBD
3	85.5%	94.9%	88.6%	84%	TBD
4	85.6%	94.2%	90.9%	81.8%	TBD
5	84.7%	92.2%	90%	81.2%	TBD
6	84.9%	90.6%	91%	82.1%	TBD
7	84.7%	92.1%	91%	78.3%	TBD
8	92.2%	94.7%	96.4%	91.6%	TBD
9	94.2%	96.4%	88.8%	84.6%	TBD
10	95.6%	96.9%	88%	85.6%	TBD
11	95.5%	97.3%	88.9%	85.2%	TBD
12	94.6%	95.6%	89.3%	78.3%	TBD
All Grades	91.2%	94.3%	89.8%	82.6%	TBD

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2017-18		2018-19		2019-20		2020-21		2021-22	
(As of December 1 count)	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	7	<1%	10	<1%	12	<1%	14	1.1%	12	1%
Blind or Low Vision	1	<1%	0	0	0	0	0	0	0	0
Cognitive Disability	59	4%	51	3.8%	54	4%	60	4.6%	44	3.6%
Deaf or Hard of Hearing	1	<1%	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	2	<1%	3	<1%	3	<1%	2	<1%
Emotional Disability	13	<1%	13	<1%	12	<1%	11	<1%	10	<1%
Language or Speech Impairment	17	1.1%	13	<1%	19	1.4%	17	1.3%	13	1.1%
Multiple Disabilities	2	<1%	2	<1%	2	<1%	3	<1%	3	<1%
Orthopedic Impairment	1	<1%	0	0	0	0	0	0	0	0
Specific Learning Disability	62	4.2%	53	4%	56	4.2%	53	4%	38	3.1%
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	36	2.4%	34	2.6%	31	2.3%	36	2.7%	24	2%

Provide the number and percentage of ELL students for length of the current charter contract.

ELL Student Population									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
40	2.6%	42	3.2%	42	3.1%	46	3.5%	25	2.1%

Provide the number and percentage of homeless students for length of current charter contract.

Homeless Student Population									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
0	0	10	<1%	4	<1%	17	1.3%	17	1.4%

Provide the number and percentage of High Ability students for length of current charter contract.

High Ability Students									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		2018-19		2019-20		2020-21		2021-22	
#	%	#	%	#	%	#	%	#	%
2	<1%	10	<1%	48	3.6%	62	4.7%	18	1.5%

Enrollment Projections for the next 5 years.

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2022-23	1320	1375	K-12
2023-24	1320	1375	K-12
2024-25	1320	1375	K-12
2025-26	1320	1375	K-12
2026-27	1320	1375	K-12
At Capacity (specify year)			

II. Executive Summary

A. School and Community Overview

1. *Briefly describe the community/communities the school serves and explain how the school's mission and model is meeting identified community needs. Describe the needs-based rationale for focusing on the targeted student population.*

Gary Lighthouse Charter School (GLCS), is located in Gary, Indiana and primarily educates students from the Gary, Indiana community. According to the U.S. Census Bureau's 2020 Census, Gary, Indiana has a population of 74,879. 78.5% of residents identify as African American and 15.3% identify as Caucasian.

The historical context of Gary is pertinent to our present day strengths and challenges. Founded in 1906 by the United States Steel Corporation, Gary has a rich history as an industrial community. By the 1920s, Gary became the largest producer of steel in the United States. By the 1960s, Gary was the state's fifth largest city and was known as the "Magic City" for its rapid growth and notable embrace of technological advancements.

Like many industrial communities that rely primarily on a single product, the Gary community swiftly fell on hard times beginning in the 1970s. As foreign producers of steel competed within the US market, Gary's once bustling factories were vacated, jobs disappeared, and poverty rapidly increased.

The problems associated with wide-scale community poverty followed and continue to have a significant impact on the community of Gary today. Today, the per capita annual income in Gary is approximately \$19,448. The poverty rate is 30.0% (more than two and a half times the state rate of 11.9%), and pockets of the Gary community are faced with violent crime rates that are one and a half times that of the State of Indiana. Additionally, lead and arsenic investigations in the recently demolished West Calumet Housing Project (home to many Gary Lighthouse

families) found that the federal housing complex exposed children to toxic levels of lead and arsenic for decades. Such exposure is related to irreversible brain, kidney, and heart damage.

While the challenges that face the Gary community are sizable, GLCS is a proud partner with the families of Gary in pursuit of our mission to prepare our scholars for college, career and life through a nurturing and rigorous program. At GLCS, we believe that all children, regardless of race, ethnicity, socioeconomic status or resources should receive an education that equips them with the support, skills and habits that will enable them to pursue the life of their choosing. We know that in order to serve our Gary community well, we must foster a physically and psychologically nurturing environment and that we must provide a rigorous academic program with rich opportunities to explore college and career pathways.

Such commitment to a quality education has led GLCS to be a needed asset and contribution to the Northwest Indiana community. GLCS has outperformed its local traditional public schools on all assessments. GLCS is also proud to be Indiana's largest brick-and-mortar charter school, and GLCS is humbled by the strong support of the Gary community. GLCS looks forward to continuing to serve the greater Gary community in the years to come.

2. *Describe the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.*

GLCS first opened its doors to welcome students in 2005. Since that time, it has grown to serve over 1,200 students in grades K-12 across three buildings. The Primary Academy, located at 3201 Pierce Street, serves approximately 310 scholars in grades K-3. The Upper Academy, located at 1775 West 41st Avenue, serves approximately 442 scholars in grades 4-8, and the College Preparatory Academy is located at 725 Clark Road and serves approximately 457 scholars in grades 9-12.

The student demographics at GLCS are representative of the broader Gary community. In the 2021 school year, 100% of students qualified for free and reduced meals. 89.7% of students identified as African American, 7.2% Caucasian, and 2.7% multi-ethnic. Currently, 15.2% of students are identified as students with special needs, and 3.5% of GLCS's total enrollment are English Language Learners (ELLs). The racial/ethnic and economic demographics of GLCS remain consistent with those reported at time of the last charter renewal. GLCS has seen a small increase in students with special needs (+5.6%) since the last charter renewal was approved in 2016. Our teaching staff has continued to mirror the racial demographics of the Gary community. 73% of our staff are African American, 20% are White (non-Hispanic) and 7% are Latinx.

GLCS has remained committed to increasing the capacity of its instructional leadership team. Since the last charter renewal, we have welcomed Mrs. Jessica Beasley. Mrs. Beasley brings over 10 years of school leadership experience and a track record of results to the role of superintendent. We have also welcomed Dr. Akima Anderson to the role of high school principal. Dr. Anderson earned her Ed.D. through the University of Illinois Chicago's Urban Educational Leadership program, and she brings 10 years of experience in urban education to the role.

There have been no substantive changes in the overall demographics of the Gary community since the last charter renewal. The overall population of Gary has declined by more than 50% since the 1960s and has decreased 6.7% between the 2010 and 2020 census.

3. *Provide an overview of the key design elements and how the school implements these elements, including; primary instruction methods, assessment practices, and essential features of the model.*

GLCS has implemented a set of key design elements aligned to our mission of preparing our scholars for college, career and life in a rigorous and nurturing environment. GLCS's approach to pedagogy is built on the backwards design and data-driven instructional models. All instruction is standards-aligned. Teachers utilize scopes and sequences aligned to the instructional level of their scholars to ensure both increasing proficiency and growth

over time. GLCS also leverages a robust set of growth and proficiency assessments to monitor the progress of all children, develop instructional plans, and ensure the success of all students. These assessments include NWEA MAP assessments in reading and math, Ready Math, Ready ELA, and the mClass assessment. At the high school level, GLCS utilizes the ACT Aspire Benchmarks and course-specific interim assessments.

In addition to our research-based approach to pedagogy and assessment, we have adopted four design elements that drive our program.

- **Healthy Relationships:** Recognizing that many of our scholars bring with them the impact of generational poverty, we recognize the heightened importance of providing a safe and nurturing environment for our scholars. Our Healthy Relationships design element includes creating an intentionally supportive and positive school culture. We create daily time and space for students to connect with teachers and one another to build rich and trusting relationships. Further, we have adopted restorative practices that support students in working through challenges when mistakes are made. Finally, and most importantly, our Healthy Relationships design also incorporates an intentional focus on engaging parents as partners.
- **Primary Promise:** It is GLCS' primary promise to ensure that our scholars have exceptional reading, writing, listening, and speaking skills by the time they graduate from our program, as these skills are essential to student empowerment and the successful pursuit of college and career endeavors. Our program has three phases of our approach to building these skills. In phase one (elementary school) we work to ensure all scholars are reading, writing, listening, and speaking on grade level or beyond, and we do whatever it takes to make this a reality. To get there, we first recognize that chronological age is not an adequate indicator of what skills scholars have mastered and which ones they need additional support on. Therefore, we seek to ensure that scholars receive differentiated instruction based on their current ability. As such, we are increasing the amount of time spent in "just right instruction," meaning that scholars are operating within their unique instructional zones for an increasing portion of the school year, with a goal of reaching 50% of the day by the conclusion of the FY 23 school year. This requires maximizing instructional time, maintaining insight into their progress, and skill in differentiating instruction. As scholars enter phase two (the elementary and middle grades), they use their reading skills to develop informed opinions and articulate their viewpoints through a variety of written and spoken media. In the third phase (high school), GLCS students work to refine the communication of their viewpoints, and they become skilled at presenting their ideas in a way that is highly compelling to their unique audiences.
- **The Purpose of School:** At GLCS, we know that the purpose of school goes far beyond passing tests and earning diplomas. Rather, school is a place to develop real-world creativity and critical thinking, explore interests, pursue passions, and ensure strong preparation for college, career and life. At GLCS, we are working to ensure this purpose drives application-based instruction. We are working to build and strengthen opportunities for students to apply their learning in ways that are engaging and personally motivating. Beginning in kindergarten, our scholars will routinely learn via real-world projects aligned to prioritized standards. Over time, these opportunities become increasingly student-led, and culminate in scholars taking ownership of their learning through career-focused internships and early college coursework. While efforts to implement this design element have been limited by the current global pandemic, we continue to innovate ways to realize this vision despite changes to the learning environment. For example, over the last two years, these modified efforts have led to partnership with the Gary Community Center to provide opportunities for students to build their career and technical skills.
- **Growth Mindset:** At GLCS, we know that in order for our scholars to be as successful as possible, all members of the school community must actively pursue a growth mindset. At GLCS, we utilize three specific structures to maximize the growth of our instructional staff. First, we have developed and operationalized professional learning communities (PLCs) as a space for teachers to collaboratively review data and student work and develop data-driven instructional plans. Second, we ensure that each teacher has routine one on one coaching which supports the unique growth opportunities of individual

instructional staff members. Finally, in recognition of our significant number of new-to-us or new-to-profession instructors, we have designed and implemented our New Teacher Cohort that routinely works on building the foundational instructional and classroom management skills necessary to support student learning.

4. *Describe any anticipated changes to the essential terms of the school's educational program, program as described in the current charter. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals. Discuss any associated challenges or risks to these changes.*

In the future, GLCS will continue to develop and refine the implementation of each of its design elements. We will continue to strengthen our intentional foundation of school and student culture through positive and healthy relationships, ultimately promoting equity of voice, culture, and experiences. We will continue our focus on providing a nurturing learning environment, where we meet scholars at their academic and social starting points and support them as they ultimately grow to drive their own learning journey. We will have particular emphasis on the college and career-readiness aspect of our program (i.e., Purpose of School). The focus on real world applications of learning starts in kindergarten and is growing to provide internships such that all scholars have one or more internships aligned to their personal interests prior to graduation.

B. Goals and Plans

1. *State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals.*

Academic Goals:

GLCS has adopted a set of ambitious goals to guide its academic program. The board approved goals are summarized in the table below.

Academic Goal Area	Grade Level(s)	Goal	Assessment
Primary Literacy	K-2	FY 22: 70% of Kinders and 60%+ of 1st Grade on Level FY 23+: 70% of Kinders, 80% of 1st Grade, 90% of 2nd Grade on Level	mClass
Reading and Math Growth	K-8	65%+ of students meeting growth targets	NWEA MAP - Reading and Math
Core Content Proficiency (Reading, Math, Biology and Government)	3-8	Increase reading and math proficiency by 5-7% annually	ILEARN IREAD ISTEP+
Graduation	12	90%+	N/A
College Admission	12	90%+	School-based tracking of admissions letters per student

GLCS is continuing the plan presented at the mid-charter review to achieve these academic goals. However, as a result of the pandemic, modifications have been made to the plan in order to intentionally address any learning gaps that developed or increased. Such modifications include an increase in coaching for teachers, with a focus on building their capacity to deliver data-driven differentiated instruction. We increased personnel dedicated to the differentiation and personalization of instruction, and we restructured the school day to increase the amount of time dedicated to personalized instruction. Scholars are also utilizing computer-adaptive and standards-aligned resources to support their ongoing academic success, with the flexibility to adapt to remote learning.

Organizational Compliance Goals:

GLCS has fully adopted Ball State University's Organizational Performance Indicators, including the goals for Education Program, Financial Management and Oversight, the Governance and Reporting, Students and Employees, School Environment, and Additional Obligations. GLCS plans on meeting these goals with regularly scheduled meetings aligned to the performance indicators, allowing the team to discuss progress to goals and pivot in real time.

Financial Goals:

Gary Lighthouse Charter School has fully adopted the near term and sustainability goals set forth by Ball State in its Financial Performance Framework. GLCS expects to meet the standards on each indicator annually. Regular meetings have been established to review school financials to ensure alignment with the Financial Performance Framework. A sample meeting cadence is listed below:

Action Item	Frequency
Grant Reconciliation: Grants Review	Bi-weekly
Systems Oversight: Review Fiscal Policies	Annually - June
Systems Oversight: Finance Committee Meeting	Monthly
Systems Oversight: NWI Finance Review	Bi-weekly

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Academic:

GLCS is addressing the outstanding deficit in academic proficiency attainment for ELA and math noted at the time of the last renewal. To improve proficiency outcomes, the school is increasing the pedagogical and content knowledge of all instructors and instructional aids. We are accomplishing this in part by creating teacher certification partnerships with local entities including Teachers of Tomorrow and Teach for America. We have also implemented professional development programs and structures to address content needs of teachers, as well as the needs of novice teachers (e.g., general pedagogy; classroom and culture management; etc.). A New Teacher Cohort receives group and individual coaching on the foundations of teaching and learning. This cohort is led by a former principal with a proven track record of results in urban education. We also engage in regular, data-driven professional development and PLCs. At the student level, we are maximizing the number of minutes students spend in instruction that is directly aligned to their personal needs, as identified by rigorous assessments such as mClass and NWEA. We also adopted a new math curriculum that provides ample differentiation support for students, as well as providing content support for teachers.

Organizational:

GLCS has addressed the outstanding organizational deficits noted at the time of the last renewal. These items included amending and submitting the Board bylaws, submitting background checks for all board members, submitting the current management services agreement, and sharing the Teacher/Administrator Evaluation Plan, the Seclusion and Restraints policy, and teacher licensure documentation. We have also met the expectations stated in the Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools.

To prevent any future issues with organizational compliance, GLCS has refined its utilization of its organizational compliance calendar and standardized and streamlined the process of gathering information in order to ensure regular and timely collection of data. In addition, we have refined the process of board review of policies and procedures, which now routinely takes place at the October board meeting. Please note, these policies will be reviewed in September in renewal years, including this year, to ensure that policies are up to date at the time of renewal application submission.

Financial Deficits:

GLCS has addressed the financial performance indicators that did not meet standards at the time of the last renewal. We have established policies and procedures to ensure compliance with our fiscal responsibilities. Evidence of these successful efforts are reflected in the Financial Performance Framework provided for this renewal.

In June 2021 a notice of deficiency was issued by Ball State regarding our ADM testing and the Form 9 submissions. In response to the ADM testing, a review of our policies and forms was conducted and resulted in amending our processes. A corrective action plan was submitted.

A corrective action plan has been implemented in FY 2021 to account for the inaccurate reporting of cash and fund balances on the Form 9. After a thorough review of practices, we identified three root causes - grant reconciliation, accrual to cash basis of accounting and systems oversight. With regular scheduled meetings, a dedicated grants manager and finance team members who are experts in our financial systems we expect to correct the deficiencies previously reported. The detailed corrective action plan has been submitted to the Office of Charter Schools.

To prevent any further financial deficiencies, the GLCS board and management have put in place several systems, procedures, and policies accordingly. These include increasing the level of detailed oversight of school finances by the board's finance committee, moving to a team of school finance specialists who have increased the quality and timeliness of financial oversight, and adding an additional full-time employee dedicated specifically to grant account management. Finally, we have revised our policy on vendor payment to better align to GLCS and vendor needs. This has resulted in a shift from a net 30 to a net 45 days for invoice payment. The policy change has significantly stabilized our cash on hand and ensured our ongoing ability to meet covenant obligations.

III. Student Performance Diagnostic

A. Academic Performance Framework

1. Describe indicators that show a positive & negative trend in performance

GLCS has been a needed asset in the Northwest Indiana region. Since the last charter renewal, GLCS has outperformed the local traditional public schools on all assessments. We utilize NWEA, alongside additional performance metrics to develop strategic plans of continuous support for our scholars.

Due to the pandemic and limitations for testing, Indiana passed hold harmless legislation for state assessment results for the 2019-2020 school year. The data in the table below represents the performance of GLCS during the years since the prior charter renewal up until the pandemic.

State Test Data (Grades 3-8)

Year	MATH			ELA		
	GLCS	Gary Community School Corp	GLCS Margin	GLCS	Gary Community School Corp	GLCS Margin
2018-2019	23.20%	12.00%	+11.20%	22.00%	15.70%	+6.30%
2017-2018	28.80%	16.70%	+12.10%	34%	27.50%	+6.50%
2016 - 2017	28%	22.60%	+6%	34%	30%	+4.30%

The delays in data collection due to the unprecedented circumstances of the pandemic and the hold harmless legislation have limited the ability to identify and monitor present trends in student achievement. In the absence of this data, school teams relied heavily on measures of engagement to indicate progress. Such measures capture the level of connectedness with scholars. The use of a comprehensive tracker, displaying a more qualitative assessment of learning and engagement. Teams will continue to utilize this tool, alongside the return of more traditional quantitative metrics, as they continuously drive student growth, attainment, and social emotional learning (SEL). We look forward to the return of the typical assessment schedule, in order to monitor the achievement and progress of all students.

2. *If academic performance has resulted in a rating of "Falls Far Below" on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school's assessment of those results and describe changes being made to address any deficiencies*

GLCS received two ratings of "Falls Far Below" on Academic Performance Quality Indicators. Those indicators were, "Are students in grades 3-8 achieving proficiency on state assessments in ELA?" and "Are students in grades 3-8 achieving proficiency on state assessments in Math?"

GLCS is addressing proficiency gaps in both ELA and math proficiency in four ways. First, we are driving improvement through the adoption of highly accessible curricula. We are utilizing Ready ELA and Math and its online iReady companion. This curriculum is highly accessible to our scholars who may need to seamlessly transition to remote instruction. It is also highly accessible to our teachers, particularly for those who have limited experience teaching ELA and/or Math. The curriculum is aligned to Indiana Academic Standards. It also provides easy-to-follow resources for teachers and ample differentiated materials for scholars.

Second, we are increasing support for novice teachers. We lead a New Teacher Cohort in order to specifically develop foundational teaching skills that lead to greater student learning and proficiency. These foundational skills include classroom management; teacher radar; positive framing; lesson delivery; engagement strategies; checks for understanding; facilitating student discourse; small group instruction; data informed lesson planning; and data informed reteaching.

Third, we are increasing teacher pedagogy and content expertise in ELA and math. In partnership with Ready ELA, teachers are engaging in an intensive set of professional development modules on phonics and phonemic awareness. Teachers utilize weekly professional learning communities (PLCs) to strengthen their skills for teaching the science of reading and to review and discuss student work. Our Primary and Upper Academies recently partnered with the University of Chicago's STEM Department to increase instructional effectiveness for math. They are providing a series of professional development opportunities through a targeted approach. To support these professional development efforts, our GLCS one on one coaching provides individual support to help teachers implement their learning and achieve the goals.

Lastly, we are increasing data-driven and personalized instruction for students. Our plan prior to the pandemic was to have fluid groupings across grade level classrooms in order to provide five leveled sections per grade. This plan has changed out of an abundance of caution for virus transmission. As a result instead, each classroom is

now equipped with a minimum of two instructors, with additional instructors added where there is student need. This reduced ratio allows each instructor to further differentiate within groups in order to ensure scholars receive instruction that is aligned to their needs. Additionally, we have added at least one academic interventionist position to support differentiation and small group instruction for each grade level from K-8. Furthermore, iReady is utilized to provide adaptive support that is aligned to the Indiana Academic Standards. More broadly, school teams are using diagnostic and formative indicators such as exit tickets and classroom observation to monitor progress.

- 3. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in academic framework*

GLCS has committed to ensuring that all students are growing to their potential. One of the most exciting aspects of our work within this charter term is our efforts to make learning relevant, providing our scholars with real life applicable experiences in order to connect what they are learning. Schools have begun to invest time and resources toward “passion projects” and learning opportunities beyond the walls of the school. We are already seeing gains in students’ abilities to think critically. We also anticipate further gains in the level of engagement from scholars and families as their experience at school becomes increasingly responsive and relevant. Please see the Purpose of School design element discussed in the Executive Summary for further information on this effort.

B. Continuous Improvement Practices

- 1. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.*

Each GLCS campus regularly engages in a comprehensive review of their respective strategic priorities and mission. They adjust plans accordingly and communicate the updates with various stakeholders. In June each year, GLCS leaders and their teams join colleagues from Lighthouse regions across the country to serve as thought partners on their school level missions, designs, needs, and strategic plans. Leaders receive feedback from their colleagues and sharpen their proposed plans prior to the dissemination to their building level teams. Leaders then seek the input of their team and teacher leaders for further refinement.

At the beginning of the school year, formal presentations of the school mission and action plan are shared during our Professional Development Institute (PDI). Additionally, this information is presented at the regional kick-off each year in order to bring synergy among schools and ensure common language for our direction. Such communication helps strengthen our sense of community, connection, and common goal.

Midway through the year, in December and January, each school meets to review progress on the action plan. They identify any changes needed, based on data and qualitative information gathered.

GLCS would like to strengthen our processes for family and external stakeholder engagement and input on our school mission, actions plans, and their continued refinement.

- 2. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.*

GLCS utilizes formative and summative assessments to provide continuous and necessary data to drive improvements in student achievement. Each assessment is intentionally selected and utilized in an effort to align with the expected outcomes of GLCS. The table below includes the summative assessments administered:

Assessment	Description	Administration
NWEA MAP	NWEA is administered three times a year to benchmark the growth of all scholars in grades K-8. The assessment data helps educators pinpoint specific areas of need to best support attainment for all scholars, including intervention based on identified skill deficiencies in the learning continuum. NWEA also provides data to support our higher ability scholars. Through analysis of RIT scores and the learning continuum, plans are developed to support the “gaps” and “pushes” for all scholars.	3x/year
ACT Aspire	ACT Aspire is administered to our students in grades 9-12. The assessment illuminates the readiness of students on ACT tests and standards. Like NWEA, ACT Aspire provides educators with the information to assess student growth during the school year.	3x/year
mClass	mClass is utilized three times a year for students in grades K-3, in order to assess reading level and literacy lexile levels. Through this diagnostic, teachers are able to assess fluency through running record, retelling of a text, and comprehension of the text. The assessment allows teachers to identify a scholar’s independent reading level, as well as their instructional reading level. Both identified levels are used to design guided reading groups so that students receive tailored instruction for their reading and phonemic awareness needs.	3x/year
Curriculum Assessments	Curriculum assessments (iReady) are given three times a year to grades K-8. These assessments are aligned to the ELA and Math curriculum, and they provide insight for pacing the instructional scopes and sequences. They allow teachers and leaders to complete an in-depth item analysis. Such analysis, for example, can help identify where scholars are struggling, enabling opportunities for course correction in the teacher’s planning. They also provide a view of the progress scholars are making toward mastery of grade level skills. Additionally, the assessment results are linked to a supplemental computerized program that individualizes assignments for each student.	3x/year
Indiana / National Mandated Assessments	Assessments like ISTEP, ILEARN, WIDA, etc. are given annually. The results inform plans for the following school year, for both the school and classroom levels.	Annually

Additionally, each teacher is provided training, feedback, and coaching to create formative assessments for their classes. Instructional coaches provide individualized support for educators on different levels of assessment creation to ensure that the formative assessments are both aligned and utilized in planning lessons. As a result, GLCS teachers regularly utilize daily “exit tickets” at the end of instructional opportunities as a more immediate gauge of mastery of the day’s standards and skills. This data is used to help in any course correction of core instructional practices and sequence. Through PLCs, teachers spend significant time aligning and calibrating their work in an effort to become effective in creation of these formative tools, ensuring their assessment of student learning yields accurate and useful information. This information creates an environment of constant reflection, driving next steps to either remediate instruction and/or push scholars to the next level.

Instructional leaders at GLCS work to build teacher capacity to use data to effectively and efficiently drive scholar growth and attainment. Part of professional development time is utilized for such coaching and analysis. With each assessment, GLCS educators review and analyze the data and then generate next steps, adjusting

instruction to address misconceptions and/or standards not yet mastered.

Leaders also utilize school, teacher, and student data to support teachers and address gaps. For example, assessment data often can illuminate a need for training in a specific teaching practice (e.g. Guided and Close Reading). When this occurs, subsequent professional development sessions are provided for teachers to add to their toolkit and skill sets.

3. *Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.*

In addition to our assessment system described above, the overall quantitative and qualitative evaluation of our academic programs for all students can be seen throughout our Multi-Tiered System of Supports (MTSS). All learners are supported through rigorous instruction, high expectations, and necessary and appropriate interventions and instruction for every student. Students with unique needs receive robust supports within our regular school day. We provide research-based, proven curriculum and differentiated instruction to support all students, including students with special needs, English language learners, and gifted learners. Frequent small group instruction, daily individualized learning opportunities, and built in re-teach and remediation blocks provide the structure to address the academic and social needs of our students. This structure is provided through our MTSS.

MTSS encompasses both the academic and social-emotional-behavioral demands of learning. There is an intentional shift from response to intervention (RTI; previously thought as academic interventions) and positive behavioral interventions and supports (PBIS; previously thought as behavioral interventions) to emphasize the integration of both academics and behavior as uniformly critical to student success.

Through MTSS, the needs of all learners are identified and supported early. By using performance data and monitoring learning rates and the social-emotional and behavioral development of students, schools can make important instructional decisions to meet the needs of all learners. There are three tiers for both the MTSS' Academic and Behavioral Systems of Support (Tier 1, 2, and 3).

MTSS: Academic System of Support

The following outlines the overall approach, process, and requirements of the MTSS' Academic System of Supports.

Academic System of Support Is...	Academic System of Support Is Not...
<ul style="list-style-type: none">Identifying student needsKnowing when a student is not progressingTeaching all students and teaching some students at a higher level of intensityIntervening to increase learningTracking the effectiveness of instruction and interventionFocusing on increasing student achievementSeeing learning as the goal	<ul style="list-style-type: none">Just a way to identify students for special educationPaperworkA checklist to completeSeeing the student as the problem

Students who do not show mastery via their formative and summative assessment scores are provided additional instruction either within or outside of the general education classroom. The Academic System of Supports' Tier 1 allows teachers to make adjustments to the delivery of instruction to meet the needs of their students. The delivery of content will be provided by the general education teacher and additional evidence-based strategies will be put in place to meet struggling learners.

Tier 2 further addresses the learning needs of a diverse student body by providing continued support and more direct instruction on the content standards. Examples include providing instruction in a small group setting inside or outside of the general education classroom. The groups are organized by the results of the data triangulation process. Students may receive intervention from I Can Fly lessons, Blast off to Reading, Fountas and Pinnell Leveled Literacy Intervention (LLI) for reading intervention, Ready resources for math intervention, or Everyday Math.

Tier 3 supports students with the highest level of academic need. In this tier, students require instruction that is specifically targeted to their needs. A small group setting outside of the general education classroom is provided. Instruction in this setting is highly differentiated, focused and targeted to specific and essential academic skills. Interventions include I Can Fly lessons, Blast off to Reading, and Touch Math. High School students participate in after school tutoring and/or Plato Recovery.

The process for the MTSS' Academic System of Supports includes a few prerequisites:

- Network guidelines regarding attendance must be followed. An academic/behavioral plan may be in place; however, it cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing screening must be checked prior to beginning Tier 2 interventions.
- No student may be considered by the Student Services team if:
 - The teacher has not completed required interventions and documentation
 - The teacher has not had a conference with the student's parents/guardians regarding their concerns

MTSS: Behavioral System of Support

The following outlines the overall approach, process, and requirements of the MTSS' Behavioral System of Supports.

Behavioral System of Support Is...	Behavioral System of Support Is Not...
<ul style="list-style-type: none"> • Identifying student needs • Knowing when a student may benefit from additional support • Supporting all students and supporting some students at a higher level of intensity • Intervening to increase learning • Tracking the effectiveness of the intervention • Focusing on increasing student achievement • Seeing learning as the goal 	<ul style="list-style-type: none"> • A step towards having scholars suspended or expelled • An aid for referring scholars out of class • A checklist to complete • Seeing the student as the problem • A way to gain or enforce control

Tier 1 of the MTSS' Behavioral System of Supports includes interventions that are implemented within the classroom. They include the following: verbal redirections; student reflection forms; affective language; calm reminders; proximity; nonverbal cues; one on one dialogue; seat change; behavior progress tracked; positive reinforcement (va Kick Board); Take A Break (TAB) in; TAB out; parent/guardian communication; teacher-student mentoring; and parent/guardian notification.

Tier 2 interventions further address the needs of a diverse student body by providing more continuous and individualized behavior support. Interventions are provided in an individual and/or small group setting outside of the general education classroom. Students in Tier 2 receive intervention from the Director of School Culture (DSC), DSCA and School Social Worker, as needed. Students' progress is monitored frequently. Depending on the progress made, students can be removed from Tier 2 supports, continue Tier 2 intervention, or be identified for Tier 3. Tier 2 interventions are overseen by the DSC and Administrative Team.

Tier 3 interventions can include referrals for outside services, a Behavior Intervention Plan, and/or behavioral therapy intervention conducted at school.

The process for the MTSS' Behavioral System of Supports includes a few prerequisites:

- Students must receive at least three referrals and a Culture recommendation within a week to be considered for Tier 2 interventions.
- No student may be considered for Tier 2 interventions if the teacher has not completed required documentation, a conference with the student's parents regarding their concerns, and a Culture recommendation.

4. *Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.*

The GLCS leadership team engages in a number of practices based on quantitative and qualitative data that drive improvements, identify targeted teacher supports, and inform professional development that cultivates teacher capacity to ultimately improve student learning. Such practices include the assessment system and data analysis described above. They also include various qualitative measures and habits of collective problem-solving for continuous improvement.

The GLCS academic leadership team conducts weekly walkthroughs to assess levels of scholar engagement and quality of instruction. There is intentional focus on core content blocks, intervention, and common school spaces. Leaders record observation notes, capturing the quality of student interaction with one another and their teacher, as an indicator of the success of the academic program and mission. Walkthroughs also help calibrate the team's assessment of excellence in instructional and cultural practices.

At least quarterly, and as necessary, principals also conduct calibration walkthroughs with other GLCS campuses within the region to gain additional insight on strengths and areas for improvement. The practice allows for leaders to norm on the effectiveness of systems and support each other to elevate the academic programs.

GLCS leaders also engage in a "step back" at least twice a year. During these "step backs," leaders reflect on the state of the campus in comparison to the desired outcomes culturally and academically. Leadership teams look for evidence and indicators of the work done to implement the strategic plan created by the GLCS team. These opportunities provide leaders with a "think tank" to drive creative and strategic improvements for areas of need by building on existing plans, creating additional development structures, and adding new initiatives that will drive the mission further.

As the primary drive of student learning, teacher input is an additional source of data. GLCS leaders value their voice through informal and formal opportunities for discussion, input, and driving improvement.

Collectively, such qualitative and quantitative information enables leaders to regularly tailor coaching, professional development, and PLC opportunities.

Additionally, on a district level, all GLCS Principals have access to support from a regional and national charter team. Annual campus visits allow peers from the regional and national Lighthouse teams to support the school leaders with targeted observations, deliberate conversations, and problem-solving discussions. The quantitative and qualitative data described above is again utilized to drive these engagements. Though the overall structure is provided by Lighthouse senior leadership, the plans are created and led by the schools' leaders in order to ensure the time is best spent for their needs and advancing the effectiveness of our academic program.

5. *Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.*

At GLCS, there has been an intentional effort to ensure that supervision and evaluation practices are a helpful facet of our culture and effectiveness. The GLCS leadership team has prioritized rooting supervision and evaluation in authentic relationships, intended to create a deliberately supportive and developmental environment. This still includes the use of traditional observation for evaluative purposes. However, it also includes frequent conversations and PLC opportunities rooted in a genuine desire to improve practice and student performance. This has resulted in far greater improvement in teacher capacity. This development and relationship-focused approach is mirrored in the supervision and evaluation practices for leaders with their counterparts from network and regional campuses. It has seen similar benefits.

Such an approach helped ensure that supervision, evaluation, and coaching continued despite the challenges of the pandemic. To further strengthen coaching and connection, we have utilized both group and individual coaching sessions (vs. exclusively individual coaching). Such peer-to-peer engagement allows teachers to identify their own areas of growth through observations and reflections. Additionally, teachers within the Lighthouse network who are identified as proficient in specific areas can serve as a model for teachers, showing live or via video how a skill can be applied at a high level of proficiency. The leadership team is also increasingly using this peer-to-peer coaching and modeling for its own supervision, evaluation, and coaching purposes. Leadership is experiencing similar benefits of this practice, and it is allowing efficient use of time in identifying trends and patterns across grade level or content classrooms.

C. Needs of Learners

1. *Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.*

GLCS utilizes multiple systems to monitor progress and communicate among school staff and families. The table below summarizes many of these systems.

System	Parties Involved	Description
Data-Driven Professional Learning Communities (PLCs)	School Leaders, Classroom Teachers, Interventionist, Communication to Parents/Guardians	PLCs occur weekly during protected time, in order to develop focused and specific plans of actions for individual students. Grade levels and content groups analyze formative student data and curate whole-class and individualized plans for students. These plans are communicated to parents from the primary teacher of contact.
Data-Driven Professional Development	School Leaders, Classroom Teachers, Interventionist	Quarterly, designated professional development sessions are used to analyze summative assessment data (i.e. NWEA, ACT Aspire, and Curricular Assessments). Learning plans are adjusted accordingly. These modifications are made on school, grade, class, small group, and individual level.
Individualized Coaching	School Leaders, Classroom Teachers	Individual coaching needs are identified for teachers utilizing student data and observations conducted by the instructional coach and school leader. Instructional coaches maintain weekly schedules for observations, debriefs, lesson plan feedback and any additional support that the teacher may need.
Collaboration Walks & Experiences	School Leaders, Classroom Teachers, Interventionist	Collaboration walks happen quarterly and more frequently, as needed. They are aligned to coaching needs and can display targeted best practices, new strategies, and experiential opportunities to grow as a professional.

Parent Teacher Conferences	Classroom Teachers, Interventionist, Parents	Parent teacher conferences are conducted quarterly. This designated time is utilized for parents and guardians to meet with their student's teachers and instructional support team members to discuss their student's progress and support needs. Student data (i.e. grades, summative assessment data, etc.) drive the conversations.
Active Outreach to Parents & Families	Classroom Teachers, Parents	GLCS educators are regularly in contact with students' parents and guardians. Beyond building relationships, such touch points also share updates on student success and data. Additionally, campuses have dedicated family rooms to invite parents and guardians into the building to discuss their students' progress.

2. *Explain how the school supports diverse learners.*

GLCS maintains high expectations for all students, embracing their differences and modifying all areas of the educational environment to best meet their needs. We are committed to providing high-quality instruction and appropriate supplemental services to all students, including students with Individual Education Programs (IEPs), students with Section 504 plans, English Language Learners, students at risk of academic failure, and high ability students. Accordingly, GLCS implements a comprehensive assessment to identify any students with such needs and serve them accordingly.

GLCS utilizes our Multi-Tiered Systems of Support (MTSS) to support the needs of all students, regardless of a designation for an IEP, 504 plan, etc. Please find a more complete description of our MTSS in the Continuous Improvement Practices section. In summary, there are three tiers for both the MTSS' Academic and Behavioral Systems of Support. Through the use of academic data and monitoring social-emotional and behavioral growth, the unique needs of learners are identified early. As a result, schools can make timely and impactful interventions to help all students thrive.

For students in need of special education services, students can be referred for full and initial evaluations, according to GLCS' processes. A student who qualifies for services has an IEP in place that is reviewed annually. An IEP is used to oversee special educational services. The IEP includes the following: a statement of the child's present levels of educational performance and how the child's disability affects his/her involvement and progress in the general curriculum; a statement of measurable annual goals, including benchmarks or short-term objectives; a statement of the special education and related services and supplementary aids and services to be provided to the child; an explanation of the extent, if any, to which the child will not participate with children without disabilities in the general classroom and in other activities; a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; the projected date for the beginning of the services and modifications identified; the anticipated frequency, location, and duration of the services and modifications; and a statement of how progress toward annual goals will be measured and how the parents will be regularly informed. Students with 504 educational plans have similarly customized educational plans.

Teachers modify the classroom environment, adjust their teaching strategies, or make other adjustments to ensure that students are treated fairly and are getting the necessary accommodations to access curricula at the same level as their classmates.

For students who are English Language Learners, GLCS uses the English as a Second Language instructional model. Students are pulled out of the classroom for special instruction in English as a second language. Such instruction takes place during the regular school day.

GLCS realizes that at-risk students, in particular, need caring, sustained relationships in school. Therefore, our

focus is on creating strong relationships between students and staff. Only after this foundation is created, will an adult have the platform to be a source of enduring and effective support for a student. Through caring relationships, we help students form realistic and reachable career, personal, and educational goals. This does not imply that the goals are not challenging. The most motivating goals are those that are within our reach if we exercise effort. Only someone who knows a student well and cares deeply about his/her well-being will be able to help that student form reachable goals. We use supplementary educational programs, such as guided reading and a success period at the end of the day, as well as social-emotional learning and character education programs to reach our goals with our students who are at-risk.

For our High Ability (HA) students, we provide an online administration of the CogAT in grades 2- 8. This complies with Indiana law and helps GLCS meet the needs of all of our students. In grades 2-5, we offer structured work in the Great Books series, using their online system for reading and subscriptions for various math programs. This allows differentiation within the classroom and monitoring student progress by a certified high ability instructor. In grades 6-7, students are offered Pre-Algebra courses online. This option prepares our students for the advanced work they will complete in high school and beyond and qualifies them to take Algebra in 8th grade. In grades 5-7 reading, we offer an honors class focused on discussion of the Great Conversations series, independent research, and the William and Mary Navigator series texts. Finally, we meet the social-emotional needs of our HA students by adding supplemental after school opportunities for students to participate in academic competitions.

3. *Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.*

The data listed below displays NWEA scores from 2017- 2021 for scholars with special needs. During the 2017-2018 school year, 56% of scholars met their projected growth goal for ELA and 49% met their projected growth goal for Math. We saw declines in performance for this subgroup of students in the 2018-2019 school year. Such declines were attributed to an increase in newly enrolled scholars with special needs and limited special education staffing, as well as an increasing number of new and more novice staff members.

Data collected in the 2019-2020 school year was from fall to winter administrations of NWEA only, as a result of the COVID-19 pandemic. Schools were temporarily closed to prepare for the shift toward virtual learning, and spring data was not able to be collected. GLCS began to utilize Google Classroom to post assignments, make announcements and provide scholars with virtual instruction. Nonetheless, there were early indicators of growth in math from the fall to winter data.

The pandemic has continued to challenge improvement for this subgroup of students. The first and second quarters of the 2020-2021 school year were entirely virtual. Inconsistent attendance, lack of technology skills, and numerous COVID related illnesses resulted in exacerbated declines in ELA and math. GLCS looks forward to expediting our attention to the growth of this subgroup as our instructional practices are less impacted by the pandemic. Additionally, GLCS is staying vigilant in the data collection of our learners.

Percentage of Students Meeting Projected Growth				
NWEA Assessment	17-18	18-19	18-19	18-19
ELA	56	44	44	44
Math	49	41	41	41

4. *Describe persistent or closing achievement gaps between demographic groups, and strategies being used to address those needs. Please support with data.*

Intervention is provided to all students and subgroups of students in need, as identified through data. Data was reviewed after each testing cycle, and moving forward, data will be reviewed monthly. Building off of GLCS' MTSS, the following describes the variety of interventions and strategies that are utilized to ensure all students are growing and achieving:

- The MTSS' Behavioral System of Supports ensures staff and students receive the support they need for social-emotional and behavioral growth in order to maximize classroom time and academic instruction.
- Teachers utilize data during planning. Teachers meet in grade levels to review data and utilize benchmark reports. Knowing that a focus solely on grade level standards may leave several scholars behind, teachers therefore devote more class time to Tier II instruction.
- Instructional aides (IA) are strategically placed throughout the building in order to facilitate additional opportunities to support scholars. As GLCS hires and onboards more IA candidates, we expect the opportunities for scholars to increase, as well.
- Students utilize READY Pathwork, which is differentiated for the individual student.
- Beginning this school year, all students participate in math fluency intervention based upon needs.
- Guided Reading is conducted daily that is differentiated based upon student level.
- Daily DEAR time to increase fluency and vocabulary as well as develop stamina.
- Assessments of Career and College Readiness Standards (CCRS) drive differentiated instructional needs.
 - Pre-ACT/ACT is administered at the beginning and end of the year to provide data on CCRS.
 - In-house formative and summative assessments aligned to CCRS provide data regarding student progress and identify where students need additional support.
- Success Time built into the daily schedule for 45 minutes Monday, Tuesday, Thursday, and Friday.
 - Teachers carry out targeted instruction by using data to form small groups.
 - Technology resources are used, including iReady software, which creates personalized prescriptive learning paths for all scholars based on their benchmark assessment results. Reteaching and Intervention resources from iReady Central and the Ready Teacher's Toolbox are also used in order to meet scholars where they are and grow them from there. Study Island & IXL paths are also used for technology-based interventions.
- Weekly administrative walkthroughs help ensure quality instruction occurs in all classrooms and that coaching is designed to increase the effectiveness of staff.

IV. Stakeholder Diagnostic

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

GLCS recently administered a stakeholder diagnostic. The diagnostic revealed that the two highest levels of satisfaction were associated with the prompts, "this school cares about the success of my child" and "this school expects all students to succeed." The lowest levels of satisfaction were associated with the prompts, "this school offers a wide enough variety of programs, classes, and activities to keep my child connected to their school" and "this year, my child has worked on problems and/or projects that are relevant in our community or in our world."

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

GLCS focuses on building healthy relationships with our scholars and families to ensure a safe and welcoming school environment. We seek to ensure our stakeholders know we care about them and their success. We also hold high academic standards in our curriculum, and we seek to ensure our scholars receive a quality education and can compete globally with other students. The highest levels of satisfaction reflect these areas of focus, as many of our stakeholders indicated that they believe the school cares about the success of their child and expects all students to succeed.

Through continuous improvement efforts, our leadership teams have identified a need to offer a wider variety of academic programs and extracurricular activities, with a focus on real world applications of learning. This is consistent with the survey results with lowest satisfaction. This will be an ongoing focus of GLCS, as we continue to build a well-rounded school experience where activities, projects and curriculum are relevant to our community and to the world around us.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

The pandemic has presented challenges in offering all of our programs and activities. While our school buildings were closed to in-person instruction, we unfortunately also had to pause some of our after-school programming in order to help limit the potential spread of COVID-19. We are excited to offer many of our athletics and clubs again for the 2021-2022 school year and beyond.

We also experienced similar challenges with our academic programming. While virtual, we were unable to complete some of our community projects and utilize our program partnerships to their fullest. We partner with the Gary Community Career Center. Many of our high school students attend their courses to further prepare them for life and career after graduation. We are continuing to partner with dual-credit programs, and we anticipate the satisfaction in these offerings improving in the years to come.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

School leadership teams conduct detailed reviews of surveys in order to inform our school improvement plans and ensure our areas of focus are aligned with the needs of our stakeholders, scholars, and the larger school community. Our schools also have plans to develop parent and partner focus groups to further inform our programming and stakeholder satisfaction.

For the most recent administration of the survey, GLCS leaders are working to increase access to a wide range of academic and extracurricular activities that are relevant and have real world applications, as described above, and in accordance with our strategic plans.

5. OPTIONAL: Attachment of Stakeholder Diagnostic Applicable Documents

V. Organizational and Financial Diagnostic

A. Organizational

- 1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.*

Over the past charter term, the Lighthouse Academies of Northwest Indiana Board (LANWI) of Directors has more actively engaged with the CMO (Lighthouse Academies) in order to ensure that GLCS realizes its mission and goals. Communication has improved, including more frequent communication with the CMO's Regional Director/Superintendent regarding student academic growth, social-emotional development and discipline issues. There is more frequent communication with the CMO's Director of Regional Operations in regards to facilities and operations, as well as more routine communication with the CMO's Regional Controller regarding the budget and monthly expenses. The CMO's communication includes monthly board meetings, monthly committee meetings, and additional communication between the board chair and the CMO, as needed.

During this charter term, the Board has received training on governance through Board on Track, Ball State University OCS, state mandated trainings, and the Indiana Charter School Network. As a result, they more rapidly implemented best practices. The board restructured and is focusing on organizational performance. Committees were created (i.e. Academic Excellence, Finance, and Development), and committee chairs were identified, with standing meetings and outcomes. The board set and achieved its goal of having seven members. Additionally, the following amendments were made to the bylaws and accepted by Ball State University:

1. Term limits. Whereas the prior bylaws stipulated an absolute term limit, an adjustment was made to ensure that board members could remain on the board while replacement members were vetted. This ensures that the board has an appropriate number of members in order to govern the school at all times.
2. Language was changed such that the Board of "Trustees" is now referred to as the Board of "Directors."
3. Language was changed to allow electronic (i.e. phone) participation in meetings. When a member is participating by phone, a roll call vote is now required.
4. The Conflict of Interest policy was reviewed and amended in accordance with expectations set forth by Ball State University.

The board anticipates the following changes to the governance of GLCS:

1. Development of a board member handbook, outlining the board member roles and responsibilities
2. Increased focus on the structure and future plans of committees
3. Increased focus on member recruitment in order to fulfill its charter obligations
4. Electing officers to meet governance requirements
5. Drafting any additional changes to the bylaws, as needed

The Board has committed to continue its training with Board on Track through the proposed charter term.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO). Yes or No

Yes, there is a current contract between Lighthouse Academies of Northwest Indiana and Lighthouse Academies, Inc. Both parties are negotiating the contract.

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

GLCS consists of three buildings, a Primary (grades K-3) building at 3201 Pierce Street, Upper (grades 4-8) building at 1775 W 41st Avenue, and a College Preparatory (grades 9-12) building at 725 Clark Road. There is a structure next to the Upper building which we plan to utilize as an alternative education facility and additional office space. All of the buildings are fully owned by the LANWI Board of Directors.

The buildings underwent some light renovations the summer of 2021 including new paint at all locations and new flooring at 725 Clark Road. The potholes in parking lots were filled and seal-coated. We are in the process of updating all of our HVAC systems, security systems, windows, and installing new drinking fountains. We also recently completed roofing projects at each location. All of the facilities are in a strong structural condition, and we do not anticipate additional projects at this time.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

In March of 2017, LANWI received a Conditions of Subsequent Renewal notice. This notice addressed financial performance indicators that did not meet standards. Since the receipt of this notice we have established policies

and procedures to ensure compliance with our fiscal responsibilities. Evidence of these successful efforts are reflected in the Financial Performance Framework provided for this renewal.

As shared in the Goals and Plans section, in June 2021 a notice of deficiency was issued by Ball State regarding our ADM testing and the Form 9 submissions. In response to the ADM testing notice, a review of our policies and forms was conducted and resulted in amending our processes. A corrective action plan was submitted.

A corrective action plan has been implemented in FY 2021 to account for the inaccurate reporting of cash and fund balances on the Form 9. After a thorough review of practices, we identified three root causes – grant reconciliation, accrual to cash basis of accounting and systems oversight. With regular scheduled meetings, a dedicated grants manager and finance team members who are experts in our financial systems we expect to correct the deficiencies previously reported. The detailed corrective action plan has been submitted to the Office of Charter Schools.

5. If applicable: If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

LANWI extended a contract with Illinois Central School Bus company to a three year contract for SY 21-22, SY 22-23, and SY 23-24. This contract affords our schools the ability to offer busing transportation to students for arrival, dismissal, field trips, athletic events, and other after school activities at each of our school locations. This contract includes twenty daily bus routes, as well as other transportation requested on an as-needed basis according to student needs and schedules for events and activities.

Families are given the opportunity to register for busing transportation for the upcoming school year as part of our annual student registration process. We are fortunate to be able to provide transportation options to our school community.

LANWI plans to continue to offer transportation to our students and prospective students beyond this three year contract either by extending our current contract or entering into a new contract with a different vendor.

6. How will the school comply with the McKinney-Vento Act, which requires all public schools to transport homeless students, even if general transportation is not provided?

LANWI currently complies with the McKinney-Vento Act to transport homeless students by working in conjunction with our transportation vendor, Illinois Central School Bus. We work with the busing company to ensure our students who are homeless have access to arrival and dismissal transportation services via our school buses. If for any reason transportation with our school bus company is not possible (e.g. route availability, timing, distance, etc.), we work to solidify an alternative and reliable transportation option such as a scheduled taxi or van service to transport our McKinney-Vento students to and from school.

B. Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The Board uses monthly board meetings with GLCS staff to review progress, discuss the most recent data and ask probing questions to ensure the resources are supporting student academic achievement and instructional support. The Board reviews fiscal policies related to spending, procurement and budgeting on a yearly basis and approves proposed amendments as needed. Such policies are established to ensure our schools are fiscally

sound. Evidence of this focus is supported via board meeting agendas that can be found by visiting <https://lha.net/indiana/compliance/>.

- 2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.*

As shared in the Organizational section above, in March of 2017, LANWI received a Conditions of Subsequent Renewal notice. This notice addressed financial performance indicators that did not meet standards. Since the receipt of this notice we have established policies and procedures to ensure compliance with our fiscal responsibilities. Evidence of these successful efforts are reflected in the Financial Performance Framework provided for this renewal.

As shared earlier, in June 2021, a notice of deficiency was issued by Ball State regarding our ADM testing and the Form 9 submissions. A review of our policies and forms was conducted and resulted in amending our processes. A corrective action plan was submitted.

A corrective action plan has been implemented in FY 2021 to account for the inaccurate reporting of cash and fund balances on the Form 9. After a thorough review of practices, we identified three root causes - grant reconciliation, accrual to cash basis of accounting and systems oversight. With regular scheduled meetings, a dedicated grants manager and finance team members who are experts in our financial systems we expect to correct the deficiencies previously reported. The detailed corrective action plan has been submitted to the Office of Charter Schools.

VI. Financial Dashboard

BALL STATE UNIVERSITY FINANCIAL PERFORMANCE FRAMEWORK - Fiscal Year End 2021

1. NEAR TERM INDICATORS

1.a. Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	2.41
1.b. Cash to Current Liabilities	Cash divided by Current Liabilities	1.99
1.c. Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	95.29
1.d. Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	99.77%
1.e. Default		

2. SUSTAINABILITY INDICATORS

	Net Income divided by Total Revenue	0.13
2.a. Total Margin	Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	0.02
2.b. Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.89
2.c. Cash Flow	Multi-Year Cash Flow =(Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow =(Year 2 Total Cash)-(Year 1 Total Cash)	2,617,856.75
2.d. Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	3.00

Financial Performance Framework - Data Points	
Current Assets	4,594,500.36
Current Liabilities	1,909,463.58
Cash	5,487,608.75
Unrestricted Cash	3,804,640.24
Total Expenses	15,147,281.92
Depreciation	574,684.55
Enrollment Projection in Charter School Board-Approved Budget	1,320.00
Actual Enrollment	1,317.00
Default	No
Net Income	2,357,005.95
Total Revenue	17,504,287.87
Total 3 Year Net Income	800,590.95
Total 3 Year Revenues	49,923,277.87
Total Liabilities	16,805,225.10
Total Assets	18,852,852.28
Year 1 Total Cash	2,869,752.00
Year 2 Total Cash	4,300,655.00
Year 3 Total Cash	5,487,608.75
Interest	1,089,875.01
Annual Principal, Interest, and Lease Payments	1,341,875.01

NWI Key Priorities for 2021-2022

NWI Regional- LHA Design Element Planning

"Synergy through Clarity"

Primary Promise

Vision: LHA of NWI are schools that foster literacy rich environments that focus on providing students with just right experiences focused on speaking, listening, reading, and writing.

- Leader and Teacher development - Cohesion with growth mindset in identifying strategic pathways to support leader and teacher development for more effective results.
 - DEI work with a focus on making sure we are providing instruction that is rooted in equity.
- Physical Spaces and Resources

The Purpose of School

Vision: LHA of NWI are places where scholars and staff want to "be" and not just "go"

- Setting Conditions for Success
 - Scheduling for Success
 - Planning for Success
 - Evaluating for Success
- Learning Beyond the Walls - In what ways do our scholars have authentic opportunities to solve real world problems and engage in authentic learning?
- Relevance - Community: In what ways are our scholars and staff a part of the community? (LHA supports the local businesses in the community)

Growth Mindset

Vision: LHA of NWI seeks to demolish all opportunities that allow regression to the comfort zone

- "Just Right" Instruction
 - Cohesion with scheduling and use of data PLCs
 - Getting clearer about specific student needs vs. general planning
- Relevant Learning Experiences for Leaders and Staff
- OCS Walk-through Process - Getting more intentional during observations
- PLCs
 - Data-Driven Instruction - Academic and SEL
 - Making decisions with data in mind - What data are you using?
 - Formative Assessment and Cycles of Data Deep Dive - Time and space committed, action plan cycle developed, follow-up next steps and metrics conveyed and displayed
 - Formative Assessments and Cycles of Data Deep Dive for Special Populations
 - Time and space committed, action plan cycle developed, follow-up next steps and metrics conveyed and displayed
 - ELLs | Sped | High ability | Critical Seniors/Scholars showing significant lack of progress

Healthy Relationships

Vision: LHA of NWI leverages the greatness of all stakeholders to develop and foster schools that are nurturing and supportive to the needs of our immediate school community and beyond.

- Communities as Partners
- DEI - What does this mean for us?

Institutional Financial Stability

- Grants management
 - Awareness of spending through the use of provided trackers
 - Intentionality in what we are purchasing and are able to connect these purchases to priorities
 - Continued leader education of what funds can be used for
- Systems and processes to increase effectiveness of the management process
 - i.e. new hiring or shifting from different funding sources, etc

NWI LHA Finance, Board and Operations Standing Meetings Cadence

Department	Meeting Title	Participants	Schedule	Details
Finance	Bi-Weekly Payroll Check-in	Payroll, DRO, VP of Ops, SOMs	Every 2 weeks on Mondays at 9AM CST	Review and discussion of most recent payroll.
Finance	Grant Spending Review	Finance, DRO, Title I Coordinator	Every 2 weeks on Mondays at 10AM CST	Review of current grant spending and upcoming fiscal reports.
Finance	NWI Finance Meeting	Finance, NWI Regional Team, VP of Ops	Every 2 weeks on Tuesdays at 9AM CST	Review of budget trackers, current spending, and forecasting. Discussion of financial policies.
Operations	Gary Operations Check-in	PALs, DRO, SOMs	Weekly on Wednesdays at 9AM CST	Updates on school-based operations, purchasing, facilities, projects, and personnel.
Operations	Enrollment and Community Engagement	DRO, VP of Ops, Family Liaisons	Weekly on Wednesdays at 12PM CST	Review of enrollment and family and community engagement progress. Review of registration, audit, and state reporting data.
Operations	NWI Operations & Leadership	DRO, VP of Ops, Superintendent	Every 2 weeks on Wednesdays at 2PM CST	Review of regional priorities, major facility projects, purchasing, personnel, and regional budgets.
ALL	NWI Leadership Meeting	All NWI regional leadership, PALs, SOMs, VP of Ops, Talent Director, and Superintendent	Every 2 weeks on Wednesdays at 11AM CST	Overview of important upcoming NWI regional priorities. Review of finances and updates around expectations for purchasing. Review of regional purchases, projects, operations updates, technology, grants, hiring/talent, events, and more.
Board	NWI Board Chair Bi-Weekly Meeting	Board Chair, DRO, VP of Ops, Superintendent	Every 2 weeks on Mondays at 3PM CST	Update on regional goals, projects, financials, policies, personnel, and planning for upcoming board meetings.
Board	NWI Monthly Board Meeting	All NWI leadership, NWI board of directors, and NWI finance team	3rd Monday of every month at 5:30PM CST (excluding holidays)	Monthly NWI board meeting hosted in-person and streamed live on YouTube to discuss regional updates to inform the community and to vote on policies, procedures, and the approval of finances and bill pay.
Board	Development Committee Meeting	NWI Board and regional leaders	3rd Wednesday of every month at 5:30PM CST	Discuss development of academic programming and strategies in LHA NWI.
Board	Finance Committee Meeting	NWI Board and regional leaders	2nd Wednesday of every month at 5:30PM CST	Review financial goals and updates for LHA NWI.
Board	Financials Review for Board Meeting	NWI Board Chair/Treasurer, DRO, VP of Ops, Superintendent, and finance team	Every Thursday prior to a NWI Board Meeting at 4PM CST	Deep dive into financial statements and schedule of bills being presented for approval at the upcoming board meeting.

LHA NWI Support During COVID

Family Resources

All schools are staffed with a full-time Family Coordinator focused on supporting the needs of our families and broader school communities.

Schools have provided detailed COVID-19 plans including what to expect in returning to in-person learning. This plan outlines local COVID-19 testing and vaccination sites available for our families.

Hygiene products, classroom supplies, technology, hotspots, uniforms, and other necessities are available at each school location for scholars and families in need of these items.

COVID-19 rapid testing is available on-site at each school and can be utilized by staff, scholars, parents, and other family members. Appointments can be scheduled directly with the school nurse.

Facilities

All buildings have signage on the walls and floors for social distancing and direction of movement. There are desk dividers in the classrooms for every scholar who has returned to in-person learning. We also have multiple thermometers and hand sanitizing stations in every building. Masks are required for all on-site scholars and staff.

Large sanitizing machines are used in all spaces regularly for deep cleaning and sanitation of the buildings.

Video is public on our YouTube channel demonstrating some of our safety procedures and new items you can expect to see in the buildings.

Regular deep cleaning and disinfecting of high touch areas continue to occur in each building daily.

Air purifying machines have been placed throughout each building to ensure clean air and ventilation in our spaces.

Upgrades to HVAC units and drinking fountains are in progress to further support in limiting the spread of Covid.

Child Nutrition

Breakfast and lunch is served in school to our on-site scholars. Meal packs are available for pick-up on Mondays and Thursdays for our virtual scholars. These meal packs will include meals for Monday-Wednesday and Thursday-Sunday. Scholars participating in in-person learning will have the option to take a meal pack home for days they are not in the building as part of the National Food Service Program.

School Safety

School safety drills have taken place in every building and will continue on a monthly basis.

Visitors are not permitted in the school buildings at this time to limit the potential spread of Covid-19. Parents, families, and partners will be able to meet with our school teams virtually and over the phone. All parent-teacher conferences will occur virtually and will be set up by your scholar's teacher.

Technology

Swivl cameras are being used in every classroom to support a synchronous learning environment for virtual and in-person scholars. These cameras follow the classroom teacher during instruction and allow for interaction between in-person and virtual scholars.

All scholars received technology to use at-home for virtual learning and completing coursework. Hotspots were also offered to all families and provided by the school to ensure reliable internet access during the pandemic.

Google Classroom and Zoom accounts were purchased for all scholars to effectively participate in virtual instruction. Schools provided training to the scholars and families.

<https://drive.google.com/drive/folders/1ApkCt1poNFYkfE1fD09-Oa98gei10uP>

Supporting Evidence: Needs of Learners

NWEA
Spring 2020-2021

What % of Primary Students Are Reading At or Above Grade Level As Defined by Meeting or Exceeding 50th Percentile on NWEA Reading?

	Gary	Black or African-American	Male	Female
Grade K	49%	51%	50%	48%
Grade 1	16%	16%	16%	17%
Grade 2	18%	18%	16%	18%

What % of Grade 3+ Students Are Projected to Pass their State Assessment in Reading?

	Gary	Black or African-American	Male	Female
Grade 3	10%	12%	12%	10%
Grade 4	12%	11%	8%	15%
Grade 5	12%	12%	10%	15%
Grade 6	14%	15%	19%	9%
Grade 7	38%	35%	29%	49%
Grade 8	24%	25%	20%	29%
School Wide	19%	19%	17%	21%

What % of Grade 3+ Students Are Projected to Pass their State Assessment in Math

	Gary	Black or African-American	Male	Female
Grade 3	9%	9%	15%	5%
Grade 4	8%	8%	8%	8%
Grade 5	3%	3%	3%	3%
Grade 6	11%	12%	9%	14%
Grade 7	14%	10%	10%	17%
Grade 8	19%	20%	10%	29%
School Wide	11%	11%	9%	13%

What % of Grade 3+ Students Are Projected to APPROACH Passing their State Assessment in Reading?

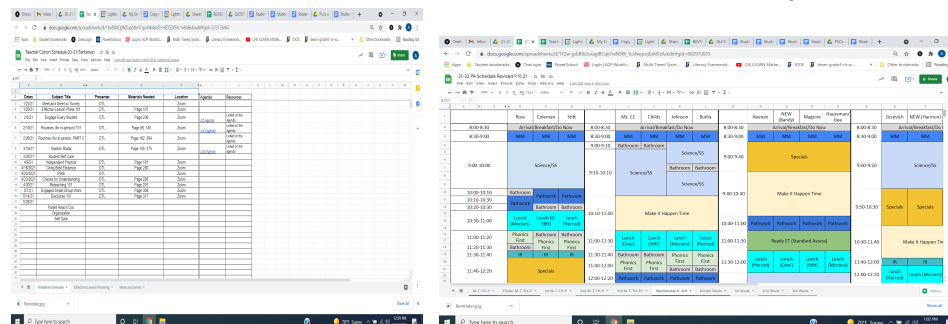
	Gary	Black or African-American	Male	Female
Grade 3	35%	36%	34%	36%
Grade 4	33%	33%	33%	33%
Grade 5	29%	31%	21%	41%
Grade 6	50%	51%	49%	48%
Grade 7	68%	65%	64%	71%
Grade 8	69%	72%	60%	79%
School Wide	48%	49%	44%	51%

What % of Grade 3+ Students Are Projected to APPROACH Passing their State Assessment in Math?

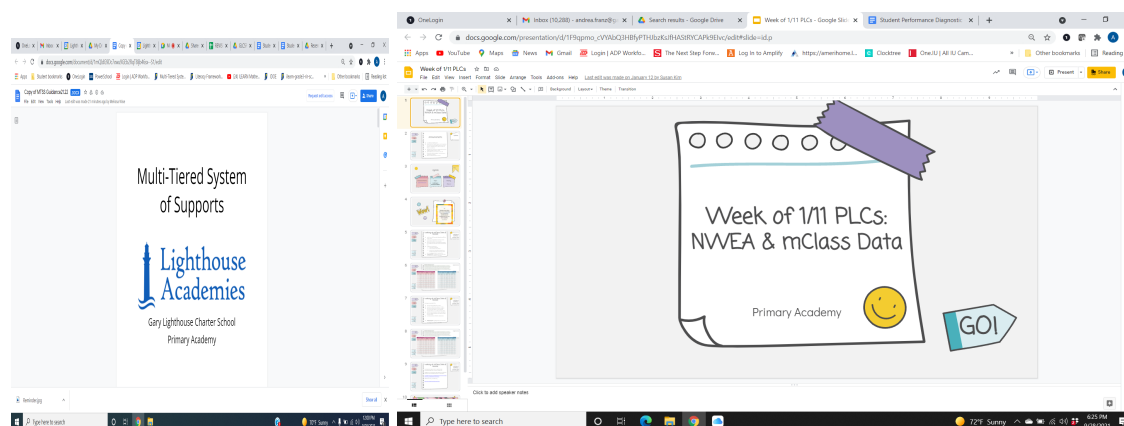
	Gary	Black or African-American	Male	Female
Grade 3	26%	23%	30%	19%
Grade 4	26%	27%	29%	21%
Grade 5	16%	16%	16%	17%
Grade 6	32%	33%	31%	31%
Grade 7	46%	41%	36%	56%
Grade 8	44%	47%	40%	50%
School Wide	32%	32%	31%	32%

[illegible]

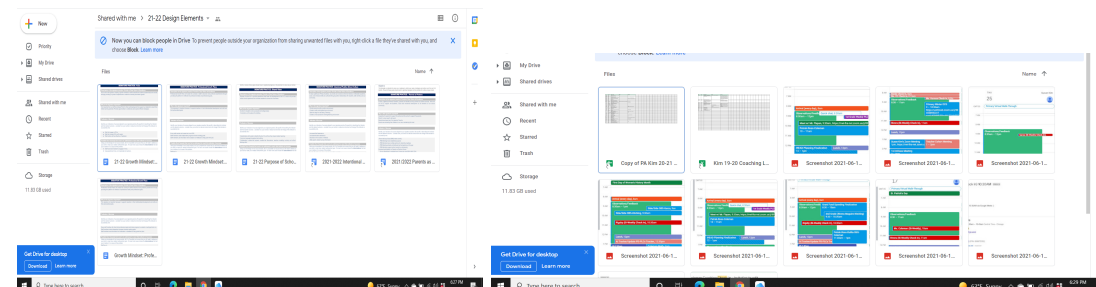
PLC Schedule with Wednesday PDs



Master Schedule with Make it Happen Time



Data Dive for MClass and NWEA



Coaching Schedules

Supporting Evidence - Gary Upper Academy: Needs of Learners

This is an update for your Reflex class.

Current Status

Name	Initial Assessment	Percent Facts Fluent (current assignment)	Fluency Gain (Facts last 2 wks)	Usage (last 2 wks) days/wk	Last Login
Alcantar, Oliver	Completed	76%	21	3.5	02/13/20
Baker, Tracy	Completed	65%	65	N/A	02/13/20
Burton, Kimora	Completed	98%	101	3.5	02/13/20
Campbell, Jael	Completed	99%	96	3.0	02/13/20
Carpenter, Amir	Completed	91%	9	2.0	02/13/20
Carpenter, Niama	Completed	30%	69	N/A	02/12/20
Cobb, Lyn'Nyria	Completed	56%	2	2.5	02/13/20
Cunningham, LaJuan	Completed	79%	2	2.5	02/13/20
Deamond, Clyde	Completed	78%	4	2.0	02/13/20
Doston, Tashawnee	Completed	58%	22	3.0	02/13/20
Douglas, Cameron	Completed	88%	16	3.0	02/13/20
Edwards, Eric	74% complete	11%	0	N/A	02/10/20
Harris, Jonera	Completed	95%	19	5.0	02/13/20
Hegwood, Roy/Nijha	Completed	44%	6	4.0	02/13/20
Houston, Bria	Completed	74%	30	4.5	02/13/20
Jenkins, Josiah	Completed	99%	132	4.0	02/12/20
Love, De'Angelo	Completed	59%	9	2.0	02/12/20
Lucas, Josiah	Completed	100%	6	4.5	02/13/20
Luckett, Davia	Completed	100%	7	4.0	02/13/20
Lynch, Raiyana	Completed	100%	1	2.0	02/13/20
Mattison, Christina	Completed	99%	2	1.5	02/13/20
May, Davion	Completed	87%	17	2.5	02/13/20
McClinton, Dayshawn	Completed	69%	8	3.0	02/13/20
McCullum, Ze'Maure	Completed	90%	4	3.0	02/13/20
Meredith, Nevaeh	Completed	48%	5	3.0	02/13/20
Mollette, Jamarion	Completed	52%	2	1.0	02/13/20
Parker, Zamarayah	Completed	79%	31	4.0	02/13/20
Peters, Landon	98% complete	44%	50	N/A	02/13/20
Pruitt, A'Raiel	Completed	95%	3	3.0	02/13/20
Roper, Anthony	Completed	52%	12	4.5	02/13/20
Seawood, Destyn	Completed	64%	1	2.0	02/13/20
Smith, Dontie	Completed	45%	33	4.0	02/13/20
Smith, Jayhuan	Completed	90%	3	3.0	02/13/20
Whitsett, Charnesha	Completed	63%	0	2.5	02/12/20
Wright, Deja	Completed	99%	52	5.0	02/13/20

Class Milestones*

No recent unprinted milestones.

Student Milestones*

Name	Assignment	Milestone
Burton, Kimora	Multiplication/Division: 0-12	4000 Total Facts Solved!
Carpenter, Amir	Addition/Subtraction: 0-10	You are 90% Fluent!
Carpenter, Amir	Addition/Subtraction: 0-10	30 Total Green Light Days!
Love, De'Angelo	Addition/Subtraction: 0-10	3000 Total Facts Solved!
Lynch, Raiyana	Multiplication/Division: 0-12	3000 Total Facts Solved!
Peters, Landon	Multiplication/Division: 0-12	25 New Fluent Facts!
Peters, Landon	Multiplication/Division: 0-12	50 New Fluent Facts!
Peters, Landon	Multiplication/Division: 0-12	5 Total Green Light Days!
Roper, Anthony	Addition/Subtraction: 0-10	10000 Total Facts Solved!
Smith, Dontie	Addition/Subtraction: 0-10	10 Total Green Light Days!

Instructional Groupings									
i-Ready									
School: GARY LIGHTHOUSE UPPER									
Subject: Reading									
Grade: 4									
Diagnostic: Most Recent									
Student	Scale Score	Overall Placement	PA	PH	HFV	VOC	LIT	INFO	
Greene, Georlan*	480	Grade 2	Tested Out	Grade 2	Tested Out	Grade 3	Grade 1	Grade 1	
Greer, Ny'Onia*	399	Grade K	Tested Out	Grade K	Tested Out	Grade 1	Grade K	Grade K	
Hankins, Jeremiah*	500	Grade 3	Tested Out	Grade 1	Tested Out	Grade 3	Grade 3	Grade 2	
Honeywood, Parrisa*	432	Grade 1	Tested Out	Grade 1	Tested Out	Grade 1	Grade K	Grade K	
Hopkins, Cal'Tonia*	426	Grade 1	Tested Out	Grade 1	Tested Out	Grade K	Grade 1	Grade K	
Hudson, Queen*	458	Grade 1	Tested Out	Grade 1	Tested Out	Grade 2	Grade 2	Grade 1	
Jackson, Lane*	430	Grade 1	Tested Out	Grade 1	Tested Out	Grade 1	Grade K	Grade K	
James, Erica*	422	Grade 1	Tested Out	Grade K	Grade 1	Grade 1	Grade 1	Grade 1	
Johnson, Joshua*	387	Grade K	Tested Out	Grade 1	Tested Out	Grade K	Grade K	Grade K	

Repeated Reading/ NWEA Data Chart Mihal

Student Name: ██████████		Grade: 6 th	
Repeated Reading Data		Beginning WPM	Current WPM
		42 wpm	80 wpm
NWEA ELA Data		Fall ELA RIT	Winter ELA RIT
		157	200

Student Name: ██████████		Grade: 6 th	
Repeated Reading Data		Beginning WPM	Current WPM
		78	125
NWEA ELA Data		Fall ELA RIT	Winter ELA RIT
		158	198

Student Name: ██████████		Grade: 7 th	
Repeated Reading Data		Beginning WPM	Current WPM
		101	142
NWEA ELA Data		Fall ELA RIT	Winter ELA RIT
		191	200

Student Name: ██████████		Grade: 7 th	
Repeated Reading Data		Beginning WPM	Current WPM
		126	155
NWEA ELA Data		Fall ELA RIT	Winter ELA RIT
		195	204

STN	Reading			Perct. +/-	Goal Met	Math			Perct. +/-	Goal Met
	Fall	Spring	RIT +/-			Fall	Spring	RIT +/-		
413015002	162	185	23	13	Y	175	196	21	18	Y
405709185	164	176	12	1		169	174	5	0	
405708248	207	208	1	-4	N	228	236	8	6	
405713727	160	159	-1	-2	N	159	165	6	0	N
405713016	203	200	-3	-22	N	197	213	16	14	
415515097	190	183	-7	-7	N	193	186	-7	-5	N
405707027	213	209	-4	-15	N	201	213	199	-18	N
405707027	216	222	6	8		214	227	13	-21	N
413015005	160	190	30	13		169	183	14	1	
400812201	162	174	12	0	Y	171	188	17	2	Y
447908068	210	205	-5	-15	N	195	200	5	1	
397112032	202	207	5	28		189	204	15	10	
405710106	176	200	24	19		202	213	11	4	
405711093	190	186	-4	-11	N	186	195	9	1	
400810004	207	237	30	60		210	210	0	-4	N
447914046	195	198	3	-12	N	187	192	-5	-6	N
405711200	171	194	23	17		180	188	4	-2	N
445114955		153		1			161		1	
445115045	154	169	15	1		167	190	23	13	
412112013	156	166	10	0	N	148	153	5	0	N
405710283	194	202	8	3		198	218	20	24	
405707134	205	202	-3	-9	N	200	202	2	0	N
413015014	172	174	2	-3	N	182	186	4	-4	N
405708116	206	205	-1	-10	N	210	228	6	27	
416910012	190	207	17	18		225	229	4	-5	N
140801772	189	197	8	16		195	194	-1	-8	N
393715008	170	184	14	3		184	200	16	8	
412114027	154	160	6	0	N	154	167	13	0	
444913059	214	214	0	0	N	181	198	17	5	
413015022	189	191	3	2		180	186	6	-3	N
405709019	205	201	-4	-8	N	206	212	6	3	

Dedicated time within schedule for whole school Success Period /Intervention for small groups

PLC agendas and Data Step back Plans

Grade Level/Subject/Team:

5th Grade Math/ ELA

Restate your goal(s) created during the Data Stepback:

1. Students will be able to recognize common content specific vocabulary when reviewing NWEA and IReady questions.
2. 70% of students will meet their Math and ELA goals.

Describe progress in pursuit of those goals:

- Identify success (with evidence if possible)-
 - Alcantar siblings **excelling at reading aloud.**
 - Students are more interested in checking their own progression at their "my path" on IReady.
 - My Path passing rate is increasing.
 - Ms. Stroud is experiencing a higher rate of students completing class work.
- Identify challenges (with evidence if possible)-
 - Students are not motivated to independently practice on platforms such as freckle and using the NWEA rit vocabulary words on quizlet.
- Identify support/resources needed for additional progress
 - Flocabulary

MEETING AGENDA: NWEA DATA PLC MEETING		
Date: 9-10-2019 Time: Individual Planning Period Location: Mrs. Walker's Room		
Topic: <ul style="list-style-type: none"> Examine NWEA test results Strategic Planning for Success Period/Reading Lab	Attendees: Garcia, Radzicki, Norwood, Kleszynski, Greene, Adams-Baird, Rums, Edmonds, Walker, Johnson Facilitator: Johnie Radzicki Records: Radzicki, Norwood, Greene, Rums, Walker Guests: Garcia, Kleszynski, Day, Edmonds, Johnson Other Role(s): Group Summarizer: Partner Teacher/Releaser	
Purpose(s): (Plan, Learn Something, and Make Decisions)		
Meeting Objectives: <ul style="list-style-type: none"> EL team can examine NWEA test results by identifying trends, patterns growth vs. decline, deficiencies, and subgroup growth. 		
To prepare for this meeting, please: <ul style="list-style-type: none"> Analyze the disaggregated NWEA data according to your class by RIT Read the articles attached to the ELA Newsletter and formulate your "Wonders" and "I Notices" 		
Materials we will use at the meeting: <ul style="list-style-type: none"> Laptop Printed NWEA Class Breakdown by RIT Scores Markers Highlighters 		
Schedule		
Time	Minutes	Activity
	5	Opening <ul style="list-style-type: none"> Greetings: One Minute Business Meeting
		ILA Norms <ol style="list-style-type: none"> Be positive/oriented. Prioritize this work and these people in this moment-minimize distractions. Presume Positive Intentions Give yourself the gift of connections Put labels on the Table
	3	Franning and Purpose <ul style="list-style-type: none"> Reading objective objectives Review our big goal for the year of 30% or more growth on ILearn state standardized test

		<ul style="list-style-type: none"> Review our big goal for the year of 70% or more growth on NWEA Brief agenda walk
15	<p>Walkthrough Data Analysis</p> <ul style="list-style-type: none"> Framing: Pair share and then warm call-explain how examining data will assist us with our work within the ELA classrooms. (2 min) Sticky Note Gallery Brainstorm <p>Write one answer to each question on a sticky note. (3 minutes)</p> <ul style="list-style-type: none"> What were the strengths you noticed from this walkthrough data? What were the growth areas you noticed in this walkthrough data? What questions arose from this walkthrough data? What implications do you see for next steps? Partner sticky notes on the wall next to your questions (1 min) Group stroll through the gallery of sticky notes looking for important ideas to flip up (4 minutes) Show out: each pair names the three most important ideas to take note of and communicate with the rest of the faculty from this walkthrough. (3 min) 	
		<p>Action Steps, Person Responsible, and Date to be Completed-</p> <p>Action Steps: Organize groups for success period questioning in deficiency in Main or Central idea, Topic, Titles</p> <p>Person Responsible: Each grade level teacher</p> <p>Date to be Completed: 9/3/2019</p>
		<p>Plus/Delta for this Meeting</p>

Evidence B: Leadership Meeting

<ul style="list-style-type: none"> • ESL, ELL, SpEd, High Ability Updates • Do we need to bring any scholar/parent on-campus for additional support <i>during first 9 weeks of remote learning?</i> • Report out any concerns with diverse learners & their accommodations • Any new students welcomed into the department. • Any state policies or mandates staff need to be made aware of. 	<p>...with the 2020-21 school year. Additionally, some staff might be with certified, but not licensed, teachers.</p> <p>Diverse Learners</p> <ul style="list-style-type: none"> • Erick Smith - has had eye surgery. Mom is suppose to email documentation and then team can meet to develop 504 plan. • Elijah Thompson - 11th grader who has not been active. Student does NOT want an IEP; but student will do 504. Fontleroy has sent out an email to team to come together to generate 504 plan. Platt sent attendance letter to mom, mom called upset confused as to why she received the letter. Student has to get up and log on to Zoom and engage. He is not given an attendance pass. • Call mom to remind her to get Elijah Thompson up and logged in on Zoom sessions to avoid truancy - Fontleroy
<p>Academic Counseling/Post-Secondary <i>Gaydon</i></p> <ul style="list-style-type: none"> • Report out critical students in all grade levels. 	<p>ESL</p> <ul style="list-style-type: none"> • ILPs & Rivera's role - in SY22, if we can generate one class for ESL students she can take on one of those classes & Fontleroy completes ILPs <p>High Ability</p> <ul style="list-style-type: none"> • School led a meeting prior to break • SY22 LCAPA to open up more clubs for high ability students
<p>Academic Counseling/Post-Secondary <i>Gaydon</i></p> <ul style="list-style-type: none"> • Report out critical students in all grade levels. 	<p>ASVAB</p> <ul style="list-style-type: none"> • 96 of 113 seats were able to get in contact with them. Letters, emails and calls made. <p>Critical 11 & 12 Scholars</p>

Evidence D: ACT Aspire Student Intervention Grouping

[illegible]

Scholars Grouped By Class Period						
	1 st Period	2 nd Period	3 rd Period	5 th Period	6 th Period	7 th Period
	Dennis, D ² Ma	Ellis, Denzly	Greg A Rovels, L ² Ma Corrington, L ² Ma Dennis, L ² Ma	Williams-Taylor, Joshua	Greg A Hamilton, Kaitlyn Jackson, Mary	Kyle, Denzly
Groups		Greg B Isom, Kenna Sutton, Kim Young, Clara	Greg B Isom, Kenna Sutton, Kim Young, Clara		Greg A Isom, Kenna Kendry, Leigh	
	Question 1. Summarize information, ideas, or events from the text. Determine central ideas or themes, and analyze how development, summarize the key supporting details and ideas.	Question 2. Understand the main idea and supporting details of the text. Assess how the text is organized and analyze how the content and style of a text.	Question 3. Determine the main idea and supporting details of the text or parts of the text. Assess how the text is organized and analyze how the content and style of a text.	Question 4. Determine the main idea and supporting details of the text or parts of the text. Assess how the text is organized and analyze how the content and style of a text.	Question 5. Determine the main idea and supporting details of the text or parts of the text. Assess how the text is organized and analyze how the content and style of a text.	Question 6. Determine the main idea and supporting details of the text or parts of the text. Assess how the text is organized and analyze how the content and style of a text.

Evidence F: Data Chat Protocol

Before the Learning Cycle

Identify the Learning Objectives: Identify the learning objectives for the course. These objectives should be aligned with the standards and the course goals.

Identify the Learning Activities: Identify the learning activities that will be used to teach the course. These activities should be aligned with the learning objectives and the standards.

Identify the Learning Resources: Identify the learning resources that will be used to teach the course. These resources should be aligned with the learning objectives and the standards.

During the Learning Cycle

Formative Assessment

Formative assessment is used to monitor student learning and provide ongoing feedback. It is used to identify areas where students are struggling and to provide additional support. Formative assessment can be used in a variety of ways, including quizzes, tests, and assignments.

Summative Assessment

Summative assessment is used to evaluate student learning at the end of a course or unit. It is used to determine if students have met the learning objectives and to provide feedback on their overall performance. Summative assessment can be used in a variety of ways, including final exams, projects, and portfolios.

Student Performance Snapshot

Student	Knowledge	Skills	Attitudes	Values
Student A	Strong	Strong	Strong	Strong
Student B	Strong	Strong	Strong	Strong
Student C	Strong	Strong	Strong	Strong
Student D	Strong	Strong	Strong	Strong
Student E	Strong	Strong	Strong	Strong
Student F	Strong	Strong	Strong	Strong
Student G	Strong	Strong	Strong	Strong
Student H	Strong	Strong	Strong	Strong
Student I	Strong	Strong	Strong	Strong
Student J	Strong	Strong	Strong	Strong

After the Learning Cycle

Student Reflection

Student reflection is used to help students think about their learning and to provide feedback on their performance. It can be used in a variety of ways, including self-reflection, peer-reflection, and teacher-reflection. Student reflection can be used to identify areas where students are struggling and to provide additional support.

Teacher Reflection

Teacher reflection is used to help teachers think about their teaching and to provide feedback on their performance. It can be used in a variety of ways, including self-reflection, peer-reflection, and student-reflection. Teacher reflection can be used to identify areas where teachers are struggling and to provide additional support.

Evidence H: Classroom Culture Feedback

Thank you for having us in your classroom today for our Classroom Environment Calibration, your feedback is listed below. If you have any questions or need any support, please reach out to your supervisor.

Creating an Environment of Respect: Interactions between teacher and students and among students are respectful, polite, age appropriate, developmentally appropriate & caring. The result of the interactions has a positive impact on scholars emotionally & academically. The classroom feels & sounds like a safe learning environment for scholars. Yes, all of this is happening

Establishing a Culture for Learning: Interactions between teacher & scholars & among scholars are respectful, polite, age appropriate, developmentally appropriate & caring. The result of the interactions has a positive impact on scholars emotionally & academically. The classroom feels & sounds like a safe learning environment for scholars. Yes, all of this is happening

Managing Student Behavior: Instructional time is maximized & there is little to no disruption of learning. Students follow classroom rules (hand signals, hand positions, etc.) and are not disruptive or interrupt the learning environment. Students have the manners & seem to posture. Students are in uniform & not wearing hoodies or crops. No one is eating or drinking (water acceptable). Teacher's response to student behavior is consistent. No use of students, appropriate & effective. Classroom is safe. All of this is happening

Classroom Decor: The classroom has school, content & age appropriate materials on the walls. The classroom feels like learning is a priority and happening. The classroom is clean & cleared of trash/debris. The classroom is organized & decluttered. Desks/Tables are organized to support student engagement. : No. none of this is happening

Feedback/Comments: Consider writing questions at higher levels. One strategy to ensure your questions are at higher levels is to write questions that start with *why* and/or *how* (avoid *who*, *what*, *when*, *where*) for critical thinking. If you are going to ask follow-up questions from a video, you should establish a method for note-taking and hold them accountable for taking notes. As they watch videos, they should always be expected to take something away and you want to be sure you inspect that expectation.

System: Individualized Coaching

Evidence I: Teacher Coaching Document

Coaching Check-in

Lewis Coaching Check-in
3.4.2021, 11:10am

<p>Quarter 3 Goals:</p> <ul style="list-style-type: none"> Ensuring time management is stronger Focus on differentiated instruction & be able to look at data and allow the data to drive differentiated instruction (step back from large group instruction & focus more in on individualized groups for targeted instruction) 	<p>Update on Quarter 3 Goals: <i>I have been doing well. Last week was a strong week. My attendance was strong. Scholars who did well on the assessment, I was able to get them started while I worked with 4 scholars on a previous assignment. I wanted to re-teach and allow them time to redo the work for a higher grade. We were working on the re-teach plan while others were working on an assessment. Once we finished, they were able to complete their assessment. Things are starting to move a little bit smoother.</i></p>
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(Complete all green items BEFORE our coaching session)

Post-observation (25 minutes)	
Misc.	<p>Most recent assessment in PS: February 26, 2021 Normal Distribution Test. Out of 25 points.</p> <ul style="list-style-type: none"> 2/9 scored 100% 5/9 scored 90% 2/9 scored 50%
1 Wins	78% of the students scored 90%+ on the most recent assessment.
2 Probe	<p>What would you do differently?</p> <p>What went well?</p>

	<p>What skill/standard is being assessed on the next upcoming assessment? What does the assessment look like? How aligned is it to the AP exam?</p> <p>Alignment to AP exam was almost exact which is something that I try to always do. I reword the question from the AP exam and I try to fit the exam question to fit the differentiated lesson. I want them to get to higher level thinking. I try to have assessments closely relate to AP exam.</p> <p>All of the students passed that took it. There was 1 student that was absent. They all passed with at least getting ¾ of the assessment correct. Many of them got a lot of the same question wrong which stood out to me. I feel like I need to have a better follow up with that.</p> <p>If a student has a question, they are open to ask. I feel like I covered the content well in class and it was alarming that many got one particular question wrong. I planned to reteach that before moving on. I was pleased that they all passed, but I was alarmed by the 2 questions almost every student got incorrect (and I feel like I went over this in great detail in the lesson).</p> <p>It was a mixture type of assessment that included multiple choice and short response. As I move forward I want to include more questions that require longer responses. But this assessment was mainly multiple choice and/or short response.</p>
3 Focus	<ul style="list-style-type: none"> Level of rigor of the assessment (ensure it aligns with rigor level of AP exam) This may require changing the format of the assessment Backwards plan instruction from assessment (identify the skill, then develop the assessment, then plan lesson(s) using GRR model) <p>#5: The word "normal distribution" may have thrown them off, or they were not familiar with the diagram of a normal distribution, majority of the data is in the middle in normal distribution, they did not need to know what STAT 001 was to answer the question correctly, some said they got confused by option (e) and what it was saying, some said they did not know about IQ scores and how they were calculated.</p>

4 Plan	<p>Skill in assessment of those 2 questions: #5 - Picturing what normal distribution looks like without having an actual graph</p> <p>Strategy - Have them generate a picture of normal distribution from information (do not give them the graph, they generate the graph on their own). Focus on the terms used in the question "least likely" and "nearly." Mirror their daily activities the way questions are asked on the assessment.</p>
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Gary Lighthouse College Preparatory Academy
725 Clark Road - Gary, Indiana - 46406
Phone: 219.977.9583 Fax: 219.977.9725

Coaching Check-in

	Send Dr. Anderson the assessment by Monday, March 8th 3pm
5 Follow-Up	<p>Next coaching session - March 18, 2021 Tuesday, March 9, 2021 - 6th Period (First 15 minutes of the lesson)</p> <p>Focus of Pop-In: Execution of mini-lesson around setting kids up to master the assessment for the day.</p>

System: Active Outreach to Parents/Family

Evidence J: Parent & Family Newsletter

Lighthouse College Preparatory Academy
Volume 2 - Issue 3
February 2021

Lion's Pride

Principal's Message

HAPPY NEW YEAR LCPC FAMILIES!!!

It's a new year but not a new us... we are still your same supportive, encouraging, and available LCPC school family we have been since the start. The great thing about coming back after the winter break is that we are back in person for all staff & student families. We have expanded our school facility and staff to safely welcome children in person. We are so excited about the progress we are making academically, socially and emotionally. During the last quarter of the school year, there will be more intentional interventions happening in classrooms. Our three conversations about how to better support student development, and an increase in our focus to support school's social/emotional readiness. Families can expect that we will continue operating as a professional learning community that has been our school's mission of "teaching us right, relevant work to promote student success."

LION HABITS

SELF-CONTROL
TENACITY
COMPASSION
UNITY
HUMILITY
PATIENCE
SERVICE & JUSTICE

We are extremely excited to announce our 7 Lion Habits of character! Our goal is to instill these character traits in all of our scholars and begin building their understanding and practice of that when they graduate. Right now, they are some equipped to positively and productively contribute to their community & not society!

Parents, we need your input... If there are any specific sessions you would like to be a part of please submit your thoughts and ideas via this link: <https://forms.gle/9D28B89H98K6eGd8>
We want to provide you with a session that you need and want, not one that we think you need or want. Your input is valuable and needed. Please complete the survey using the above link.

In This Issue

- Principal's Address
- Board Meeting
- New Hire/Staff Contact
- Senior Parent Meeting
- Dates to Remember
- Parent Community
- Staff of the Month
- College Career
- Live Table

Evidence K: Family & Community Room Picture



**LHA Strategic Plan – Gary Primary °
(High Level)**

2021-2022

<p>Goal: At least 70% of students achieve or exceed target growth in Reading as measured by NWEA</p>	<p>Prior Outcomes: 31% % of students met growth goal for ELA NWEA EOY 2020-2021</p> <p>K: 47% 1: 21% 2: 20% 3: 34%</p>	<p>Prior Causes:</p> <ul style="list-style-type: none"> • Lack of focus on student individual growth goals as well as goal tracking by individual teachers was inconsistent. • Undeveloped incentive and investment strategies • Unresponsive to student skill deficiencies • Teacher capacity/turnover • COVID 	<p>21-22 Target (Quantitative)</p> <p>At least 70% of students achieve or exceed target growth in Reading as measured by NWEA</p>	<p>Q1 Benchmarks (Quantitative)</p> <p>At least 25% of students will meet the BOY NWEA Goal for grade-level.</p>
<p>Goal: At least 70% of students achieve or exceed target growth in Math as measured by NWEA</p>	<p>Prior Outcomes: 23% of students met or exceeded MATH growth goal on NWEA on EOY 2021-2022.</p> <p>K: 37% 1: 16% 2: 14% 3: 25%</p> <p>*Increase of % from last school year.</p>	<p>Prior Causes:</p> <ul style="list-style-type: none"> • Lack of school-wide focus on Math • Lack of focus on student individual growth goals as well as goal tracking by individual teachers was inconsistent. • Undeveloped incentive and investment strategies • Unresponsive to student skill deficiencies • Teacher capacity/turnover • COVID 	<p>20-21 Target (Quantitative)</p> <p>At least 70% of students achieve or exceed target growth in Math as measured by NWEA.</p>	<p>Q1 Benchmarks (Quantitative)</p> <p>At least 25% of students will achieve or meet target growth goal in Math as measured by NWEA BOY.</p>
<p>Goal: At least 75% of students achieving proficiency on IREAD-3 assessment</p>	<p>Prior Outcomes</p> <p>35% of student achieved proficiency on IREAD-3</p> <p>41% of students achieved proficiency with Remediation and Summer Retake (SPED excluded)</p> <p>0% of students achieved proficiency with SPED</p>	<p>Prior Causes</p> <p>ELA instruction not fully mapped at beginning of the year.</p> <p>Students were below grade-level at the onset and needed consistent and effective intervention for reading.</p>	<p>21-22 Target (Quantitative)</p> <p>75% of LHA will achieve proficiency on IREAD-3.</p>	<p>Q1 Benchmarks (Quantitative)</p>
<p>Goal: At least 42% of students will pass the ILEARN assessment in ELA.</p>	<p>Prior Outcomes</p> <p>9.5% of grade 3 students passed ISTEP in ELA.</p> <p>*current data hasn't been released, this is from the 18-19 school year.</p>	<p>Prior Causes</p> <p>ELA curriculum not mapped out to meet the needs of the students with current curriculum.</p> <p>Students were below grade-level at the onset and needed consistent and effective intervention for reading.</p>	<p>20-21 Target (Quantitative)</p> <p>42% of grade 3 students will pass ILEARN ELA.</p>	<p>Q1 Benchmarks (Quantitative)</p> <p>25% will score as proficient on the LHA Interim.</p>

<p>Goal: At least 25% of students will pass the ILEARN assessment in MATH.</p>	<p>Prior Outcomes</p> <p>11.9% of grade 3 students were proficient on the ISTEP grade 3 assessment.</p> <p>**This data is 18-19 due to ILEARN not being released yet.</p>	<p>Prior Causes</p> <p>Math curriculum not properly mapped out prior to start of school using the current curriculum to meet the needs of our students.</p> <p>Lack of consistent curriculum implementation.</p>	<p>21-22 Target (Quantitative)</p> <p>25% of grade 3 students will be proficient on the ILEARN assessment.</p>	<p>Q1 Benchmarks (Quantitative)</p> <p>15% will score as proficient on the LHA Interim Assessment.</p>
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**LHA Strategic Plan – Gary Upper Academy 2021-2022
(High Level)**

<p>Goal 1: IN I.I.g. At least 70% of students achieve or exceed target growth in Reading as measured by IREADY diagnostic, NWEA, Focus/Design Element: Primary Promise Just Right Instruction</p>	<p>Prior Outcomes ELA NWEA Winter 19' 4th -43.50% 5th - 39.20% 6th - 43.67% 7th - 64.12% 8th - 43.40% Total: 46.7% SPRING EOY 2021-2021 "% meeting Proj. Growth 4th - 32% 5th - 34% 6th - 32% 7th - 53% 8th - 37% "</p>	<p>Prior Causes Students lack vocabulary knowledge Students unable to access the Curriculum suggested Texts. Teachers lack instructional strategies needed to scaffold learning Need a comprehensive instructional framework for CORE (Tier I support) Need for more intentional, targeted, and consistent small group intervention Need for consistent small group intervention not supported by support capacity •Teachers not knowing how to bridge academic gaps from previous grade levels COVID-19</p>	<p>Q1 Benchmarks i-Ready online NWEA</p>
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<p>Goal 2: At least 70% of students achieve or exceed target growth in MATH as measured by IREADY diagnostic, NWEA, sub goal: To improve critical thinking across two content areas with skillful analysis, evaluation and assessment reconstruction through purposeful instructional planning.</p>	<p>Prior Outcomes Math NWEA Winter 19' 4th - 48.60% 5th - 65.50% 6th - 57.35% 7th - 52.10% 8th - 59.10% Total: 56.5% SPRING 20-21 Math NWEA "% meeting Proj. Growth 4th - 30% 5th - 21% 6th - 34% 7th - 48% 8th - 62%</p>	<p>Prior Cause Pacing lags in grades 4,5,6,8 Content/Unit/Lesson articulation and application of such virtually. Need a schoolwide focus on MATH</p> <ul style="list-style-type: none"> • Scholars not mastering foundational/grade level computation and concepts in Number sense that speaks to teachers re-teaching, and lingering basic skills in the first quarter rather than • Teachers not knowing how to bridge academic gaps from previous grade levels <p>COViD-19</p>	<p>Q1 Benchmarks (Quantitative/Qualitative) Ready Math Interim assessment - 50% of students will meet or exceed T growth on NWEA MAP</p>
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<p>Goal 3: Design Element Focus: Healthy Relationships Community Circle Parents as partners All staff will create a safe, nurturing, and respectful learning/working environment resulting in an educational experience that supports the whole child by fostering social, emotional, and academic skill development throughout all grades. Increase parental involvement Continue to improve relationships through community circles</p>	<p>Prior Outcomes Parent Survey Provides data to suggest disconnect of GLUA to Families: Guardians and Parents Home school Communication inconsistent Lack of parental involvement past grade 4. School only being in communication with parents under negative circumstances</p>	<p>Root Causes Parent Survey Provides data to suggest disconnect of GLUA to Families: Guardians and Parents Our program was VOID of deliberate and planned efforts to garner support and develop relationships with our families Home school Communication inconsistent</p>	<p>Q1 Benchmarks 85% of students/parents/families/staff reporting a safe school environment 3. 85% of students/parents/families/staff reporting a WARM & WELCOMING school environment 4. Percentage of respondents completing school surveys will increase by 3% from the 2020-2021 school year 5. a. 80% of survey respondents are satisfied with the educational presentations and/or workshops provided by</p>
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SY22 LHA Design Elements & Signature Practices for LCPA

Healthy Relationships

Healthy relationships are the catalyst to fostering empowerment within our students. Mutual respect, trust, and equality are the foundations upon which we build a culture that nurtures scholars' unique voices, cultural backgrounds, opinions, and dreams. Healthy relationships among all members of our community enables our culture of collaboration and empowers all members of our community to take academic risks and embrace the challenges of academic and personal growth.

- Safe and Nurturing School Family

At Lighthouse Academies, we strive to create a safe and nurturing school family, and our environment supports this goal. Everyone who enters our school is warmly welcomed each time they walk through the door. Our entryways are clean and bright, and our hallways feature our amazing scholars' work and art. We want our schools to be a place students look forward to going to every day.

- Joyful and Spirited School Culture

We believe each school should be a joyful and spirited place students are eager to come to every day. Each school team is responsible for creating and executing its own culture plan, implementing traditions that celebrate its unique identity, fostering spirit and joy while reinforcing the Habits of Scholars.

High Literacy

At Lighthouse Academies we believe that literacy is the gateway to obtaining knowledge--and therefore achieving success--throughout college, career, and life. In order to close the opportunity gap, all students must have a strong literacy foundation and—without exception--be performing at grade-level expectations or better (as measured by LHA and state standards) by third grade. To that end, we promise to prioritize explicit literacy instruction starting in kindergarten so that by third grade all scholars have both the strong literacy foundation and social-emotional skills to successfully transition to reading to learn. For scholars entering LHA after kindergarten, we guarantee they will meet or exceed grade-level expectations within three years. We provide proactive interventions for scholars who need additional academic support to stay on track with our three-year primary promise.

We know that each student's literacy journey is unique and that they all learn at their own pace. Unlike many other schools that teach to the "average" student, we create learning plans that address each scholar's individual needs rather than expecting them to conform to standardized grade plans. Recognizing that scholars come to us with varying speaking and listening skills and that some are learning English for the first time, we ensure that all scholars can actively listen to and speak with others in ways that demonstrate self-regulation and self-management and foster collaboration and discussion.

- Universal Literacy Instruction

We understand that our scholars enter school with a variety of literacy needs and skills. Through our assessments we use data to match each child to their "just-right" level of learning, tailoring our instruction to each scholar's individual needs rather than an arbitrary grade level. Our multi-grade-level fluid literacy classrooms allow students to master foundational skills with individualized learning plans encompassing their ideal level of intervention and acceleration. We monitor their growth and provide proactive support to keep them performing at or above grade level. Just-right instruction practices include:

- Fluid Just-Right materials available to scholars (students learn with curricula appropriate to their individual literacy level rather than being limited to a specific grade level)
- Individualized Learning Plans
- Proactive interventions/additional support for struggling scholars
- Skilled use of subsets by teachers
- Consistent collaborative structures for interventionists, teachers, and SPED team
- Clearly articulated grading expectations

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Lighthouse Academies is an organization of individuals committed to better serving every scholar, every day. At the heart of our mission to educate scholars is a commitment to educate ourselves and our community so that we can all continuously grow in our capacity as authentic contributors for effective implementation of our shared vision for our school. Our goal is to nurture in all members of our community the “4 Cs”: curiosity, critical thinking, collaboration, and creativity. All Lighthouse team members—leaders, staff, scholars, and families—embrace a growth mindset and believe that “their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.”¹ This mindset engenders a love of learning and the resiliency to succeed in the face of challenges and setbacks. It stresses personal responsibility and determination as primary elements of success.

Within the framework of our shared values and common goals, each of us has the opportunity and obligation to actively and constantly strive to be better. Each of us is “in the driver’s seat” of our personal and professional growth. We commit to provide structure, support, and frequent activities and opportunities for our team members to reach their greatest potential, which in turn empowers them to fully implement our mission and help our scholars reach *their* greatest potential. (Note: for the 2020-2021 school year, we will be focusing on growth mindset in adults, while incubating practices for student-level growth mindset.)

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As we model for our scholars a culture of and lifelong commitment to growth, we continually seek to improve our ability to serve them. We attend to the unique needs of our staff with individualized professional growth plans. With support from their personal instructional coach (who may be the Principal, the Director of Teacher Leadership, or other lead team members), each staff member analyzes their current implementation of our vision and their impact on scholars to determine specific growth opportunities and to identify learning resources and experiences that address their unique development needs.

Coaches use frequent (at least twice monthly) observations to refine the support for team members so that every semester they are growing in ways that positively impact scholars. Staff members also gather with “talking partners” to share their development plans and rationale and to seek resources and learning opportunities to help them meet these goals. At least monthly they meet with these partners to discuss their development and make adjustments to their plans.

In the months ahead, LHA will build support structures to share teacher development stories, resources, etc., across our entire network. We aim to encourage a culture where all staff members are regularly focused on their professional growth and are recognized for growth that leads to innovation and substantive positive impact on the school community.

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Lighthouse Academies prepares scholars for college, career, and life in an ever-changing world. It is the unique “how” our scholars are prepared to activate their hopes and dreams and to affect positive change and a significant impact on the community around them. In our Lighthouse practice, we routinely and habitually push beyond asking scholars to respond to academic questions that have fixed, “correct” and “incorrect” answers. Instead, Lighthouse educators continually inspire and empower scholars to think curiously, creatively, critically and collaboratively about the world around them and to explore answers to open-ended questions about their world.

The purpose of school at Lighthouse is to *create* and *support* the *conditions* in which these 4C’ - curiosity, creativity, critical thinking and collaboration - organically unfold within each encouraged scholar’s experience. Our purpose/role is to create daily opportunities that allow scholars to authentically engage with each other, their immediate community, and the greater world around them. School is a social platform that fosters scholarly voice, student interest, active listening, and collaboration—together serving as wheels of inspiration and self-driven learning. In this world, the teacher is not the guru who knows all of the answers; the teacher is a *guide* and the *co-creator of opportunities* for students to become increasingly curious, ask compelling questions, and seek answers themselves.

¹ Dweck, Carol. *Mindset: The New Psychology of Success*, New York: Ballantine Books, 2016.

Mastery of academic standards is an organic byproduct of delivering upon this purpose. Graduation from high school is another natural byproduct of delivering upon this purpose. Our scholars' elevated ability to critically listen, think, evaluate, generate new ideas, and understand their own learning process—these are the central products of the Lighthouse purpose of school. In short: our indicators for success are enhancements in the **way(s)** that students think (and *celebrate* their thinking) about complex self-driven questions. Teachers' questions are experienced as dynamic fuel for growth vs static prompts merely probing for "the right answer."

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Our shared vision for success is built on a comprehensive approach to fostering curiosity, critical thinking, collaborative problem solving, and creativity. Common language and explicit statement of priorities reinforce what, how, and why we educate scholars. All schools share a commitment to top-notch, innovative instruction, academic rigor, and personal responsibility. Recognizing that our educators must also be lifelong learners, we provide robust professional development and support to our educators.

We create a welcoming environment that encourages our students to develop their voices and interests. At every level—primary, late elementary, middle school, and high school—we look back at where our students have come from and ahead to where we want them to be, tailoring learning experiences for their unique needs.

LCPA Goals & Metrics

School-Wide Goals (Score to be averaged based on Grade Level outcomes)

- Student Attendance: 90% overall student attendance in grades 9 through 12
- College Acceptance: 90% of all graduating seniors have a confirmed college (*or equivalent*) acceptance letter
- Graduation Rate: 90% based upon the cohort scholars (*not necessarily those in enrollment*)
- State Accountability Assessment: 95% of scholars to sit and complete the State of Indiana SAT assessment (*make-ups included*)

Grade-Level Goals

	Attendance	College Acceptance	Graduation Rate	State Accountability Assessment	College Acceptance	Graduation Rate	State Accountability Assessment
9 th Grade Team	70%	90%	8			95%	95%
10 th Grade Team	70%	95%	8			95%	95%
11 th Grade Team	65%	95%	8			90%	90%
12 th Grade Team			2	90%	95%	90%	90%

	Attendance	College Acceptance	Graduation Rate
9 th Grade	14	8/14	• 26 of CORE 40 required for graduation are core classes (65% of CORE 40 credits)

LCPA Goals & Metrics

10 th Grade	28	8/14	<ul style="list-style-type: none">● 40 of the possible 56 credits earned over 4 years can be used to satisfy CORE 40 requirements for graduation (70% of possible credits earned over 4 years)● 8 out of 14 credits earned each year for the first 3 years of high school are used toward the required 26 credits for core classes
11 th Grade	32	8/14	
12 th Grade	56	2/14	

Scores

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		.	.	Intensive Support Needed
		.	.	Progressing
		.	.	Academically Sound
		.	.	College & Career Preparatory

In an effort to support increasing scholars' performances on state accountability assessments, benchmark assessments, and quarterly interim assessments, as well as overall scholars' academic achievement, the leadership team at LCPA has adopted four critical behaviors all staff members need to consider when planning to achieve higher levels of engagement during instructional lessons and activities. During classroom observations, evidence to support the implementation of these four behaviors will be captured and considered for performance evaluations. During coaching sessions, the evidence collected will be reviewed and discussed to provide individualized and targeted support and professional development opportunities.

Communication

At LCPA, we want to encourage our scholars to develop their communication skills. When we think of communication skills, we expect students to be able to clearly and effectively articulate their thoughts, supporting their thinking with research where applicable. To accomplish this, teachers must develop opportunities during classroom instruction and interactions that encourage students to engage in conversation with their peers. Teachers will need to create instances where he/she will have to model active listening, response and reflection prior to assessing scholars' ability to communicate their thoughts and opinions. Communication skills can be observed when scholars are challenging and questioning their peers or summarizing ideas from others. Teachers must create a safe environment that welcomes and fosters opportunities for scholars to share their thoughts and opinions about the content under study in diverse ways, while having an open mind to accept differences. To get buy-in, cooperation and participation from scholars, teachers can post conversation starters around the classroom and/or allow scholars to have a voice in how classroom discussions operate. Assignments and assessments have to promote alternative ways of responding other than traditional approaches such as multiple choice, true or false, and right or wrong.

Collaboration

The development of scholars' ability to collaborate helps prepare them for success after high school and supports their development of interpersonal skills they can use in college and with a career. To contribute to the development of this skill, teachers must clearly determine an appropriate time to collaborate and what collaboration expectations look, feel and sound like during instruction. Scholars are expected to collaborate using methods that will maximize effectiveness, teach scholars to actively listen, and have relevant, meaningful discussions and discourse. Teachers have the responsibility of communicating the guidelines for engagement that include assigning roles to members of cooperative groups, providing the necessary tools for productivity and teamwork, and articulating required components of proficient goals/outcomes. To ensure collaboration is focused, teachers must create learning activities that are grade appropriate, complex and promote extended learning in the content. This can be accomplished through the selection of relevant real-world problems, questions, and applications. When assessing, teachers consider each group individually and measures success based upon each group's performance respectively; not as a whole class. Collaborative efforts should be designed to promote responsible interactions, while preparing scholars for real life social situations.

Creative Problem Solving

Creative Problem Solving as we know it entails "brainstorming". These processes allow for limitless thinking and idea formulation with a goal of implementing final thoughts. Here at LCPA, we are intentional in providing our students the

opportunity to utilize their creative ideas to problem solve. The following specify the detailed components students will utilize in the classroom as the Creative Problem-Solving process:

- **Fact Finding**
Problem Definition - Picking out and pointing out a problem
Preparation - Gather and analyze pertinent data
- **Idea Finding –**
Idea Production - Thinking up ideas and possible leads
Idea Development – Select, Add and reprocess ideas
- **Solution Finding**
Evaluation – Verifying tentative solutions
Adoption – Deciding and implementing final solutions

Critical Analysis

At LCPA, our students engage in critical analysis as this is a skill that will always apply to all facets of their lives be it in the classroom, with their peers, at home, in college, or in career. Critical analysis involves completing a detailed examination of anything complex in order to understand its nature or to determine its essential features. LCPA teachers encourage and support critical analysis in classrooms, by utilizing Webb's Depth of Knowledge to challenge students cognitively and promote metacognition.

- Level 1 (Acquired knowledge) involves recall and reproduction. Remembering facts or defining a procedure.
- Level 2 (Knowledge Application) are skills and concepts. Students use learned concepts to answer questions.
- Level 3 (Analysis) involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results.
- Level 4 (Augmentation) is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real-world contexts.

In classrooms, our students demonstrate critical analysis by responding in written and oral formats to both low-level and high-level open-ended developmentally appropriate questions about content. In addition, our students practice critical analysis by engaging in authentic discourse about content by using evidence to form their own questions and challenge viable arguments about the content.

Winter MAP Data Chat and Goal Setting Meetings

Meeting Date: January 14th and 16th, 2020

Location: Teacher Resource Room

AGENDA

Objectives for Today's Meeting:

- TWBAT analyze winter MAP data and identify next steps.
- TWBAT will be able to use the NWEA class report to set instructional goals for each class as a whole, individuals, and small groups.
- TWBAT will be able to identify scholars who did not make growth on the Winter MAP test.
- TWBAT follow school-wide non-negotiables and determine the reason that non-negotiables are put in place.

WHAT	WHO	
Objectives	Admin	1 minute
Identify Lowest Strand on Summary Page	Teacher	2 minutes
Highlight class RIT average	Teacher	2 minutes
NWEA Powerpoint of Winter MAP Data: <ul style="list-style-type: none">• What are your takeaways?• What are some next steps as a school?• What are some next steps as a grade level/classroom? NWEA Reflection Sheet (see handout) <ul style="list-style-type: none">• How can we plan our instruction to be intentional?	Teacher	25 minutes
Primary Academy Non-negotiables <ul style="list-style-type: none">• Why are the non-negotiables important?	Admin	10 minutes
Current Curriculum Pacing <ul style="list-style-type: none">- Are you on track to complete the curriculum as scheduled?- If not, what support do you need to be on track?	Teacher	2 minutes
How can the Admin team support you? <ul style="list-style-type: none">- Concerns- Needs	All	5 minutes
Planning Session Using the Learning Continuum and other Resources	All	70 minutes

Materials to bring to meeting: Exit Tickets and Comprehension Quizzes

Recorder: Ms. White, Ms. Raddatz

Members Present		
1.Ava Raddatz	5.	9.
2. Claudia Garcia	6.	10.
3.Tesonya White	7.	11.
4.	8.	12.

Start Time:
12:56 p.m.

End Time:
1:30 p.m

Meeting Norms:

- * Start meetings with successes
- * Be on time/leave on time
- * Set clear agenda/Keep minutes
- * Stay on topic/Data PLC Only
- * Always have a clear SMART Goal
- * Maintain a positive attitude (solutions oriented)

SMART Goal for the year: By the end of the year, 70% or more of our students will meet their end of the year NWEA goals and increase on ILEARN by 10%.

Action Items	Who?	Est. Time	Minutes/Notes
Curriculum Planning Snapshot Data Dig: What data is guiding this meeting? Questions to guide our planning <ol style="list-style-type: none"> 1. What does the data show explicitly? 2. What are some causal factors? 3. Which students require double dose or re-teaching? 4. Which students require acceleration? 5. Others? 	Raddatz Garcia		Exit tickets based on EL Curriculum Exit ticket are pretty good scored They are explaining the question and giving details Comprehension Quizzes are low-Not writing enough details, time allotted to take the quiz during success period.
Unpacking the effectiveness of the instructional focus in Success Period <u>Standard:</u> 4.RN.2.2, 4.RL.2.3, 4.RN.3.2	Tamani, Jaylen, Justin, Na'Kayla, Kymberli, Ja'veion, Morgan Roderick Donovan Jayden Au'Janae Jerrell Alisa Gabriella D'Karry Justin Nyshay		<u>What were students suppose to learn?</u> summarize an informational text, identify characters and characters traits, identify problem and solution in a text <u>Solutions: RN 2.2 (Comprehension)</u> - remediating summary through success skills group - week 1, filling out the graphic organizer with the 5 Ws, week 2, writing the main idea of each paragraph then turning it into summary
Next Steps for Instructional Business What additional data is needed to make a determinant?			No additional data needed at this time Jaylen, Justin, Taman, Na'Kayla, Kymberli, Ja'veion, Morgan i will be remediated on Standard RN 2.2

New Instructional Business <input type="checkbox"/> unpacking the Standards <input type="checkbox"/> Discuss weekly objective in Success Period <input type="checkbox"/> Designing Lesson <input type="checkbox"/> Developing Action Plan for Students Struggling <input type="checkbox"/> Other			Analyze the implementation of the Plan by examining the data
Open Agenda (if time allows) High Priority Standards			Look at your High Priority Standards and determine which standards need to be retaught

Homework/ things to do before our next meeting –

- data tracker with standards, target groups, exit tickets, → collecting the same data in 4th grade
- scan document from target group students in success

Ensure students have completed a comprehension quiz, make copies and scan them to Ms. White.

PLC Guiding Questions

- ✓ C-What do we want our students to learn?
- ✓ A-How will we know they have learned it?
- ✓ R-How will we respond when a student does not meet mastery?
- ✓ E-How will we respond when a student exceeds mastery/expectation?