



**BALL STATE
UNIVERSITY**

Office of Charter Schools

East Chicago Lighthouse Charter School

2024-25 Charter Renewal Application

[October 1, 2024]

Cover Sheet

| East Chicago Lighthouse Charter School | | | |
|--|-----------------|---|---|
| Current Grade Range | K-8 | Location | 3916 Pulaski Street, East Chicago, Indiana |
| Maximum Enrollment | 525 | Projected Enrollment for next charter term | 500 |
| Number of Instructional Days for the 2024-25 School Year | 183 school days | Students on Initial Waitlist for 2024-25 | 23 |
| Mission Statement: The mission of East Chicago Lighthouse Charter School is to promote educational equity by preparing our students for college, career and life in a rigorous and nurturing environment. | | | |
| School Website: https://www.nwilcs.org/ | | | |
| Year Opened: 2006 | | | |

Current Board Members

| <u>Name</u> | <u>Position</u> | <u>Name</u> | <u>Position</u> |
|------------------------|------------------------|---------------------------|------------------------|
| Alyse Nicholson | Chair | Angela Briggs | Member |
| Shana Caruthers | Vice-Chair | Dr. Andrea Brown-Thirston | Member |
| Jason Parks | Treasurer | Dr. Marcus Robinson | Member |
| Jaquelyn Marcus-George | Secretary | Elaine Little | Member |

School Leadership Team

| <u>Name</u> | <u>Position</u> | <u>Name</u> | <u>Position</u> |
|--------------------|-----------------------------------|--------------------|--------------------------------------|
| April Shaw | Principal | Tyson Daniel | Director of School Culture |
| Catherine Livesay | Director of Teaching and Learning | Alethea Fontleroy | Director of Student Support Services |
| Jessica Story | Literacy Cadre Coach | Ryan Schoon | High Ability Coordinator |
| Ruby Campos | Social Worker | Alondra Gomez | Operations Associate |

Application Narrative

Enrollment Analysis

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

| 2024-25 Enrollment and Demographic Summary | | |
|---|-----|------|
| | # | % |
| Total Enrollment | 493 | |
| # of Students on Waiting List | | |
| Gender | | |
| Male | 255 | 51.7 |
| Female | 238 | 48.3 |
| Ethnicity/Race | | |
| White | 3 | 0.6 |
| Black | 269 | 54.6 |
| Hispanic | 206 | 41.8 |
| Asian | 0 | 0 |
| Native American | 1 | 0.2 |
| Other | 14 | 2.6 |
| Eligible for Free and Reduced Lunch | 493 | 100 |
| Special Education | 85 | 17.3 |
| English Language Learners | 125 | 25.5 |
| Homeless | 47 | 9.8 |

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

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---------------------------------|---------|---------|---------|---------|---------|
| Total Student Enrollment | 521 | 488 | 477 | 462 | 493 |

Enrollment Projections for the next 5 years

| Academic Year | Planned Number of Students | Maximum Number of Students | Grade Levels Served |
|----------------------------|----------------------------|----------------------------|---------------------|
| 2025-26 | 500 | 525 | K-8 |
| 2026-27 | 500 | 525 | K-8 |
| 2027-28 | 500 | 525 | K-8 |
| 2028-29 | 500 | 525 | K-8 |
| 2029-30 | 500 | 525 | K-8 |
| At Capacity (specify year) | | | |

Special Populations Detail

| | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|---|---------|------|---------|------|---------|------|---------|------|---------|------|
| | # | % | # | % | # | % | # | % | # | % |
| Total Special Education Students | 66 | 12.7 | 66 | 13.5 | 46 | 9.6 | 57 | 12.3 | 63 | 12.8 |
| By eligibility | | | | | | | | | | |
| Autism Spectrum Disorder | 5 | 7.6 | 5 | 7.6 | 6 | 13.0 | 3 | 5.3 | 4 | 6.3 |
| Blind or Low Vision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cognitive Disability | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7.9 |
| Deaf or Hard of Hearing | 1 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deaf-Blind | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Development Delay (early childhood) | 2 | 3 | 4 | 6.1 | 2 | 4.3 | 3 | 5.3 | 2 | 3.2 |
| Emotional Disability | 4 | 6.1 | 4 | 6.1 | 2 | 4.3 | 4 | 7.0 | 4 | 6.3 |
| Language or Speech Impairment | 12 | 18.2 | 15 | 22.7 | 24 | 52.2 | 29 | 50.9 | 27 | 42.9 |

| | | | | | | | | | | |
|------------------------------|----|------|----|------|----|------|----|------|----|------|
| Multiple Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthopedic Impairment | 0 | 0 | 1 | 1.5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specific Learning Disability | 20 | 30.3 | 22 | 33.3 | 16 | 34.9 | 20 | 35.1 | 15 | 23.8 |
| Traumatic Brain Injury | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.8 | 1 | 1.6 |

| EL STUDENT POPULATION CHART | | | | | | | | | | |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
| | # | % | # | % | # | % | # | % | # | % |
| All EL Students | | | | | | | | | | |
| | 185 | 35.5 | 95 | 19.5 | 111 | 23.3 | 98 | 20.5 | 99 | 20.2 |
| Top Native Languages (include no more than 3) | | | | | | | | | | |
| Spanish | 185 | 100 | 95 | 100 | 111 | 100 | 98 | 100 | 99 | 100 |

| HOMELESS STUDENT POPULATION | | | | | | | | | | |
|------------------------------------|-----|---------|---|---------|-----|---------|-----|---------|-----|--|
| 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | |
| # | % | # | % | # | % | # | % | # | % | |
| 22 | 4.2 | 0 | 0 | 19 | 4.0 | 47 | 9.9 | 47 | 9.6 | |

| HIGH ABILITY STUDENTS | | | | | | | | | | |
|------------------------------|------|---------|---|---------|-----|---------|------|---------|------|--|
| 2020-21 | | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | |
| # | % | # | % | # | % | # | % | # | % | |
| 60 | 11.5 | 0 | 0 | 44 | 9.2 | 60 | 12.8 | 60 | 12.2 | |

Executive Summary

- Describe any changes in 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.
- If applicable, describe any change in the school’s needs-based rationale for focusing on a specific targeted student population or educational model, as was defined in the initial application.
 - Committee members where district and school level teams
- Provide an overview of the key design elements and how the school is implementing these elements.
- If applicable, summarize any anticipated changes to the school’s educational program, as described in the current charter schedules, or any subsequent approved or amendment(s). 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 times of change, it is not the strongest of organizations that survive, but the most adaptable.” — Charles Darwin. The East Chicago Lighthouse Charter School (ECLCS) community has demonstrated remarkable resilience and perseverance, vital to the success of every student who enters its doors. From confronting an area lead crisis and navigating the challenges of Covid-19 to addressing leadership changes and significant staffing shortages, this community—made up of students, educators, caregivers, and supporters—has cultivated a steadfast commitment to excellence. Their shared tenacity will continue to shine as a beacon of hope and progress for the Northwest Indiana region for years to come.

100% of the students at ECLCS continue to qualify for Free and Reduced meals. In addition, the demographic breakdown shifted to 55% African American, 41% Latino, 1% Caucasian and 3% multi-ethnic. The Special Education population for East Chicago Lighthouse Charter School has increased over the charter term to 18%. The special education population continues to increase as the campus experiences continued requests for

student evaluations. Currently 24.5% of our total enrollment are English Language Learners (ELLs) with 37.3% of those students being designated as Level 1 learners. This increase in special populations has called for there to be a keen focus on intervention as well as fully articulated academic standard operating procedures to create consistency in the work of both leaders and staff. It has required a mindset shift into how we approach and service the needs of students for optimal outcomes. “Understanding the demographics of the student population is crucial to tailoring educational practices and interventions effectively.” — National Center for Education Statistics

Understanding the shift in who ECLCS was serving, along with our Gary campuses, it was clear to the board of directors, as well as the district leadership, that a change was needed. As a result, ECLCS and their partnering Gary campuses underwent a separation from Lighthouse Academies, Inc., its national network partner, to become Northwest Indiana Lighthouse Charter Schools (NWILCS). This separation has allowed ECLCS to become a true community school. The shift provided the freedom and flexibility to adapt instructional models and practices to best serve students and families while tapping into the assets of the local community.

In the summer of 2022, East Chicago Lighthouse Charter School participated in extensive strategic planning and rebranding to be in full alignment with the new goals and trajectory of the NWILCS district. As strategic planning progressed, the process enabled the newly emboldened NWILCS community to take a collective step back and redefine the organization’s unique value proposition and vision for impact. Leaders and stakeholders from the ECLCS community articulated core values, common instructional practices, and a clear picture of the desired experience and outcomes for students, families, and staff. Through the process, NWILCS’ values emerged and a renewed ECLCS values proposition:

Joyful and beautiful learning environments that inspire school pride: Enthusiastically displaying collegiate sweaters, student murals, and vending machines filled with books by diverse authors;

The promise of literacy and the importance of responsive instruction: Exploring new structures of delivery, overriding traditional classroom constraints, and intentionally utilizing technology to individualize learning;

True family partnerships and community presence: Welcoming parents into the school through authentic relationships and various ways to engage, and getting students out into the community to give back and help others;

Inspiring staff with a new bar of excellence: Participating in “calibration activities” as a team to experience new and innovative school and leadership practices beyond Northwest Indiana.

An updated Theory of Change and Strategic Planning Framework (see attachment) tells a fresh and concise story of NWILCS’s identity and approach. This document also served as a springboard to update brand messaging to align external-facing communications with organizational strategy. Academic Strategies Pyramids (see attachment) for grades K-8 and 9-12 that clearly communicate instructional design and approach, as well as expectations for every graduating senior at Lighthouse - goals that indicate opportunity and choice whether through college, trade school, career, or military service.

The ECLCS school community has embraced these renewed ideals to create a space where students and families take pride in both current achievements and future potential. As Pedro Noguera said, “Success in education is not just about meeting academic targets, but about building a thriving community that supports and celebrates its achievements.” This commitment is evident in the increased enrollment during this charter term, despite the challenges of transitioning from COVID-19 and its lingering effects. Throughout the pandemic, ECLCS experienced shifts in student motivation and parent participation, which had historically been points of pride for the campus. However, ECLCS has worked diligently to restore its focus on producing world-class students for the Northwest Indiana communities it serves.

Academic Performance and Programming Analysis

Using the data below, as well as supplemental data, please respond to the questions below.

| | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
|--|---------|---------|---------|

| | | | | |
|--|------------------------------|-------|-------|-------|
| Growth* | ELA | 26 | 20 | N/A |
| | Math | 26 | 42 | N/A |
| | ELA Bottom 25% | 60 | 32.5 | N/A |
| | Math Bottom 25% | 36 | 58 | N/A |
| Proficiency | ELA | 13.7% | 13.1% | 13.9% |
| | Math | 6.5% | 10% | 7.1% |
| | IREAD | 73.7% | 53.3% | 78.4% |
| Special Education Proficiency | SPED ELA | 0% | 7.3% | 0% |
| | SPED Math | 1.9% | 4.9% | 2.5% |
| College and Career Readiness | 4 Year Graduation Rate | N/A | N/A | N/A |
| | 5 Year Graduation Rate | N/A | N/A | N/A |
| | 11th Grade Met SAT Benchmark | N/A | N/A | N/A |
| <i>*Growth is measured by the Median Growth Percentile (MGP)</i> | | | | |

| 2023 Federal Report Card Sub Group Analysis | | | |
|---|----------------------------|---|----------------------------|
| Subgroup | Rating | Subgroup | Rating |
| American Indian/Alaskan Native | No Rating | Asian | No Rating |
| Black | Does Not Meet Expectations | Hispanic Ethnicity | Does Not Meet Expectations |
| Multiracial | Approaches Expectations | Native Hawaiian or Other Pacific Islander | No Rating |
| White | No Rating | English Language Learner | No Rating |
| Free/Reduced Lunch | Does Not Meet Expectations | Special Education | Does Not Meet Expectations |

| Additional Data Points | Description | Usage and Impact |
|-----------------------------------|---|---|
| EC Data – iLearn (see attachment) | <p>This file contains the following additional data:</p> <ul style="list-style-type: none"> Proficiency rates by grade level from 2021 - 2024. SPED, ELL, and General education school ILEARN proficiency rates for 3rd - 8th IREAD iReady growth placement distribution comparing growth placement from BOY to EOY for 21-22SY, 22-23SY, and 23-24SY school years for K - 8 grade levels | <p>Each of these data points are used to determine the overall effectiveness of the academic programing, small group instruction, and interventions that were implemented.</p> <p>iReady growth placement data is used to monitor growth and proficiency of grade level standards. Leaders meet after every data round to analyze data using the outcome causes and solution protocol see in here in the 22/23 Sample OCS Agenda (see attachment). After this process leaders meet with teachers to analyze the data and plan for next steps. School based action plans (see attachment for example) are created as a result of this process. This data is also used to progress monitor and to create intervention groups.</p> |

- Describe at least two academic indicators that show positive and negative trends in performance.

Positive Indicators

- IREAD Pass Rate for 23-24SY was 78.40%
- Increased ELA Grade Level proficiency as measured by ILEARN in multiple grades and overall

| SY | IREAD Pass Rate |
|---------|-----------------|
| 23-24SY | 78.40% (+35) |
| 22-23SY | 43.40% |
| 21-22SY | 50% |
| 20-21SY | 48.20% |

ILEARN ELA Proficiency Rate (color gradient shows cohorts of students as they matriculated)

| SY | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total |
|---------|---------|---------------|---------------|----------------|----------------|----------------|---------------|
| 23-24SY | 15.70% | 9.1% (+5.3) | 17.4% (-2.2) | 5.4% (+5.4) | 15.2% (+8.2) | 24.4% (-0.6) | 13.9% (+0.8) |
| 22-23SY | 3.80% | 19.60% (+4.8) | 0.00% | 7.00% (+3.6) | 25.00% (+10.7) | 23.60% (+9.3) | 13.10% (-0.6) |
| 21-22SY | 14.80% | 0.00% | 10.60% (+3.3) | 14.30% (+11.5) | 14.30% | 26.30% (+12.6) | 13.70% (+6.2) |
| 20-21SY | 0.00% | 7.30% | 2.80% | 14.30% | 13.70% | 6.10% | 7.50% |

At ECLCS we believe that literacy unlocks potential and is the cornerstone of access, opportunity, and choice. During the last charter term, we started with intentional shifts in primary literacy as well as practices to align to the science of reading.

ECLCS uses our outcomes, causes, and solutions (OCS) protocol to analyze data at the BOY, MOY and EOY. As a result of this process, ECLCS leadership, in collaboration with NWILCS district, made the following shifts:

- Prioritized professional learning in ELA with all staff by providing ongoing professional learning to focus on applying the shifts with the science of reading, data analysis, and curriculum implementation.
- ECLCS leadership reallocated resources to hire an additional part time Director of Teaching and Learning (DTL) who had a proven record of accomplishment with literacy instruction to focus on primary literacy to support the work alongside the current DTL.
- mClass analysis meetings were prioritized in grades K - 3rd to ensure foundational skill data was being reviewed and analyzed to implement more effective and targeted instructional strategies using smaller groups.

Understanding the blow ECLCS faced due to the pandemic as demonstrated by the data above, it was important to install these shifts in a way that was tangible and measurable with regards to effectiveness. As a result, there was a 6.2% increase for ELA proficiency at the end of 21-22SY school year with majority of the grade levels, except 4th and 6th due to teacher turnover, showing growth in proficiency as shown in the table above.

The 23-24SY IREAD-3 scores were the 2nd highest amongst East Chicago public and charter elementary schools with a pass rate of 78.4%. This cohort of students were 1st graders during the 21-22SY school year when ECLCS began making shifts with literacy practices with an intentional focus on primary literacy. With a viable plan for intervention in play, ECLCS adapted a new ELA curriculum during the 23-24SY school year to ensure students were receiving the same level of intention with whole group, grade level instruction. Grades K-3 transitioned from Ready Reading to Savvas My View, a recommended curriculum by IDOE. Professional development was ongoing and focused on full implementation of the program. During this time, a partnership was developed with ANET (Achievement Network) with an intention to focus on standards mastery and curriculum implementation. Knowing the vast needs of both students and educators, this was a targeted move to bring in additional support. As a result of this focus, there were also gains with proficiency rates in most testing grades for ELA. Grade 3 had 15.7% proficiency and 78.4% pass rate on IREAD. Grade 4 and 6th cohort saw a 5% increase in proficiency from the previous year. Grade 7 had an 8.2% increase.

Negative Indicators

- SPED ELA Proficiency as measured by ILEARN
- Math Proficiency as measured by ILEARN

| SY | ILEARN SPED ELA Proficiency |
|---------|-----------------------------|
| 23-24SY | 0% |
| 22-23SY | 7.3% |
| 21-22SY | 0% |
| 20-21SY | 0% |

| SY | ILEARN Math Proficiency |
|---------|-------------------------|
| 23-24SY | 7.1% (-2.9) |
| 22-23SY | 10% (+3.5) |
| 21-22SY | 6.5% (+0.5) |
| 20-21SY | 6% |

SPED proficiency in English Language Arts (ELA) is an area of opportunity for ECLCS, as the proficiency rate on the ILEARN assessment was 0% for three of the five years during the charter term. The school faced significant challenges, including teacher capacity issues, high turnover rates, and an increase in the identification of special populations. During the COVID-19 pandemic, our team worked diligently to provide targeted support, but online learning environments proved to be less effective for many students, further complicating our efforts.

Staff retention in the special education department has been an ongoing struggle, directly impacting student growth. Recognizing this challenge, ECLCS shifted its focus to strengthening the support provided by paraprofessionals, who were fully staffed. We secured a grant for professional development aimed at enhancing their skills. As a result, paraprofessionals received over 20 hours of training on special education law, best practices, and their roles and responsibilities, contributing to an increase in proficiency during the 2022-2023 school year.

However, in April of the 2023-2024 school year, ECLCS faced a devastating loss with the passing of its only SPED teacher. This traumatic event led to various social-emotional challenges for both SPED students and staff as they approached end-of-year testing. Despite these hardships, ECLCS believes in the principle that challenges can foster growth.

In the summer of 2024, the team actively planned, recruited, and prioritized staffing within the diverse learning department. The 2024-2025 school year began with a new Director of Student Support Services and additional SPED teachers, along with our paraprofessionals. We currently have one vacancy for a SPED teacher in our intermediate grades, which we are working to fill.

Another key area for improvement at ECLCS is mathematics. During the 2023-2024SY, math proficiency decreased by 2.9%. Recognizing this decline, ECLCS aimed to give math the same intentional focus that has yielded promising results in literacy. To support this effort, we began a partnership with the University of Chicago in the middle of the 2021-2022 school year. Unfortunately, this coincided with a principal transition, leading to inconsistent professional development, coaching, and feedback for math instruction. As a result, math proficiency only saw a minimal increase of 0.5% on the ILEARN assessment, with the bottom 25% achieving a growth score of 36.

The partnership with the University of Chicago continued into the 2022-2023 school year, even as we welcomed a new principal, April Shaw. Under her leadership, we renewed our commitment to teacher development and established consistent practices in math instruction. This focus resulted in a 3.5% increase in math proficiency and a significant improvement in growth for the bottom 25%, raising their score from 26 to 58 on the ILEARN assessment.

However, as we entered the 2023-2024 school year, additional challenges led to the 2.9% decrease in math proficiency. Significant staff turnover disrupted classroom practices, and our new partnership with Achievement Network focused primarily on literacy support due to the introduction of a new K-5 literacy curriculum aligned with IDOE academic standards. Consequently, our partnership with the University of Chicago was scaled back to allow the leadership team to address the urgent needs in literacy and fill key vacancies.

Looking ahead to the 2024-2025 school year, Principal Shaw is committed to ensuring consistent support for math instruction by hiring essential staff for the ECLCS leadership team. The partnership with the University of Chicago will also continue to strengthen systems for lesson planning, execution, professional development, and coaching. Additionally, an IDOE literacy cadre has been hired to provide further support for K-3 curriculum implementation, ensuring that while we enhance literacy instruction, math continues to receive focused attention as well.

- **Describe how your school measures, monitors and recognizes student growth.**
- **Describe how your school analyzes data and applies this analysis to instruction and professional development**

ECLCS has installed the following academic and professional development systems to measure, analyze, monitor, and recognize student growth:

| System | Parties Involved | Description |
|---|--|---|
| Outcomes Causes and Solutions (OCS) | NWILCS district and school leaders | ECLCS leadership meet with NWILCS leadership three times a year to analyze growth and proficiency data from iReady and mClass. The focus is to monitor student growth on iReady by looking at progress towards typical growth goals and stretch goals by grade level, teacher, and learning domain. Action plans are created with intentional next steps for leaders to support with professional development needs, coaching, and student support systems. |
| Data Driven Professional Learning Communities | School leaders, teachers, interventionist, paraprofessionals, communication to parents/Guardians | PLCs occur weekly during common planning time to analyze and monitor student growth on exit tickets and interim assessments. Teachers develop focused reteach small group plans of action for students. Teachers follow up with parents regarding learning plans. |

| | | |
|---|---|--|
| BAG report grade level meetings (see attachment for sample) | School leaders, teachers, interventionist, paraprofessionals, communication to parents/Guardians | Grade level teams meet weekly to analyze behavior, attendance, and academic data/grades for students. The purpose is to collaborate and create intervention plans, monitor progress, and ensure students do not slip through the cracks. Parent communication occurs immediately to support behavior, attendance, or academic needs. |
| Student Success Team Meetings | School leaders, teachers, interventionist, paraprofessionals, special education teachers, ESL teachers, Social Worker, parent, outside community agencies (as needed) | Student Success Plans (SSPs) are individualized plans that help students achieve their academic, social, emotional, and physical goals. The plans are put in place to ensure students are successful. Observations are conducted and input taken from all key stakeholders to identify the area of support and put a comprehensive plan in place to ensure the success of the student. |
| Data-Driven Professional Development | School leaders, teachers, interventionists, paraprofessionals | Professional development sessions are used quarterly to analyze growth on summative assessment data from curriculum assessments, iReady growth data, and state assessments. Learning plans are adjusted and modifications are made on school, grade, class, small group, and individual levels. Parents are sent home reports to inform them about progress. |
| Individual coaching | School leaders, classroom teachers | Teachers have individual coaching sessions. Student data, planning needs, and observation data determine the coaching needs and goals. Leaders maintain weekly schedules for observations, debriefs, and planning support. EC Coaching Cycle Defined (Framework and Resources 24-25SY) |
| Learning walkthroughs & Experiences | School leaders, teachers, interventionist, paraprofessionals | Learning walks happen monthly to calibrate observations/feedback, monitor the effectiveness of professional development and coaching, and to collect data on development needs. Learning walks also focus on individual student data and observation data. Sample Walkthrough Agenda (see attachment) |
| Parent Teacher Conferences | Classroom teachers, interventionist, paraprofessionals, parents | Parents meet 2x a year for parent teacher conferences. This is time for parents to meet with their child's teacher and support team to discuss academic growth and progress, grade level expectations and additional needs/ support. |

Through targeted professional development, our staff gains valuable insights into using data to implement differentiated instruction, inclusive teaching practices, and effective strategies for supporting diverse student populations. This approach helps us create inclusive learning environments where every student can thrive. At the beginning of the year, teachers analyze diagnostic data from iReady and mClass (for K-3) to form tailored instructional groups. Throughout the year, we monitor growth and progress toward standards mastery using exit tickets and iReady MyPath data. These groups are fluid, allowing students to move based on their growth and needs.

Our Coaching Model, along with Learning Walk-throughs, Data-Driven Professional Development, and Professional Learning Communities, has significantly enhanced the capacity of both teachers and support staff. ECLCS is intentional about analyzing teacher effectiveness using observation data aligned with the RISE rubric. From the beginning to the end of the 2023-2024 school year, our student-centered coaching model led to a notable reduction in Tier III staff—from 57% to 32%—while increasing Tier II staff from 43% to 62%, with 6% moving into Tier I. Additionally, 90.5% of the teaching staff showed positive growth in their final evaluations based on the RISE rubric from the beginning of the year to the end.

This year, ECLCS has partnered with IDOE to hire a Literacy Cadre Coach to target literacy support in K-3 classrooms. This will allow the Director of Teaching and Learning and Principal to focus more intentionally on instruction in grades 4-8 with an attention to on math and the needs of our diverse populations.

Parental and family involvement are vital for supporting student growth at ECLCS. We believe that active engagement from families leads to numerous positive outcomes, such as improved academic performance, better behavior, higher attendance rates, enhanced social skills, increased emotional engagement, greater self-esteem, healthy behaviors, strong parent-teacher relationships, and higher graduation rates.

To foster this involvement, we have implemented strategies to connect families with the school and help them support their children's success both in and out of the classroom. We keep busy parents informed through various communication methods, including monthly meetings that also allow us to gather valuable feedback. Additionally, every parent has access to the Parent Portal in PowerSchool, and we provide bi-quarterly progress reports alongside in-person parent conferences, which see an average attendance of over 90%. These systems have proven effective in building a strong foundation at ECLCS and enhancing our community's engagement.

- **Describe any successes or challenges your school has had in addressing achievement gaps between student groups (e.g. grade levels, gender, language, special education, racial/ethnic), and strategies being used to address those gaps. Please support with data (e.g. growth, proficiency, graduation, attendance).**

Literacy

ECLCS, in collaboration with NWILCS district, saw that literacy instruction needed a shift due to the covid gap and deficiencies majority of students had prior to the pandemic. It was necessary for us to re-engage on practice and delivery of instruction and have a solid understanding of the science of reading to ensure we are truly meeting students where they are. Throughout the charter term the following efforts were made with literacy instruction:

- Standardized Academic Operating Practices
- New curriculum in K - 5 aligned to the Science of Reading
- Additional supplementary materials purchased to support with interventions
- Class novel sets purchased for middle school grades
- Professional Development on how to utilize the new curriculum
- Professional learning communities focused on data analysis and planning
- Intense Coaching and Lesson Planning Internalization
- Partnership with Achievement Network that includes coaching around the cycle of instruction and use Interim assessments
- Instructional Coach
- Pacing Guides aligned to standards created for all ELA and Math grade levels
- Streamline assessments through the use of Performance matters so teachers understand how to triangulate the data for their students and use it to plan for effective instruction.
- Data Days to unpack and analyze data to create reteach plans
- MTSS coordinator added to focus on literacy interventions and progress monitoring

As a result of these efforts 4th, 6th, and 7th grade saw gains with grade level cohort proficiency throughout the charter term. 4th grade had a 5.3% increase, 6th grade had a 5.4% increase, and 7th grade had an 8.2%

increase from 22-23SY school year to the 23-24SY school year. ECLCS also had 78.4% pass rate for third graders on iREAD in 23-24SY which was the highest pass rate for this charter term and the second highest amongst East Chicago charter and public schools.

Entering into the 24-25SY school year these practices will continue with the addition of a K-3 literacy Cadre with the IDOE to focus on early literacy and building strong foundational skills for reading. The literacy cadre coach will oversee programming, provide training and development, plan alongside teachers, co-teach and help make informed decisions regarding student progress.

Staff Retention

After transitioning back to in person learning after Covid-19, ECLCS saw two consistent years of leadership transition during 21-22SY and 22-23SY school years. Research shows that principals have a direct impact on student outcomes as a result of building and installing appropriate leadership practices. With the transitions, ECLCS experienced a high teacher turnover during the 22-23SY school year. 64% of the general education teachers were new to the ECLCS campus. 58% of the general education teachers had two or less years of teaching experience. 41% were new to teaching.

ECLCS aimed to maintain a stable Special Education (SPED) department but experienced significant turnover from the 2021-2022 to the 2022-2023SY. During the 2022-2023 year, the SPED teachers were new to the school community and needed time to acclimate to the students, families, and the specific requirements of IEPs and 504 plans. The Director of Student Support Services (DSS) was also new during this period. Despite these changes, the SPED department was fully staffed, and both special education teachers and paraprofessionals received ongoing professional development, coaching, and support. As a result of these efforts, SPED students achieved a 7.3% increase in proficiency in English Language Arts (ELA) and a 3% increase in proficiency in math by the end of the 2022-2023SY.

ECLCS experienced an understaffed SPED department in the 23-24SY. The Director of Student Support Services transitioned in August of 2023 leaving the position open for the entire year. ECLCS leadership wasn't able to fill this role until the summer of 2024 due to lack of quality candidates. ECLCS started the 23-24SY by placing students in homerooms with more experienced teachers and training on a co-teach model for a rich inclusion instruction for students. In April of 2023, a beloved special education teacher passed away on campus. This unfortunate event created a tough space of trauma for the ECLCS community that required emotional support for staff and students. A3 new SPED teacher was hired but transitioned at the end of the school year. This directly had an impact on student outcomes. SPED proficiency rate on the 23-24SY ILEARN was 0% for ELA and 2.5% in math. The ECLCS team planned and prioritized the SPED department for the 24-25SY school year. The school year started with a DSS and SPED teachers for grade bands to support the co-teach model.

Students with Trauma

At ECLCS, we estimate that around 20-30% of our student population has experienced some form of trauma. This percentage may be even higher when considering students whose trauma is not easily identifiable. We are also witnessing the lasting effects of the lead crisis from 2017, which has impacted both learning and behavior among our students.

To address these challenges, ECLCS has adopted a comprehensive approach to support students affected by trauma. We have hired a Social Worker, Family Coordinator, Community Engagement Coordinator, and MTSS Coordinator to provide direct support alongside the Director of Student Support Services and the Director of Student Culture. Additionally, our participation in the Project Aware Grant will enhance our mental health resources, ensuring that we can effectively promote social-emotional learning and provide the necessary support for our students.

Math Achievement Gap

Math is an area of opportunity for ECLCS, particularly following our intentional focus on literacy instruction during the last charter term. In the middle of the 2021-2022 school year, ECLCS partnered with the University

of Chicago to improve math support after experiencing a math proficiency rate of only 6.0% on the 2020-2021 ILEARN assessment, with 57% of students assessed as being two or more grade levels below in math according to iReady.

The consultant worked closely with the Director of Teacher Leadership and the Principal to provide coaching, walkthrough cycles, and professional development. However, these efforts were inconsistent due to a principal transition shortly after the partnership began. Compounding this issue, ECLCS faced chronic attendance challenges, with 59% of students considered chronically absent (missing 10% or more of school) during the 2021-2022 school year. As a result, math proficiency saw only a minimal increase of 0.5% for that year.

In the 2022-2023 school year, ECLCS implemented more consistent systems for math, including exit ticket analysis, coaching, and math-specific professional development. All teachers, assistants, and interventionists utilized dedicated small group time to provide additional support using iReady lessons. These efforts, along with ongoing partnership support, led to a 3.5% increase in overall math proficiency on ILEARN, with special education students achieving a 3% increase and English language learners seeing a 2.5% increase.

However, during the 2023-2024 school year, math proficiency experienced a 2.9% decrease due to a shift in focus at ECLCS. Literacy took precedence because of the implementation of a new curriculum aligned with Indiana standards. Consequently, professional development was centered on pacing guides for ELA and math but coaching and support for math were limited due to the increased focus on literacy and the capacity of teachers. While 81% of teachers were licensed during the 2023-2024 school year, 41% had less than three years of teaching experience. Leadership at ECLCS prioritized a strong literacy rollout.

As we move into the 2024-2025 school year, ECLCS plans to continue intense math support through our partnership with the University of Chicago. Ongoing planning sessions will be scheduled for teachers to internalize their math units, formative and summative assessments, and collaborate on planning. Additionally, teachers will receive professional development with Ready Math to better understand how to utilize the curriculum resources and online learning platform. NWILCS standard operating practices will also continue to be implemented at ECLCS to ensure consistency in our instructional practices.

English Language Learners

The English Language Learner (ELL) department has remained consistent throughout the charter term. The English Language Learner lead teacher has been consistent with providing additional support and development to the ELL team. General education teachers received and will continue to receive SIOP training which is an instructional model to help all teachers effectively teach ELL. As a result of the consistent practices the ELL department has shown gains in math proficiency every year (See EC Additional Data Attachment). The 23-24SY school year had the highest math proficiency of the charter term with a 5.8% increase in proficiency at 10.9% on ILEARN for ELLs.

ECLCS saw a 0.3% increase with ELL in ELA proficiency in comparison to the 0.7% increase of non-English language learners as measured by ILEARN. Knowing this was a minimal increase, ELA is an area of opportunity for the ELL department and the entire school community. Although teachers received SIOP training for best practices and hands-on strategies for ELL students, the focus was on implementing the curriculum with fidelity and following pacing guides to ensure curriculum completion by the end of the year. This upcoming school year ECLCS will continue to refine coaching and data analysis to ensure all subgroups are making progress towards mastery. Additional supplements are being put in place such as translation devices and curriculum in Spanish. Power Hour will continue to provide additional support for all students based on exit ticket data and iReady diagnostic data.

- **Describe activities and programs implemented at the school to support both non-proficient and advanced students with effective and timely additional assistance.**

ECLCS sets high expectations and creates a learning environment where everyone belongs. Instructional activities and programs are modified to meet the needs of all learners including students with individual

education plans (IEPs), 504s plans, as well as English language learners with Individual Learning Plans (ILPs). Students at risk of academic failure who do not hold one of these plans are supported through our MTSS protocols to rule out the need for these types of plans to be developed. We have found some of our students that are simply in need of sound, consistent instruction to close gaps of deficiency. High ability students are provided pathways of support to ensure their success. ECLCS utilizes data and implements comprehensive assessments to identify and support the brilliance of all students.

ECLCS uses the Multi-Tiered Systems of Support (MTSS) to support the needs of all students. Academic, social-emotional, behavior, and health data are used to identify students and put interventions in place to help students succeed. It is our goal to use this system as catalyst of understanding the moves that need to be made for struggling students. This process allows the school team to truly identify if the student is, in fact, in need of a more intense plan of support that interventions through MTSS may be limited in providing.

A referral for students that do not see success during the MTSS process or have been requested by a guardian result in a full and initial evaluation for possible special education services is a component of ECLCS's educational processes. A student who qualifies for these services has an IEP in place that is reviewed annually. As with students with an IEP, students with 504 educational plans have designed customized educational plans. Teachers modify the classroom environment, adjust their teaching strategies, or make other adjustments to ensure that all students are treated fairly and are getting the necessary accommodations and modifications to access the curricula at the same level as their classmates. ECLCS has a co-teacher model to ensure students receive high quality education. General education teachers also received professional development on co-teaching with SPED teachers.

Equal educational opportunity is given to language minority students with the appropriate level of English language development to allow for meaningful participation in the school's educational programs. ECLCS uses English as a Second Language instructional model to service our English Language Learners. Students are pulled out of the regular mainstream classroom for special instruction in English as a second language. Teachers also receive SIOP (Sheltered Instruction Observation Protocol) training to implement best practices for ELL instruction when they are in class with peers during instruction. Translation devices are also utilized to help students access whole group teaching and curricular materials.

For our High Ability (HA) students, we provide an online administration of the CogAT to grades 2- 8. This ensures compliance with Indiana law and our obligation to meet the needs of our students. After assessments are completed, tailored plans are created to provide high quality experiences to our high ability subgroup. These experiences include Novel studies, advanced math track, projects, and Project lead the way with the high ability coordinator. Finally, we meet the social/ emotional needs of our high ability students by adding supplemental after school opportunities for these students to achieve recognition in academic competitions.

The focus of this campus had been centered in closing the achievement gap in hopes of creating pathways that would allow accessibility to grade level material. To address the deficiencies, East Chicago Lighthouse Charter School has implemented a Power Hour period and interventions where students receive small group instruction based on their individual needs according to the diagnostic assessments. During Power Hour students receive targeted intervention based on ILEARN, mClass, and IReady data. Students are on an accelerated path to standard mastery (on grade level), while students who are already performing at-or-above grade level receive tailored instruction aligned to diagnostic data (to maximize their learning potential in ELA and math). Based on the student data, the daily, 60-minute block focuses on targeted instruction in a small group setting that allows for increased engagement and social interaction, serves as a self-confidence builder as individualized support is able to be provided, allows for students to learn a variety of strategies to solve and also challenges and encourages students who are excelling. During this time, all classrooms are staffed with additional staff members to ensure a focus on small, targeted groups to increase reliability and quality of instruction. mClass Amplify intervention lessons, iReady intervention lessons and enrichment lessons are utilized during this time. Students with IEPs receive instruction centered around IEP goals and intervention lessons as the Diverse Learning Teachers push into the groups. Students with ILPs also receive

the targeted support as ESL teachers push in accordingly. In addition, our High Ability teachers receive support from the High Ability coordinator as well as 5 additional teachers who receive the training annually.

These deficiencies are also being addressed during grade level instruction. The leadership team has worked diligently with teachers during professional development, grade level team meetings and collaborative planning, to increase their capacity around planning for the anticipated needs of students based on the identified deficiencies pertaining to the content.

One of the individualized platforms used during Power Hour, is called MyPath from READY curriculum. This online platform aligns with IDOE standards and expectations, meeting students at the level they currently perform (based on their Fall diagnostic scores) and creating a path to meeting their EOY goal. This online platform allows teachers the capability to pull reports of student performance, frequency, and achievements to progress monitor isolated skills as well as spiraled skills students will be exposed to during direct instruction, success period, or other small group experiences. Power Hour also allows for enrichment, as students are pushed to a higher DOK. The small group model allows for more strategic instruction to push

After school tutoring and clubs also provide students with additional experiences to master standards. Students engage in math club, stem, Lego, PTLW (Project Lead the Way) in addition to tutoring.

- **Briefly describe how teachers use technology to support instruction.**

ECLCS has prioritized technology to ensure students are equipped with life ready skills for the ever-changing world. Students are one to one with chromebooks. Every classroom has a Promethean Board to ensure lessons are engaging and interactive.

Students utilize Google Suite and Google Classroom to complete individual and collaborative project-based work. Graphing in Sheets, writing in Docs, and presenting from Slides are all mainstays of the school day. Creative learning within these programs ensures our students are on their way towards college and career readiness.

Each year, students take the iReady diagnostic. After the iReady diagnostic test, students receive personalized prescriptive learning paths based on their diagnostic results. This path is continuously updated as they complete objectives and demonstrate mastery. IXL paths are also used for technology-based interventions. IXL allows for standards-based review and reinforcement of standards covered in the Tier 1 curriculum. Students in 6th-8th grade learn app development and microprocessor systems through the online PLTW curriculum. All students use SAVVAS online curriculum to supplement in-class instruction in Science and Social Studies.

Last year's STEM grant allowed us to use Generation Genius, a highly engaging, supplemental science curriculum. The series includes multimedia content and a summative Kahoot! Quiz, which is highly engaging for students. Technology informs the heart of our data-driven practice. From analysis of student iReady assessments to tracking and responding to student needs through our MTSS program, technology keeps us on target with research-based practice and interventions.

- **Describe any grant opportunities and partnerships you use to support and expand student learning opportunities.**

ECLCS is committed to securing partnerships to support and expand student learning opportunities. During the 21-22SY ECLCS determined that math was an area of opportunity and partnered with the University of Chicago for math coaching and support. This was mathematics instructional support by UChicago STEM Education facilitator during the academic year. Support included instructional coaching and planning support for math teachers focused on unit and lesson internalizations, math walkthroughs (observations), goal setting and feedback on instructional practice and planning. The UChicago STEM Education facilitator met and communicated with school leaders and math teachers to plan instruction, debrief/monitor progress, and determine and execute next steps.

During the 23-24SY ECLCS had a partnership with Achievement Network utilizing the School Improvement Grant. ANET prioritized interim assessment roll out with tailored professional development to preview and analyze student assessment data. ANET also supported ECLCS with intentional cycles that included walkthroughs and planning sessions. Goals with the partnership included, establishing a baseline systems and structures (e.g. T&L cycles) support teachers' instructional practice, including assessment previews, observation feedback structures, and data meetings for foundational skills (weekly) and ANET interims (quarterly). ECLCS also collaborated on a strategic plan to support effectively using a curriculum-aligned observational tool and student work on curricular tasks to provide teachers with curriculum-specific feedback to support student learning outcomes. These practices will continue into the 24-25SY school year although the partnership ended due to funding.

ECLCS has partnered with Junior Achievement to bring financial literacy and entrepreneurial courses into classrooms to ensure students are equipped with life-ready skills. ECLCS also partnered with Starbase this school year for 5th graders. Starbase is sponsored by the Indiana Department of Defense and provides students with engaging hands-on STEM experiences. After having a 2.9% decrease in math proficiency ECLCS leadership partnered with both Junior Achievement and Starbase to provide students with a hands-on and life relevant learning experience with math for the 24-25SY school year.

With the support of the Indiana Department of Education High Ability (HA) grant, HA students in grades 7th and 8th explored the foundations of world literature, reading *Meno* by Plato, Edgar Allen Poe, and *The Epic of Gilgamesh*, utilizing the *Great Books* and *Great Discussions* series. They then created open-ended writing projects (RAFT) and engaged in spirited debate. The *Gilgamesh is Great!* propaganda campaigns were particularly spirited. They also evaluated AI depictions of the text, creating arguments as to whether AI art is truly art, let alone AI. Desktop computers purchased with grant funds made this radical achievement possible.

HA students in grades K-5 utilized *Junior Greatbooks* and Perfection Learning's *Literature in Thought* series to engage in student-centered discussions and project-based learning. From expressing interests through literature to writing source-based critique of text, they expressed their talents with a focus on voice and cultural identity.

ECLCS also has partnered with Missoula's Children Theatre to ensure every student had at least one quarter of a theater arts class during the instructional day. Thus, every student at ECLCS was able to participate in a theater arts class to build a theatrical foundation, enhance performance skills through musical and acting, and develop empathy by learning in different situations. This partnership also focused on bringing in multiple theater companies (KidWorks Touring Theatre Company and GreatWorks Theatre Company) to either perform for the students or include the students in creating their very own productions. With this partnership, ECLCS was able to host multiple showcases students performed in and created for families and the community such as, *The Day the Crayons Quit*, *A Night with Shakespeare*, and *the Frog Prince*.

ECLCS is also partnered with the Gary Department of Health to support the safe growth and development of our students with annual hearing and vision screenings, monthly personal hygiene workshops for our students and an annual immunization clinic for parents and students.

NWILCS district has prioritized partnerships and added a Community Engagement Coordinator who is currently working to identify additional partnerships to expand student learning opportunities. This included working with the NWI Food Bank, starting in November 2022, to help provide resources for families during the holiday season and after Covid. ECLCS contacted the Food Bank to inquire about using the school parking lot to host their November Mobile Market and was able to schedule the first one on Monday, November 28, 2022. After this, ECLCS has become a regular host site in East Chicago every month for almost two years and includes students to give back to their own community. Students help pack and distribute food bags during the mobile market days and learn the importance of giving back to the community. Through this partnership, we have served approximately 3,000 families and individuals from our school and the community. We have also participated in the Food Bank's weekend backpack program which provides non-perishable food bags

for children. We have received and distributed 800 bags to our students to support our families and ensure every student has the materials needed to be successful.

| Chronically Absent Students, missing 10% or more of school | 21-22 | | 22-23 | | 23-24 | |
|--|-------|------|-------|------|-------|------|
| | # | % | # | % | # | % |
| | 291 | 59.2 | 205 | 40.9 | 168 | 45.5 |

Conduct an analysis of chronic absenteeism, and address the following questions:

- **Are there notable disparities in attendance across student groups (grade levels, gender, language, special education, racial/ethnic)?**

There are notable disparities in attendance across student groups, for example, we noticed that our special education population's chronic absenteeism is higher than that of other students which is a direct correlation to the lack of academic progress we are seeing with this population. We also identified that there are high incidences of chronic absenteeism in our primary grades. We have attributed this to the fact that, although many of these students ride the school bus, they oftentimes depend on someone else to get them up and ready for school each day. Currently, the team makes calls home each day, resulting in a list of reasons that are not under the control of the student. These notable disparities are occurring among the sectors of the student population that have the greatest foundational needs.

- **What procedures and practices are being implemented to address chronic absenteeism and how does the school monitor results?**

Both the school and district have implemented strategies to address chronic absenteeism. To tackle this issue effectively, we have reallocated certain positions and resources. The Director of Enrollment and Compliance and the Community Engagement Specialists are now collaborating to monitor daily attendance rates in PowerSchool. They follow up with schools to ensure that families are contacted regarding their students' absences and that documentation is provided for those absences. The team's mission is to identify the root causes of absenteeism and offer support within our capacity to help.

Communication is further enhanced through the district truancy officer at the high school and school social workers. Depending on the situation, home visits are scheduled to provide additional support and context. During these visits, school representatives discuss attendance expectations and explore available services, such as transportation assistance or information about after-school partnerships with community organizations.

ECLCS also offers incentives to encourage daily, weekly, and monthly attendance. These incentives include rewards like visits to the school store and dance parties, which students can earn by being present at school.

Additionally, teachers are encouraged to build authentic relationships with families, providing them with opportunities to communicate via phone, email, or the school's platform. This fosters a sense of connection, making families feel comfortable reaching out when needed.

- **Evaluate the severity of absenteeism. To what extent are students severely (more than 20%) and extremely (more than 50%) absent?**

Chronic absenteeism is defined as missing 18 or more days of school. We had 155 students in East Chicago who fell into this category; that is considered 57.4% of the total student population. 32 students were absent 20% or more and 2 students were absent more than 50% of the school year (they were siblings).

Organizational Performance Analysis

- **If applicable, describe any anticipated changes to the governance and management of the school (e.g. organizational structure, board membership composition, bylaws, policies)**

The Northwest Indiana Lighthouse Charter Schools Board of Directors is committed to governing in the public interest and ensuring the continued success of our district. In recent years, we have undergone significant changes to our board membership and leadership.

Board Composition and Changes:

- **New Board President:** Alyse Nicholson has been elected as the new president of the board, effective April 22, 2024.
- **Majority of New Members:** A majority of the board members are new to their roles, having joined the board in 2023 and 2024.
- **Diverse Expertise:** The board is composed of individuals with diverse backgrounds and expertise, including educators, financial experts, legal representation, and community members. This diverse composition ensures a well-rounded perspective on the district's needs and goals.

Governance Review and Goal Setting: To ensure that our governance structure aligns with our district's mission and objectives, the board will be undertaking the following initiatives:

- **Bylaw Review:** At the upcoming board retreat, the board will conduct a comprehensive review of the board's bylaws. This review will be conducted to ensure that the bylaws are up-to-date and fully aligned with the board's goals and objectives for the district's growth and development.
- **Bylaw Training:** In conjunction with the bylaw review, the board will also receive training on the proper execution and understanding of the bylaws. This training will enhance the board's ability to effectively fulfill its governance responsibilities.
- **Goal Setting:** The board will be setting specific goals for its work in the new school year. These goals will be aligned with the district's overall goals and objectives, ensuring that the board's efforts are focused on supporting the district's success.

By implementing these changes and initiatives, the Northwest Indiana Lighthouse Charter Schools Board of Directors is confident in its ability to effectively govern the district in the public interest and provide the leadership necessary to ensure a bright future for our students and community.

- **Describe how the board monitors academic, financial, and organizational performance to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract.**

The Northwest Indiana Lighthouse Charter School Board of Directors is committed to ensuring that all students are learning at high levels and that the school is meeting the performance expectations outlined in our charter contract. To achieve this, we have implemented a robust system for monitoring academic, financial, and organizational performance.

Board Committees and Monthly Meetings:

- **Academic Committee:** This committee meets monthly to review student academic performance data, including standardized test scores, classroom assessments, and graduation rates. Committee members work closely with district administrators and principals to identify areas for improvement and develop strategies to support student success.
- **Finance Committee:** This committee meets monthly to oversee the district's financial health. Members review financial reports, including budgets, revenue projections, and expenditures. The

committee works with the district's finance department to ensure that the district's financial resources are being used effectively and efficiently.

- **Governance Committee:** This committee meets monthly to review the district's governance policies and procedures. Members ensure that the board is operating in accordance with applicable laws and regulations and that the board's decision-making processes are transparent and accountable.
- **Development Committee:** This committee meets monthly to focus on fundraising and community engagement. Members work to secure financial support for the district's programs and initiatives and to build strong relationships with community partners.

Monthly Board Meetings and Reporting: At each monthly board meeting, district administrators and principals report on the district's progress toward its goals and best practices. These reports provide the board with a comprehensive overview of the district's performance in all areas, including academics, finance, and operations.

Performance Tracker and Data Sharing: To provide the board with a clear and concise overview of the district's progress toward its goals, we have developed a performance tracker. This tracker includes data on a variety of metrics, including student academic performance, financial health, and operational efficiency. The board reviews this tracker regularly to identify areas for improvement and to ensure that the district is on track to meet its goals.

The board is committed to transparency and accountability. We believe that data sharing is essential for effective governance, and we strive to provide the board with access to all relevant data and information. By monitoring academic, financial, and organizational performance closely, we are confident in our ability to ensure that all students are learning at high levels and that the school is meeting the expectations outlined in our charter contract. [23-24 NWI Comprehensive Tracker \(see attachment with example of ECLCS tab\)](#)

- **Describe the strategic priorities of the board in the next charter term.**

The Northwest Indiana Lighthouse Charter Schools Board of Directors has established the following strategic priorities for the next charter term:

1. **Enhanced Board Member Training and Development:** To ensure that all board members are fully equipped to fulfill their roles effectively, we will provide ongoing training and development opportunities. This will include training on board governance, best practices, financial management, and educational policy. By investing in our board members, we will strengthen their ability to make informed decisions and provide effective oversight.
2. **Goal Setting and Strategic Planning:** We will develop clear and measurable goals for the next charter term, focusing on areas such as academic achievement, financial sustainability, and community engagement. These goals will be aligned with the district's overall mission and vision. Regular reviews and adjustments will ensure that we remain on track to achieve our objectives.
3. **Philanthropic Endeavors and Community Partnerships:** We will prioritize philanthropic endeavors and strengthen our partnerships with the community. By fostering relationships with donors, foundations, and community organizations, we will seek to secure additional resources to support our students and programs. We will also explore opportunities for increased community involvement and engagement, such as parent-teacher associations, volunteer programs, and community events.
4. **Data-Driven Decision Making:** We will continue to leverage data to inform our decision-making processes. By analyzing student performance data, financial information, and operational metrics, we will identify areas for improvement and implement targeted interventions. A data-driven approach will ensure that our resources are allocated effectively and that we are making evidence-based decisions to benefit our students.
5. **Continuous Improvement and Innovation:** We will foster a culture of continuous improvement and innovation. By staying informed about emerging trends in education and exploring new approaches to teaching and learning, we will ensure that our district remains at the forefront of

educational excellence. We will also encourage our staff to participate in professional development opportunities and to contribute to innovative initiatives.

By focusing on these strategic priorities, the board is committed to providing the leadership and support necessary to ensure a bright future for our students and community.

School Environment

- **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 and determine long-term facility needs?**

We do not anticipate any location changes, leasing any properties or building plans. We were awarded the facilities grant for both our Gary and East Chicago schools. With this grant, we have been able to make ample improvements including flooring, painting, paving of parking lots, updates to HVAC systems, and updates to playgrounds for our students.

- **Describe strategies the school has in place to recruit, train and retain highly qualified staff.**

ECLCS is currently recruiting, training and working hard to retain staff in multiple ways. Our number one goal is to keep our effective, highly qualified staff. Consistency is key for schools, families, and students. The best way to keep and recruit staff is through the reputation of how we support and develop our teams. With this positive advertisement from the testimonies of our current staff, we have begun to see an increase in referrals for employment.

We advertise on multiple platforms including but not limited to, Indeed, Monster, CareerBuilder, ZipRecruiter, Talent.com, JobCase, CareerJet, Myjobhelper, the Indiana DOE website, TFA Alumni network, Handshake, and have streamlined our ADP system to be a one-stop shop of applications, scheduling interviews, and onboarding. The seamless process has made everyone's job easier while leaving less room for human error as the applicants themselves complete all of their own information.

We are actively trying to retain our best teachers through ongoing differentiated professional development. One of the ways this professional development is happening is at the district level through direct vendor services where we contract with the curriculum associates to deliver high quality professional development. These vendors also allow our staff to have access to their online training portals. At Northwest Indiana Lighthouse Charter School, professional development is a key component to improving educator practice and providing new perspectives on an ever-changing profession by empowering teachers to create rich, challenging, and rewarding learning experiences for all students.

We empower teachers through relevant learning experiences that improve student achievement through leadership development, and professional support, with the goal of strengthening pedagogical content knowledge through comprehensive, research-based learning experiences.

- **Describe any community partnerships that align to the school's needs and are culturally reflective of the school's community.**

ECLCS serves a transient immigrant population as well as other low socioeconomic households. The partnerships we have made include those garnered through our Project Aware Grant from the Indiana Department of Education. This grant encourages partnerships with entities dealing with mental health support, which has proven to be a need for our school community. Other partnerships and community-focused activities listed below demonstrate our commitment to supporting the families we serve. Our partnerships include mental health agencies, medical agencies, mobile dentists, food, clothing, shelter assistance as well as after school activities taking place at the public library, the boys and girls club, and NICOR (energy company). Also listed are agencies we plan to cultivate in the future.

- Edgewater (Mental Health and Doctor's Visits)
- Community Health Net (Mental Health Services)
- Regional (Mental Health and Crisis Services)
- Food Bank of NWI (school site for food drives and weekend backpack program)
- Colgate Health Education Program (Mobile dentists)
- Health Department (Health Education Classes, Vision, Dental Clinic)
- Inside Out (Boxing, Art, Music)
- Boys and Girls Club
- East Chicago Safety Department
- Community Geminus (Financial Hardship)
- Nicor (Natural Gas Safety for Children)
- EC Library (workshops and After School Activities)

Financial Performance Analysis

- **In what ways does the board ensure 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 and support services, overhead and operational and nonoperational expenses.**

The Northwest Indiana Lighthouse Charter Schools Board of Directors is committed to ensuring that financial resources are allocated effectively to support the school's overall program and improve student achievement. We have implemented a rigorous process for reviewing and approving financial expenditures, and we regularly evaluate the allocation of resources to ensure that they are aligned with our strategic priorities.

Financial Review and Approval Process:

- **Advance Receipt of Financials:** The finance committee receives detailed financial reports one week prior to each board meeting, allowing for in-depth review and analysis. The full board also receives the financials in advance to review and ask questions.
- **Finance Committee Review:** The finance committee conducts a thorough review of the financials in a monthly meeting with district finance leaders the week prior to our monthly board meetings. Committee members ask questions, seek clarification, and provide recommendations based on their analysis.
- **Full Board Review:** At each monthly board meeting, the full board reviews the financials at a high level. Members are encouraged to ask questions and seek additional information as needed during the meeting.
- **Financial Approval:** The board votes on the approval of financial expenditures at each meeting. Board members are expected to be fully engaged in the process, reviewing documents, asking questions, and granting approval where necessary.

Allocation of Resources: We have a strategic approach to allocating resources that prioritizes student academic achievement, student instructional and support services, and operational expenses. We regularly review and adjust our resource allocation to ensure that it aligns with our evolving needs and priorities.

Specific Investments in Student Achievement: In recent years, we have made significant investments in student academic achievement, including:

- **Additional academic programs:** We have funded additional academic programs to provide students with more opportunities for enrichment and support.
- **Support service personnel:** We have increased our investment in support service personnel, such as counselors, social workers, and special education teachers, to provide students with the individualized attention they need to succeed.

- **Technology for all students:** We have provided all students with access to technology, including Chromebooks, to support their learning and enhance their engagement.

Financial Challenges and Trends: Like many school districts, we face ongoing challenges related to financial resources, including:

- **Increasing costs of education:** The cost of providing quality education continues to rise, putting pressure on our budget.
- **Rising student enrollment:** As our student population grows, we must invest in additional resources to meet the needs of our students.

Despite these challenges, we have made significant strides in improving our financial management practices and allocating resources effectively to support student achievement. We have implemented cost-saving measures, sought additional funding sources, and prioritized investments in areas that have a direct impact on student outcomes.

By carefully managing our financial resources and prioritizing investments in student achievement, the board is committed to providing our students with the support and opportunities they need to succeed.

| Financial Performance Framework Dashboard | | 6/30/2020 | 6/30/2021 | 6/30/2022 | 6/30/2023 | 6/30/2024 unaudited |
|---|---|-----------------|-----------------|-----------------|-----------------|---------------------|
| | | Meets | Meets | Meets | Meets | Meets |
| East Chicago Lighthouse Charter School | | Does Not Meet | Does Not Meet | Does Not Meet | Does Not Meet | Does Not Meet |
| | | Falls Far Below | Falls Far Below | Falls Far Below | Falls Far Below | Falls Far Below |
| 1. NEAR TERM INDICATORS | | | | | | |
| 1.a. | Current Ratio (Working Capital Ratio) - Current Assets divided by Current Liabilities | 3.2 | 5.4 | 6.6 | 3.7 | 8.9 |
| 1.b. | Cash to Current Liabilities - Cash divided by Current Liabilities | 2.67 | 3.57 | 4.66 | 2.06 | 4.66 |
| 1.c. | Unrestricted Days Cash - Unrestricted Cash divided by ((Total Expenses- Depreciation Expenses)/365) | 97 | 117 | 162 | 195 | 296 |
| 1.d. | Enrollment Variance - Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget | 97% | 104% | 92% | 95% | 94% |
| 1.e. | Default | No | No | No | No | No |
| 2. SUSTAINABILITY INDICATORS | | | | | | |
| 2.a. | Total Margin - Net Income divided by Total Revenue | 11.7% | 18.4% | 14.2% | 18.8% | 24.9% |
| | Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues | 6.6% | 12.1% | 14.9% | 17.2% | 19.7% |
| 2.b. | Debt to Asset Ratio - Total Liabilities divided by Total Assets | 0.81 | 0.65 | 0.56 | 0.52 | 0.35 |

| | | | | | | |
|------|---|-----------|-------------|-------------|-------------|-------------|
| 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) | \$340,359 | \$1,167,121 | \$1,513,189 | \$1,875,279 | \$2,566,547 |
| 2.d. | Debt Service Coverage Ratio - (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) | 3.19 | 4.73 | 4.15 | 6.03 | 7.81 |

| Financial Performance Framework Input Data | 6/30/2020 | 6/30/2021 | 6/30/2022 | 6/30/2023 | 6/30/2024 unaudited |
|---|------------------|------------------|------------------|------------------|----------------------------|
| Current Assets | \$1,498,674 | \$2,826,721 | \$3,951,648 | \$6,706,381 | \$10,215,519 |
| Current Liabilities | \$474,793 | \$527,679 | \$596,560 | \$1,822,453 | \$1,146,241 |
| Cash | \$1,267,220 | \$1,885,835 | \$2,780,409 | \$3,761,114 | \$5,346,956 |
| Unrestricted Cash | \$1,267,220 | \$1,824,190 | \$2,716,608 | \$3,761,114 | \$5,346,956 |
| Total Expenses | \$4,928,446 | \$5,835,733 | \$6,227,413 | \$7,150,005 | \$6,742,478 |
| Depreciation | \$139,786 | \$121,886 | \$110,061 | \$115,020 | \$138,258 |
| Enrollment Projection in Charter School Board-Approved Budget | 514 | 500 | 528.4 | 500 | 490 |
| Actual Enrollment | 500 | 521 | 488 | 477 | 462 |
| Default | No | No | No | No | No |
| Net Income | \$654,485 | \$1,211,005 | \$1,033,257 | \$1,653,859 | \$2,237,470 |
| Total Revenue | \$5,582,931 | \$6,596,738 | \$7,260,670 | \$8,803,864 | \$8,979,948 |
| Total 3 Year Net Income | \$1,059,386 | \$2,116,906 | \$2,898,747 | \$3,898,121 | \$4,924,586 |
| Total 3 Year Revenues | \$15,939,586 | \$17,541,243 | \$19,440,339 | \$22,661,272 | \$25,044,482 |
| Total Liabilities | \$4,152,655 | \$4,140,343 | \$4,141,694 | \$5,326,316 | \$4,763,351 |
| Total Assets | \$5,153,786 | \$6,352,479 | \$7,387,087 | \$10,225,568 | \$13,730,953 |
| Year 1 Total Cash | \$926,861 | \$718,714 | \$1,267,220 | \$1,885,835 | \$2,780,409 |
| Year 2 Total Cash | \$718,714 | \$1,267,220 | \$1,885,835 | \$2,780,409 | \$3,761,114 |
| Year 3 Total Cash | \$1,267,220 | \$1,885,835 | \$2,780,409 | \$3,761,114 | \$5,346,956 |
| Interest | \$275,974 | \$272,469 | \$269,860 | \$266,813 | \$262,103 |
| Annual Principal, Interest, and Lease Payments | \$335,560 | \$339,469 | \$340,860 | \$337,813 | \$337,858 |

Continuous Improvement Planning

Academic Goals

| Baseline Data | 3 Year Target | 5 Year Target | Method of Measurement |
|---|---------------------------------|---------------------------------|---|
| ILEARN Math Proficiency Current - 7.1% | Increase by 15% Target - 22% | Increase by 25% Target - 32% | <i>Quarterly Interim Assessments to progress monitor</i> ILEARN EOY State Assessment |
| ILEARN SPED Growth in ELA Current - 0% | Increase by 15% Target - 15% | Increase by 25% Target 25% | <i>Progress monitor using stretch growth goals on iReady</i> ILEARN |

Non-Academic Goals (i.e. attendance, college and career readiness, engagement)

Decrease overall student absenteeism

| Baseline Data | 3 Year Target | 5 Year Target | Method of Measurement |
|----------------------|--------------------------------|--------------------------------|---|
| Current - 45.5% | Decrease by 5% Target - 40% | Decrease by 5% Target - 35% | <i>Progress monitor monthly using data from PowerSchool</i> EOY data pulled from PowerSchool |

Organizational or Financial Goal

Increase staff retention

| Baseline Data | 3 Year Target | 5 Year Target | Method of Measurement |
|---|---------------------------------|---------------------------------|--|
| Current - 36% of staff retained from 23-24SY to 24-25SY | Increase by 34% Target - 70% | Increase by 15% Target - 85% | Count of staff at the end of each school year. |

Statement of Assurances

East Chicago Lighthouse Charter School agrees to comply to all of the following provisions:
Read and check to acknowledge.

1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act of 1975*, Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act of 1973*, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state

audit requirements and ensures that arrangements have been made to finance those mandatory audits

- 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Board Signatures

I, the undersigned, do hereby agree to the assurances contained above.
Signatures must reflect at least a quorum of the Board.

| Signature of Charter School Organizer Authorized Representative | Date |
|---|------------------|
| <i>Alyse Nicholson</i> | <i>9/23/2024</i> |
| <i>Clairi Diuto</i> | <i>9/23/2024</i> |
| <i>Angela Bragg</i> | <i>9/23/2024</i> |
| <i>Jason Parks</i> | <i>9/23/2024</i> |
| <i>Maria Currier</i> | <i>9/23/2024</i> |
| <i>Jaqueline Best</i> | <i>9/23/2024</i> |
| | |
| | |
| | |

THEORY OF CHANGE



WHO WE ARE

NWILCS LIGHTS THE WAY SO OUR SCHOLARS CAN LEAD THEIR LIVES.

We offer a K-12 education that equips scholars with the life-ready skills and academic proficiency they need to confidently pursue their future aspirations. Our data-driven academic instruction is rigorous and responsive, prioritizing individual needs over grade-level constraints. Across every campus and grade level, we partner with families to create a nurturing and consistent environment where our scholars can risk self-discovery and realize self-determination.

WHAT WE BELIEVE



EVERYONE BELONGS.

Safety and trusting relationships are prerequisites to vibrant learning.



EXCELLENCE IS THE GOAL.

All progress is valuable – and greatness is never too much to expect.



LITERACY UNLOCKS POTENTIAL.

Literacy is the cornerstone of access, opportunity, and choice.



PASSION FUELS SUCCESS.

Authentic curiosity ignites courage, persistence, and the drive for mastery.



COMMUNITY POWERS PROGRESS.

Partnership between school, family, and community deepens the impact of education.



CHALLENGES PRODUCE GROWTH.

Every setback, story, and piece of data is an opportunity for learning and refinement.

OUR APPROACH

WE FOSTER EQUITABLE BELONGING.

The NWILCS family can depend on the safety, consistency, and love we nurture from day one of kindergarten to high school graduation.

WE ENGAGE THE COMMUNITY.

We partner with our families and community to exchange invaluable insights and vital resources so that our scholars, parents, staff, and faculty can flourish.

WE INDIVIDUALIZE THE COURSE.

Our tailored interventions and personalized goal-tracking support meaningful learning for both scholars and faculty across sites and grade levels.

WE ILLUMINATE REMARKABLE POSSIBILITIES.

We facilitate aggressive college and career exploration, so our scholars and faculty can learn from diverse industry leaders and elevate the heights of their passions.

OUR CAMPUSES

PRIMARY.

Scholars in grades K-3 find acceptance for who they are and a loving challenge to explore who they might become.

EAST CHICAGO.

Scholars in grades K-8 receive a community and life-focused education that equips them to tackle their next great adventure.

UPPER.

Scholars in grades 4-8 develop their internal compass through the academic rigor and forward-thinking extracurricular opportunities we facilitate.

COLLEGE PREPARATORY.

Scholars in grades 9-12 engage in our responsive instruction and aggressive college and career exploration to become responsible and active college students, service members, and business professionals.

OUR IMPACT

WE EMBRACE OUR SCHOLARS AND STAFF WHERE THEY ARE – SO THEY CAN SUCCEED WHERE THEY WANT TO BE.

Our scholars graduate confident and ready to thrive in the college or career of their choosing. Our diverse faculty and staff unleash their expertise and passions, advancing in their careers as they deepen their scholars' education. We nurture innovation and excellence across our network through community partnerships, team-building, professional development, and personalized coaching. From scholars and families to staff and partners, all who join us can pursue their purpose through our responsive and nurturing approach.

STRATEGIC PLAN FRAMEWORK



1 Organizational Model

CORE GOAL 1:

Consistent practices and processes for Lighthouse educators will inspire more effective collaboration and shared success.

KEY STRATEGIES:

- 1.1 Re-establish core anchors and instructional principles across areas of the organization (academics, SEL, school culture, etc)
 - 1.2 Reinforce mission and vision statements across the network for all community members
 - 1.3 Create buy-in and ownership of organizational model for all staff across the network
 - 1.4 Develop structures of measurement and accountability to allow successful implementation of best practices and expectations
-

2 Operational Systems

CORE GOAL 2:

Northwest Indiana Lighthouse Charters will have well-established standard operating procedures (SOPs) to use resources effectively, make united decisions, and maintain stability.

KEY STRATEGIES:

- 2.1 Establish, catalog, and align SOPs across financial, talent, and operations
- 2.2 Inspire ownership and provide ongoing training for SOPs with standard language and labeling
- 2.3 Monitor SOPs for new systems or changes, identifying support needs across the network
- 2.4 Prepare for change management by establishing clear roles and structures and developing methods for gathering institutional knowledge regularly

3 Talent Recruitment & Retainment

CORE GOAL 3:

Northwest Indiana Lighthouse Charters will attract, invest in, and retain diverse, highly skilled educators and administrators across its network of schools.

KEY STRATEGIES:

- 3.1 Invest in successful recruitment strategies for positions across the network to inspire local, regional, and national applicants to apply and accept roles at Lighthouse
 - 3.2 Build out a comprehensive compensation structure that awards skill, experience, outcomes, and tenure
 - 3.3 Develop pathways, structures, and mindsets for educators to proactively pursue growth opportunities
 - 3.4 Form alumni pathway programs for graduates to return and volunteer or work at Lighthouse
-

4 Training & Development

CORE GOAL 4:

All Northwest Indiana Lighthouse team members will receive the necessary training to align with our organization's approach to delivering high-quality K-12 experiences.

KEY STRATEGIES:

- 4.1 Define core knowledge and skills needed at various levels and roles
 - 4.2 Define Lighthouse's department-specific expectations and training
 - 4.3 Provide consistent access to and deployment of curriculum and knowledge
 - 4.4 Identify and develop teacher leaders to reinforce and exemplify high quality classroom practices and instruction as it relates to our core anchors
 - 4.5 Support team members to be creative and curious through coaching and self-driven learning
-

5 Sustainability & Culture

CORE GOAL 5:

Our network of schools will promote forward-thinking practices that demonstrate our commitment to a joyful, intentional, and well-connected community in the region.

KEY STRATEGIES:

- 5.1 Shift our language and perspectives away from a deficit mindset to a positive, solutions-oriented and asset-based approach
- 5.2 Celebrate the talents of our staff, families, and scholars
- 5.3 Look for opportunities to build long-term, intentional financial investments, and partnerships
- 5.4 Intentionally create opportunities to ensure our community members stay inspired and in a space of innovation
- 5.5 Grow our community presence by opening our doors and seeking new connections with families, partners, and community members

ACADEMIC STRATEGIES PYRAMID (K-8)



ACADEMIC STANDARDS

Academic Standards

Indiana Academic Standards
Indiana College & Career
Readiness Standards (Core Classes)

SEL Standards

Employability skills
TBD

COLLEGE & CAREER READY GOALS

Growth

IREADY (Typical Growth Goal)
mClass Reading only (K-3)

Attainment

ILEARN state tests
(Math & ELA)
iRead (3rd)
IREADY (Math & ELA)
WIDA (ELL)
CoGat (High Ability)

COLLEGE & CAREER READY GOALS

METHODS

Small Group Instruction
Stations (Math & Literacy)
Close Reading & Guided Math
Project-Based Learning
Personalized Learning
Intentional grade level
whole group instruction

TIME

90+ min of literacy/day
80+ min of math/day
60+ min of personalized
support and remediation/day
TBD SEL

STANDARDS, CURRICULA, & ASSESSMENTS

Ready Math (Indiana)
Ready Reading (6th - 8th) - ELA (Indiana)
SAVVAS My View (K-5th)
FOSS Science / SAVVAS Social Studies
TCI / SAVVAS
mClass (K-3rd)
iReady Reading and iReady Math BOY,
MOY, and EOY Diagnostic (K-8th)
Exit Tickets
IDOE aligned Interim Assessments

INSTRUCTIONAL DESIGN

INTERNALIZATION & PLANNING

Unpacking Standards (through
Summer/Fall Professional
Development Institute)
Module / Unit Session (during
Quarterly Professional Development)
Weekly Exit Ticket Submissions
Lesson Internalization & Planning
(through Ongoing Coaching)
Weekly Grade Level Meetings

OBSERVATION & FEEDBACK

Regular Walkthroughs / Rounds
Culture of Observation and
Feedback (with coaches and
peers)
Consistent & Appropriate
Coaching - Observation /
Feedback Meetings
Ongoing Professional
Development

DATA-DRIVEN INSTRUCTION

Campus/ District Data Meetings
Weekly Data Meetings - Triangulation metrics
(attendance, behavior and academic indicator)
Data Dives - Including larger data sets (summative)
and formative metrics
Reteaching plan - inclusive of formative data metric
(exit tickets, interim assessments)
Structured, cohesive protocols used by all campuses

INSTRUCTIONAL POWER MOVES

ACADEMIC STRATEGIES PYRAMID (HIGH SCHOOL)



ACADEMIC STANDARDS

Academic Standards

Indiana Academic Standards
Indiana College & Career Readiness Standards (Core Classes)

SEL Standards

Employability skills
TBD

COLLEGE & CAREER READY GOALS

Attainment

PSAT (9th)
SAT (10th & 11th)
WIDA (ELL)
CoGat (High Ability)

GRADUATION PATHWAYS

High School Diploma

Core 40
Academic Honors
Core 47 credits or more (Core 40 + 7)
C or higher in 3 AP Courses
Maintain GPA 3.0 or 3.5 (look up)

General (scholars serviced through resource)

Post Secondary Ready Competencies

ACT or SAT (combination scores determined by the state)
ASVAB (score of 31 or higher)

Honors Diploma

AP Courses (Literature/ELA, Composition, Language, Statistics)
Dual Credit Courses (Quantitative Reasoning, Intro Business/ Entrepreneurship & Marketing)
CTE

Learn and Demonstrate

Employability Skills

Project Based Learning
Service Based Learning
Work Based Learning
Work Products from Student Experiences

COLLEGE & CAREER READY GOALS

METHODS

GRR (5, 15, 25, 10 minutes)
1x/week Post Secondary Counselor visits classrooms for college info/updates
Dedicated class period for incorporating SEL

TIME

GRR (5, 15, 25, 10 minutes)
2 assignments and 1 assessment weekly
1x/week Post Secondary Counselor visits classrooms for college info/updates (5) 55 minute classes;
Daily 30 minute period incorporating SEL

STANDARDS, CURRICULA, & ASSESSMENTS

SAT (as state assessment) beginning with class of 2023
PSAT (9th & 10th)
SAT (11th & 12th)

PowerSchool Performance Management & Assessment Bank
Exit Tickets

INSTRUCTIONAL DESIGN

INTERNALIZATION & PLANNING

Module / Unit Session
Weekly Lesson Planning/Exit Ticket Submissions
Grade Level Meetings
Lesson Internalization & Planning
Biweekly Content Team Meetings
Lesson Plan Feedback
Coaching Protocol
Bi-weekly ILT Meetings

OBSERVATION & FEEDBACK

Ongoing Professional Development
Calibrations (Observations, School visits, Leader development PD)
1:1 Coaching (weekly, biweekly or monthly)
Lesson Plan Feedback

DATA-DRIVEN INSTRUCTION

Campus/ District Data Meetings
Weekly Data Meetings - Triangulation metrics (attendance, behavior and academic indicator)
Data Dives - Including larger data sets (summative) and formative metrics
Structured, cohesive protocols
Transcript audits
Student interest surveys
PS Audits that include failure rates (gradebook)

INSTRUCTIONAL POWER MOVES

iLEARN Proficiency Data - Cohort View

| ELA | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Corporation Total |
|-----|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| SY | ELA Proficient % | ELA Proficient % | ELA Proficient % | ELA Proficient % | ELA Proficient % | ELA Proficient % | ELA Proficient % |
| 24 | 15.70% | 9.1% (+5.3) | 17.4% (-2.2) | 5.4% (+5.4) | 15.2% (+8.2) | 24.4% (+0.6) | 13.9% (+0.8) |
| 23 | 3.80% | 19.60% | 0.00% | 7.00% | 25.00% | 23.60% | 13.10% |
| 22 | 14.80% | 0.00% | 10.60% | 14.30% | 14.30% | 26.30% | 13.70% |
| 21 | 0.00% | 7.30% | 2.80% | 14.30% | 13.70% | 6.10% | 7.50% |

| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Corporation Total |
|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| SY | Math Proficient % | Math Proficient % | Math Proficient % | Math Proficient % | Math Proficient % | Math Proficient % | Math Proficient % |
| 24 | 11.80% | 14.8% (+3.5) | 6.5% (-11.1) | 1.8% (-2.3) | 4.3% (-7.3) | 2.4% (-0.1) | 7.1% (-2.9) |
| 23 | 11.30% | 17.60% | 4.10% | 11.60% | 2.50% | 10.90% | 10.00% |
| 22 | 13.00% | 2.00% | 6.40% | 7.10% | 5.40% | 5.30% | 6.50% |
| 21 | 3.80% | 7.30% | 0.00% | 15.90% | 7.40% | 0.00% | 6.00% |

Special Education and English Language Learners ILEARN Data

| ELA | General Education | Special Education |
|-----|-------------------|-------------------|
| SY | ELA Proficient % | ELA Proficient % |
| 24 | 16.10% | 0.00% |
| 23 | 14.00% | 7.30% |
| 22 | 16.50% | 0.00% |
| 21 | 9.20% | 0.00% |

| MATH | General Education | Special Education |
|------|-------------------|-------------------|
| SY | Math Proficient % | Math Proficient % |
| 24 | 7.90% | 2.50% |
| 23 | 10.80% | 4.90% |
| 22 | 7.70% | 1.90% |
| 21 | 7.30% | 0.00% |

| | Non-English Language Learners | English Language Learners |
|----|-------------------------------|---------------------------|
| SY | ELA Proficient % | ELA Proficient % |
| 24 | 16.44% | 4.70% |
| 23 | 15.70% | 4.40% |
| 22 | 16.20% | 3.40% |
| 21 | 10.10% | 0.00% |

| MATH | Non-English Language Learners | English Language Learners |
|------|-------------------------------|---------------------------|
| SY | Math Proficient % | Math Proficient % |
| 24 | 6.10% | 10.90% |
| 23 | 11.20% | 5.90% |
| 22 | 7.50% | 3.40% |
| 21 | 7.60% | 1.60% |

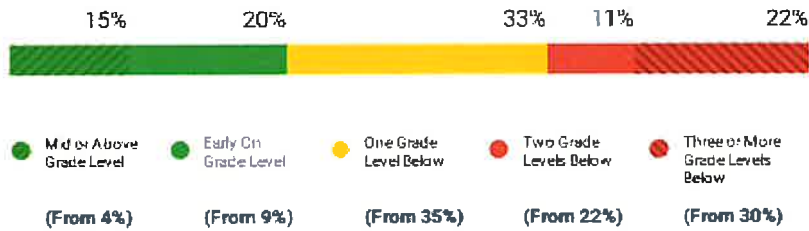
iREAD Pass Rate

| SY | iREAD Pass Rate | School City of East Chicago |
|----|-----------------|-----------------------------|
| 24 | 78.40% | 56.20% |
| 23 | 43.40% | 56.60% |
| 22 | 50% | 47.20% |
| 21 | 48.20% | 46.20% |

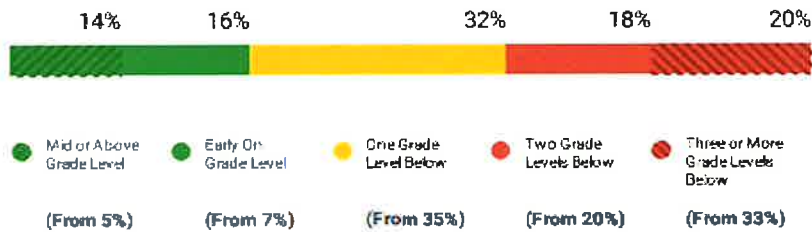
ELA - EOY Growth Placement Distribution (K-8)

| | Early Grade Level and Above | One Grade Level Below | 2+ Below Grade Level |
|-------|-----------------------------|-----------------------|----------------------|
| 23/24 | 25% (+13%) | 33% (-2%) | 33% (-19%) |
| 22/23 | 30% (+18%) | 32% (-30%) | 38% (-15%) |
| 21/22 | 27% (+16%) | 29% (-5%) | 44% (12%) |

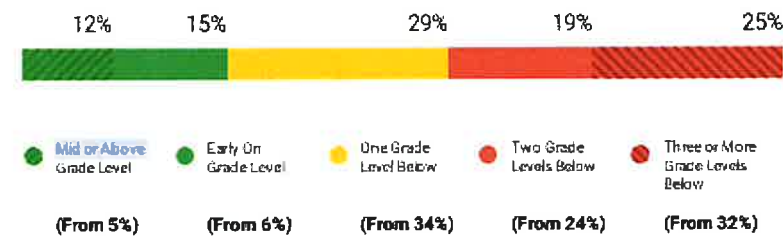
23/24



22/23



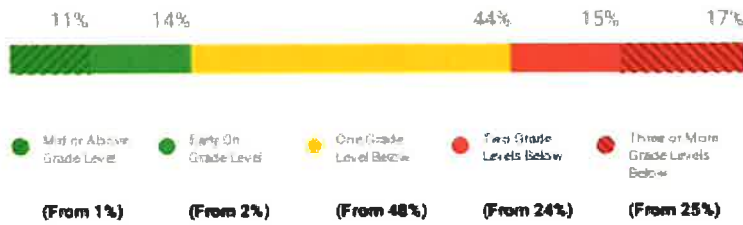
21/22



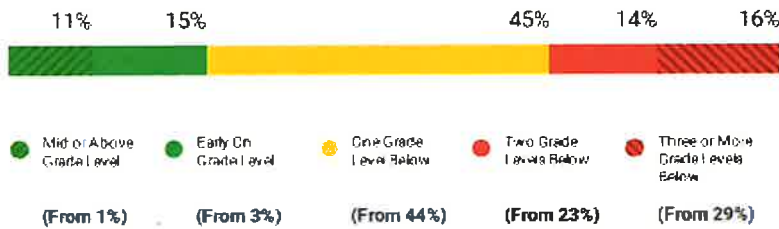
Math - EOY Growth Placement Distribution (K-8)

| | Early Grade Level and Above | One Grade Level Below | 2+ Below Grade Level |
|-------|-----------------------------|-----------------------|----------------------|
| 23/24 | 25%(+22) | 44%(-4) | 32%(-17) |
| 22/23 | 26%(+23) | 45%(+1) | 30%(-22) |
| 21/22 | 20%(+20) | 39%(0) | 42%(-15) |

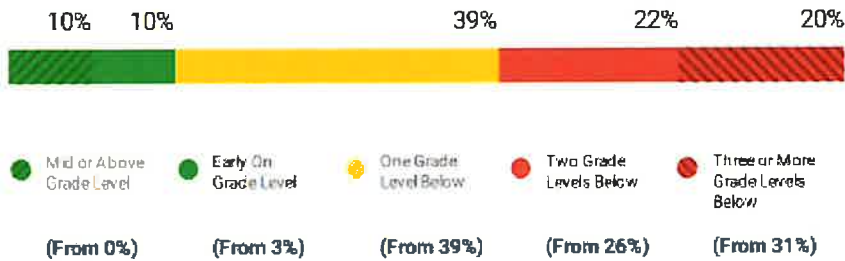
2023/24



2022/2023



2021/2022



22/23 Sample OCS Agenda



Agenda

Tuesday, January 10, 2022

Winter OCS (Winter MOY) Data at EC Campus

| | |
|--|---|
| <p>MOY Documents</p> <ul style="list-style-type: none"> + EC NWI Outcomes - Causes - Solutions + EC.FINAL. NWILCS Winter Data 2022-2023 <p>BOY Documents</p> <ul style="list-style-type: none"> x FINAL.NWILCS NWEA Fall Data 2022 - 2023.xlsx | <p>Attendees: James, Jones, Harris, Furlong, Dr. Adell, Lewallen, Segrest, Katy, Beasley, Karin, Kim</p> <p>Facilitator: Karin</p> <p>Note taker: Kim</p> <p>Timekeeper: Lewallen</p> |
|--|---|

Meeting Objectives:

- Leaders will analyze fall data using the OCS process
- Leaders will reflect and refine their school action plans

TO PREPARE FOR THIS MEETING, PLEASE:

- Solutions oriented mindset

| Agenda Item/Activity | Time /Who | Notes | Next Steps |
|---|-----------|--|------------|
| Reflection - Winter Data Round Review to OCS process | 5 min | | |
| <p>Outcomes</p> <ul style="list-style-type: none"> - Analyzing our outcomes - What do you see? <ul style="list-style-type: none"> - Use actual data that is represented - What trends do you notice? - What wonderings/ahas do you have? | 45 mins | <p>Wonders:</p> <ul style="list-style-type: none"> ● 75% in Tier 2 for math in 1st grade, not more of these scholars meeting their goals for the halfway mark. What were the conditions (classroom environment) when students completed the test. Did teachers/students know the importance of the test? | |


22/23 Sample OCS Agenda



| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">● 5th and 6th across the board.● 1st grade gap is large, not many IEPs identified.● 2nd grade math, why there is a 5% compared to other grades under school conditional index. What support needs to be provided for teachers/students.● What measures of MTSS do we need to immediately implement for all grades, and begin to identify individual students in our daily planning. What can this look like for leaders and support staff?● True understanding of the data, creating a safe space for leaders/teachers to say they don't get it/ask questions.● Teachers' understanding of data (basic understanding). Teachers having knowledge of using data day to day and in their intentional planning. What do these conversations look like in coaching sessions, grade level teams, and staff meetings?● Growth mindset when looking at the data as teachers/leaders.● Delivery of information/data. | |
|--|--|---|--|

22/23 Sample OCS Agenda



| | | | |
|---|--------|---|--|
| | | <ul style="list-style-type: none"> • What systems/structures for collaboration have supported or hindered. • Does the schedule give time for collaboration for teachers? • Cross curricular opportunities for students. • How are we providing at-bats for our students? Are we providing at-bats? • Using specials', social studies, and science intentionally. | |
| Causes <ul style="list-style-type: none"> - After analyzing what the data says, let's think about why... - What does the data suggest? | 30 min |  EC NWI Outcomes - Causes ... | |
| Solutions <ul style="list-style-type: none"> - Implementations for classroom practice. - Refining our plan | 30 | | Identify 1-2 systems and structures as a leadership team that need to change to show success (being detailed). |
| Reflection <ul style="list-style-type: none"> - How did this process work for you? - What data would you add for the winter round? - What lingering questions do you want to explore? | 15 | | |

Action Items and Due Dates:



23-24 MOY Data Analysis and Action Planning

| | | |
|----------------------|---------------|---|
| School: East Chicago | Date: 1/29/24 | OCS: EC OCS DATA CHAT TOOL MOY Data EC OCS BOY 23/24 Data |
|----------------------|---------------|---|

Data Analysis

| | | |
|--|---|---|
| <p>Current Reality (Data Trends)</p> <ul style="list-style-type: none"> ● Attainment: <ul style="list-style-type: none"> ○ K: 42%, 1st: 20%, 2nd: 35%, 3rd: 34%, 4th: 10%, 5th: 23%, 6th: 16%, 7th: 20%, 8th: 28% ● Growth: <ul style="list-style-type: none"> ○ % of scholars currently on track to reach growth goals: K: 55%, 1st: 49%, 2nd: 55%, 3rd: 47%, 4th: 75%, 5th: 70%, 6th: 132%, 7th: 82%, 8th: 122% | <p>Areas of Strength identified in your MOY Ready ELA Data:</p> <ul style="list-style-type: none"> ● Power Hour is working ● Instructional Assistants working daily in classrooms 1:1 or in small groups ● Fidelity of curriculum implementation ● MTSS implemented with targeted tiers and areas of support outlined with students being pulled daily by IAs ● Schoon pulling high students focused on literacy ● After school tutoring ● Targeted small group instruction ● Peterson (K-3), | <p>Areas of Opportunity identified in your MOY Ready ELA Data:</p> <ul style="list-style-type: none"> ● Coaching centered on sections 401, 501, 702, 802, A. Johnson, and Hernandez ● Continue to build on Power Hour ● Introduce and coach 5-8 teachers on the strategies rolled out through Power Hour. |
| <p>Causes</p> <ul style="list-style-type: none"> ● Inconsistent coaching K-3 ● Novice Teachers ● Knowledge of content ● Inconsistent IAs to support the instructional model ● Lack of DSS and Sped Teachers (unable to implement intended co-teach design) ● New curriculum K-5 ● Side by side planning weekly 1st and 2nd Grade ● Vertical alignment meetings with Barber and Elnatour ● Daily power hour, data driven, based on instructional grouping ● Buy in from teachers around Magnetic Reading | <p>Possible Solutions</p> <ul style="list-style-type: none"> ● PH has been restructured for 1st-3rd grade to have teachers/staff focus on one group based on instructional grouping ● More observations and feedback in identified classrooms/homerooms that performed lower than the other grade level classroom, 401, 501, 702, 802 with side by side coaching with coach ● Direct Coaching for Hernandez Planning and instruction and A. Johnson with pacing ● Set up plans similar to our second grade plan for 5-8 ● Schoon pulling high students along with Peterson and Fetch serving all K-8 IAs K-4 pulling Tier 4 students ● K Students who are performing in instructional groups % will attend 1st grade power hour and likewise all 1st grade performing in groups % will attend 2nd grade power hour. ● Moved wellness blocks to morning meeting activities to allow for intentional small group instruction, i.e. kinder has 12 students in groups 4 and 5 | |



23-24 MOY Data Analysis and Action Planning

| | | |
|----------------------|---------------|--|
| School: East Chicago | Date: 1/29/24 | OCS: EC OCS DATA CHAT TOOL MOY Data EC OCS BOY 23/24 Data |
|----------------------|---------------|--|

| | |
|--|---|
| | <p>Peterson will provide instruction through pull out and target iReady lessons, Group 3 Castillo (10), Group 2 Tucker (6) and group 1 has 30 students all together, Lilly, Munoz, Hernandez and Mayberry will provide targeted instruction (7-9)</p> |
|--|---|

Action Planning Semester 2

How will you execute the plan? What change do you expect to see in teacher, student and leader practice? What training does the school need to see this change?

| Teacher Actions: | Student Actions: | Leader Actions: |
|---|---|---|
| <ol style="list-style-type: none"> Teachers will use instructional grouping from IReady to teach lessons in small group. Teachers will create focus walls that include spiral review and IXL for Do Now to continue to keep skill development and concepts fresh for students. Teachers will continue to Power Hour K-4. Teachers will utilize MyPath with fidelity when it comes to minutes and monitoring. Teachers will adjust small group instruction based on assessment data. Teachers will incorporate independent reading with reading logs. Peer Observation 7th Grade Upper Video Teaching with a focus | <ol style="list-style-type: none"> Students will complete lessons as assigned. Teachers will use SMQ to monitor progress. Students will complete my path at given time per minutes and let teacher know when/if any lessons are flagged. Students will work diligently in SG and complete work as assigned. Students will keep their reading logs up to date. | <ol style="list-style-type: none"> Will ensure teachers are including small group instruction planning in their weekly lesson plans, support teachers with creating instructional grouping plans, and monitor MyPath data. Will conduct weekly walkthroughs to provide feedback. Livesay will continue to meet weekly with C. Johnson, Elnatour, and Barber. Will ensure that teachers have all the resources needed to roll out any new initiatives. |

Action Planning Dates: What training will you provide, when will you communicate goals, when will you follow up?

| Term/Week # | Action Plan Item | Person Responsible | Timeline |
|-------------|------------------|--------------------|----------|
|-------------|------------------|--------------------|----------|



23-24 MOY Data Analysis and Action Planning

| | | | | |
|----------------------|---------------|-----------------------------|--------------------|-----------------------|
| School: East Chicago | Date: 1/29/24 | OCS: EC OCS DATA CHAT TOOL | MOY Data MOY Data | EC OCS BOY 23/24 Data |
|----------------------|---------------|-----------------------------|--------------------|-----------------------|

| | | Livesay/Story | 1/31 Grade Level Team Meeting |
|---|---|---|--|
| 1 | Team has completed Instructional Groups-Meeting with each teacher to review SGI protocols, help set up groups, show how to use informal assessment to inform SGI from WG teaching | | |
| 2 | Khan Academy for High Students- Schoon will work with teachers to create the plans for scholars grades 5-8 | Schoon | 1/31-2/7 |
| 3 | Teachers will incorporate DOL in grades K-8th | Story/Livesay | 2/8 ongoing |
| 4 | Teachers will incorporate weekly reading logs in all classes. | Story/Livesay (Drake) | 2/8 ongoing |
| 5 | Instructional IAs will continue to progress monitor sight words in grades K-3rd. | Schoon | 2/8 ongoing |
| 6 | Weekly Observations-Every teacher receives a walkthrough observation with feedback weekly. Observers will rotate every other week | Shaw, Story, Livesay (Drake) Shaw-3 kinder Shaw-2 1st Shaw-2 2nd Story 2-3rd Story 2-4th Story 2-5th Livesay 2-6th Livesay 2-7th Livesay 2-8th | ongoing beginning 2/5 |
| 7 | Guided Discourse vs Reteaching using informal assessments, exit tickets and exemplars | Shaw | 2/15 |
| 8 | Teachers will use Standard Mastery Questions from iReady as pre and post assessments for small group instruction | Livesay | 2/21 |

BAG Report Sample

2021 – 2022 Grade Level Team Meeting





4/21/22

| Objectives: | Agenda Item | Who | Time | Resources / Notes |
|---|--|-----|---------|--|
| <ul style="list-style-type: none"> Teachers will: <ul style="list-style-type: none"> Have time and space to identify students who need support for behavior and academics. Problem solve together solutions. | <p>Upcoming Dates:</p> <ul style="list-style-type: none"> 5/9- 5/20 NWEA Window Opens <ul style="list-style-type: none"> NWEA Testing is scheduled to start on Tuesday May 10th. May 27th is the End of Q4. Please ensure that your gradebook is up to date with at least 6-8 grades per subject. Gradebooks will be audited by EOW by EC Admin. If you did not complete the Culture <u>Survey</u> please do so by EOD. | All | | <ul style="list-style-type: none"> Phonics First Resources mClass Lessons <p>ACTION ITEM: mClass lessons are happening daily; SGI is happening daily / GR is happening at least 3x a week.</p> |
| <p>NWEA Check-in:</p> <ul style="list-style-type: none"> Teachers are to use NWEA continuum for planning SGI, stations, success time, and homework. READY Lessons can be intentionally planned and moved up, when aligned with NWEA strands. Wednesdays, teachers can use for small group instruction/stations, review/reteach. | | All | 10 mins | <p>https://studentresources.nwea.org/</p> <p>https://warmup.nwea.org/app/gradetwoplus/gradeTwoPlus.html</p> <p>https://teach.mapnwea.org/impl/maphelp/Content/Testing/PracticeTest.htm</p> |
| <p>Exit Tickets</p> <p>ELA and MATH</p> <ul style="list-style-type: none"> How do we know if our students are learning? What is our evidence of student mastery? Same exit ticket for the grade level Due every Thursday into Google Drive Folder. | | All | | <p>V2 - EC (3rd) Reading Pacing Guide</p> <p>3rd ELA Example</p> <p>3rd Grade Math Exit Ticket Planning Template</p> <p>Shared Drive For Exit Tickets and Grade level reports</p> |

BAG Report Sample

2021 - 2022 Grade Level Team Meeting

| | | | |
|--|--|--|------------------------------|
| | | | IN Standards |
|--|--|--|------------------------------|

| 3rd Grade Level Team Meeting Report | | | |
|---|---------------------|--------------------------------|--|
| Agenda Topic | | | |
| Goals | | | <ul style="list-style-type: none">● Average daily attendance 90% or higher● 70% of Scholars meeting or exceeding NWEA growth goals in Reading● 70% of Scholars meeting or exceeding NWEA growth goals in Math |
| Take Attendance List names of staff present | | | |
| Student Attendance <i>Focus: Students who have exhibited attendance concerns and/or poor attendance for SY21-22. Establish intervention as a TEAM to support these scholars with getting on-track</i> Process 1. List 5 students of concern that as a team would like to intervene to get back on track 2. Complete Google Form for scholars who you have not seen for 3 days or more but are still appearing on your roster. | Student Name | TEAM Level Intervention | |
| | C. Winicky: | |  63 absences, 23 tardies  41  34 ** all absences are unexcused only |
| | L. Winicky: | | |
| Attendance Google Form | | | |
| Failure Report <i>Focus: Identifying scholars who are failing & establish an intervention as a TEAM to support these scholars with getting on-track. The goal is for these 5 scholars not to be on this list next week.</i> | Student Name | TEAM Level Intervention | |
| | L. Winicky: | | |
| | C. Winicky: | |  failed iread: sight |

BAG Report Sample

2021 – 2022 Grade Level Team Meeting

| | | |
|--|--|--|
| | | <p>words, extra reading homework, extra small group, one on one time</p> <p>██████████ failed iread: sight words, extra reading homework, extra small group, one on one time</p> <p>██████████ : failed iread: sight words, extra reading homework, extra small group, one on one time</p> <p>██████████ failed iread: sight words, extra reading homework, extra small group, one on one time</p> |
| <p>Behavior Report <i>Focus: Identify scholars who are exhibiting behavior concerns and establish the Tier I interventions you have implemented in the classroom. The goal is for these 5 scholars to be removed off this list or referred to Culture.</i></p> | <p style="text-align: center;">Student Name</p> <p>C. Winicky:</p> <p>L. Winicky: None :)</p> | <p style="text-align: center;">TEAM Level Intervention</p> <p>All 3rd grade behavior remains positive with zero referrals all year!</p> <p>None :)</p> |
| <p>Support Needed <i>Focus: Identify as a TEAM specific support you need from Leadership</i></p> | | |

Sample Walkthrough Agenda



Classroom Literacy Learning Walkthroughs – Second Semester

NWILCS Campus-East Chicago Date: 1/26/23 | Time: 9:00-10:30

Goals for today:

- Develop an understanding of what strong implementation and facilitation looks like (using Look Fors)
- Develop our instructional eye by grounding observations in low inference notes
- Create concrete next steps to incite tangible improvement in instructional teacher and leader practice

Norms

- *Be present*
- *Stick to low inference notes*
- *Be open minded*
- *Focus on students/ what's highest leverage*
- *Use actual data during scripting*
- *Be on time - pay attention to the schedule!*

Schedule:

| Agenda Item | Time | Room | Grade Level |
|---|-----------|-----------------|-------------|
| <p>Opening:</p> <ul style="list-style-type: none"> • Literacy Vision and priorities <p>Walkthrough Template---MAKE A COPY</p> <p>Focus for Today (priorities)</p> <ul style="list-style-type: none"> • Small groups should be happening • Teachers are using data to drive instruction (Primary check ins took back yesterday) • Bridge the gap based upon MOY data • Identify what/how stations are in play (are they purposeful) • Structure of stations <ul style="list-style-type: none"> ◦ Barber, working with him on how are you creating the space to allow small groups to happen <p>Non-negotiables</p> <ul style="list-style-type: none"> • All classes should have board configuration besides with Ramos • Everyone should be using I-Ready | 9:00-9:15 | Conference Room | |

Sample Walkthrough Agenda

| | | | |
|---|-------------|-----|-----|
| <ul style="list-style-type: none"> Lesson plans should be out in front of them IR, students shouldn't have 5 different books, they should have 1-2 books, not bins of books swapping out IA and teachers should have their separate groups <p>Primary:</p> <ul style="list-style-type: none"> Are students actively engaged in what they are doing Management, are kids engaged, are teachers moving around Teacher mobility, commanding the order of the room, are they going through their lesson plans <p>Wonders:</p> <ul style="list-style-type: none"> Identify at the MS level, depth of knowledge, are we going beyond basic comprehension/recall If kids are taking ownership of, or if teachers doing the heavy lift I-Ready reports, focusing on the domains (colors), letting them know the bubble group (yellow), how do we maintain the greens Group of yellows, how to push them forward | | | |
| Observation 1: Frisbee | 9:10-9:20 | 215 | 2 |
| Observation 2: Montgomery | 9:20-9:30 | 318 | 3 |
| Observation 3: Barber | 9:30-9:40 | 305 | 6 |
| Observation 4: Hernandez | 9:40-9:50 | 104 | K |
| Observation 5: Munoz | 9:50-10:00 | 101 | K |
| Observation 6: Johnson | 10:00-10:15 | 226 | 1st |
| Debrief/Action Planning Walkthrough Template---MAKE A COPY | | | |

Debrief Notes

Trends (Positive)

- 5 out of 5 classrooms were in small groups or transitioning into small groups
- 4 out of 5 were actively using Ready
- 5 out of 5 classrooms, all adults in the classroom were working with students
- 4 out of 5, clearly identify what they were working on (clear in SGs, had an objective)
- 5 out of 5, respective environment
- 3 out of 5 classrooms had structure, it was intentional in some parts
- 2 out of the 5 classrooms, moving towards student-centered, engagement (students coming to the board, and explaining their answers)

Sample Walkthrough Agenda

- 3 out of 5 classrooms you saw some mentioning of word work/phonics
- Barber had data posted
- Majority of classrooms had a stations workbook to display the
- Data walls were posted

Wonders:

- SGs are happening, but wondering if it is purposeful/intentional and wonder if teachers are using the specific data points

Areas of Opportunities as it relates to purposeful planning/using data intentionally

- Switching out their book bags based on individual mClass student data
- ESL books for Hernandez
- Have small groups running, the management piece has to be tight (not starting rotations, until you have commanded the attention of the room, and the room is set up). Making sure what you have in place, expectation is being followed, and holding students accountable.
- Revisiting systems (not just for primary), do we have effective systems in place as we think about furniture?
 - What are some effective systems of getting materials/supplies?
 - ALL students should always have books at their seats.
 - How do we make sure students have supplies?
- Revisiting what teachers are actually doing for planning?
 - How do we know it is effective?
 - Teachers can submit plans for their bubble kids.
 - Teachers should be planning differently for their bubble kids.
 - Mini-lesson around revisiting stations
 - Teaching students how to use the reading log
 - Teaching and modeling explicitly what we want students to do
- Having teachers meet in the book room (a lot of resources in this room)
 - What is the check-out system?
 - Who is owning this space? *Can be simple as using a binder.
 - Google Sheets for taking materials out (can use an IPAD), so at the EOY we get materials back
 - Use of Scholastic GR card sheets (green book files) for testing review
 - You can look at lexile ranges
 - Comes with lesson plans
 - Thinking about intermediate grades using these Scholastic GR card sheets
- Small groups
 - Engagement and tracking of movement
 - Designated area for computers, area for phonics, switching out bins, so students know exactly what they are working on in that stations
 - Going through stations transitions expectations
 - Monitoring of students during stations (some students working on math not reading)
 - What support can we offer to Johnson during her reading time
 - Fetch is going to switch back and forth
 - Look at schedule together
 - Utilizing other IAs to pull in the space as needed
- Board Configuration

23-24 NWILCS Comprehensive Tracker - ECLCS Tab

| Strategic PLAN PBIS PLAN | | | | | | | | | | | | | | |
|--|--|----------|---|-------------|-----------|-----------|--|-----------|-----------|--|-----------|--|--|---|
| Quantitative Schoolwide Metric: Metric should be updated by the last school Friday of each Month | | | | | | | | | | | | | | |
| Metric | Definition | Owner(s) | School Level Identified Indicator(s) of Success: If different | Aug/Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | End-Year Summary |
| School Attendance Rate | Average daily attendance | LOPEZ | 90%+ | 90.70% | 90.8% | 88.2% | 87.1% | 87.5% | 89.3% | 88.4% | 88.80% | 87.60% | 90.00% | 88.8% Attendance. Summary Statement |
| Chronic Absenteeism | Percent of students absent (excused & unexcused) at least 10% or more of instructional days | LOPEZ | <5% of the total population | 25.20% | 28.4% | 48.1% | 49.36% | 50.42% | 31.7% | 41.0% | 38.4% | 39.7% | 28% | 36.0% |
| Staff Attendance Rate | Average daily attendance | JORDAN | 90%+ | 96.98 | 93.7 | 92.1 | 93.2 | 94.2 | 95.8 | 95.2 | 95.55 | 94.58 | 95.83 | 94.2 Our staff attendance rate was 94.2% for the year. The majority of the non-attendance patterns were with the support staff. Our school-wide attendance incentive plan was implemented in the fall. Attendance data was collected throughout the year. |
| Enrollment | 490 Budgeted Enrollment | LOPEZ | 490 Budgeted Enrollment | 455-92.8% | 462-94.3% | 464-94.7% | 466-95.1% | 476-97.1% | 473-96.5% | 461-94.1% | 463-94.5% | 469-95.7% | 469-95.7% | 465.80 |
| Disciplinary Infractions | Percent of students who have suspended (in and out) or expelled | STORY | <5% of student population having either an OSS or ISS | 0.0% | 2% | 3% | 1% | 2% | 3% | 1% | 4% | 3% | 1% | 2.0% |
| Primary Metric in Reading | Percent of classrooms meeting the proficiency target in Reading for Dibels | LOPEZ | 60% of K on level 60% of 1st and 2nd on level | In progress | | | K: 4%, 1st: 15%, 2nd: 17%, 3rd: 15% | N/A | N/A | IREAD-3 (Grade 2)-9% Approaching and 30% Pass IREAD-3 (includes 4th and 5th) - 32% pass | N/A | K: 11%, 1st: 24%, 2nd: 39%, 3rd: 36% | | Spring 23/24 82% Pass (1st round) 57% (current) 9% Approaching 10% Pass REMAINING 3RD GRADERS ARE ATTENDING SUMMER SESSION AND WILL TAKE THE ASSESSMENT 6/25-6/27 |
| Growth in Reading | Percent of students meeting Reading growth target on iReady Diagnostic. | LOPEZ | 70%+ of scholars will meet or exceed growth goals as set by iREADY Fall to Spring | In progress | | | % of scholars currently on track to reach growth goals: K: 55%, 1st: 49%, 2nd: 35%, 3rd: 47%, 4th: 75%, 5th: 70%, 6th: 132%, 7th: 82%, 8th: 122% | N/A | N/A | N/A | N/A | K: 62%, 1st: 45%, 2nd: 37%, 3rd: 54%, 4th: 71%, 5th: 56% | Yr Progress Median Growth K=62% 1st=45% 2nd=57% 3rd=67% 4th=53% 5th=54% 6th=58% 7th=56% 8th=56% | Yr Progress Median Growth K=62% 1st=45% 2nd=57% 3rd=67% 4th=53% 5th=54% 6th=58% 7th=56% 8th=56% |
| Growth in Math | Percent of students meeting Math growth target on iReady Diagnostic. | LOPEZ | 70%+ of scholars will meet or exceed growth goals as set by iREADY Fall to Spring | In progress | | | % of scholars currently on track to reach growth goals: K: 59%, 1st: 59%, 2nd: 45%, 3rd: 46%, 4th: 47%, 5th: 50%, 6th: 90%, 7th: 89%, 8th: 104% | N/A | N/A | N/A | N/A | K: 59%, 1st: 42%, 2nd: 60%, 3rd: 45%, 4th: 33%, 5th: 44%, 6th: 35%, 7th: 35%, 8th: 35% | Yr Progress Median Growth K=59% 1st=42% 2nd=60% 3rd=45% 4th=33% 5th=44% 6th=35% 7th=35% 8th=35% | Yr Progress Median Growth K=59% 1st=42% 2nd=60% 3rd=45% 4th=33% 5th=44% 6th=35% 7th=35% 8th=35% |
| Attainment in Reading | Percent of scholars who are at/above grade level expectations based on iReady ELA Diagnostic | LOPEZ | K: 6%, 1st: 6%, 2nd: 13%, 3rd: 26%, 4th: 6%, 5th: 13%, 6th: 13%, 7th: 18%, 8th: 18% | | | | K: 42%, 1st: 20%, 2nd: 35%, 3rd: 34%, 4th: 10%, 5th: 23%, 6th: 16%, 7th: 20%, 8th: 28% | N/A | N/A | N/A | N/A | K: 71%, 1st: 36%, 2nd: 43%, 3rd: 36%, 4th: 38%, 5th: 32%, 6th: 32%, 7th: 32%, 8th: 30% | | K: 71%, 1st: 36%, 2nd: 43%, 3rd: 36%, 4th: 38%, 5th: 32%, 6th: 32%, 7th: 32%, 8th: 30% |

75.60%

44.90%

Strategic PLAN
PBIS PLAN

Quantitative Schoolwide Metric: Metric should be updated by the last school Friday of each Month

| Metric | Definition | Owner(s) | School Level Identified Indicator(s) of Success: If different | Aug/Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | End-Year Summary |
|---------------------------|--|---------------------|---|--|------|------|--|------|------|--------|--------|---|---|---|
| Attainment in Math | Percent of scholars who are at/above grade level expectations based on Ready Math Diagnostic | Leveling Livesay | | K: 2%, 1st: 4%, 2nd: 6%, 3rd: 2%, 4th: 4%, 5th: 2%, 6th: 6%, 7th: 4%, 8th: 11% | | | K: 20%, 1st: 15%, 2nd: 6%, 3rd: 15%, 4th: 11%, 5th: 10%, 6th: 15%, 7th: 10%, 8th: 11% | N/A | N/A | N/A | N/A | K 55%, 1st 32%, 2nd 25%, 3rd 24%, 4th 20%, 5th 22%, 6th 15%, 7th 10%, 8th 10% | K 55%, 1st 32%, 2nd 25%, 3rd 24%, 4th 20%, 5th 22%, 6th 15%, 7th 10%, 8th 10% | K 55%, 1st 32%, 2nd 25%, 3rd 24%, 4th 20%, 5th 22%, 6th 15%, 7th 10%, 8th 10% |
| 8th Grade Graduation Rate | Percent of students on track to graduate | Leveling Livesay | 80%+ | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100.00% |
| Staff Certification | Percent of classroom teachers that are certified Percent of support staff are considered highly qualified | Shaw | 80%+ of classroom teachers are certified 90%+ of support staff are deemed highly qualified | 65% Teachers 100% Support Staff | | | 80% | | | 81.00% | 81.00% | 81.00% | 81.00% | 81.00% |