

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Lake Hills STEM Magnet Elementary School
Local Education Agency Name	Michigan City Area Schools
School Year	2023-2024

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Member

Name	Stakeholder Group(s)	Role(s)
Dustin Nelson	Building Administration	Principal
Tara Stachowiak	Building Administration	Assistant Principal
Sheri Wagner	Staff	Kindergarten Teacher
Austin Ricketts	Staff	First Grade Teacher
Melissa Steinhilber	Staff	Second Grade Teacher
Cindy LoGreco	Staff	Third Grade Teacher
Kim Thunherst	Staff	Fourth Grade Teacher
Laura Charpentier	Staff	Fifth Grade Teacher
DeAnna Munoz	Staff	Sixth Grade Teacher
Marie Kaiser	Staff/Community	Instructional Assistant/Community Member
Chaquita Hurt	Staff/Community	Para/Community/Parent
Kasey Mansker	Staff/Community	Success Coach/Parent

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study:		
Name	Stakeholder Group(s)	Role(s)
Cathy Bildhauser	District Administration	District Curriculum Director

Committee's Domain of Study		
Name	Stakeholder Group(s)	Role(s)
Sheri Wagner	Kindergarten Teacher	Instructional Leadership Team
Laura Charpentier	Fifth Grade Teacher	Instructional Leadership Team
Jane Shimala	Third Grade Teacher	Building Level Team
Cindy LoGreco	Third Grade Teacher	Instructional Leadership Team
Deanna Munoz	Sixth Grade Teacher	Instructional Leadership Team
Leanne Rogers	Second Grade Teacher	Instructional Leadership Team

Courtney Barber	Curriculum Coach	Grades K-6
Dustin Nelson	Principal	Instructional Leadership Team
Tara Stachowiak	Assistant Principal	Instructional Leadership Team

II. Develop a vision of excellence

Vision of Excellence

Lake Hills STEM Elementary is an urban elementary school within the Michigan City Area School Corporation. The building opened in 2009. The school serves children from Kindergarten through Sixth grade. The breakdown of the ethnic makeup of our population for 2022-23 can be reviewed in the table below. As of 8/31/23 we have 361 students in grades K - 6. 90.3% of the student population qualifies for free or reduced lunch and 23.1% of the population receives special education services. Additionally, 3.1% of the student population is designated as English Language Learners.

Black	White	Multi-racial	Hispanic	Asian	American Indian
47.7%	23.5%	17.9%	10.7%	0%	.2%

In fall of 2011, Lake Hills was designated as a STEM (Science, Technology, Engineering, and Mathematics) magnet school. Lake Hills was one of nine schools selected in 2015 by the Indiana Department of Education to be designated as an Indiana STEM certified school. Lake Hills was recertified as a STEM school by the IDOE in 2020 for five academic years. Lake Hills was one of fifteen schools selected to participate in the Chicago's Museum of Science and Industry's Science Leadership Initiative. MSI has supported the development of the Lake Hills STEM FAB Lab initiative. Through the partnership students and staff are eligible for professional development and student educational programs.

Lake Hills' instructional design is rooted in the MCAS district priorities and perspectives—high quality data-driven instruction, career preparation, viable program choices, focusing on the achievement gap.

The mission of Lake Hills STEM Magnet School is to develop empowered, productive citizens who are life-long learners through unique and integrated STEM learning experiences.

In addition to STEM Lake Hills students experience one hour a week of Physical Education, Art, and Music. These classes support the overall project based STEM focused vision of Lake Hills STEM and provide all students with a physical and creative outlet.

The vision of Lake Hill STEM Elementary School is to provide students with innovative tools and modern technology to promote the highest level of academic achievement through STEM experiences to generate student success today and in tomorrow's world.

Within a STEM focused, standards-based curriculum, students and teachers develop an understanding of the world using a hands-on, investigative approach to teaching and learning. A STEM student will:

- Inquire about their world
- Think critically to answer relevant questions and challenges
- Explore through reading, research, and investigation
- Respect and be responsible for themselves, others, and the world
- Achieve and become life-long learners

Additionally, Lake Hills STEM Magnet School ensures:

- High expectations, clearly defined goals, and respect for all
- Safe, caring environment
- Targeted instruction delivered by highly qualified staff
- Programs that promote academic growth
- Collaboration among teachers, students, families, communities and agencies
- 100% of students will exceed grade level Indiana Academic Standards from Kindergarten to Grade 6.
- All students and staff will be knowledgeable, caring, respectful, and responsible members of the Lake Hills Community.
- 100% of students will develop 21st century skills learned through an interdisciplinary, integrated, problem-based curriculum, with a focus on critical thinking, collaboration, effective oral and written communication skills, and creativity.

Lake Hills staff and district leaders strive to facilitate clear direction, student and staff engagement, and continuous improvement. Clear direction is achieved by focus on the mission and vision of the district and the school. Lake Hills’ mission and vision is communicated to all stakeholders via the school web page and the yearly Title I Parent/Community meeting. In order to achieve student success and staff engagement Professional Learning Communities weekly meetings focus on reviewing data and revising instructional strategies to ensure student success.

The teachers of Lake Hills STEM Elementary strive to provide instruction in student friendly classrooms that ensure student academic growth, achievement, and development of the whole child. Grade level teams have three one hour planning times each week. The teachers intentionally plan engaging lessons, develop problem-based learning experiences, and set short and long term goals that are rigorous and measurable. The STEM Committee and Curriculum Coach support teachers in developing fluent instructional strategies. The Counselor, Student Support Teachers, and Social Worker provide support to students in developing positive mindsets. Seventy-five community partnerships support Lake Hills’ vision for continuous school improvement. Some main supporters are: Unity Foundation, Indiana Dunes National Park, Dunes Learning Center, and the Chicago Museum of Science and Industry. Additionally, teachers receive funding for projects and supplies from Michigan City Educational Foundation and Donors Choose.

Measure for Success

Our Mission States	Data/evidence
High expectations for student achievement	<ul style="list-style-type: none"> ● Data analysis ● Goal setting with students - annual and ongoing ● Pacing using MCAS ELA and Math Curriculum Maps ● After-school Acceleration Program to extend learning ● Differentiated Instruction ● Student Led Conferences ● Regular Classroom and Individual Celebrations
High expectations for student behavior	<ul style="list-style-type: none"> ● Daily review of Habits of Character

	<ul style="list-style-type: none"> ● Schoolwide and Classroom Procedures ● Reduction in Discipline Referrals ● Reduction in Suspensions ● Counselor Student Support Groups ● Positive Behavior Interventions and Supports (PBIS) ● School Counselor Student Support Programs ● Student of the Month Program
Safe and caring environment	<ul style="list-style-type: none"> ● Counselor Programs ● Daily CREW sessions in each classroom ● Three STEM/Family Nights ● Posted procedures throughout the building ● Celebrations of Learning ● SEL Instruction aligned with Habits of Character
Collaboration among teachers, students, families, communities and agencies.	<ul style="list-style-type: none"> ● Community Partnerships ● STEM Committee ● Curriculum Coaches ● STEM Family Nights ● City Wide Art Exhibits ● City Wide Music Performances ● University Partnerships ● One hour of uninterrupted planning time 3x per week ● Two way communication (school messenger automated callout system and informative flyers) ● School-wide “take home folders”, Class Dojo ● Zoom, Google Meet, Facebook, Peach Jar ● Parent Conferences, Yearly Title Meeting
Think critically and solve problems about the world.	<ul style="list-style-type: none"> ● Lunch and Learn STEM Clubs ● Math Bowl ● Science Bowl ● Art Exhibits ● Fab Lab Train The Trainer Model ● Family STEM Nights Presentations ● Project Lead The Way ● Problem-Based Learning ● Student Council

- Other sources of data/evidence include: lesson pre and post test in mathematics, grade summaries, student work, lesson plans, PowerSchool, and parent involvement sign-in sheets
- Grade Level Teams Math and ELA Data includes
 - Math regular assessment with Illuminate Analysis
 - EL Education Benchmark Testing (Reading/Writing)
 - Use of Illuminate and Educlimber to review data

III. Create a school profile

School Profile		
<p>Lake Hills STEM Elementary is an urban elementary school within the Michigan City Area School Corporation. In fall of 2011 Lake Hills opened as a STEM (Science, Technology, Engineering, and Mathematics) magnet school. There are eight elementary schools within the MCAS district. Lake Hills was one of nine schools in the state of Indiana selected in 2015 by the Indiana Department of Education to be designated as an Indiana STEM certified school. Lake Hills was one of fifteen schools selected to participate in the Museum of Science and Industry’s Science Leadership Initiative. Through the partnership, students and staff are eligible for professional development and student educational programs.</p> <p>Lake Hills' instructional design is rooted in the MCAS district priorities and perspectives—high quality data-driven instruction, career preparation, viable program choices, focusing on the achievement gap. The student population has a 90.9% free and reduced lunch rate.</p> <p>Lake Hills STEM Elementary School (LHSES) is set at the southeastern tip of Lake Michigan. Adjacent to the school is a community of investment and/or summer homes. The residential neighborhood consists of diverse economic groups, Lake Hills, however is an urban school.</p> <p>For 2023-2024, highly qualified Lake Hills staff consists of a principal, assistant principal, 18 K-6 classroom teachers, assisted by three instructional assistants, two student support service teachers assisted by three paraprofessionals, a full-time counselor, Success coach, academic curriculum coach, school nurse, a part-time speech teacher, and a part-time librarian.</p> <p>Most parents of students at Lake Hills work in service and unskilled/semiskilled labor occupations. Local food service industries, local casinos, and health care facilities are the major employers.</p>		
Vision		
Inspire	Imagine	Innovate
<p>Lake Hills STEM Magnet School inspires students with innovative tools and modern technology, promoting the highest level of academic achievement, creativity and cooperative learning through a unique and integrated learning experience in STEM (Science, Technology, Engineering and Math) that will generate student success today and in tomorrow's world.</p> <ul style="list-style-type: none"> • 100% of students will exceed grade level Indiana Academic Standards from Kindergarten to Grade 6. • All students and staff will be knowledgeable, caring, respectful, responsible members of the Lake Hills Community. 100% of students will develop 21st century skills learned through an interdisciplinary, integrated, problem-based curriculum, with a focus on critical thinking, collaboration, effective oral and written communication skills, and creativity. 		

Lake Hills mission and vision are available on our website: mcas.k12.in.us and are published in the annual Title I handbook which is available online to parents.

Mission Statement

Mission

- **The mission of Lake Hills STEM Magnet School is to develop empowered, productive citizens who are life-long learners through unique and integrated STEM (Science, Technology, Engineering, Math) learning experiences.**

Core Beliefs or Core Values

All students are teachable, lovable, and saveable.

- School safety
- Mastery of academic skills
- Citizenship/respect of others, the world, and themselves.
- Lifelong learning/critical thinking and inquiry about the world
- Growth mindsets for success
- Engagement
- Data based instructional decision making by adults
- Cultural competency
- Exploration through reading, research, and investigation

Student Demographics

Detailed demographic data for Lake Hills can be found here: [Lake Hills Demographics](#)

Staff Demographics

The staff at Lake Hills STEM Magnet School has significant teaching experience: 48.6% of the staff has ten or more years of teaching experience, while an additional 15.4% has between 6 to 10 years of experience.

Student Behavior

The staff of Lake Hills STEM Magnet School is committed to providing a safe and secure learning environment. All safety procedures are clearly communicated to parents/guardians and students. Students and staff participate in school safety and fire drills monthly. Teachers have strategies for safety posted in the classroom. The MCAS Student Handbook has all procedures clearly defined for students and parents. An elementary alternative placement program (PAWS Room) allows students to correct behaviors at school and continue instructional work in lieu of suspension. The data shows that the majority of school discipline problems are a result of insubordination and physical aggression toward students. Positive Behavior Interventions and Supports are implemented at Lake Hills Elementary school. PAWS rewards and incentives are used to reward students who independently make good choices and act as positive role models at school. Behavior plans are created by teachers, parents, and students through the MTSS committee to support students who need intensive interventions.

In the fall of 2023, the Assistant Principal was adjusted to a ½ position. This individual works between two different elementary buildings within the district. The AP works with the Principal in carrying out the school's academic and behavior programs. As a professional educator, the AP understands and responds to the challenges presented by today's diverse student population. The AP provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement and personal/social development. The AP works cooperatively with the principal, counselor, nurse, staff, students and parents to build towards a positive school climate.

Students participate in school safety programs that are age appropriate. The principal and the counselor support teachers in planning these programs and provide program facilitators. Topics such as cyber-safety, career awareness, health and body safety are addressed with the students.

All doors of the school are locked, and all hallways and doorways are camera protected. Admittance to the school requires visitors to check in at the school office and obtain approval by office personnel. All visitors are required to submit their drivers license which is checked through Raptor and wear a school produced picture identification badge. All school and corporation personnel wear identification badges while in the building.

Student Academic Outcomes

The basic principles for our vision is to promote the highest level of academic achievement, creativity and cooperative learning through a unique and integrated learning experience in STEM (Science, Technology, Engineering and Math) that will generate student success today and in tomorrow's world. All decision making is based on our belief that all students learn and achieve academic success. It is through this vision that we continue to review and analyze student academic data and student outcomes objectives. During the 2023-24 school year, student academic outcomes as related to our school-wide goals related to academic growth and achievement are:

- ELA #1 (Modules): ELA #1 (Module): At least 75% of K - 8 students, across all subgroups, will demonstrate 75% + proficiency on module mid unit assessments.
- ELA #2: (Skills):
 - 75% or more of Kindergartners will meet EOY benchmark microphase proficiency.
 - 54% or more of First Graders will meet EOY benchmark microphase proficiency.
 - 40% or more of Second Graders will meet EOY benchmark microphase proficiency.
 - At least 80% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
- ELA #3 (iReady): At least 80% of K-8 students, across all subgroups, will attain at or above grade level proficiency on the iReady EOY assessment.
-K-8 students who have not reached at or above grade level proficiency will increase 15% from EOY to EOY within their cohort groups.
- MATH #0 (IM, Jars, iReady): 100% of students are assessed on the platform with validity and within a reasonable timeframe of assessing.
- MATH #1 (Math Identity): Increase the number of students in each grade that are Black, female, have a disability, or come from a low income background that have strong math identities (ie. possibly measured through surveys, empathy interviews, learning walk indicators).

- MATH #2 (IM): By January 2024, K-11th grade students will make 5% gains across groups of students scoring 75% or higher according to Illustrative Math End of Unit Assessments.
 - MATH #2a (Priority Cohorts IM): School teams will have identified a focus cohort (either of particular student groups or a particular grade level/s: ex: 2nd, 5th, 8th, 9th grade that are currently underperforming and high yield) that will grow at an increased rate, hitting 7% gains by January 2024 (and will have been given additional supports).
- MATH #3 (iReady): At least 40% (up from an average of 25%) of K-8 students, across all groups, will have met their stretch goal.
- MATH #4 (Jars K-2): At least 90% of K- 2 students, across all groups, will hit attainment goals (proficient in K, exemplary in 1st, Money Jar 3) by end of year 2024.

Summary of Current School Improvement Strategies

As a STEM certified school our focus is to prepare students for 21st century skills, career awareness and mastery of Indiana Academic Standards.

“The complexities of today’s world require all people to be equipped with a new set of core knowledge and skills to solve difficult problems, gather and evaluate evidence, and make sense of information they receive from varied print and, increasingly, digital media. The learning and doing of STEM helps develop these skills and prepare students for a workforce where success results not just from what one knows, but what one is able to do with that knowledge. Thus, a strong STEM education is becoming increasingly recognized as a key driver of opportunity, and data show the need for STEM knowledge and skills will grow and continue into the future. Those graduates who have practical and relevant STEM precepts embedded into their educational experiences will be in high demand in all job sectors. It is estimated that in the next five years, major American companies will need to add nearly 1.6 million STEM-skilled employees (Business Roundtable & Change the Equation, 2014). Labor market data also show that the set of core cognitive knowledge, skills, and abilities that are associated with a STEM education are now in demand not only in traditional STEM occupations, but in nearly all job sectors and types of positions,” (Carnevale, Smith, & Melton, 2011; Rothwell, 2013).

Lake Hills Elementary is an Indiana STEM certified school. STEM instruction is infused in all disciplines through literature, writing, study trips, guest presenters, mathematics and problem solving. Data shows that students need to improve in English Language Arts and Mathematics. Specific subgroups that Lake Hills’ staff will target for academic improvement are: students in the Special Education Program, and black students. The data will be tracked using Illuminate and Educlimber and will be reviewed regularly during Grade Level Team Meetings and monthly Building Level Team Meetings.

Component #1: Incorporate research-based strategies to strengthen the core academic subjects and address the specific academic issues identified for improving student achievement. These include:

- Culturally Responsive Teaching—student-centered instruction that addresses evolving cultural, ethnic,

and linguistic diversity in our classrooms and school.

- Foster an environment where all students can be successful and self-monitor with the goal of reaching independence.
- Classrooms look and feel culturally diverse.
- Enhance communication to foster trusting relationships among students, families, and colleagues.

One priority focus of the Lake Hills staff during the 2023-2024 school year will be to continue to be mindful of the challenges our students face within the community while still maintaining a rigorous learning experience. The end goal of this focus is to create an environment of excellence, safety, and equity. Understanding that behavior is often learned within the context of culture, we will engage in a concerted effort to engage in practices that build community. Lake Hills staff will continue work with the MTSS program to identify at-risk students and provide specific support. Additionally, staff will evaluate school-wide procedures and expectations for students and staff and revise to ensure consistency throughout the building.

A focus of the Lake Hills staff will be the ongoing review of student learning data and small group differentiated instruction to provide specific support to address specific needs.

Dialogue among staff members will allow us to look at classroom practices and instructional materials that promote a positive learning environment for students of diverse backgrounds. The staff will focus on creating the following conditions at Lake Hills STEM School: a learning atmosphere that promotes a sense of respect and connectedness between students and staff members; creating meaningful learning experiences through personal relevance and choice that promote positive attitudes toward learning; enhancing meaning through challenging learning experiences that include student perspectives and values; creating an understanding that students are effective in learning something they value.

- Differentiated Instruction – Matching instruction to student needs and modifying expectations and assignments accordingly – Incorporating visual, sensory, auditory, and other multiple intelligences in the classroom daily.
- Student Engagement – Challenging and rigorous learning activities that require students to think and problem solve. Lessons are interactive and command students' attention.
- Positive behavior support – Acting as agents of behavior change that involve developing ongoing relationships with students, families, and community groups.
- Inclusion – Accepting full responsibility for the success of all students, inclusive of students with high support needs.
- Multi-Tiered System of Supports (MTSS) – Securing resources and creating environments that maximize independent learning for all students. Empowering students to take ownership of their learning behaviorally and academically.
- Professional Development - We will continue to address students of poverty in article reviews and will also address our learning gaps that exist with our black students. We will use book studies, videos, and articles to help develop systematic strategies and interventions to address the learning needs of black and free and reduced

lunch students.

Component #2: Improve ELA student achievement by implementing a consistent, research- based framework for K-6 reading and writing instruction in all classrooms through the EL Education curriculum.

- The EL curriculum focuses on high academic standards with targeted small group instruction and additional layer of support as needed. The EL curriculum focuses on inclusion and equity for all learners.
- The curriculum includes ongoing SEL components that encourage learners to connect with the content and the world around them. Topics include equity, social justice, and strong communities.
- Students are encouraged to become stewards of their own learning with the guidance of the teachers. The curriculum encourages both self-reflection as well as the reception of feedback from others.
- The EL curriculum provides ongoing professional development to encourage a growth mindset among the educational staff. The curriculum is designed to help educators support students as they make real world connections to the content and their growth.
- The content is standards based and encourages spiraling and connection to previous content.

Component #3: Implement a consistent framework for K-6 mathematics instruction across all classrooms that incorporate and enhance the district’s math curriculum. This framework will include the following:

- **Ninety minutes of math instruction per day, preferably uninterrupted time.**
 - **The teacher will connect quality literature and/or informational texts to mathematical learning skills as warranted.**
 - **Teacher Direct Instruction and Modeling of Math Strategies**
 - Focus: teach standards-based math strategies and thinking daily. This can be whole group, collaborative group, small guided group, or partners as appropriate
 - Curriculum Mathematics Maps will be used to plan instruction daily in Grades K-6. Unit assessments and readiness checks located throughout the unit will be used as well.
 - Lessons will incorporate activation of students’ prior knowledge, teacher “think aloud” talk and student discord.
 - Full implementation of IM Math for K-6 began in 2022-23 and continues in 23-24.
- **Accelerate Math Groups**
- This program for students with similar math levels or instructional needs of instruction scaffolds will include using manipulatives, charts, graphs, vocabulary, diagrams, and games for students to make sense of mathematics
 - There is a specific instructional purpose for each guided math group based on the IN Mathematics Academic Standards grade-level indicators
 - Flexible grouping – students move in/out of the group based on student assessment results
 - Frequency: Groups will meet after school twice weekly per cycle.

- Consistent use of state samples to measure standards progress

• **Problem Solving**

- Multiple games and mathematical activities are available
- The teacher conferences regularly with students to help assess progress toward meeting standards
- During conferences, the teacher will reinforce and make interdisciplinary connections between and among subjects, e.g., using science and social studies
- Students engage in collaborative problem solving with their peers.

• **Developing Strong Math Concepts**

- Teach math concepts, skills and grade-level indicators required in the IN Mathematics Academic Standards.
- Fluency and automaticity will be developed through systematic teaching that incorporates technology
 - Students will have multiple opportunities to acquire knowledge, skills, and develop an understanding of mathematical concepts from their experiences.
- Vocabulary instruction is focused on word meaning and word ownership to build a strong foundation for math comprehension - based on key grade level vocabulary compatible to iLEARN vocabulary.
- Align daily instruction with Indiana Academic Process Standards and Indiana Academic Standards.
- Regularly assess students to inform instruction.
- Support for teachers in conjunction with the curriculum coaches and the Instructional Leadership Team.

• **Student Conversations and Engagement**

- Purpose: support accountable talk and high level thinking to develop skills and encourage experiential student processing of information, e.g., paraphrasing ideas in their own words.
- Research base: There is a social nature to learning – lessons will be more effective when students actively process information.
- Integrate student interaction and conversation in a variety of ways throughout the Math and Problem Solving instruction time using IM math.
- Daily engagement in CREW sessions to develop a sense of togetherness, self-value, and oral communication skills.
- Situational problem solving conversations.
- Partner and cooperative learning activities
- Application of mathematical ideas
- Vocabulary expansion

The EL Education program is aligned with state standards and is implemented at all grade levels K-6. Lake Hills uses the MCAS Literacy Instruction Format, which includes CREW, ALL block, skills block, small group instruction, and embedded SEL programming for elementary classrooms (K-6). Phonological/phonemic awareness, phonics, and word study are taught during skills block. Grades Kindergarten and third piloted EL Literacy during the 2019-20 school year and their reading block is extended to two hours daily. In 2020-21 we implemented the program district wide. All teachers model comprehension strategies, vocabulary, and fluency through interactive read-alouds and mini lessons. Students are assessed, placed in guided reading groups for targeted instruction, and rotate through literacy stations that are based on Indiana Academic Standards. Various forms of assessments drive instruction and monitor progress.

IReady is the computer component of the math program that provides three diagnostic assessments that provide data of strength and weakness trends and specific student needs. The diagnostic assessments are given three times a year. Data is then reviewed and accelerated opportunities are provided. Finally, the district has created curriculum maps for both English Language Arts and Math to ensure consistency for our transient population.

Grade level teams use their common planning with the instructional coach to collaboratively analyze the data to plan instructional groups and interventions for their students.

Copies of the curriculum and pacing guides are available at the MCAS district office, online, and at the school during the school day.

Summary of Formative and Summative Assessments

The staff at Lake Hills implements an assessment system that consists of universal screening assessments, formative assessments, progress monitoring assessments, and summative assessments. These assessments are used to drive instruction and show student proficiency with grade level standards.

We use these assessments to guide instruction with students. In addition to these assessments, teachers use ongoing classroom observations, checklists, class work, and teacher made tests aligned to standards.

Second Step SEL Assessment

iReady Diagnostic Math (K-6)

iReady Diagnostic LA (K-6)

ILEARN (3-6)

IREAD 3 (2,3,4)

Unit Tests - Math and LA (K-6)

Common Formative Assessments via Illuminate (K-6)

Custom Tests based on grade level standards (K-6)

EL Benchmark Microphas testing 3 times per year

Cognitive Ability High Ability Assessment (grades K, 3 and 6)

Kindergarten Screening to assess school readiness skills

Summary of Academic Intervention and Enrichment Programs

In an effort to extend learning opportunities for the lowest performing students at Lake Hills, we offer reading and math interventions during the school day throughout the year with both Instructional Assistants and High Dosage Tutors. Students are identified via collaborative data conversations by the classroom teacher, instructional coach, and principal. Data from performance on ILEARN, EL Assessments, Math Assessments, and other classroom/district approved assessments drive these decisions. English Language Learners (ELL) also receive additional support on-site through coordinated services. In addition, pending fund availability, students in grades 3-6 who demonstrate a need for additional time in the area of reading and math will be provided an opportunity to attend after-school acceleration and/or summer school.

Formative, summative, and curriculum embedded assessments are used to help teachers and the MTSS (multi-tiered system of support) team design intervention plans that provide specific targeted instruction that meets individual student needs. Grade-level assistants and teachers provide interventions for thirty minutes daily for students in grades K- 6. Tier 2 interventions provide an additional 30 minutes of targeted instructional support with progress monitoring occurring monthly. Students achieving above grade-level expectations and standards and receive support within their classroom through differentiated instruction and during intervention time as needed. English Language Learners are assessed each fall. Dependant upon their level, they receive individual or small group support four times weekly with a push-in or pull-out program.

As well as support from the classroom teacher students receive interventions from co-teachers, instructional assistants and para-professionals.

Using the beginning of the year benchmark data, classroom teachers develop flexible groups that support students within the classroom.

Students who perform in the eighth or ninth stanine on the CoGat are offered enrichment in a district multi-age gifted/talented program housed at another school. High ability students in grades 1-3 are placed at Lake Hills in general education classes with teachers trained to provide challenging and enriching instruction for them.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

In addition to the intervention and enrichment programs, Lake Hills STEM School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students.

Second Steps- A socio-emotional learning program for grades K - 5.

Botvin Life Skills Training for grade 6

STEM Lunch and Learn Clubs- Guest presenters provide career awareness in various STEM related occupations.

Additionally, students in grades 3-6 have opportunities to compete in regional Math/Science Bowls.

Students have a variety of after school activities that enrich their minds and strengthen their bodies through--Coding Club, Student Council, art exhibits, music programs, basketball, and soccer.

Sixth Graders' Popcorn Economic Enterprise provides experiences in entrepreneurship, accounting and business skills as they make, package, and sell popcorn and record sales and costs weekly.

After School Acceleration- This program supports students who are struggling with academic standards and are in need of instructional support. These students meet in small groups with a highly qualified teacher to review academic content as needed.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

District representatives attend job fairs to recruit high quality teachers to our district. Jobs are posted online to share openings through the district website. The Lake Hills Interview Committee is made up of both administrators and licensed educators from the current staff. Ongoing professional development occurs throughout the school year and the summer months to support the retention of teachers. Curriculum Coaches are used to support teachers in their areas of interest and need through modeling, scripting, collaboration, data analysis and instructional plans. MCAS and Lake Hills promote teacher leadership through the promotion of two academic teacher leaders. These teachers support teachers through professional development, their role ensures that the teacher's voice is heard throughout all decision making processes. Both Teacher Leaders and the Curriculum Coach support new teachers, both new to the profession as well as new to Lake Hills. Lake Hills also has a teacher as the Co-Chair for the Building Leadership Team (BLT) to ensure that teachers have input in the decision making process.

Summary of Teacher and Staff Professional Learning Opportunities

At Lake Hills Elementary, professional development activities support high quality implementation of core classroom strategies. The specific areas of focus are: providing a climate conducive to learning through Positive Behavior Intervention Supports (PBIS), EL Education (Reading/Writing), STEM curriculum integration, and Mathematics. These activities are developed through whole group, small group and individual support. Four times a month the staff meets as a Professional Learning Community. Agendas are determined by the staff's needs, district initiatives, and the students' achievement needs.

Professional development is provided during:

- The summer PD sessions
- Professional Development days
- Staff meetings
- Professional Learning Communities (weekly)
- Grade-level collaboration time
- Grade-level teams bi-weekly meetings
- Individual teachers as needed
- Cross grade-level teams
- Instructional Assistant monthly meetings

The Building Leadership Team, Instructional Leadership Teams and the Crisis Team survey the staff twice during the year to determine professional development needs and monitor student achievement.

The Professional Development Core Principle Model

Whole group to build shared knowledge

- Book Studies
- Faculty Meetings
- District Lead Initiatives and Teacher Training (Math/Science Initiatives, Curriculum Planning: Math, Science and Reading, Google Classroom)
- School-wide Positive Behavior Support Training
- Small Group to build collaborative problem-solving

- Instructional Leadership Team
- Grade Level Meetings
- Cross Grade Level Meetings
- Professional Learning Communities (District Wednesdays)
- Curriculum Mapping
- School-wide Planning Teams (Climate, English Language Arts, Math and STEM)
- Individual support to build instructional competence
- Partner, Mentor Teacher Leaders (two Leaders, K-2, 3-6) support provided through modeling
- Curriculum Coach support through the sharing of instructional strategies, best practices, data collection and interpretation and modeling
- Principal support given through classroom observation, hallway walks, conferencing
- Peer Observation-Feedback
- Goal Setting and Student Learning Objective (SLO) with Principal
- Teacher Observation with Feedback

Summary of Teacher and Staff Coaching and Evaluation Model

Decision making is shared at Lake Hills Elementary. The BLT committee, representative of the staff, shares in the planning of professional development. Other decisions made throughout the school year are shared among staff members at faculty meetings.

- In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating evaluation of all teachers and administrators every year.
- Beginning in the 2013 school year, MCAS implemented RISE as the district-wide system for evaluating teacher effectiveness.
- The RISE evaluation model is used through PowerSchool to digitize and simplify the observation/feedback process.

Goals of RISE, MCAS, and Lake Hills STEM Magnet School

- Create an atmosphere of continued professional development and growth for all teachers and administrators.
- Create a collegial relationship between teachers and administrators utilizing the rubric as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluation and professional development.

Summary of Key Family and Community Engagement Strategies

Lake Hills School has a strong history of parent involvement. As an urban school, Lake Hills strives to build positive relationships by supporting student and parent learning through family centered activities and programs. Lake Hills has a large high poverty population with complicated family lives therefore there is a need to provide opportunities that will build a trusting environment and encourage families to feel welcomed in our school. Lake Hills seeks collaborative connection between parents, teachers and staff, principal and community agencies. The following events provide opportunities for parents to become engaged with their child's learning and school. Lake Hills has teams consisting of teachers and parents to plan school events. In 2022-23 the Lake Hills Team

worked to re-establish its activity schedule to tap into our historically high parent and community involvement. We seek 2023-24 as the next step to continue to strengthen ties with our parental support group and community.

Events to Build Positive Relationships

Event	Month	Time	Activity Description
Community Back to School Meet and Greet	August	Before School Begins	Families are introduced to the staff, tour the school, and are able to drop off student materials to ease the transition for the first day of school.
Annual Elementary Art Exhibit	March/April	Evening	District wide Art Exhibit event.
Field Day	May	School Day	Parent volunteers support cooperative games.
STEM Celebrations of Learning	Sept February April	Evening	Families engage in STEM related activities, visit exhibits and activities facilitated by community groups, and view student projects in their classrooms.
STEM After School Clubs	Fall Spring	After School	Parents and community volunteers facilitate STEM activities with K-4 students in 4 week blocks.
Student Led Conference	Twice per year	After school	Provide parents and teachers time to discuss and set goals for students' continued progress.
Family members chaperone grade level study trips (3 or more)	Year-long	School Day	Parents/guardians attend study trips with classes to see their child's STEM related learning in action.
Annual Beach Clean Up	Fall	School Day	Students clean up Local Lake Michigan Beach.

Coats, hats, gloves, umbrellas and school supplies are available to families if needed. The counselor and school nurse enlist community agencies for individual support for students and/or parents. We work with families that are identified as free/reduced and supply them with weekly bags of non-perishable foods.

The Lake Hills Parent Group meets monthly. They raise funds to support school programs and classroom projects. They plan family events to foster fellowship among families and staff and increase school pride. The Fun Fair, Field Day and three STEM Family Nights are events that the Lake Hills' Parent Group help fund and facilitate. They also provide snacks for family nights and during Teacher Appreciation Week.

Parents are included in the decision making process through their voluntary participation in school wide committees. Monthly newsletters are also provided by teachers and by the principal. Announcements of school events are facilitated through the School Messenger, an automated call out system, Peach Jar, social media, and informational flyers. ClassDojo, weekly take home folders, emails, and teacher and school websites are multiple ways parents receive communication from school. Parents can see updated student data through PowerSchool/Schoology.

List of Community Partnerships

Lake Hills has over seventy community partnerships that provide students and staff with technical support and learning opportunities throughout the school year. Partnerships provide funding and at times direct services such as presenters, guides through community and civil agencies and businesses.

Partnerships with Purdue Northwest provided pre-service teachers to support math literacy and student teachers to provide future recruitment of qualified teachers. Major partnerships are with Indiana Dunes National Park, LaPorte County Soil and Water Conservation District, Dunes Learning Center (Mighty Acorns), Unity Foundation, Tuholski-Oberlie Endowment Fund, Museum of Science and Industry partnership provides professional development for staff and educational programs for students.

Identify focus areas

Lake Hills’ Building Leadership Team and Instruction Leadership Team identified the following 3 focus areas for the 2023-24 school year:

Data from the Spring 2023 ILEARN assessment shows that black students in grades 3-6 score below white students in both ELA and Math. Other data sources also indicate that there is a discrepancy between those two groups of students.

Additionally, data indicates that by increasing student engagement, providing adequate support from Special Services and increasing positive teacher efficacy the result will be a decrease in student discipline referrals, decrease in suspension.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School’s Vision of Excellence and the School Profile

iLearn results 2023

<u>ELA</u>	<u>Black Students</u>	<u>White Students</u>	<u>Difference</u>		<u>Math</u>	<u>Black Students</u>	<u>White Students</u>	<u>Difference</u>
Grades 3 - 6	6.7%	29.2%	22.5%		Grades 3 - 6	11.1%	33.3%	22.2%

Additional data analysis indicates that Lake Hill’s Special Education students in grades 3-6 score below all students in both ELA and Math. Lake Hills’ administration and staff working with the LEA’s Special Education Departments have secured three highly qualified Special Education teachers to support student learning in grades 3-6.

<u>ELA</u>	<u>Special Education</u>	<u>Non Special Education</u>	<u>Difference</u>		<u>Math</u>	<u>Special Education</u>	<u>Non Special Education</u>	<u>Difference</u>
Grades 3 - 6	3.2%	20.7%	17.5%		Grade 3 - 6	9.7%	26.7%	17%

Our Goal:

By Spring 2024 60% of 3rd, 4th, 5th, 6th graders will meet Indiana Academic Standards in Reading and Mathematics as measured by ILearn English Language Arts and Mathematics assessments and 90% on the IREAD assessments in grade 3.

- 2023-24 Decrease the achievement gap between black students and white students and increase the percent of black and non-black students achieving iLearn proficiency to 30% in grades 3-6.
 - Using the iReady Math and EL Education Diagnostics Assessments, (Fall, Winter, Spring) teachers will determine a student's instructional needs and create instructional groups
 - Additionally, ongoing data collection will be reviewed to identify progress and areas of opportunity. Instructional staff will review, revise their lessons and provide remediation

By Spring 2024 100% of K-6 students will achieve the typical growth goal and in 2024 50% of students not on grade level will earn stretch growth on iReady Math and ELA diagnostics.

What is the problem?	What are we doing now? Evidence	Where do we want to go?
<p>Why are our test scores on the state test below 35% on both ELA and Math in all sub groups?</p> <p>Why is there an achievement gap between Black Students and White Students and Special Education Students and Non-Special Education Students?</p> <p>How can grade levels focus on improving all students' achievement in both ELA and Math?</p> <p>How can we ensure that the STEM program positively impacts student achievement?</p> <p>Selected for numerous recognitions for STEM achievements. How can we "transfer to practice" STEM Learning to ELA and Math?</p> <p>According to iReady data there are fewer students in the middle tier ...the majority of our students are either in tier 1 or 3.</p> <p>How is the RtI/MTSS process impacting the achievement of struggling students?</p>	<p>ILEARN 2022-23 indicated that Lake Hills 3-6 grade student achievement in ELA and Math is below state average of proficiency.</p> <p>Improve test scores on ILEARN:</p> <ul style="list-style-type: none"> ● Instructional Assistants work with small groups under the direction of the classroom teacher in grades K-2 to develop school ready skills and develop standards mastery. ● Grade Level Teams with the Student Support Staff develop instructional strategies to meet the needs of all students. ● Rigorous and routine review of test data to make data driven decisions led by ILT. ● Analysis of ILEARN School Performance on Each Standard Report <p>Points for discussion and decision making</p> <ul style="list-style-type: none"> ● Identify students that are in SUBGROUPS at Risk in Kindergarten-2 ● Monitor their K readiness test scores <p>Primary Grade Data Sources</p>	<p>All students</p> <ul style="list-style-type: none"> ● <u>Master academic skills</u> ● <u>Demonstrate growth & achievement</u> <p>Improve student achievement for all students, however focus on the students scoring at "approaching proficiency".</p> <p>Closing the gap is a focus for 2023-24.</p> <p>Improved use of instructional assistants. All IA's work with students or small groups.</p> <p>Improve students' vocabulary in grades 3-6 through EL Education.</p> <p>To ensure that all instructional staff understands the educational mission at Lake Hills ...Create an instructional audit that informs teachers of instructional focus. <i>EL Reading</i> in grades K and 3 will support vocabulary.</p>

	<ul style="list-style-type: none"> ● EL Diagnostic Scores ● iReady Diagnostic Scores. ● Teacher Created Assessments <p>Review Special Education Program</p> <ul style="list-style-type: none"> ● Student Support teachers (SST) and Grade level teams review IEP data to make informed decisions about instruction to meet the needs of all students. ● SST and grade level teams review subgroup data and Standards Report <p>Differentiated groups in all grade levels to support students</p> <p>The Special Education program has 2 special education teachers working at Lake Hills supporting all grade levels.</p>	
<p>“School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn.”</p> <p>"What Makes a Good School Culture"</p>		
<p>Create a Positive School Culture:</p> <ul style="list-style-type: none"> ● Reducing student discipline referrals ● Teacher Efficacy 	<p>Addressing behaviorally struggling students</p> <ul style="list-style-type: none"> ● MTSS process.Reducing EAP Referrals ● Utilizing the support of the AP. <p>Communicating clearly to all staff members school mission and vision.</p> <ul style="list-style-type: none"> ● All grade levels part of Building Leadership Team ● Increasing celebrations for both students and for staff. 	<p>Decrease Student Referrals and suspensions</p> <p>Increase Student Engagement</p> <p>Improve Teacher/Staff Efficacy</p>
<p>Student Engagement</p>	<ul style="list-style-type: none"> ● Tracking Daily Attendance/Tardy ● Rosters of students who join extended learning opportunities 	<p>Increase evidence of student achievement</p> <p>Radio Show</p> <p>Hallway Displays</p> <p>Student of the Month Recognition</p> <p>School TV Display</p> <p>Positive use of Teacher Websites</p> <p>Class Dojo for announcements</p> <p>Consistent two way communication to parents at all grade levels</p>
<p>English Language Arts</p> <ul style="list-style-type: none"> ● Subgroups Special Education ● Subgroup: Black Students as a whole 	<p>Communication</p> <ul style="list-style-type: none"> ● ILEARN Data/ Ready Data/EL 	<p>Effective and meaningful collaboration</p> <ul style="list-style-type: none"> ● Student Support Staff and GenEd Staff

<p>Math</p> <ul style="list-style-type: none"> • Subgroups Special Education • Subgroup: Black Students as a whole 	<ul style="list-style-type: none"> • Student Support and GenEd Staff communication between students and parents <p>Develop grade level standards assessments</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses and share with grade level team and principal • Grade level common goals • Follow district curriculum maps in math and ELA • ILT members support grade levels in data collection and analysis. 	<ul style="list-style-type: none"> • Data shared by teams at staff meetings. • Common Grade level goals/Standards checklists • School-wide decisions are shared with staff routinely. • ILT members, Curriculum Coaches, Counselor work with grade level teams and Principal. • Shared decision making when possible.
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Description of the Gaps Identified between the Vision of Excellence and School Profile

Data from 2022-23 iLearn shows a continued gap in ELA between special education and non-special education students. Our significant special education population continues to struggle on standardized tests. This is true across all students regardless of their ethnicity with an IEP.

Achievement data from ILEARN shows a significant achievement gap in all grades between black and white students. The gap is not only affecting our black population, but the entire school performance. This trend is evident in all grades, all measured subjects. Our focus is simple: All students need to achieve.

Other sources of Data: iReady Diagnostic results, EL/IM data, iREAD data.

Description of Focus Area 1

As noted above academic performance of Special Education students is extremely low on ILEARN and on internal assessments (iReady, Teacher Created Tests).

Increase academic performance for Special Education Students.

[Lake Hills ISTEP Data](#) - 16-18 historical data

Description of Focus Area 2

As noted above the academic gap between black and white students is significant on the ILEARN test.

Close the achievement gap between sub groups: Black Students and White Students

We continue to see a gap between our white and black students at every grade level in both Math and English data. We are continuing to develop our equity model to support our black students in the areas of behavior (to reduce suspensions and lost learning time) as well as academics (Accelerate Program, Small group support)

Description of Focus Area 3

Education has a higher turnover rate when compared to other professions such as engineers, lawyers, and nurses! Classroom management is a major concern for beginning and veteran teachers. Classroom management positively impacts instruction and learning. Teachers that incorporate relationship building into their classroom management strategies develop socially accepted behaviors in students. Lake Hills' focus goal 3: Teachers and students will use the PBIS model to improve student learning and student engagement.

The ILT determined that PBIS will reduce the number of student discipline referrals and suspensions. Expectations will be taught at the beginning of the year. Student expectations and procedures are posted and reviewed .

Decrease Students Discipline Referrals and Improve Teacher Efficacy and climate at Lake Hills School

IV. Collect additional data on focus areas

Additional Data Collected for Focus Area 1

Increase academic performance for Special Education Students at Lake Hills STEM School.

ILEARN data indicates that 3.2% of special education students pass ELA, 9.7% pass Math iLearn. (spring 2023) When reviewing ISTEP historical data we note a slight increase in our data through special education. Improvements in Special Education and Student Support Services from the LEA (MCAS) , two qualified Student Support Staff have been assigned to Lake Hills.

[Historical Vision of Excellence](#)

[Lake Hills SubGroup Historical Data ISTEP+](#)

Action Plan for Focus 1

Activity	Activity Type	Begin Date	End Date	Staff Responsible
During GLT meetings the academic coaches will review data and support teachers with student groupings based ongoing data collections	Small Group Instruction Planning	August 2023	June 2024	GLT, Instructional Coach
Special Education Teachers will hold ACR meetings to	Planning	August 2023	June 2024	Special Education Teachers, Admin Team

review Special Education plans to ensure goals and update PLOPs				
Teachers will use data to plan for small group instruction to support Special Education students and plan for spiraling of standards to increase student mastery.	Small Group Instruction	August 2023	June 2024	Special Education Teachers, Gen Ed Teachers, Para/IA

Additional Data Collected for Focus Area 2
Close the achievement gap between sub groups:
Black Students and White Students

Why is there an achievement gap between black and white students?

ILEARN data, iReady Data, and Discipline Data has been disaggregated to determine gaps in ethnicity groups. Just under forty-eight percent of our student population is black, and in grades 3-6 fewer black students achieve proficiency than white students.

The data indicates that the subgroups within special education show a significant amount of Black/African American students receiving Special Education support.

- 80% of students receiving Special Education support are African Americans and Multi-racial

Our conclusion:

- Lake Hills Staff need to regularly review subgroup data and use Tier 2 interventions to support subgroups that show significant learning gaps.
- The Special Education Resource model fully implemented in grades 1-6 and the highly qualified Student Support Staff at Lake Hills will positively impact the achievement and close the achievement gap between black and white students.
- Data will be reviewed using Illuminate and Educlimber to ensure growth and encourage reflection. Each teacher with the support of the Curriculum Coach and the Principal will disaggregate their data results based on the two subgroups (Special Education and Black male students)
- Progress Monitoring will become routine using monthly assessments in both ELA and Math and IM Math Lesson Quizzes in grades 2-6. Teacher created formative assessments and EL diagnostic data will monitor students' achievement and growth in grades K-1. In addition, K-2 will implement JARS Math.
- Grade Level teams with the support of Special Education Support Staff will set measurable goals for achievement gains by December. (Date of second iReady Diagnostic Test)

Lake Hills' Leadership Teams with the support of the staff will develop a list of best practice strategies to engage all students, however, targeting the subgroups to bridge the achievement gaps.

Activity	Activity Type	Begin Date	End Date	Staff Responsible
During GLT meetings the academic coaches will review data and support teachers with student groupings based on ongoing data collections	Small Group Instruction Planning	Aug 2023	June 2024	GLT, Instructional Coaches
Attendance team will meet weekly to identify students who are in violation of the district attendance policies. Team will problem solve with families to work to resolve/reduce attendance issues.	Planning	Aug 2023	June 2024	Guidance Counselor, Social Worker Admin Team
Social Worker and Guidance will identify common concerns and work with small groups to develop positive behavior, organization, and study habits for at risk students	Small Group Instruction	Sept 2023	June 2024	Social Worker, Admin Team, Guidance Counselor
Teachers will use data to plan for small group instruction to support Special Education students and plan for spiraling of standards to increase student mastery.	Small Group Instruction	Aug 2023	June 2024	Special Education Teachers, Gen Ed Teachers, Para/IA

**Additional Data Collected for Focus Area 3
Decrease Students Discipline Referrals and Improve Teacher Efficacy and
Climate at Lake Hills School**

Building Leadership Team instructional audit and list of focus strategies will select best practice strategies to target each quarter to ensure each teacher is aware of best practices:

- PAWS Room data reviewed on a biweekly basis
- Positive Procedure Posters Posted throughout school
- Best Practices shared with all staff

- Continuous focus on Habits of Character
- Daily use of CREW in classrooms.

Survey for students

Survey for staff

Survey of certified staff

Determine targeted goals and strategies

Summary of Stakeholder Feedback Data - Action Plan

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
	Surveys CNA Team is in the process of creating surveys and tabulating results to support findings in Focus Areas 1-3	Each staff member collects and analyzes data to make data driven decisions Staff select a focus area and that team meets monthly <ul style="list-style-type: none"> ● Building Leadership Team ● Instructional Leadership Team ● MTSS ● Crisis Team ● STEM Team ● ILT Team ● Climate/PBIS 	Meeting Minutes
Families/Parents	Title One Parent Meeting - PTO Meeting For Home School Compact Family Events Sign-in sheets Parent Survey Results		Sign-In Sheets STEM Night Sign-In Sheets
Teachers	Disaggregated data for iReady and EL	All instructional Staff	iReady Data Reading and Writing Data

	Assessments		Collection
Students	Student Survey Results	School Counselor	
Staff	Call Survey Result IA and Para Schedules		

V. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
Focus Area 1		
<p>Conclusions from data quality check for Focus Area 1: Special Education</p> <ul style="list-style-type: none"> • There is an upward trend in data results from grade 3 to grade 6. • Certified Student Support Teachers are employed at Lake Hills. • Resource pull-out model is implemented in grades 1-6 with fidelity. • Student Support teachers and general education teachers meet weekly to review data during Grade Level Team meetings to revise teaching strategies and plan lessons based on Indiana Academic Standards. 		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>Resource pull out, small group instruction, and weekly planning time positively impact student learning</p>	<p>Setting goals and having high expectations for all students The rigor of instruction since three highly qualified student support staff work with grades K-6. Use of Educlimber to track and analyze data Common Monthly Assessments in ELA and Math Rigor in teaching Indiana Academic Standards.</p>	<p>Lack of qualified staff for multiple years at Lake Hills negatively impacted student learning and negatively impacted all three focus areas.</p>

Focus Area 2

Conclusions from data quality check for Focus Area 2: Closing the Achievement Gap between Black and White Students

The BLT and ILT are creating a list of best practice strategies to meet the needs of our black students.

- The Resource support model fully implemented in grades 1-6 and the highly qualified Student Support Staff at Lake Hills will positively impact the achievement and close the achievement gap between black and white students.
- Review strategies for improving student achievement in the General Education setting.
- Review MTSS follow through, especially in Primary Grades.
- Each teacher with the support of the Curriculum Coach and the principal will continue to disaggregate their data results based on the two subgroups (Special Education and Black students) This can be supported through the EduClimber program.
- Progress Monitoring will become routine using the iReady Standards Mastery Monthly Assessments in both ELA and Math and Ready Math Lesson Quizzes in grades 2-6. Teacher created assessments and EL data will monitor students' achievement and growth in grades K-1.
- Grade Level teams with the support of Special Education Support Staff will set measurable goals for achievement gains by the second iReady Diagnostic Test.
- Lake Hills' Leadership Teams with the support of the staff will develop a list of best practice strategies to engage all students, however, targeting the subgroups to bridge the achievement gaps.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<ul style="list-style-type: none"> ● The achievement gap between black students and other students needs to be closed. ● The number of black students in special education in grades three through six is significant and needs to be addressed through MTSS. 	<ul style="list-style-type: none"> ● Lake Hills staff has two highly qualified Student Support Teachers. ● Professional Development and support from Curriculum Coaches and the Principal will ensure each grade level makes data driven decisions to ensure success for all students. 	<ul style="list-style-type: none"> ● Lack of qualified student support staff ● High number of Students with IEPs ● More effective strategies in place at MTSS meetings. ● Need for improved follow through/data analysis for MTSS supports.

Focus Area 3

Increase Student Engagement and Decrease Student Discipline referrals

- Implement CREW with fidelity to build an increased sense of community and belonging among the student population.
- Increase dialogue around Habits of Character as focus to improve student behavior and building culture.
- Teacher Efficacy
- Student Engagement
- Student Discipline Referral

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):
Results of CALL survey indicated that teacher stress is high due to the lack of support for students with Specific Learning and behaviors.

Positive Behavioral Interventions and Supports (PBIS)

- EL Education will provide professional development for all staff during the 2023-24 school year.
- Ongoing PD for IM Math will support teacher development during 2023-24.
- Monthly student celebrations schoolwide and in individual grade levels.
- Quarterly celebrations for academic achievement

Lake Hills' staff has ALL highly qualified staff at all grade levels.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<ul style="list-style-type: none"> ● We found that the number of students with discipline referrals were struggling academic students. ● There is a need to celebrate student and adult success routinely. ● There is a need to improve empathy when dealing with peer interactions. 	<p>Data observation Staff meeting discussion EAP reports</p> <p>CALL Survey Results</p> <p>More data needs to be collected</p> <p>ILT walk throughs Principal walk throughs Teacher Instructional Audits Student and Parent Surveys</p>	<p>To Be Determined/ Survey Results Audit Results ILT Walk throughs Principal Walk throughs</p>