



# Indiana School Improvement Plan

Lake Street Elementary School

Crown Point Community School Corp

Mrs. Cindy Wise, Principal  
475 Lake Street  
Crown Point, IN 46307

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	10
Improvement Planning Process.....	11
<b>Self Assessment</b>	
Introduction.....	13
Standard 1: Purpose and Direction.....	14
Standard 2: Governance and Leadership.....	17
Standard 3: Teaching and Assessing for Learning.....	20
Standard 4: Resources and Support Systems.....	27
Standard 5: Using Results for Continuous Improvement.....	31
Report Summary.....	34

**Student Performance Diagnostic**

Introduction ..... 36

Student Performance Data ..... 37

Evaluative Criteria and Rubrics ..... 38

Areas of Notable Achievement ..... 39

Areas in Need of Improvement ..... 41

Report Summary ..... 42

**Lake Street Goal-Action-Plan 2015-2018**

Overview ..... 44

Goals Summary ..... 45

    Goal 1: All students will improve literacy/writing skills across the curriculum ..... 46

Activity Summary by Funding Source ..... 49

Conclusion ..... 51

## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Lake Street Elementary School is located within the city of Crown Point, Indiana. The city of Crown Point, population of approximately 28,000 residents, is on the fringe of a large metropolitan area, and is part of Lake County which has a population of over 500,000 people. Within the city of Crown Point the median income is approximately \$65,000, persons below poverty level are 6.8%, and median home value is approximately \$175,000. The socioeconomic status in our school community varies from affluent to a low income, with parents of various occupational backgrounds from professionals to unskilled workers. A growing community, Crown Point citizens enjoy myriad opportunities for learning including Ivy Tech, Indiana University Northwest, Purdue University Calumet, Indiana Wesleyan University, Calumet College, as well as various small colleges for business, technology, and education. In addition to this, the community has a number of small businesses, light and heavy industry, and fifteen parks for public recreation. Lake Street benefits from partnerships with several community organizations and businesses. We partner with a local hospital's auxiliary group, the high school for mentoring, and several area businesses and organizations for support of our students by providing incentives, funds, rewards, and learning experiences. In 2014-2015, Lake Street volunteers logged over 2000 hours of service to our school.

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

Lake Street Elementary is configured as a K-5 school with an enrollment of 530 students and an average of twenty-four students per teacher. Lake Street Elementary has one administrator and thirty certified faculty members. Of the thirty certified faculty members, four are special education teachers, one is a Response to Instruction Interventionist, and twenty-five are general education classroom or specials (music, art, physical education) teachers. Additionally, Lake Street employs eleven non-certified classroom Para-professionals, one media center Para-professional, thirteen non-certified staff members, one health professional, one home-school facilitator, one Positive Behavior Intervention and Support Para-professional, and one speech language assistant. Lake Street also houses an occupational therapist and a physical therapist who serve the Crown Point Community School Corporation as independent contractors for our students. Our school offers art, music, and physical education classes to all students in grades one through five, and employs three full time teachers (of the thirty mentioned) for these classes.

In the last three years some changes have come to fruition, Lake Street holds annual "Connects" nights for all parents in each grade level one night per grade level. These "open house" events allow families to connect with teachers, the principal, and to learn about what a school day is like for their child in the new grade level. Teachers are present for "Connects" Night and provide personal contact with all parents regarding their classrooms, schedule, group social norms, expectations, policies and more. The evening is organized by giving each parent a chance to hear the team of teachers present important information pertinent to that grade level. Each group first meets in the classroom and after fifteen minutes they proceed to the media center for the grade level presentation. Parents give positive feedback about this special evening. Over the last two years we have had an average of 90% participation in this information/conference type meeting. Teachers continue communication with parents through weekly newsletters, email weekly updates, phone calls, and face-to-face conferences when necessary. Also over the last three years our Positive Behavior Intervention and Support (PBIS) has been put into place to assist with daily

## Indiana School Improvement Plan

Lake Street Elementary School

---

interventions on behalf of students who are struggling with behaviors, home challenges, income challenges, and who just need extra support. Our classrooms are cluster grouped based on student strengths and weaknesses. We have accelerated math classes in grades 3, 4 and 5. As our school continues to grow in size, we will be faced with cluster grouping issues. We are continually looking at new ways to make class size and grouping issues work for our students so they benefit from teaching and learning based on their individual strengths and weaknesses. We have a high ability push in program for grades K - 3 and a pull out program for math and English language arts for grades 4 and 5. We also have three classrooms that house all of Crown Point's identified Autistic students who need more support outside the general education classroom. We currently have twenty-six students, three licensed special education teachers and ten Para-professionals who work with our ASD students. Our goal is to get them into the general education classrooms and then back to their home schools. We have a special education population of 16.9% and our free and reduced population continues to grow, we are at 19% currently. Our ESL population is at about 5% with the majority of students at 4 or 5 proficiency levels.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Lake Street Elementary Mission Statement

Community - Provides all learners with a safe and supportive environment that cares for each individual as a whole person.

Open - Creates learners who are open to new ideas, friendships, and opportunities.

Nurture - Fosters an environment where all community members help each other grow by working together and respecting differences.

Niche - Ensures that all learners explore a variety of interests in order to discover their unique roles in our school, within the community, and for their futures.

Excellence - Values excellence in academic achievement, activities, communication, and behaviors.

Confidence - Builds confidence and courage in all community members by challenging each learner to do his/her personal best always.

Technology - Utilizes current technology to enhance learning for all.

Success - Connects for the success of all learners.

### Lake Street Elementary Vision Statement

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

### Lake Street Elementary Core Beliefs

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

:

Provide our students a world-class education, nurture their minds, bodies, and spirits, and support their emotional, physical, and social development.

Provide our staff members opportunities for professional collaboration, nurture collegial relationships, and support each other emotionally as unique human beings.

Provide our school families a culture of inclusion in our instructional goals and daily practice, nurture positive home/school partnerships through open, consistent communication, and support the emotional and physical needs of all families.

Provide our community partners an open-door atmosphere, nurture supportive instructional affiliations and relationships, and support the use of community expertise and resources to ensure real-world experiences for all learners.

## Notable Achievements and Areas of Improvement

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

Lake Street students traditionally score well above the state average and at consistent levels with our league schools from Indiana on the ISTEP+ language arts and math standards. In 2013, Lake Street's third graders increased their passing rate on the IREAD test by 12% over the previous year with a passing rate of 98.4%. In subsequent years, 2014 and 2015, Lake Street third graders continue to maintain mid to high ninety percent passing rates on the IREAD. Lake Street students continue to show high growth on the ISTEP+ math and ELA assessments. In 2011 - 2012 90.9% of our third, fourth, and fifth graders passed the ELA/Math ISTEP+ test. In 2012 - 2013 94.0% of our third, fourth, and fifth graders passed the ELA/Math ISTEP+ test. In 2014 we maintained the mid-ninety percent passing rate in both. This year in 2015 with the new College and Career Ready test and rigorous standards are scores were lower than the nineties we expect but we had very good scores none the less. These accomplishments placed Lake Street on the Indiana Honor Roll for schools with over the 90% pass rate for both portions in 2012, 2013 and 2014. We also received the Letter Grade "A" for the 2015 data that was recently released. Nine of the Crown Point Community Schools earned the 4 Star Statuses in 2013. This number reflects the highest number of schools in our corporation's history to earn this prestigious honor. Lake Street earned its Annual Yearly Progress goal, surpassed the PL 221 requirements, and has been designated as an Indiana Exemplary Four-Star School with an "A" rating five years in a row. Students attend school on a regular basis making the school's attendance rate above the state average and at the same level as Indiana's top schools. In 2010-11 our attendance rate was 96.9%, 2011-2012 it was 97%, 2012-2013 it was 97%, 2013-2014 it was 96% and the same in 2014-2015. Further, students at Lake Street have earned local and state ranking and recognition over the past several years for Science Olympiad, Math Bowl and Spell Bowl. Lake Street Elementary continues to set high standards for our faculty, staff, and students.

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

## Additional Information

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

Lake Street's longitudinal gain over eight years of data collecting is 56.1 % combining increases in passing ELA and Math state assessments. We have the highest growth rates in math and ELA for our school corporation and in comparison to our league schools the last three years. With this year's data now in we did take a dip in growth and passing rates but intend to bring our scores back into the 90% passing range and our growth back into the 60% range.

LAKE STREET EARNED THE LETTER GRADE "A" FIVE YEARS IN A ROW WITH BONUS POINTS FOR GROWTH IN BOTH ELA AND MATH.

IREAD passing rate 2011-2012---85%, 2012-2013---98% 13% increase in 1 year

We continued the high 90% passing rates in 2014 and 2015

ELA and Math Achievement, ISTEP 2013 and 2014---95% passing rate

In 2015 we took a dip on the more rigorous College and Career Readiness ISTEP testing; however we were well above the state average.

LAKE STREET IS A 4 STAR SCHOOL 5 YEARS IN A ROW!

LAKE STREET IS A LETTER GRADE "A" FROM THE STATE OF INDIANA 5 YEARS IN A ROW!

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

N/A

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

N/A

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

N/A

# **Self Assessment**

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•Lake Street's school improvement plan is reviewed and maintained yearly. Our improvement plan clearly focuses on student success within the school.</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Lake Street's values and beliefs are posted on the walls of our school and recited once a week during student-driven announcements. Staff includes mission statement on communication such as newsletters, websites, etc. We provide challenging educational programs and equitable learning experiences through the use of student-driven goal setting, data driven instruction, and student involvement in data folders. Marzano, Best Practice and Visible Learning researched based references are used.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Lake Street Elementary School maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. One of our strengths within this standard is maintaining, using, and communicating a profile with current and comprehensive data on student and school performance. We practice this by creating and continuously updating data folders on each student. These data folders are used for driving instruction, parent communication, and allowing students to take control of their learning by setting goals to improve their weaknesses.

One of our weaknesses is all staff holding one another accountable for and evaluating the overall quality of the implementation of all interventions and strategies. We continue to improve and to hold cross grade level meetings in order to collaborate and share new ideas. These meetings will allow us to share student strengths and weaknesses from the previous year in order to drive our instruction.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Lake Street's Mission statement fully promotes and supports student performance and school effectiveness. The statement connects students, teachers, support staff, families and the community.

Lake Street School operations clearly adhere to board and corporation policies regarding direction for and oversight of fiscal management. Lake Street's leadership and staff continually strive for improving professional practice through supervision and evaluation processes ensuring student success.

Lake Street's policies and practices clearly and directly support the school's purpose and direction. School and student handbooks help to outline the guidelines and expectations for students and parents. In order to ensure ALL staff is growing professionally, Lake Street needs to improve by offering opportunities for ALL staff members. Actions that sustain areas of strength include: frequent departmental meetings between the principal, Rtl, teachers, high ability, custodial, secretarial, PBIS specialist and office staff.

In order to improve our areas of need, we will invite all staff members to attend the management portion of our Wednesday morning professional development meetings. We will also revisit our school improvement plan with the intent to keep all staff members informed.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•The curriculum can be located in the BUZZ learning management system, textbooks, learning goals and scales, Indiana Academic Standards, and the Department of Education website standards.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 4

**Indiana School Improvement Plan**

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Buzz the 2015-16 addition to our ELA curriculum also allows for electronic student tracking, 6 + 1 Traits, math grouping, use of iObservation and Marzano's best practices help leaders and teachers communicate common vocabulary and streamlined ways to use learning goals, scales, and best practice.</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Families have multiple ways of staying informed of their children's learning progress. Parents have access to an online grade book which provides real-time information regarding classroom grades and progress. Student data folders track progress on multiple assessments and are sent home regularly. Communication happens systematically in the form of school/classroom newsletters, all-school phone calls, CONNECT nights, 99% attendance for Parent/Teacher Conferences has happened the last two years.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> </ul>	Level 4

**Indiana School Improvement Plan**

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Initiatives are led by teachers and by the school leader with align to the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. Topics include CP 2.0 Blended Learning, 6 + 1 Writing Traits, Phonics, Guided Reading, Literacy Training, BUZZ and mentor text.</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. This data is frequently and thoroughly analyzed so learning opportunities are created. Students are offered a variety of programming including High Ability, Rtl, ELL, special education services, tutoring, a number of before and after school enrichment classes and Guided Reading opportunities with our literacy coaches.</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Lake Street Elementary School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Teachers systematically monitor and adjust curriculum based upon data obtained from multiple assessments. These include: mCLASS/DIEBLS testing, STAR Reading and Math, Acuity, ISTEP+, InView as well as informal assessments given across grade levels. Frequent progress monitoring is done to ensure that student achievement is monitored and curriculum is adjusted to provide remediation and enrichment experiences as necessary. This monitoring is done in both the Rtl classroom as well as individual classrooms. These assessments include: STAR Early Literacy, STAR Reading, mCLASS, Burst, LLI, Passport, Passport fluency, Quick Reads, PALS, EZ-CBM, Aims Web, and various apps based on grade levels and standards. A system is in place in which the Rtl Interventionist systematically progress monitors students and to update the classroom teacher as to the results of the assessment. (Source: Professional Development Agendas, assessment results, progress monitoring data)

Teachers participate in collaborative learning communities to improve instruction in student learning. Professional development occurs to a great degree in the school; however, vertical alignment is an area in need of improvement. We feel that collaboration needs to occur on a more frequent basis between grade levels. In order to do so, a time has been dedicated during the beginning of Professional Development Wednesdays to discuss the needs of the learning community with all K-5 teachers. (Source: Professional Development Agendas)

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•The main focus of instructional time must align with our school calendar and schedule. All fiscal and material resources support the purpose and direction of our school; upon reviewing fiscal resources, school leaders explore and implement all avenues to secure material resources to meet the needs of all students and provide challenging learning experiences. Junior Great Books, Accelerated Reader, Everyday math, and several computer resources are used to supplement our curriculum.</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•All personnel and students have collaboratively worked to ensure a safe, clean, and healthy environment through the use of; continuous maintenance schedules, record keeping and surveys, corporation safety programs, principal is a State Safety Specialist who oversees the safety and security of all, Positive Behavior Intervention Strategies which are focused on student advocacy, Second Steps, discipline data, regular lock downs and Sally Ports in the front entrance help ensure safety for all.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•School personnel provide ongoing programs or services to meet the needs of all students as determined through student-identified needs assessments. Needs-assessments provide data to evaluate the effectiveness of programs. In place are PBIS services, special education services for our LRE population and our Autistic students, as well as anti-bullying education and cultural diversity units of study.</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Program effectiveness is assessed and regularly evaluated by school personnel. Tiered processes are in place and assessed to address students' needs through Tier One Interventions in the general education classroom, Tier Two and Three Interventions through RtI, PBIS and LRE processes.</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Lake Street Elementary School's areas of strength include protecting instructional time, providing material resources with allotted funding, and maintaining a clean, safe, and healthy environment for all stakeholders. Our school administration goes above and beyond to safeguard quality instructional time as well as provide material resources for all staff members. Our custodial staff is implementing regular audits in order to sustain the safety and well-being of our school environment. As a staff, we feel we have qualified personnel available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. However, increased personnel could enhance our efforts.

At present, our corporation has many technology driven programs in place, including CP 2.0 at all levels of education. Plans are in place for these technology driven programs to continue throughout all the schoolhouses in Crown Point. Lake Street has access to a wide range of media, technology and information resources in math and English/language arts.. To make this collection exceptional, this range needs will expand into all other areas of our curriculum.

### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•We consistently use assessments including standardized tests to gather data on each student (mCLASS reading/math, Acuity ELA/math/science/social studies, STAR, ISTEP+, ISTAR, WIDA, InView). We assess students using a predetermined testing schedule.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 4

# Indiana School Improvement Plan

Lake Street Elementary School

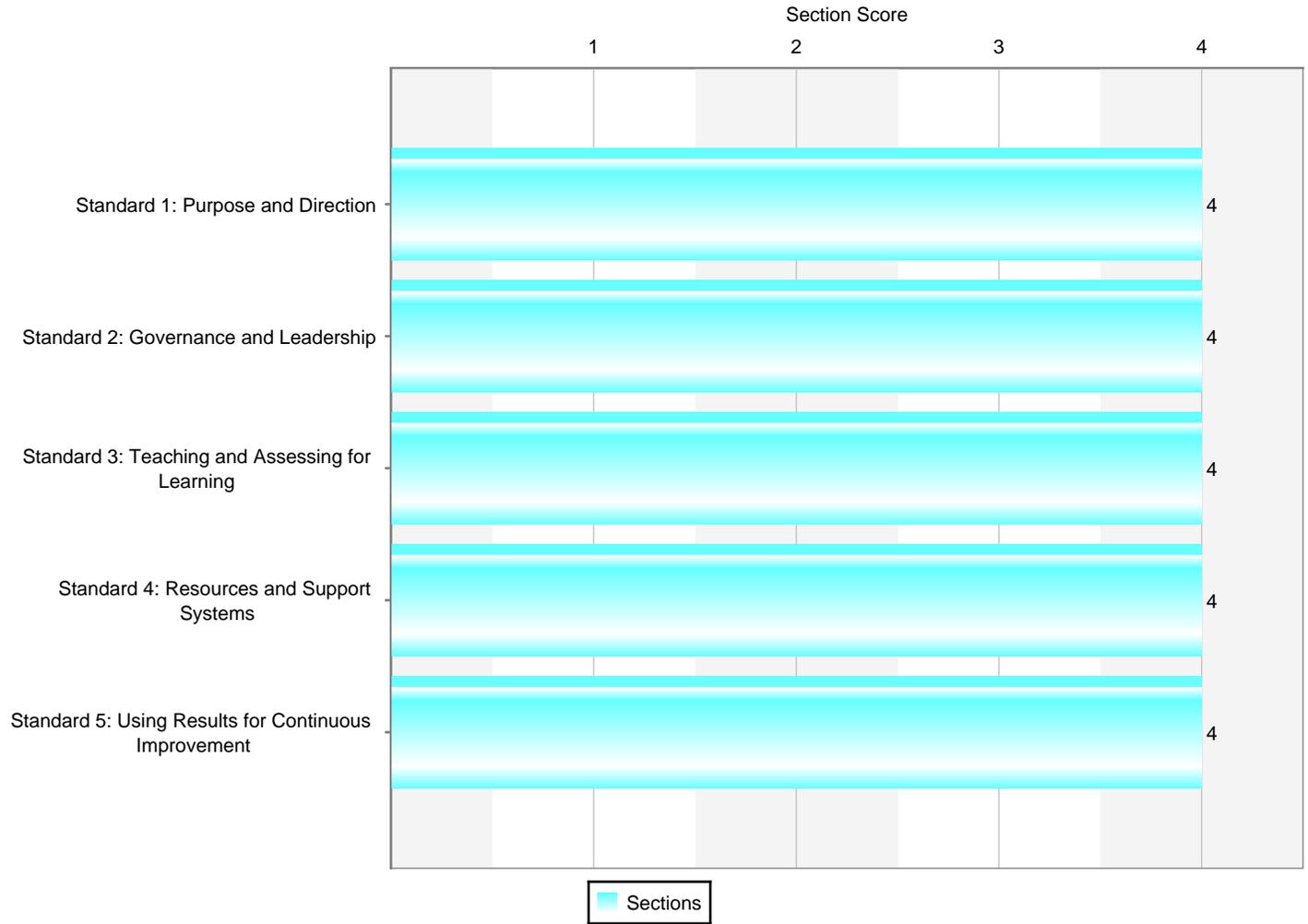
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

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

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Lake Street Elementary School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Teachers systematically monitor and adjust curriculum based upon data obtained from multiple assessments (standardized, formal/informal). Frequent progress monitoring is done to ensure that student achievement is monitored and curriculum is adjusted to provide remediation and enrichment experiences as necessary. This monitoring is done in both the RtI classroom as well as individual classrooms.	2015 Istep Data 2013 - 2015 mClass Data Istep passing rates of sub groups

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

Our ISTEP+ Math Pass+ growth rate is as much as or more than 20% over the last 3 years.

Our ISTEP+ English/Language Arts Pass+ growth rate is as much as or more than 20% over the last 3 years.

Total school ISTEP+ passing rates went from 92.8% in 2012, 94.5% in 2013, and 90.3% in 2014.

### Describe the area(s) that show a positive trend in performance.

Our ISTEP+ Math Pass+ growth rate is as much as or more than 20% over the last 3 years.

Our ISTEP+ English/Language Arts Pass+ growth rate is as much as or more than 20% over the last 3 years.

Total school ISTEP+ passing rates are 92.8% in 2012, and 94.5% in 2013 and 90.3% in 2014; in 2015 with the rigorous College and Career Readiness test our school was well above the state average with a passing rate of 76%

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

Lake Street Elementary School has a very high growth rate in math on the ISTEP+, 70% growth rate in 2013 and we continue to grow in this area. We have increased our growth in ELA to 60+% over the last three years.

### Which subgroup(s) show a trend toward increasing performance?

Our Hispanic population shows an upward trend from 2010 - 2014 in both ELA and Math. We had 100% passing rate in 2012 up from 84.6% in 2010. This upward trend continues.

Our Special Education population is showing passing rates in the 60 - 70% passing range. Our Special Education population has increased to 17% of our student body in 2014-2015. This subgroup continues to show growth.

### Between which subgroups is the achievement gap closing?

Our Multi-racial and Hispanic subgroups are now above the 90% passing rates in both ELA and Math which is where our White group maintains its passing rates.

### Which of the above reported findings are consistent with findings from other data sources?

Our subgroups have maintained consistently high passing rates the last two years (2013 and 2014) using the data we collect from STAR.

Acuity, mCLASS, IREAD, and ISTEP+.

## Areas in Need of Improvement

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

Our potential Pass+ students must be encouraged and we must continue to differentiate instruction to help all students achieve the highest levels of attainment possible. Our High Ability students must be challenged to go above and beyond just a passing level. Free or Reduced Lunch students do not attain the high passing rates that our larger group does.

### Describe the area(s) that show a negative trend in performance.

Free or Reduced Lunch students are showing a downward trend in passing both ELA and math. We've gone from a 90.2% passing rate for ELA and math in 2010 to an 88% in 2014 and now in 2015, 58% passed the College and Career Readiness test.

### Which area(s) indicate the overall lowest performance?

Passing rates for our Free or Reduced Lunch subgroup as well as our Special Education subgroup

### Which subgroup(s) show a trend toward decreasing performance?

Free or Reduced Lunch subgroup and Special Education subgroup.

### Between which subgroups is the achievement gap becoming greater?

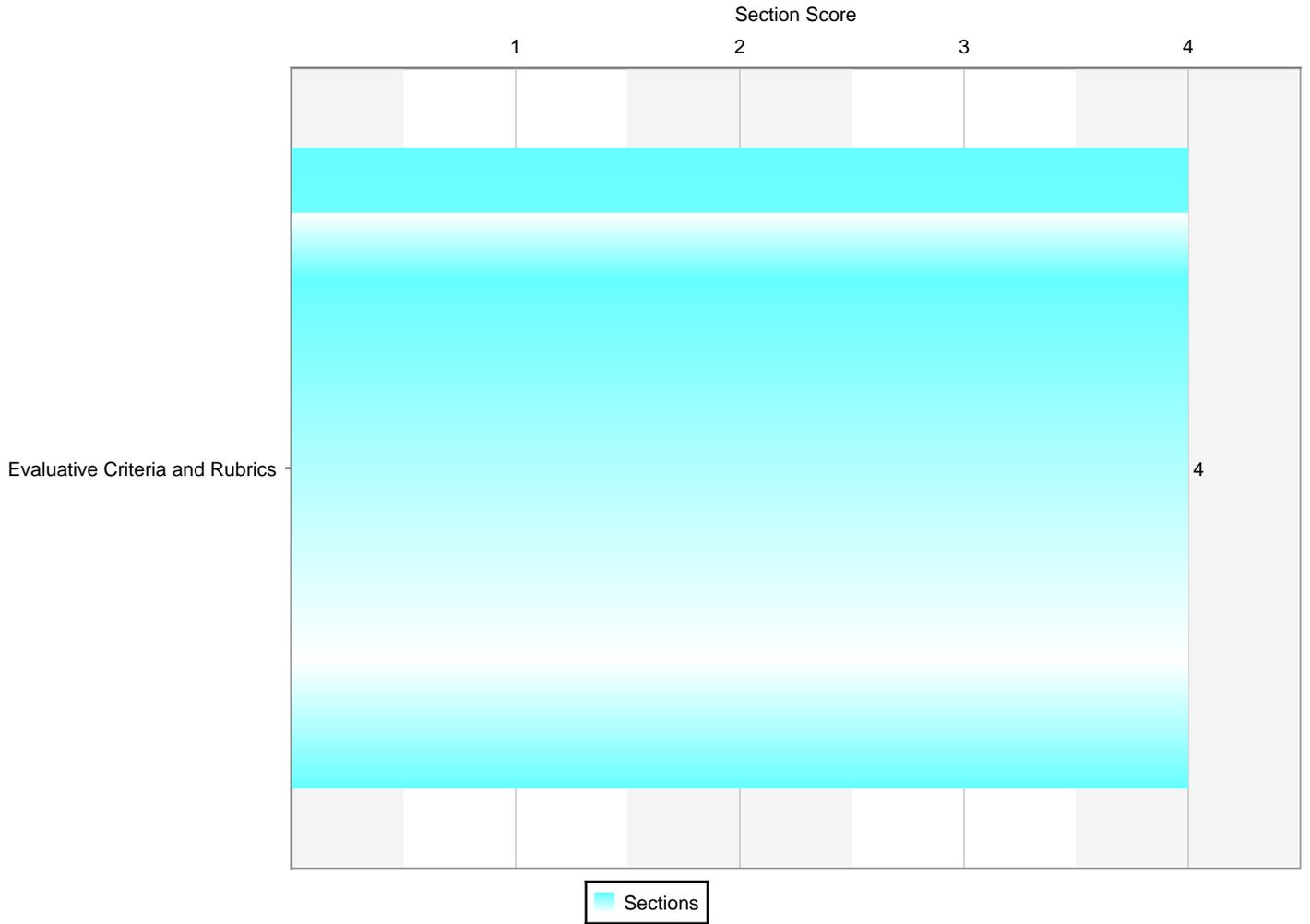
Our Free or Reduced Lunch subgroup and our Special Education subgroup are showing a greater achievement gap in ELA and math when compared to our multi-racial and Hispanic subgroups.

### Which of the above reported findings are consistent with findings from other data sources?

Our Free or Reduced Lunch subgroup and Special Education subgroup have maintained lower passing rates the last three years (2012, 2013, 2014) using the data we collect from STAR, Acuity, mCLASS, IREAD, and ISTEP+ as compared to the rates of our large group or Multi-racial and Hispanic sub groups.

## Report Summary

### Scores By Section



# **Lake Street Goal-Action-Plan 2015-2018**

## **Overview**

### **Plan Name**

Lake Street Goal-Action-Plan 2015-2018

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve literacy/writing skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0

## Goal 1: All students will improve literacy/writing skills across the curriculum.

### Measurable Objective 1:

95% of All Students will demonstrate student proficiency (pass rate) on the reading portion in English Language Arts by 06/30/2016 as measured by the ISTEP+ exam..

### Strategy 1:

Utilization of phonics program at each grade level. - Teachers will continue our phonics program to increase students' reading attainment.

Implementation of a school-wide phonics program K - 5 Systematic Sequential Phonics, Reading A - Z, built in phonics in our adopted blended learning curriculum.

Monitor the implementation and continuation of the instructional strategies for phonics through walk through and program fidelity checks. Teachers will use Reading A-Z phonics (CP 2.0 built-in phonics activities) with Kindergarten students and through progress monitoring they will know if additional A-Z activities or PALS activities are needed based on student achievement. In grades 1 - 3, Intensive Phonics and CP 2.0 phonics activities will be used daily based on the needs of the students in their classrooms. MClass, STAR, and classroom assessments will help determine the continued needs of the students. Grades 4 - 5 will use CP 2.0 built-in phonics activities depending on the need of this aged student.

Research Cited: John Hattie's "Visible Learning" effect size is .60 which research shows has a very positive impact on literacy and reading.

Evidence of success: ISTEP+; mClass reading assessments; Indiana IREAD assessments; STAR Reading/STAR Early Literacy; Acuity assessments will be used to assess students for growth and grade level skill attainment.

Activity - Utilization of phonics program at each grade level.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation and continuation of the instructional strategies for phonics through walk through and program fidelity checks. Principal will use monthly checks with teachers to see student growth and how teachers are using the instructional strategies from Reading A-Z, Intensive Phonics, CP 2.0 BUZZ phonics activities and PALS.	Academic Support Program, Direct Instruction, Tutoring	08/24/2015	06/10/2016	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Interventionists and Rtl Paraprofessionals

Activity - Differentiation of phonics instruction using assessment data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

## Indiana School Improvement Plan

Lake Street Elementary School

Kindergarten teachers will use Reading A-Z phonics (CP 2.0 BUZZ built-in phonics activities) with students and through progress monitoring they will know if additional A-Z activities or PALS activities are needed based on student need. In grades 1 - 3, Intensive Phonics and CP 2.0 BUZZ activities will be used based on the needs of the students in their classrooms. MClass, STAR, and classroom assessments will help determine the continued needs of the students. Grades 4 - 5 will use CP 2.0 BUZZ built-in phonics activities depending on the need of this aged student.	Academic Support Program	08/24/2015	06/10/2016	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Interventionists and Rtl Paraprofessionals
---	--------------------------	------------	------------	-----	-------	---

### Strategy 2:

Authentic Texts as Mentors - Through blended learning students will use great mentor texts, Junior Great Books, to enrich and enhance their literacy skills as well as critical thinking and questioning abilities. Teachers and students will use technology, discussion groups on the technology tool, and face-to-face discussion groups in the classroom. Guided reading groups will lend themselves to great discussion in a small group with a teacher and like peers.

Research Cited: Self-verbalization/self-questioning in John Hattie's "Visible Learning" ranks this a .65 effect size showing it's great impact on student learning.

Evidence of success: ISTEP+; mCLASS reading assessments; Indiana IREAD assessments; STAR Reading/STAR Early Literacy; and Acuity assessments will be used to collect data to show progress.

Activity - Mentor Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use mentor texts from Junior Great Books and other authentic texts to increase student ability to inquire, question, and think critically while reading.	Academic Support Program	08/24/2015	06/01/2018	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Staff

Activity - Peer Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will peer share their rough drafts for feedback and growth with their own writing as they discuss with peers.	Direct Instruction	08/24/2015	06/01/2018	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Staff

Activity - Literacy Coaching - Mentor Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our literacy coaches will also facilitate professional development during morning staff meetings. Topics include close reading, discussion boards to enhanced questioning and critical thinking, use of mentor texts to increase writing abilities through practice with author's point of view, voice and additional traits of quality writing such as ideas, details, conventions, and revision. Teachers will be expected to use these strategies to develop reading processes and proficiency.	Professional Learning	08/24/2015	06/01/2018	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Staff

## Indiana School Improvement Plan

Lake Street Elementary School

### Strategy 3:

Use of Smekens' non-fiction reading and writing methods will be utilized to increase reading comprehension. - All teachers will use Smekens' 6 + 1 writing strategies.

Teachers build in writing throughout the day in different content areas using the six strategies for good writing.

Research Cited: John Hattie's meta-analyses ranks Teaching Strategies/Direct Instruction as a .60 which is great effect size on student learning.

Evidence of success: ISTEP+; Acuity; and in house writing assessments.

Activity - Mentor Text as Exemplar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of mentor text will illustrate how an author embeds voice, developed ideas, supportive details, and proper conventions. CP 2.0 BUZZ ELA curriculum uses mentor text, great literature. Use of such to help develop writers through narrative, informative, and argumentative writings is built into the four units of study.	Academic Support Program	08/24/2015	06/01/2018	\$0	Other	Principals, Teachers, School Improvement Committee, Rtl Staff
Activity - 6-Trait Teacher Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development of our teachers will happen through expert teachers sharing their techniques with each of the six traits during morning staff development meetings. Teams of teachers will use their expertise in the six areas of quality writing to teach and model how to use in our classrooms.	Professional Learning	08/24/2015	06/01/2018	\$0	Other	Principal, Teachers, School Improvement Committee, Rtl Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Text	Use mentor texts from Junior Great Books and other authentic texts to increase student ability to inquire, question, and think critically while reading.	Academic Support Program	08/24/2015	06/01/2018	\$0	Principal, Teachers, School Improvement Committee, Rtl Staff
Utilization of phonics program at each grade level.	Monitor the implementation and continuation of the instructional strategies for phonics through walk through and program fidelity checks. Principal will use monthly checks with teachers to see student growth and how teachers are using the instructional strategies from Reading A-Z, Intensive Phonics, CP 2.0 BUZZ phonics activities and PALS.	Academic Support Program, Direct Instruction, Tutoring	08/24/2015	06/10/2016	\$0	Principal, Teachers, School Improvement Committee, Rtl Interventionists and Rtl Paraprofessionals
Mentor Text as Exemplar	Use of mentor text will illustrate how an author embeds voice, developed ideas, supportive details, and proper conventions. CP 2.0 BUZZ ELA curriculum uses mentor text, great literature. Use of such to help develop writers through narrative, informative, and argumentative writings is built into the four units of study.	Academic Support Program	08/24/2015	06/01/2018	\$0	Principals, Teachers, School Improvement Committee, Rtl Staff
Peer Review	Students will peer share their rough drafts for feedback and growth with their own writing as they discuss with peers.	Direct Instruction	08/24/2015	06/01/2018	\$0	Principal, Teachers, School Improvement Committee, Rtl Staff

## Indiana School Improvement Plan

Lake Street Elementary School

Differentiation of phonics instruction using assessment data	Kindergarten teachers will use Reading A-Z phonics (CP 2.0 BUZZ built-in phonics activities) with students and through progress monitoring they will know if additional A-Z activities or PALS activities are needed based on student need. In grades 1 - 3, Intensive Phonics and CP 2.0 BUZZ activities will be used based on the needs of the students in their classrooms. MClass, STAR, and classroom assessments will help determine the continued needs of the students. Grades 4 - 5 will use CP 2.0 BUZZ built-in phonics activities depending on the need of this aged student.	Academic Support Program	08/24/2015	06/10/2016	\$0	Principal, Teachers, School Improvement Committee, Rtl Interventionists and Rtl Paraprofessionals
6-Trait Teacher Development	Professional development of our teachers will happen through expert teachers sharing their techniques with each of the six traits during morning staff development meetings. Teams of teachers will use their expertise in the six areas of quality writing to teach and model how to use in our classrooms.	Professional Learning	08/24/2015	06/01/2018	\$0	Principal, Teachers, School Improvement Committee, Rtl Staff
Literacy Coaching - Mentor Text	Our literacy coaches will also facilitate professional development during morning staff meetings. Topics include close reading, discussion boards to enhanced questioning and critical thinking, use of mentor texts to increase writing abilities through practice with author's point of view, voice and additional traits of quality writing such as ideas, details, conventions, and revision. Teachers will be expected to use these strategies to develop reading processes and proficiency.	Professional Learning	08/24/2015	06/01/2018	\$0	Principal, Teachers, School Improvement Committee, Rtl Staff
<b>Total</b>					\$0	

## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

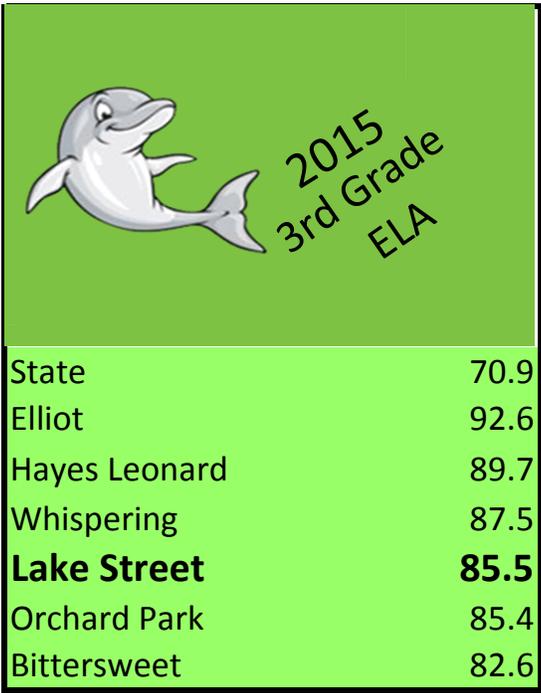
## Professional Development Plan

<b>School Name:</b> Lake Street Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills to teach the literacy continuum.			<b>Student Achievement</b>	1. Star Reading
			<b>Data Sources</b>	2. mClass TRC
<b>Benchmarks:</b> 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth.			<b>Teacher Implementation</b>	1. Attendance
			<b>Data Sources</b>	2. Coaching sessions 3. Training sessions
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Continuing contact Literacy Coach training	7 primary teachers 7 intermediate teachers (2 per school)	CLEAR – Center for Literacy Education and Research Purdue University	Title II	2015-2016, 2016-2017, 2017-2018 3 contacts with the facilitator each semester

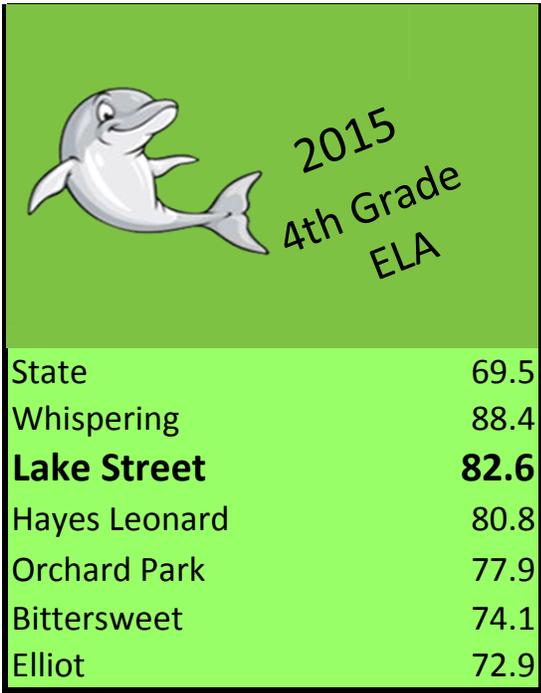
<b>School Name:</b> Lake Street Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills teaching English/Language Arts.			<b>Student Achievement</b>	1. ISTEP+ ELA
			<b>Data Sources</b>	2. Star Reading 3. mClass TRC
<b>Benchmarks:</b> 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth. 90% of students pass ISTEP+ English/Language Arts at the college and career benchmark. The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.			<b>Teacher Implementation</b>	1. Attendance
			<b>Data Sources</b>	2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Understanding the Curriculum Framework	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2015-2016
Using Mentor Texts	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2015-2016
Guided Reading	K-5 Teachers	Literacy Coaches	Title II and General Fund	2015-2016, 2016-2017, 2017-2018
Close Reading	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2016-2017, 2017-2018
Writing – Narrative, Informative and Argumentative	K-5 Teachers	Assistant Director of Curriculum and Principals	Title II and General Fund	2016-2017, 2017-2018

# Professional Development Plan

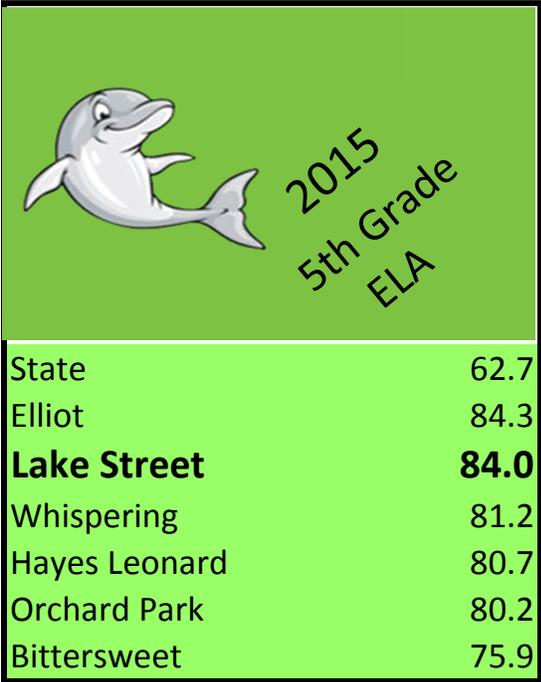
<b>School Name:</b> Lake Street Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills for students to deepen understanding.			<b>Student Achievement Data Sources</b>	1. ISTEP+ ELA and Math 2. Star Reading and Math
<b>Benchmarks:</b> 90% of students pass ISTEP+ English/Language Arts and math at the college and career benchmark. The median growth percentile for students on the ISTEP+ English/Language Arts test 60 or higher.			<b>Teacher Implementation Data Sources</b>	1. Attendance 2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Read, understand and discuss the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	Principals	Director of Curriculum	None	2015-2016
Read the Curriculum and Instruction Newsletter for Elements 17, 18, 19, 20 “Essential for Achieving Rigor” by Robert Marzano	Principals and K-5 teachers	Assistant Director of Curriculum	None	2015-2016
Read, understand, discuss, implement the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	K-5 Teachers	Principals	None	2015-2016, 2016-2017, 2017-2018



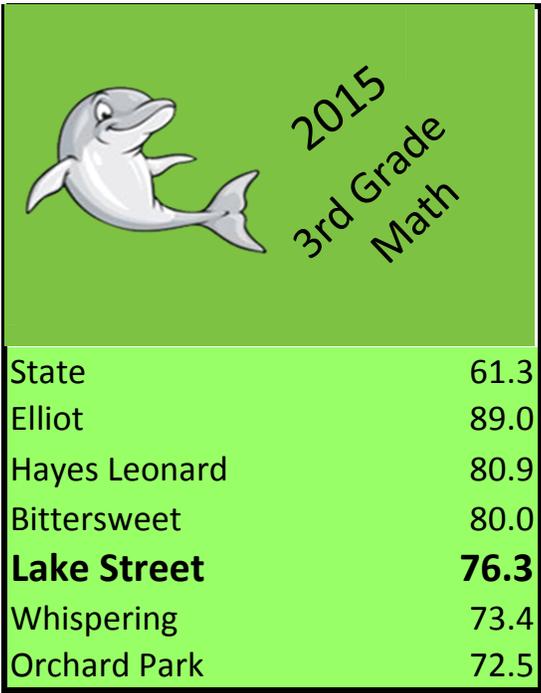
Lake Street third grade ELA passing rates exceed the state average and put us in middle of our league schools.



Lake Street fourth grade ELA passing rates are well above the State average and put us second among our league schools.



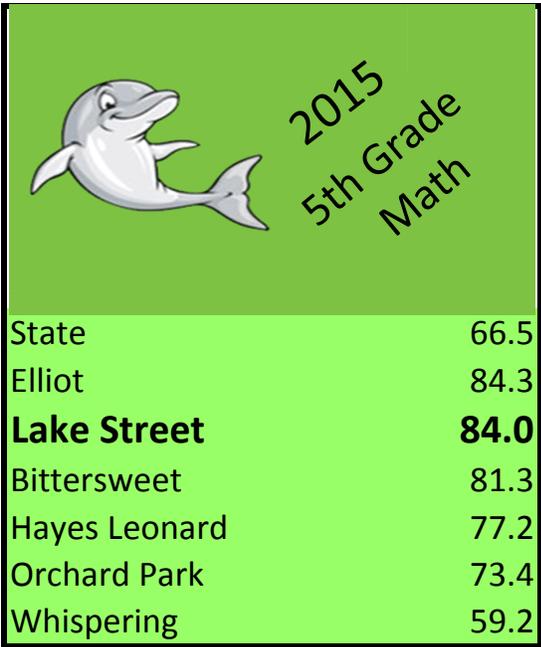
Lake Street fifth grade ELA passing rates far exceed the State average and put us three tenths of a point behind



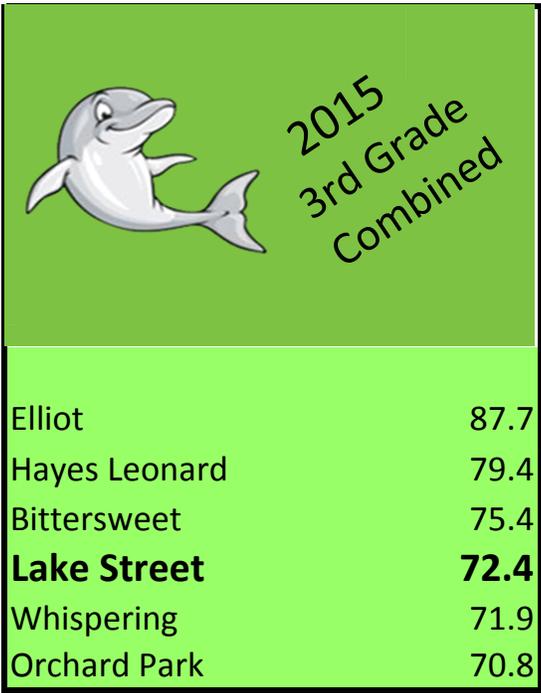
Lake Street third grade Math passing rates are above the State average and put us in the middle of our league schools.



Lake Street fourth grade Math passing rates are well above the State average and put us second compared to our league schools.



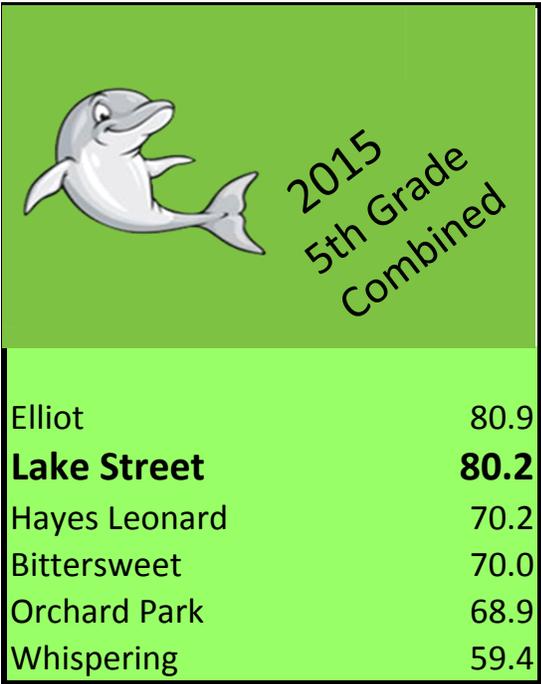
Lake Street fifth grade Math passing rates are well above the State average and place us second among our league schools.



Lake Street's combined ELA and Math passing rates for grade three place us in the middle of our league schools.



Lake Street's combined ELA and Math passing rates for grade four place us second among our league schools.



Lake Street's combined ELA and Math scores for grade five puts us second by a few tenths of a percent among our league schools.



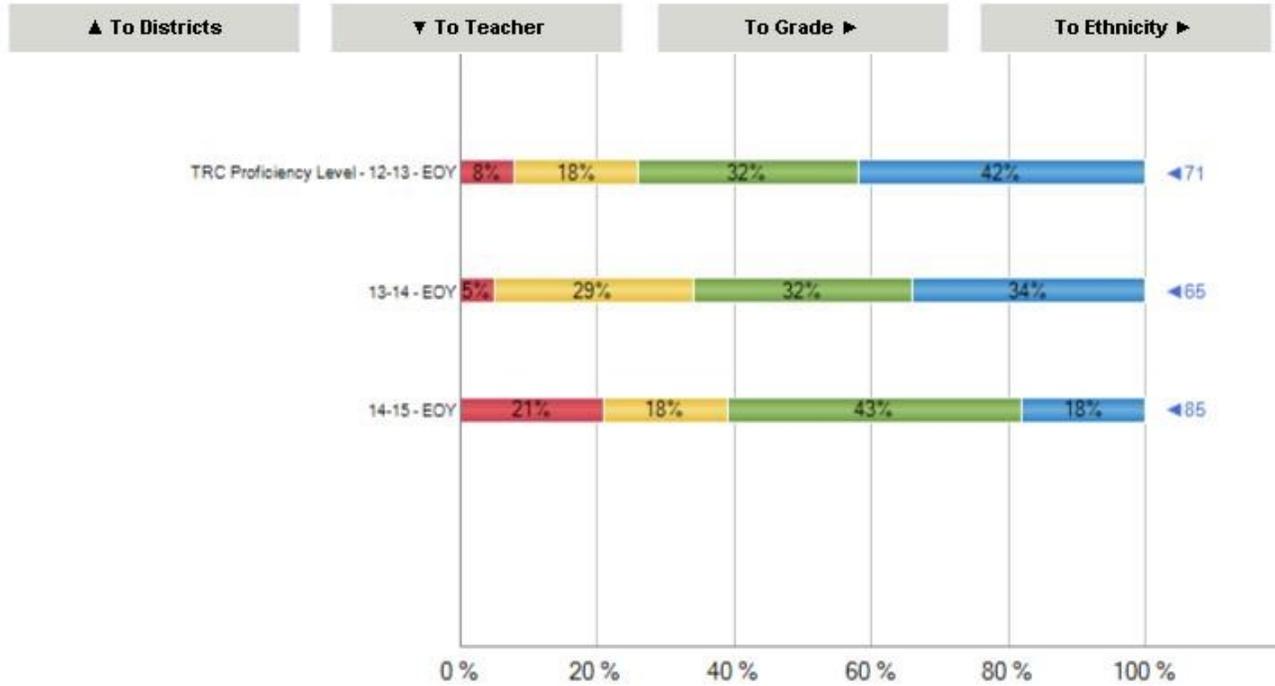
2014-15  
3rd Grade  
IREAD

Elliot	100
<b>Lake Street</b>	<b>96.1</b>
Hayes Leonard	95.7
Bittersweet	94.3
Whispering	93.8
Orchard Park	92.3
State	85.5

# Comparing Measures on mCLASS:Reading 3D By School For Lake Street Elementary School

Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Lake Street Elementary School	Students enrolled on test day  3 Years 3 Periods	mCLASS:Reading 3D All Assessment Measures
Grade: K Subject: Official Class	*Refresh date: 02/15/2016	<ul style="list-style-type: none"> <li>Total Students Assessed</li> <li>Far Below Proficient</li> <li>Below Proficient</li> <li>Proficient</li> <li>Above Proficient</li> <li>No Proficiency Level Established</li> </ul>



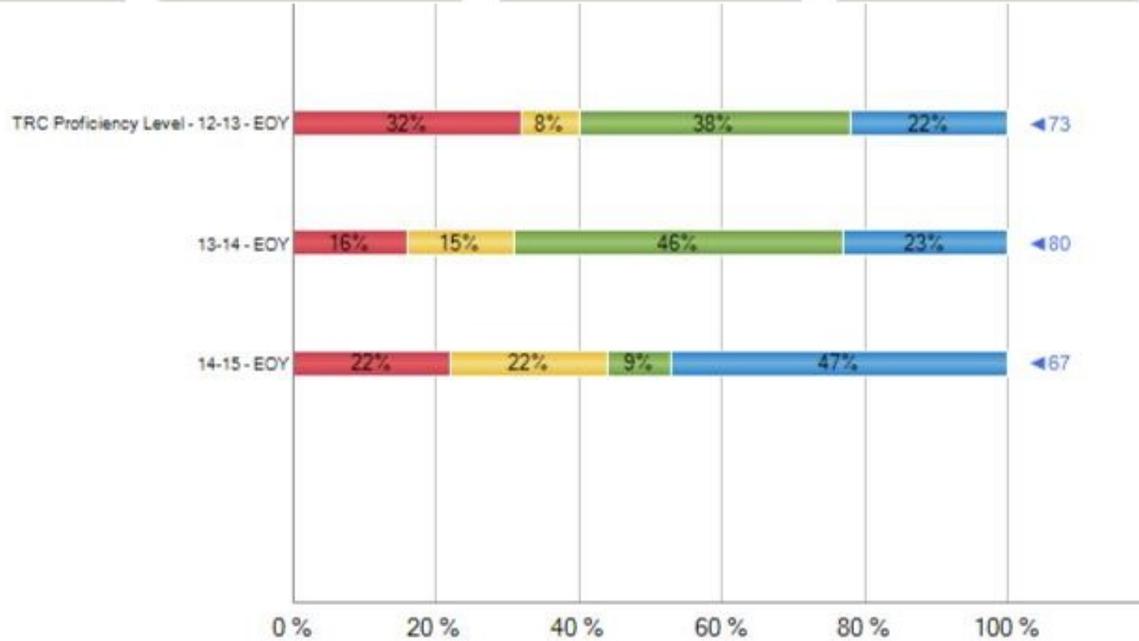
The above 3 year trend data depicts that the number of students below benchmark, red and yellow shaded areas, has increased during the last three school years. The percentage of students at grade level or above has decreased during these 3 years.

# Comparing Measures on mCLASS:Reading 3D By School For Lake Street Elementary School

Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Lake Street Elementary School	Students enrolled on test day  3 Years 3 Periods  *Refresh date: 02/15/2016	mCLASS:Reading 3D All Assessment Measures  <ul style="list-style-type: none"> <li>◀ Total Students Assessed</li> <li>Far Below Proficient</li> <li>Below Proficient</li> <li>Proficient</li> <li>Above Proficient</li> <li>No Proficiency Level Established</li> </ul>

▲ To Districts
▼ To Teacher
To Grade ▶
To Ethnicity ▶

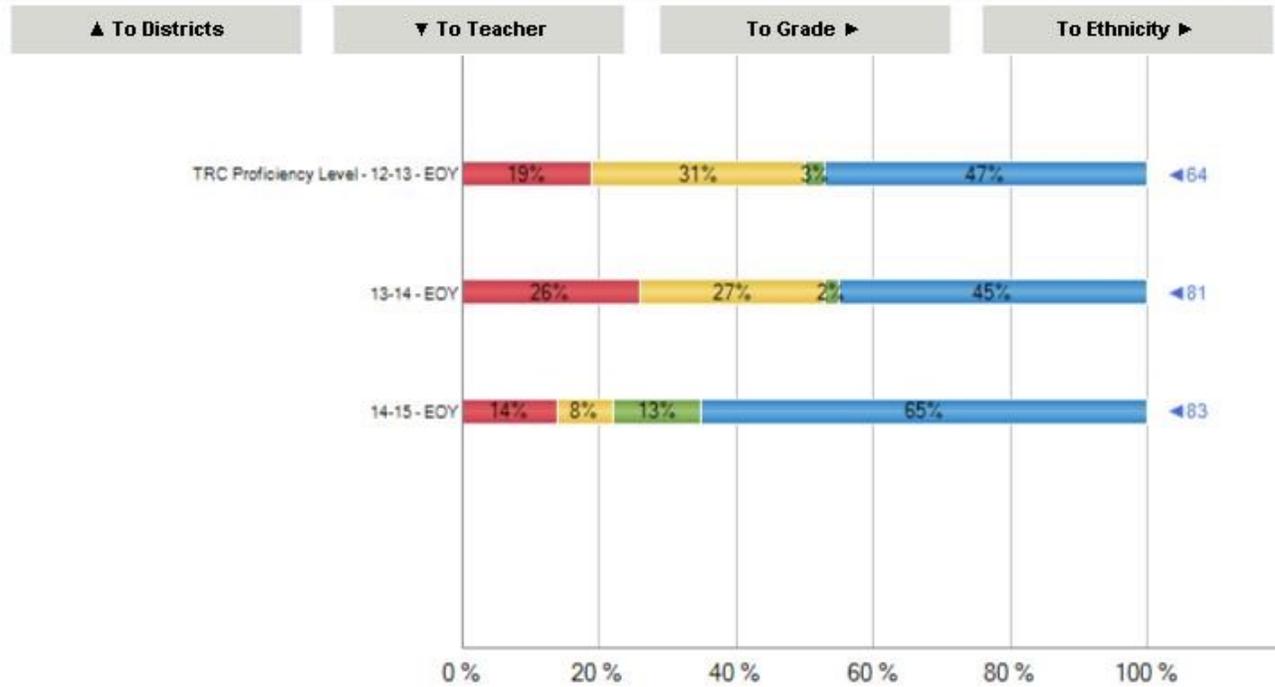


The above 3 year trend data depicts that the number of students below benchmark, red and yellow shaded areas, has fluctuated during the last three school years. The percentage of students at grade level or above has been similar during these 3 years.

# Comparing Measures on mCLASS:Reading 3D By School For Lake Street Elementary School

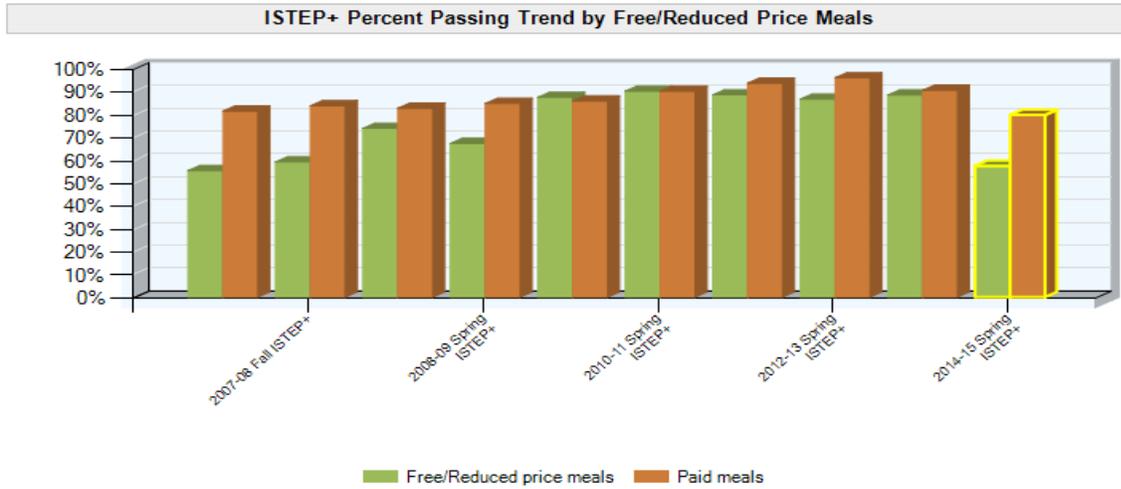
Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Lake Street Elementary School	Students enrolled on test day  3 Years 3 Periods	mCLASS:Reading 3D All Assessment Measures
Grade: 2 Subject: Official Class	*Refresh date: 02/15/2016	<ul style="list-style-type: none"> <li>Total Students Assessed</li> <li>Far Below Proficient</li> <li>Below Proficient</li> <li>Proficient</li> <li>Above Proficient</li> <li>No Proficiency Level Established</li> </ul>

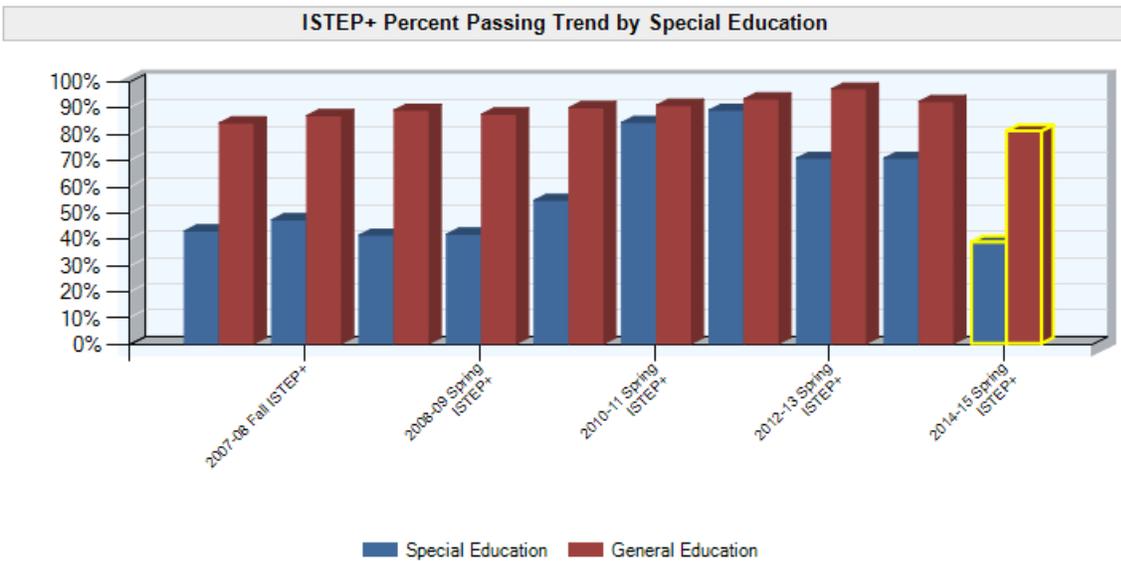


The above 3 year trend data depicts that the number of students below benchmark, red and yellow shaded areas, has decreased significantly during the last three school years. The percentage of students at grade level or above has increased during these 3 years.

## Lake Street ISTEP Results for Subgroups 2007 - 2015



The gap between the percent of free/reduced lunch students passing ISTEP+ and paid lunch students has been closing since 2008-09. In 2015, the first time new Indiana College and Career Standards were measured and indicates a gap exists.



The gap between the percent of special education students and general education students has shown a fairly significant difference in passing rates; however, with the more rigorous 2015 Indiana College and Career Standards the gap has now broadened further.