INDIANA DEPARTMENT OF EDUCATION

DIVISION OF SCHOOL ACCREDITATION

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Homan Elementary School

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Schererville, IN 46375

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Welcome to our School!

PRINCIPAL: Kathi Tucker

ORGANIZATIONAL STRUCTURE: Pre-K-4

CORPORATION: Lake Central School Corporation

CORPORATION/SCHOOL NUMBER: 4615 - 4349

SUPERINTENDENT: Dr. Larry Veracco

COMMITTEE MEMBERS

Kathi Tucker	Principal	Rachel Forsythe	Grade 4 Teacher
Lindsey Lannon	Assistant Principal	Lynn Zaikos	Interventionist
Stephanie Quinn	Kindergarten Teacher	Lynn Puzey	Music Teacher
Missy VanderWoude	Grade 1 Teacher	Michelle Stan	Social Worker
Renee Lam-Chi	Grade 2 Teacher	Jennifer Neidy	Special Education Teacher
Kim Udchitz	Grade 3 Teacher	Jackie Hutsler	Parent

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Introduction
Narrative Description/School Community Overview

The town of Schererville is located forty miles southeast of Chicago and is close to the Illinois state line. Schererville was incorporated on September 5, 1911.

The 2020 census estimates showed the town of Schererville with a population of 28,613. It is the 34th largest city in Indiana and the 1350th largest city in the United States. Schererville is currently growing at a rate of 0.15% annually but its population has decreased by -2.15% since the most recent census, which recorded a population of 29,243 in 2010. Spanning over 15 miles, Schererville has a population density of 1,907 people per square mile.

The average household income in Schererville is $100,009 with a poverty rate of 5.17%. The median rental costs in recent years comes to $973 per month, and the median house value is $222,400. The median age in Schererville is 44.1 years, 41.9 years for males, and 45.2 years for females.

Homan Elementary School
Homan Elementary School is a part of the Lake Central School Corporation which provides public education (K-12). Located in the northwest corner of Indiana, the school district covers the three incorporated town areas of Schererville, Dyer, and St. John, as well as the unincorporated sections of St. John Township. The Town of Schererville is served by three elementary schools, of which Homan is one. Homan's population has been fairly consistent for over 10 years averaging around 525 students. This year our population has a slight dip largely due to the pandemic and parents choosing to educate their children at home.

School Boundaries
The Homan school boundaries currently extend north to the Town of Griffith and west to Route 41. The eastern and southern boundary lines are uneven. When boundaries were set, they were based on the population of the schools and the subdivisions. Student enrollment for Homan is at 500 students for gradesPre K-4.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	10	11	12	10	9	10
Kindergarten	108	109	108	127	96	109
Gr. 1	99	108	97	103	105	89
Gr. 2	113	89	113	99	105	94
Gr.3	97	114	83	112	93	104
Gr.4	117	91	118	85	116	94
Total Enrollment	544	522	531	536	524	500

Transportation
All Lake Central School students are provided the option of riding the Lake Central school buses. There are twelve Lake Central school buses servicing the Homan School. Those that opt out of utilizing the school transportation either walk to/from school, or are transported by private vehicle. Transportation for students identified with special needs is provided per case conference decision.

Population
Racial/Ethnic/Cultural
The population of Homan Elementary School has been and continues to be predominantly Caucasian. The school population includes students identified by their parents at registration as:

Black	9.3%
Asian	3.2%
Hawaiian/Pacific Islander	1.1%
Hispanic	22.7%
White	59.8%
Multiracial	3.8%

Socioeconomic Makeup
Currently 35.8% of our Homan student population receives Free and/or Reduced lunch. Students eligible for Free and/or Reduced lunch are also eligible to participate in the free/reduced price breakfast program. These students also have an adjusted book bill.

Current Status of Educational Programming
Staffing
General Education Staff
The staff of Homan Elementary School includes 6 full-time kindergarten teachers. There are 5 full-time first grade teachers, 5 full-time second, and 4 third and fourth grade teachers. In addition to the general education staff, Homan students are served by two full-time reading interventionists and one full-time math interventionist. There are full-time teachers in the areas of Art, Music, and Physical Education.

Special Education Staff
Our Special Education Staff provides a variety of special education and related services to students that are eligible in accordance with Article 7. There is a continuum of related services offered at Homan Elementary School. The staff of Homan Elementary School includes 2 full-time resource teachers: One servicing K-2 students and one servicing grades 3-4 students. These teachers work together sharing 4 full-time assistants to help students. Depending on the student's needs as outlined by the IEP, services may be rendered entirely within the general

education environment, part time within the general education classroom, or full-time within the Resource Room.

Homan also has 3 Applied Skills (students diagnosed mainly with Autism Spectrum Disorder with some functional academics on modified curriculum using the Unique Learning System) classrooms with 3 full-time teachers. One servicing K-1 students with 4 full-time assistants and the other two classes were assigned not by grade level but by services needed. Those two teachers both have 3 full-time assistants. These students receive Adaptive Physical Education taught by a one Lake Central teacher that does all the Adaptive PE for the district. There are five students in this program in grades 3 and 4 who will be taking the state alternate assessment (I AM) as per IEP/case conference. This Applied Skills program services students from all over the Lake Central district (other home schools other than Homan) due to the program being offered at 2 of the 6 LC Elementary Schools.

Early Childhood
Homan has a morning and an afternoon preschool program. The morning class has 5 students and the afternoon class has 6 students. The students that attend Homan's preschool have been diagnosed with Autism Spectrum Disorder. There is one full-time Preschool teacher and two full-assistants The Unique Learning System is used and each student has their own profile tailored to their specific needs.

The related services staff at Homan includes one full-time Speech and Language Pathologist and one full-time Speech and Language Assistant. Part-time related services include a physical therapist, occupational therapist, and a school psychologist.

Support Staff
Two full-time Reading Interventionists and one full-time Math Interventionist are on staff at Homan Elementary School to service identified students for one-on-one and Literacy Group Instruction and pull out and push in math interventions based on classroom test data. Students in grades K-4 also benefit from one full-time Title I assistant to deliver literacy instruction and math instruction in the classroom during Reading/Math RTI. Homan has one ELL teacher two days a week. Homan also has one ELL tutor. There is one full-time Computer Lab staff member, which serves to reinforce, extend, and enrich our curriculum. Homan students also benefit from one full-time media specialist who manages the media center and provides instruction that aligns with our elementary curriculum. Homan has two full-time School Counselors/Social Workers who provide interventions as may be necessary to all students in grades K-4. Homan School also has one full-time nurse, two full-time secretaries, and fifteen general part-time paraprofessionals who supervise recess, lunch, and give assistance to general education students and special education students in the classroom and are under the direction of the licensed teacher when in the classroom. Finally, Homan School has one full-time custodian during the day, one custodian that works part of the day and into the evening shift and three full-time evening custodians.

Administrative Staff
Homan School has one full-time building Principal and one full-time Assistant Principal.

Curriculum
Description of Curriculum
The K-4 general education curriculum is driven by the State of Indiana's Academics Standards. These Academic Standards are reflected in the K-12 curriculum for the Lake Central School Corporation. Standards are included for the content areas of English/Language Arts, Math, Social Studies, and Science.

Location of Curriculum
Each teacher at Homan Elementary School possesses copies of the Indiana Academic Standards. The curriculum for each teacher is available on Canvas, Lake Central's course management system that supports online learning and teaching. This information is also available in the office, and is made available to interested persons upon request. .

Programming
Exceptional Learning
Students identified as gifted are enrolled and placed into high ability classrooms in grades 1-4. Students can be identified in English/Language Arts, Mathematics, or General Intelligence. Lacking identified high ability students, grade 1-4 are currently cluster classes to keep class lists balanced.

Students who are not achieving at the expected level are referred to the IAT Team (Intervention Assistance Team) for general education interventions. Those interventions may include testing to determine the eligibility for special education. A case conference committee develops an Individualized Education Plan (I.E.P.) for those students who qualify.

English Language Learners
Description of Lake Central ELL program
Lake Central has a diverse population of students that speak a wide range of languages from around the world. There are multiple languages spoken by our ELL students. Often, but not always, students learning English as a second language need additional support to help them develop better speaking, listening, reading, and writing skills. This support is provided by a licensed ELL teacher two days a week and daily by a paraprofessional.

The goals of the program are listed below:
Goals: Students will demonstrate a command of Standard English grammar and usage.
Listening: Students will listen to English from native speakers; their teachers and other media sources (news broadcasts, lectures, social conversation). They will also gain great exposure to English by listening to their friends. **Speaking**: Students will practice speaking by conversing with one another, responding to questions, and offering comments on what they hear. **Reading**: Students will be reading a variety of modified texts, including short stories, poetry, and expository writing. In both ELL and content classes, teachers will make efforts to support language learners through the use of peer buddies. As part of their reading development, students will be learning strategies to help them comprehend second language texts. Students will learn to use skills to help them interpret both fiction and non-fiction texts. **Writing**: Students will write daily. Students in content classes may receive mini-lessons on grammar to support their understanding of grammatical structures identification and function. They will write on a variety of topics: personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction.

Fine Arts
Students in grades K-4 receive weekly instruction in Art, Music, and Physical Education for a minimum of 45 minutes per special area per week.

Art – A discipline-based Art Program is utilized which offers a balance between the production or performance of Art education with learning Art history, aesthetics, and criticism. Embedded in the program is the appreciation and celebration of all cultures of art. The art teacher puts on an art show once a year for the community and each student has a piece of art displayed.

Music – The Music program reflects an instructional balance among these components: aesthetics, history, criticism, and performance. Our music teacher organizes two large performances with grades two and four. She also leads the Veteran's Day presentation for grade three and the Grandparents Day presentation for grade one.

Physical Education – The Physical Education Program is a sequential skill-building program that includes performance skills for health/body/spatial awareness and participation, locomotor and non-locomotor movement activities, and wellness instruction, promotion, and recognition. It also incorporates the Fit for Life program, which promotes, improves, and assesses general fitness.

Library
Students in grades K-4 receive weekly library instruction for one 45 minute period each week. The library program extends and enriches the curriculum in grades K-4 with emphasis in Language Arts by utilizing a broad spectrum of print media, audiovisual materials, and computer technology. Several key programs and initiatives coordinated throughout the school year are: Book Fair, One School-One Book and/or One District-One Book and Summer Reading Challenge.

Response to Intervention
RtI is designed to help all students, especially those students who are at-risk in grades K-4. This reading and math intervention program time is set aside daily to help remediate those students who are most at-risk. RtI for reading is 30 minutes of the day but not including the 90-minute reading block for grades K-2 or the 60 minute block for grades 3-4. RtI for math is 15-20 minutes of the day. All students are placed into small instruction groups, with a certified teacher, determined by their classroom performance and other assessments. During each RtI time during the day, students work at their ability level to further their reading and math competency.

Before School Tutoring
Students identified by their teacher as at-risk in either Reading or Math may be invited to tutoring one or two days per week for 30 minutes before the start of the school day. Homan's School Counselor/Social Worker invites students in need of coping skills to Calm Kids Club on tutoring days. This is done all year long and is of no cost to the parents. The parents must provide transportation to school. Choir is offered in the morning to third and fourth grade students on a different day than tutoring so as to not interfere with any educational support the student might need.

Special Education
Students with an IEP are serviced through the Lake Central Special Education Staff. The following programs are available at the present time:

L.D. Resource – This special education program services the needs of students with learning disabilities in grades K-4. Depending on the stipulations of their IEP, instruction may take place entirely within the general education environment, part time in the general education environment with some pull-out instruction, or full-time pull-out instruction within the special education environment. The resource staff works collaboratively with the general education staff to address the needs of identified students and the goals and objectives specified within their IEPs.

Applied Skills - This special education program services the needs of students primarily diagnosed with Autism Spectrum Disorder. Depending on the stipulation of their IEP, instruction may take place entirely in the Applied Skills room or part-time in the general education environment.

Speech/Language Program – This program services the needs of Preschool-4 students with an IEP for SLP intervention. Our Speech Language Pathologist and our Speech Language Assistant works collaboratively with the general education and special education staff.

Occupational/Physical Therapy – This program services the needs of Preschool-4 students with an IEP for OT/PT intervention. Our OT/PT works collaboratively with the general education and special education staff and is available on an itinerant basis.

Title I Programming
The Title I program at Homan Elementary School will focus on reading and related language arts skills, as well as mathematics in grades K-4. Our reading program focuses on comprehension strategies, background knowledge and the integration of reading, writing, and language arts. Our math program will focus on computation and problem solving by using inquiry math strategies, the materials from Context for Learning Mathematics Units, and Number Talks. Our math series, Investigations, has remediation built into it that will also be used. It will offer additional instructional time to participating students in reading and math as a component of our RtI Program at the Tier I and/or II levels. Students will be identified for work on specific skills through some or all of the following assessments: Reading Running Record, Reading Assessment Benchmark, Calkins' Writing Rubric, IREADY Diagnostic in ELA and MATH, IREAD-3 scores, ILEARN scores, and teacher recommendations. A component to address the needs of our students that are performing at a low level in math as determined by assessments in, AIMSweb, Beginning and Middle of the Year Math Assessment, IREADY Diagnostic (Beginning and Middle of year) and grade-level assessments will be added during the school year. Our highly qualified tutor will be involved in regular planning sessions with classroom teachers. Professional development will be available to the Title I staff member. Homan's designated Title I Paraprofessional will work under the direct supervision and in close proximity to certified teachers. A ranking of students whose scores are most frequently in the lowest 20% of identified measures will be offered more intense support through Title I. All students will

participate in the whole class instruction given by the teacher. Title I students will then be grouped according to their needs. Instruction will take place at least four days per week. Contact will be maintained with parents. An informational Title I night is planned for families with the purpose of demonstrating how to reinforce reading and math strategies at home.

Social Worker / School Counselor
Homan's School Counselor is available five times per week for all students. They provide interventions to "At-Risk" students that have been referred to one-on-one and small group settings. The School Social Worker coordinates large group instruction to address topics of interest or areas needing attention and to meet state standards. The Social Worker and the School Counselor will also provide instruction to mentoring groups and establish proactive groups to address social emotional needs of the student body.

School Clubs
There are several options for student involvement in school clubs for different grade levels. The clubs are coached by the teaching staff (except the 2 that are provided by an outside company) and provided free of charge to our students (Asterisk clubs may have a fee attached because they are from an outside company)

Choir; Student Council; Robotics Club; Spell Bowl; Math Bowl; Friendship Club; *Drama Club; *Good News Club

- Some may not meet this year due to Pandemic

Description and Name of Assessments
- LUCY CALKINS' WRITING RUBRICS-This assessment's main purpose is to determine student performance in the area of writing.
- READING RUNNING RECORD (RRR)-The purpose of the RRR is to enable teachers to systematically observe, record, and evaluate change in student performance and to plan for and teach what each student needs to learn next.
- PERFORMANCE ASSESSMENTS–These assessments show how well a student can demonstrate the desired activity.
- BOOK TESTS–Tests from the adopted series covering the studied material are given during each grading period.
- TEACHER-MADE TESTS–Tests constructed by teachers assess the material taught.
- CLASS ASSIGNMENTS – This is daily work that assesses, remediates, and enriches the curriculum taught in the classroom.
- ORAL QUESTIONING–An informal method of assessment is utilized by each teacher involving questions and answers.
- TEACHER OBSERVATION–This is an ongoing visual and auditory assessment of the students' progress in all areas.
- KINDERGARTEN TESTING–A brief screening given to incoming kindergarten students in the fall.
- GESELL–This is a developmental assessment given to some entering kindergarteners to measure school readiness.
- IOWA–Selected kindergarten and second grade students take this test as part of the screening process for high ability identification process.

- CogAT–Kindergarten and second grade students take the CogAT test as a screening tool for Lake Central's high ability placement/identification.
- WIDA TESTING–These tests assess English proficiency.
- DYSLEXIA SCREENER-Assessment given once per year to all students kindergarten through second grade.
- IREADY DIAGNOSTIC-Given three times a year in both ELA and MATH kindergarten through fourth grade
- BEGINNING, MIDDLE END OF THE YEAR ASSESSMENTS-kindergarten through fourth grade
- WORDS THEIR WAY/SPELLING INVENTORY-kindergarten through fourth grade

Homan School-Statement of Mission and Beliefs

MISSION:

The mission of the Lake Central School Corporation, as a family, community, and school partnership, is to ensure that each student becomes a self-directed learner and a contributing responsible citizen through an instructional delivery system that engages students in achieving their personal best.

WE BELIEVE:

*Each individual has dignity and worth.
*Students are our number one priority.
*People are responsible for their actions.
*Excellence will only be achieved through continuous improvement.
*Everyone can learn.
*People learn in different ways and at different rates.
*Teachers are critically important in every student's education.
*Education is a responsibility shared by students, staff, families, and the entire community.
*School provides a foundation for a lifetime of learning.
*A positive school environment is essential for learning.
*Success builds self-confidence.
*Educated and involved citizens are necessary to sustain a democratic society.

Summary of Data

Student Attendance

The student attendance rate at Homan Elementary School has consistently hovered around the 96.0% mark but dropped in 2017 into the 95.0% mark. The student attendance rate continues to be impacted by family vacations that do not coincide with school vacations days. In an effort to correct this situation, the school calendar is published one full year in advance. The parents are encouraged through newsletters, PTO meetings, and School Messenger announcements to check the calendar when scheduling vacations. We also put incentives in place for the 2021-2022 school year to attempt to boost attendance as well as keeping lines of communication open between home and school as to the importance of student attendance at school. We have reward treats/trinkets for those that have perfect attendance each quarter. Announcements for classes with perfect attendance are made daily and once a class reaches ten days in a row with perfect attendance they are rewarded with a treat.

Year	Attendance Rate
2011-2012	96.2%
2012-2013	96.3%
2013-2014	95.8%
2014-2015	96.3%
2015-2016	95.8%
2016-2017	96.3%
2017-2018	95.6%
2018-2019	95.7%
2019-2020	95.4%
2020-2021	95.6%

IREAD3 Data

YEAR	PASSING PERCENTAGE	DNP PERCENTAGE
2018-2019 (both with/without exemptions)	96%	4%
2018-2019 (without exemptions)	100%	0%
2019-2020	No Data/Due to Pandemic	No Data/Due to Pandemic
2020-2021(both with/without exemptions)	91%	9%
2020-2021(without exemptions)	100%	0%

ILEARN Data

Gr. 3   English/Language Arts   Math

Year	State Avg.	Homan Avg.	State Avg.	Homan Avg.
2018-2019	46%	57%	58%	75%
2019-2020	No Data/Due to Pandemic	No Data/Due to Pandemic	No Data/Due to Pandemic	No Data/Due to Pandemic
2020-2021	39%	52%	49%	64%

Gr. 4	English/Language Arts		Math	
Year	State Avg.	Homan Avg.	State Avg.	Homan Avg.
2018-2019	46%	49%	54%	70%
2019-2020	No Data/Due to Pandemic	No Data/Due to Pandemic	No Data/Due to Pandemic	No Data/Due to Pandemic
2020-2021	40%	51%	44%	67%

Analysis of Student Achievement

This document section will first consider the current status of educational programming in the area of reading and mathematics as shown in the Performance Report for ILEARN. The scores below are from the 2021 school year. Due to COVID-19 ILEARN testing did not take place in 2020. The data shows that although Homan's scores were lower than we anticipated and lower than we had hoped, we were still above the state average in all categories and just slightly below our district average in 3 areas.

	Homan	LC	State		Homan/LC	Homan/State
Grade 3 ELA	52%	54%	39%		2% below	13% above
Gen ED	57%	60%	43%		3% below	14% above
SPED	35%	25%	16%		10% above	19% above
Grade 3 Math	64%	63%	49%		1% above	15% above
Gen ED	67%	68%	53%		1% below	14% above
SPED	55%	40%	25%		15% above	30% above
Grade 4 ELA	51%	50%	40%		1% above	11% above
Gen ED	57%	56%	45%		1% above	12% above
SPED	22%	22%	16%		same	6% above
Grade 4 Math	67%	61%	44%		6% above	23% above
Gen ED	71%	66%	49%		5% above	22% above
SPED	50%	32%	20%		18% above	30% above
Grade 4 Science	58%	52%	36%		6% above	22% above
Gen ED	62%	56%	40%		6% above	22% above
SPED	39%	32%	17%		7% above	22% above

Ethnic diversity is an area that is being closely monitored to ensure all students are making progress.

Socioeconomic factors (SES) for the school are always an area of watch and concern. Data for this group is best viewed in light of trends for each group. Due to high student transience and changing economic conditions, the members of each group change frequently. This makes definitive analysis difficult.

Students in the Free/Reduced category have sustained passing percentages in the past but with the data from the 2021 ILEARN test they have shown some deficits from those not on assistance. This is something that we will take a closer look at this year.

The school's special education student population is growing. Lake Central School Corporation is highly regarded for the quality of the programming and classes for students with learning disabilities, mildly mentally handicapped, emotionally handicapped, and autism spectrum disorder. Some students in the autism spectrum disorder program take the I AM alternate assessment and results cannot be added to those of students taking the ILEARN examination and are not suited for general analysis. Progress of those students is monitored in other formats including standardized individual reviews. For the remaining special education population the special education staff is making a concerted effort to always improve instructional practices to further student achievement.

Initiatives within the school to foster better attendance and increase parental involvement in getting children to school have been in place for the last several years. School policies are in place to discourage taking students on vacations when school is in session. District and school policies have been made a part of the school newsletter as part of the effort to improve attendance by keeping parents aware of the relationship between time on task and student progress. As stated earlier, the average attendance rate for the past several years hovers around 95%. We are always seeking ways to improve that rate and raise it so our students are getting the full benefit from their education.

3rd grade ELA:
- **Special education population:** 40% below proficiency, 25% approaching proficiency, 35% at proficiency, 0% above proficiency; 20 students
- **Free/Reduced:** 48% below proficiency, 21% approaching proficiency, 24% at proficiency, 7% above proficiency; 29 students
- **ELL:** 33% below proficiency, 33% approaching proficiency, 33% at proficiency, 0% above proficiency; 6 students
- **Gender: (Female)** 15% below proficiency, 28% approaching proficiency, 38% at proficiency, 18% above proficiency; 39 female students (**Male**) 31% below proficiency, 2203% approaching proficiency, 31% at proficiency, 18% above proficiency; 51 male students
- **Ethnicity: (White)** 16% below proficiency, 31% approaching proficiency, 31% at proficiency, 22% above proficiency; 49 students **(Multi-racial)** 0% below proficiency, 0% approaching proficiency, 100% at proficiency, 0% above proficiency; 2 students **(Hispanic)** 30% below proficiency, 17% approaching proficiency, 30% at proficient, 13% above proficiency; 23 students **(Black/African American)** 40% below proficiency, 10% approaching proficiency, 30% at proficiency, 20% above proficiency; 10 students **(Asian)**

60% below proficiency, 20% approaching proficiency, 20% at proficiency, 0% above proficiency; 5 students **(Native Hawaiian/Other Pacific Islander)** 0% below proficiency, 0% approaching proficiency, 100% at proficiency, 0% above proficiency; 1 student

3rd grade MATH:
- **Special education population:** 25% below proficiency, 20% approaching proficiency, 50% at proficiency, 5% above proficiency; 20 students
- **Free/Reduced:** 24% below proficiency, 14% approaching proficiency, 52% at proficiency, 10% above proficiency; 29 students
- **ELL:** 0% below proficiency, 50% approaching proficiency, 50% at proficiency, 0% above proficiency; 6 students
- **Gender: (Female)** 10% below proficiency, 18% approaching proficiency, 59% at proficiency, 13% above proficiency; 39 female students (**Male**) 14% below proficiency, 27% approaching proficiency, 37% at proficiency, 22% above proficiency; 51 male students
- **Ethnicity: (White)** 8% below proficiency, 18% approaching proficiency, 49% at proficiency, 24% above proficiency; 49 students **(Multi-racial)** 0% below proficiency, 0% approaching proficiency, 100% at proficiency, 0% above proficiency; 2 students **(Hispanic)** 22% below proficiency, 30% approaching proficiency, 39% at proficiency, 9% above proficiency; 23 students **(Black/African American)** 10% below proficiency, 30% approaching proficiency, 50% at proficiency, 10% above proficiency; 10students **(Asian)** 20% below proficiency, 40% approaching proficiency, 40% at proficiency, 0% above proficiency; 5 students, **(Native Hawaiian/Other Pacific Islander)** 0% below proficiency, 0% approaching proficiency, 0% at proficiency, 100% above proficiency; 1 student

4th grade ELA:
- **Special education population:** 56% below proficiency, 22% approaching proficiency, 6% at proficiency, 17% above proficiency; 18 students
- **Free/Reduced:** 31% below proficiency, 31% approaching proficiency, 20% at proficiency, 17% above proficiency; 35 students
- **ELL:** 67% below proficiency, 33% approaching proficiency, 0% at proficiency, 0% above proficiency; 6 students
- **Gender: (Female)** 12% below proficiency, 29% approaching proficiency, 35% at proficiency, 24% above proficiency; 51 female students (**Male**) 25% below proficiency, 31% approaching proficiency, 19% at proficiency, 25% above proficiency; 59 male students
- **Ethnicity: (White)** 21% below proficiency, 29% approaching proficiency, 26% at proficiency, 24% above proficiency; 62 students **(Multi-racial)** 0% below proficiency, 100% approaching proficiency, 0% at proficiency, 0% above proficiency; 1student **(Hispanic)** 19% below proficiency, 26% approaching proficiency, 29% at proficiency, 26% above proficiency; 31 students **(Black/African American)** 18% below proficiency, 36% approaching proficiency, 36% at proficiency, 9% above proficiency; 11 students **(Asian)** 0% below proficiency, 33% approaching proficiency, 0% at proficiency, 67%

above proficiency; 3 students **(Native Hawaiian/Other Pacific Islander)** 0% below proficiency, 50% approaching proficiency, 0% at proficiency, 50% above proficiency; 2 students

4th grade MATH:
- **Special education population:** 44% below proficiency, 6% approaching proficiency, 22% at proficiency, 28% above proficiency; 18 students
- **Free/Reduced:** 34% below proficiency, 20% approaching proficiency, 26% at proficiency, 20% above proficiency; 35 students
- **ELL:** 50% below proficiency, 0% approaching proficiency, 33% at proficiency, 17% above proficiency; 6 students
- **Gender: (Female)** 12% below proficiency, 20% approaching proficiency, 37% at proficiency, 31% above proficiency; 51 female students **(Male)** 22% below proficiency, 12% approaching proficiency, 29% at proficiency, 37% above proficiency; 59 students
- **Ethnicity: (White)** 13% below proficiency, 16% approaching proficiency, 35% at proficiency, 35% above proficiency; 62 students **(Multi-racial)** 100% below proficiency, 0% approaching proficiency, 0% at proficiency, 0% above proficiency; 1 student **(Hispanic)** 23% below proficiency, 13% approaching proficiency, 32% at proficiency, 32% above proficiency; 31 students **(Black/African American)** 27% below proficiency, 18% approaching proficiency, 27% proficient, 27% above proficiency; 11 students **(Asian)** 0% below proficiency, 0% approaching proficiency, 33% at proficiency, 67% above proficiency; 3 students **(Native Hawaiian/Other Pacific Islander)** 0% below proficiency, 50% approaching proficiency, 0% at proficiency, 50% above proficiency; 2 students

4th grade SCIENCE:
- **Special education population:** 61% below proficiency, 0% approaching proficiency, 11% at proficiency, 28% above proficiency; 18 students
- **Free/Reduced:** 43% below proficiency, 14% approaching proficiency, 20% at proficiency, 23% above proficiency; 35 students
- **ELL:** 67% below proficiency, 17% approaching proficiency, 17% at proficiency, 0% above proficiency; 6 students
- **Gender: (Female)** 20% below proficiency, 22% approaching proficiency, 29% at proficiency, 29% above proficiency; 51 female students (**Male**) 31% below proficiency, 12% approaching proficiency, 22% at proficiency, 36% above proficiency; 59 male students
- **Ethnicity: (White)** 21% below proficiency, 16% approaching proficiency, 29% at proficiency, 34% above proficiency; 62 students **(Multi-racial)** 100% below proficiency, 0% approaching proficiency, 0% at proficiency, 0% above proficiency; 1 student **(Hispanic)** 23% below proficiency, 16% approaching proficiency, 23% at proficiency, 39% above proficiency; 31 students **(Black/African American)** 55% below proficiency, 18% approaching proficiency, 18% at proficiency, 9% above proficiency; 11 students **(Asian)** 33% below proficiency, 0% approaching proficiency, 33% proficient, 33% above

proficiency; 3 students **(Native Hawaiian/Other Pacific Islander)** 0% below proficiency, 50% approaching proficiency, 0% at proficiency, 50% above proficiency; 2 students

Parental Participation in School
The Homan School Community is made up of stakeholders who take advantage of opportunities to be involved in our school. Parents help with classroom activities, center activities, and technology projects. The following is a representative listing of the many opportunities for involvement that exist:

Homan Parent Teacher Organization	Field Trip Chaperone
Annual School Registration	Walk-a-thon
Bus Orientation	Dollars for Scholars
Classroom Volunteer Aide	Lake Central School Board Meetings
School Committees	Homan Family Dance
PTO Committees	Homan New Student Tour Night
PTO Monthly Meetings	Homan Winterfest
Open House for all Classrooms	Room Party Parent
School Pictures Volunteer	Musical Program Volunteer
Appreciation Luncheons	Veteran's Day Program
Fundraising for PTO	Kids Heart Challenge
Book Fair Volunteer	Field Day Volunteer

Safe and Disciplined Learning Environment
Maintaining a safe, orderly, and disciplined learning environment is top priority at Homan School and this is accomplished in many ways. Both school and district emergency plans have been written and updated annually. There is a District Safety Committee that meets monthly that the principal and a staff member attend. Monthly fire and lockdown drills are conducted. Tornado/storm drills are conducted 2 times each semester. One earthquake drill is conducted in October. A corporation security officer assists our efforts as needed. Students are provided instruction in proper evacuation procedures for emergencies. The district has established a RED safety folder that hangs on the door of each room in the schools. This safety folder is equipped with information for that class in case of an emergency. At Homan the teachers have a BLUE substitute folder that substitutes are told to look for. This folder has sub plans as well as directions to take the RED emergency folder for any and all emergencies. Having this consistency throughout the building allows for a safer work environment and a safer place for Homan students. The school office, recess aides, lunchroom aides, social workers/counselors and custodians have two-way radios on at all times.

Doors are locked at all times and a buzzer system is in place to limit the access of individuals to the facility. All employees are required to wear identification badges and visitors to the building are logged in with Safe Visitor, given a special pass to wear during the day's visit, and then checked out when leaving. All school volunteers must have a yearly criminal background check on file. For field trips outside the school, parent chaperones are used to provide additional safety. Guidelines are presented to the chaperone to outline expectations and address

procedures prior to the trip. Additionally, staff members must sign-out in the office if they must leave the building for any part of the day.

The town of Schererville provides a crossing guard at the corner of Austin and Joliet for our students that choose to walk. Bus safety is also addressed on a frequent basis. Students are involved in a bus evacuation drill 2 times per year and receive written copies of behavior expectations. Transportation conducted a Bus Safety program for grades K-4.

Building rules, district code of conduct, and elementary rules are outlined in the handbook that is the district website for parents and students at the beginning of each school year. Data would indicate that there are only limited problems requiring extreme disciplinary measures each year. The number of students suspended from school is low.

We use a school wide positive behavior approach through CHAMPs. This program front-loads the students on appropriate behavior and is reviewed regularly so students are fully aware of the rules of the school and also because it is a school wide the same verbiage is used by all so when students travel to specials the same rules are used. For positive behavior support we also use "Positive Passes". Staff members can give one to a child with a description of what positive action the teacher would like to acknowledge. The student takes that to the principal for a small treat. The principal also contacts the parents about the outstanding accomplishment. Our social worker and counselor are also able to meet the needs of students by working on positive, appropriate interactions in social skills groups. Our social worker or counselor is usually the first point of contact when a staff member is concerned about a student's well-being outside of the school setting.

Homan has a Friendship Pledge we read on Monday that reminds us to be kind and helpful to others and also discourages bullying of others. Our staff social worker visits each classroom for a bully presentation which includes how to handle a bully and what to do if you feel threatened. We have a "Buddy Bench" on the playground for those that feel they need a friend. We have Friendship Club on Fridays where a group of our general education students buddy up with our children with special needs and they do social activities. We have established many different social emotional activities to help kids reset their amygdala. We have two sensory walks that are available to students. We have two sensory/chill out rooms for kids to go to when they need a break. We instituted the purple folder folder that kids carry with them in the hall to a different location in the building which signifies to staff that the student is on a movement break. The Kids Hope USA is an innovative mentoring program that supports elementary school children. Mentors are trained and background checked to be paired with children at Homan School. These children are identified by their teachers as possible benefactors for the Kids Hope program. Mentors strive to benefit students as positive and patient role models. They give the one-on-one attention that these children need that the classroom teacher longs to give but is unable to provide. This year each mentor is providing a special box once a week that the child looks through during recess and then responds back to their mentor due to the fact we are unable to have additional visitors in the building due to COVID-19. We have seen huge success with this program and watch children build positive relationships.

Technology Initiatives

Homan School has two fully equipped computer labs with approximately 30 computers and a full-time Instructional Technology Assistant. The Instructional Technology Assistant teaches keyboarding, math and language arts instruction. Some classes also use Type to Learn for keyboarding skills, as well as, Internet research and projects. Each class (Kindergarten through Fourth grade) is scheduled for one 45-minute computer time per week. There are also extra time slots for teachers and students to use the labs on a weekly basis.

Each classroom has one teacher computer and an iPad cart or Chromebook cart. Teachers use their computers for word processing, email, Internet searches, electronic grading, and much more. Students use computers for learning games, Internet research, word processing, multimedia presentations, Safari Montage, Nearpod, DreamBox, Canvas and Raz Kids are all programs that students may use. Each classroom has an Elmo to project images which is used daily for our lessons. All classrooms have a Smartboard/TV which is an interactive board that supports the curriculum. All teachers utilize Canvas as the course management system that supports online learning and teaching.

The elementary computers curriculum will ensure that all students are exposed to Learning.com's 12 Essentials of Digital Literacy. Digital literacy is the ability to understand, use and interact with technology, media and digital resources in real-world situations. Every interaction with the Internet or digital media requires some level of digital literacy. The 12 Essentials of Digital Literacy include the following:

- Computer Fundamentals
- Coding
- Keyboarding
- Online Safety & Digital Citizenship
- Computational Thinking
- Multimedia
- Internet Usage & Online Communication
- Visual Mapping
- Word Processing
- Spreadsheets
- Databases
- Presentations

Homan Elementary School has a Technology Trainer that provides support to teachers for instructional purposes within the classroom, and to provide continuous professional development to enhance skills for staff.

Due to COVID-19 all classrooms are implementing more technology on a regular basis. Teachers are using Canvas and also have the opportunity to use many other technology tools like Clever and Google Meet. The additional technology utilized in classrooms helps prepare students and staff for elearning in the event of an unforeseen school closure or quarantine.

Professional Development

Professional development remains an integral component of our school improvement efforts at Homan School.   All such opportunities must be researched-based and reflective of best practices in education aligned with our school improvement plan. Based on ILEARN scores from the 2020-2021 school year, additional support/professional development is needed in English/Language Arts and Math.

School professional development opportunities are regularly made available to staff eight early release days. Technology, instructional methodology, and classroom specific instructional strategies, have been the focus of our professional development efforts. Administrators along with the teaching staff will continue to monitor student progress using data sheets and implement support and change as needed. Data is disaggregated quarterly while coaching and collaboration are ongoing.

The following are the initiatives, training and professional development provided for the staff professional development: New Teacher Mentoring Program, High Ability Seminars, Running Records Training, Science Workshops, Special Education In-Services, Strategies for Early Childhood, Reading Workshops, Wilson Training, Calkins Workshops, Canvas Technology Training, Nearpod Training, Standards for Success Evaluation Tool Training, CPI Training, CPR Training, Inquiry Math Training, Collaboration with staff (including math coach), Safety Protocols and Practices Training, Words Their Way Training, Guided Reading Training, Social-Emotional Brain Based Training, WIDA and ELL Training, Test Security Training, and Dyslexia Screening Tools Training, Restorative Practices Training

Cultural Competency

In order to increase our cultural competency, the climate at Homan encourages participation from all stakeholders in the educational process. Instruction will be differentiated to meet the needs of the population of our school community. We are sensitive to our diverse population and provide an education that teaches the meaning and value of culture and its diversity. Cultural competence, also known as intercultural competence, is a continuous and life long journey to increase people's skills in being proficient in intercultural and intracultural knowledge which can improve the ability to work with people of different cultures.

Culturally appropriate strategies that meet the needs of our student population are woven throughout the instructional process and include:
- Franklin Reed Workshop - Bias Sensitivity Training
- Studies of cultural groups
- Character recognition
- Reading literature from and about a variety of cultures
- Studying music from various cultural groups
- ELL support (Individualized Learning Plans)
- Cooperative Learning Activities
- Tutoring
- Topics woven within the classroom culture
- School Counselor whole group class lessons/small group sessions

- Restorative Practice Training
- Title 1 Parent Night for school
- English Language Learners Parent Night
- District Title 1 Parent Night
- Art - The Art teacher's art curriculum appreciates and celebrates art from all cultures around the world.

Areas of School Improvement
We have chosen to immediately address the following areas: English/Language Arts, Mathematics, Attendance, and Social Emotional Learning. ***See Objectives and Action Plans below***

Homan Elementary School - ELA Ø
2021-2022 Ø

Homan Elementary School **ELA**				
Measurable Outcome: By the spring of 2024, Homan will see a 15% increase in student growth and proficiency levels on ELA State Level Assessments and the i-Ready Diagnostic Assessment				
Objective: Year 1 Measurable Objective Year 2 Measurable Objective Year 3 Measurable Objective	By the Spring of 2024, Homan School will see a 15% increase in students' growth and proficiency levels on ELA State Level assessments and the i-Ready Diagnostic Assessment. By the Spring of 2022, Homan will see a 5% increase in students' proficiency and growth on the ILEARN ELA Assessment and the i-Ready Diagnostic Assessment. . By the Spring of 2023, Homan will see a 5% increase in students' proficiency and growth on the ILEARN ELA Assessment and the i-Ready Diagnostic Assessment.. By the Spring of 2024, Homan will see a 5% increase in students' proficiency and growth on the ILEARN ELA Assessment and the i-Ready Diagnostic Assessment.			
Data-Based Rationale	ILEARN Scores in 2020-2021 Third Grade ELA 52% Fourth Grade ELA 51%			
Strategy	Staff will use data driven strategies to support students through their grade level skills and competencies.			
Activity	- Administrative walk through data - Informal and formal teacher observations - Student work - Interactive data - RTI Data - Common Assessments - Curriculum Maps - Title I Data	Intervention Level - Classroom Level - School Level - District Level		
Targeted Group	Third and Fourth Grade Students who participate in ILEARN and the i-Ready Diagnostic Assessment.			
Quarter 1 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Title I District Parent Night	Central Office staff, Title I Interventionists (Reading) Principal	Overview of district Title 1 Program, Interventionists and principal	Parent participation and attendance	Provide presentation slide show after the meeting for those that could not attend

		answer questions and describe school program		
Title I Family Night	Title I Interventionists (Reading) Principal, Assistant Principal	Parent responses, Parent participation, Interventionists share tips/strategies to assist parents/students	Parent participation and attendance	Provide presentation slide show after the meeting for those that could not attend
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources, time	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Analyze Growth Data	Administration, 3rd/4th Grade Teachers	ILEARN breakdown of scores/growth	Time	Schedule time to analyze data received from ILEARN breakdown
Professional Development on instructional strategies	Administration, Teachers	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Administer and analyze benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets	Time, absenteeism, transiency	Notification to interventionists, review of data sheets
Administer i-Ready Reading Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Quarter 2 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Professional Development on instructional strategies	Administration, Teachers, Coaches	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Provide students more access to nonfiction materials	Librarian, teachers, interventionists	Checked out material from the library, teacher read alouds, classroom libraries, teacher feedback	Students' interest in nonfiction	Teachers do book talks and expose students to a variety of nonfiction

Quarter 3 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Administer and analyze benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets, Benchmark scores	Time, absenteeism, transiency	Notification to interventionists, review of data sheets
Professional	Administration,	Student work,	Varying needs	Group teachers

Development on instructional strategies	Teachers	teacher implementation, engagement, administrative evaluations		according to needs
Provide students more access to nonfiction materials	Librarian, Teachers interventionists	Checked out material from the library, teacher read alouds, classroom libraries, teacher feedback	Students' interest in nonfiction	Teachers do book talks and expose students to a variety of nonfiction
Administer i-Ready Reading Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Quarter 4 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Administer benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets, benchmark scores	Time, absenteeism, transiency	Notification to interventionists, review of data sheets
Professional Development on instructional strategies	Administration, Teachers	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Provide students more access to nonfiction	Librarian, Teachers	Checked out material from the	Students' interest in	Teachers do book talks and expose students to a

materials		library, teacher read alouds, classroom libraries, teacher feedback	nonfiction	variety of nonfiction
Administer i-Ready Reading Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Homan Elementary School - Math Ø
2021-2022 Ø

Homan Elementary School **MATH**				
Measurable Outcome: By the spring of 2024, Homan will see a 15% increase in student growth and proficiency levels on MATH State Level Assessments and the i-Ready Diagnostic Assessment.				
Objective: Year 1 Measurable Objective Year 2 Measurable Objective Year 3 Measurable Objective	By the Spring of 2024, Homan School will see a 15% increase in students' growth and proficiency levels on Math State Level assessments and the i-Ready Diagnostic Assessment. By the spring of 2022, Homan will see a 5% increase in students' proficiency and growth on the ILEARN MATH Assessment and the i-Ready Diagnostic Assessment. By the spring of 2023, Homan will see a 5% increase in students' proficiency and growth on the ILEARN MATH Assessment and the i-Ready Diagnostic Assessment. By the spring of 2024, Homan will see a 5% increase in students' proficiency and growth on the ILEARN MATH Assessment and the i-Ready Diagnostic Assessment.			
Data-Based Rationale	ILEARN Scores in 2020-2021 Third Grade Math 64%, Fourth Grade Math 67%			
Strategy	Staff will use data driven strategies to support students through their grade level skills and competencies.			
Activity	- Administrative walk through data - Informal and formal teacher observations - Student work - Interactive data - RTI Data - Common Assessments - Curriculum Maps - Title I Data	Intervention Level - Classroom Level - School Level - District Level		
Targeted Group	Third and Fourth Grade Students who participate in ILEARN and the i-Ready Diagnostic Assessment			
Quarter 1 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions

Title I Family Night	Title I Interventionists (Math) Principal, Assistant Principal, Math Coach	Parent responses, Parent participation, Interventionists and coach share tips/strategies to assist parents/students	Parent participation and attendance	Provide presentation slide show after the meeting for those that could not attend
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Analyze Growth Data	Administration, 3rd/4th Grade Teachers	ILEARN breakdown of scores/growth	Time	Schedule time to analyze data received from ILEARN breakdown
Math Interventions to support lagging student data	Math Interventionist, Math Coach	Student data shows increase of mastery of grade level skills	Time, scheduling, meeting needs of number of students, gathering data	Coach assists with scheduling and lessons, streamline data results
Administer benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets	Time, absenteeism, transiency	Notification to interventionists, review of data sheets
Professional Development on instructional strategies	Administration, Teachers, Coach	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Administer i-Ready Math Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Quarter 2 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Math Interventions to support lagging student data	Math Interventionist, Math Coach	Student data shows increase of mastery of grade level skills	Time, scheduling, meeting needs of number of students, gathering data	Coach assists with scheduling and lessons, streamline data results
Professional Development on instructional strategies	Administration, Teachers, Coaches	Student work, engagement, administrative evaluations	Varying needs	Group teachers according to needs

Quarter 3 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Math Interventions to support lagging student data	Math Interventionist, Math Coach	Student data shows increase of mastery of grade level skills	Time, scheduling, meeting needs of number of students, gathering data	Coach assists with scheduling and lessons, streamline data results

Administer benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets	Time, absenteeism, transiency	Notification to interventionists, review of data sheets
Professional Development on instructional strategies	Administration, Teachers, Coaches	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Administer i-Ready Math Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Quarter 4 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Meetings	Teachers, interventionists, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions
IAT Meetings (Intervention Assistance team)	Teacher, administrator, parent, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)
Math Interventions to support lagging student data	Math Interventionist, Math Coach	Student data shows increase of mastery of grade level skills	Time, scheduling, meeting needs of number of students, gathering data	Coach assists with scheduling and lessons, streamline data results
Administer benchmark assessments	Teachers, para professionals, interventionists	Data spreadsheets	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Professional Development on instructional strategies	Administration, Teachers, Coaches	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs
Administer i-Ready Math Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets

Homan Elementary School Ø
2021-2022 Ø

Homan Elementary School **Social/Emotional Learning**				
Measurable Outcome: By the Spring of 2024, 100% of Homan School will implement an effective MTSS to meet students' academic, behavioral, and SEL needs, as evidenced by documentation of committee meetings and student data.				

Objective: Year 1 Measurable Objective Year 2 Measurable Objective Year 3 Measurable Objective	By the Spring of 2024, 100% of Homan School will implement an effective MTSS to meet students' academic, behavioral, and SEL needs, as evidenced by documentation of committee meetings and student data. By the Spring of 2022, 100% of district and building level administrators will receive professional development in the MTSS Framework as developed by the district MTSS Team. By the Spring of 2023, 100% of certified and classified staff will receive professional development in the MTSS Framework as developed by the district MTSS Team. By the Spring of 2024, 100% of certified and classified staff will receive professional development in the MTSS Framework as developed by the district MTSS Team.			
Data-Based Rationale	Panorama Survey, Second Step, Additional Program for High Ability			
Strategy	SEL strategies will be used to support both students and staff.			
Activity	Administrative Walk-through Data Discipline data School Wide Discipline Plan Restorative Practices (circles) Morning Meetings Second Step Implementation	Intervention Level ● Classroom Level ● School Level ● District Level		
Targeted Group	District and building level administrators, certified staff and classified staff			

Quarter 1 Action Step	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
Training in Restorative Practices	Core SEL Team	Team will gain tools to train other staff members in restorative practices	Carry over into the individual classrooms, staff buy-in	Follow up with teachers, Small steps implementation, begin with class meetings
1st Day Teacher Meeting	Assistant Principal/Social Worker and Core SEL Team	Teachers will be briefly informed on the restorative circles matrix. The entire	A lot of information is given at this meeting, info can be lost/not	Follow-up with teachers to ensure understanding of the restorative circle matrix and expectations. Ideas are put in the

		teaching staff will participate in a circle activity.	implemented	Monday Memo randomly throughout the year for the staff.
Schoolwide Voice Level Champs chart implementation	Administration, Staff	Students will participate in training, staff will model and monitor expectations	Student Absences, New Students, time for review of expectations as needed	Training absent and new students, review expectations with students as needed
Communication with Parents and Students the behavior expectations	Administrators, Staff, Office Staff, Teachers	Parent attendance sign in sheets from open house	Parent Attendance at open house, parents not acknowledging school communication	All modalities will be used to reach parents
Morning Meetings will be implemented. Focus is on building relationships with students within the classroom.	Classroom teachers, Counselors, Core SEL Team	Students build solid relationships with classmates, teachers, counselors. Less discipline issues	Time, schedule, teachers not facilitating morning meetings	Counselors or SEL team members model meetings for teachers
Positive Pass	Anyone in the building	Numerous students receive positive passes for doing positive things	Time for adult to write the pass,	Teacher writes each student's name on a pass so they are ready if the child is deserving.
Social/Emotional Support Groups	School Counselor	Log of meeting and dates and attendance of groups	Student attendance	Follow up at next meeting
Professional Development on Restorative Practices	School Counselor, Trained Staff	Decrease in discipline referrals	Fidelity and follow through	Administrative walkthroughs focused on behavioral expectations
Intervention (IAT) Meetings	Administration, Teachers, Parents	Notes from meetings and providing goals for students	Parents absence, lack of follow through for interventions	Phone conference, email notes from meeting, follow up with staff to ensure interventions
Bi-Monthly SEL Meeting	Core SEL Team, Administration, School Counselor	Meeting Notes, positive feedback from core team and other staff	Time and staff follow-through	Schedule dates early for meetings. Core SEL team meets with grade level teams and offers ideas.
Review Student Referrals	Administration,	Decrease in	Referrals are	Continue training for

	School Counselors, Teachers	Discipline referrals	being used for wrong reason	referral process and procedures
Second Step Program Additional High Ability Program	Counselors, Classroom Teachers	Consistent lessons to reinforce goal setting, less referrals to office	Time for lessons, absenteeism of students,	Set schedule for lessons, review of key points

Quarter 2 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Schoolwide Voice Level Champs chart implementation	Administration, Staff	Students will participate in training, staff will model and monitor expectations	Student Absences, New Students, time for review of expectations as needed	Training absent and new students, review expectations with students as needed
Morning Meetings will be implemented. Focus is on building relationships with students within the classroom.	Classroom teachers, Counselors, Core SEL Team	Students build solid relationships with classmates, teachers, counselors. Less discipline issues	Time, schedule, teachers not facilitating morning meetings	Counselors or SEL team members model meetings for teachers
Positive Pass	Anyone in the building	Numerous students receive positive passes for doing positive things	Time for adult to write the pass,	Teacher writes each student's name on a pass so they are ready if the child is deserving.
Social/Emotional Support Groups	School Counselor	Log of meeting and dates and attendance of groups	Student attendance	Follow up at next meeting
Professional Development on Restorative Practices	School Counselor, Trained Staff	Decrease in discipline referrals	Fidelity and follow through	Administrative walkthroughs focused on behavioral expectations
Intervention (IAT) Meetings	Administration, Teachers, Parents	Notes from meetings and providing goals for students	Parents absence, lack of follow through for interventions	Phone conference, email notes from meeting, follow up with staff to ensure interventions

Bi-Monthly SEL Meeting	Core SEL Team, Administration, School Counselor	Meeting Notes, positive feedback from core team and other staff	Time and staff follow-through	Schedule dates early for meetings. Core SEL team meets with grade level teams and offers ideas.
Review Student Referrals	Administration, School Counselors, Teachers	Decrease in Discipline referrals	Referrals are being used for wrong reason	Continue training for referral process and procedures
Second Step Program Additional High Ability Program	Counselors, Classroom Teachers	Consistent lessons to reinforce goal setting, less referrals to office	Time for lessons, absenteeism of students,	Set schedule for lessons, review of key points

Quarter 3 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Schoolwide Voice Level Champs chart implementation	Administration, Staff	Students will participate in training, staff will model and monitor expectations	Student Absences, New Students, time for review of expectations as needed	Training absent and new students, review expectations with students as needed
Morning Meetings will be implemented. Focus is on building relationships with students within the classroom.	Classroom teachers, Counselors, Core SEL Team	Students build solid relationships with classmates, teachers, counselors. Less discipline issues	Time, schedule, teachers not facilitating morning meetings	Counselors or SEL team members model meetings for teachers
Positive Pass	Anyone in the building	Numerous students receive positive passes for doing positive things	Time for adult to write the pass,	Teacher writes each student's name on a pass so they are ready if the child is deserving.
Social/Emotional Support Groups	School Counselor	Log of meeting and dates and attendance of groups	Student attendance	Follow up at next meeting
Professional Development on Restorative Practices	School Counselor, Trained Staff	Decrease in discipline referrals	Fidelity and follow through	Administrative walkthroughs focused on behavioral expectations
Intervention (IAT) Meetings	Administration, Teachers, Parents	Notes from meetings and providing goals	Parents absence, lack of follow through for	Phone conference, email notes from meeting, follow up with staff to

		for students	interventions	ensure interventions
Bi-Monthly SEL Meeting	Core SEL Team, Administration, School Counselor	Meeting Notes, positive feedback from core team and other staff	Time and staff follow-through	Schedule dates early for meetings. Core SEL team meets with grade level teams and offers ideas.
Review Student Referrals	Administration, School Counselors, Teachers	Decrease in Discipline referrals	Referrals are being used for wrong reason	Continue training for referral process and procedures
Second Step Program Additional High Ability Program	Counselors, Classroom Teachers	Consistent lessons to reinforce goal setting, less referrals to office	Time for lessons, absenteeism of students,	Set schedule for lessons, review of key points

Quarter 4 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Schoolwide Voice Level Champs chart implementation	Administration, Staff	Students will participate in training, staff will model and monitor expectations	Student Absences, New Students, time for review of expectations as needed	Training absent and new students, review expectations with students as needed
Morning Meetings will be implemented. Focus is on building relationships with students within the classroom.	Classroom teachers, Counselors, Core SEL Team	Students build solid relationships with classmates, teachers, counselors. Less discipline issues	Time, schedule, teachers not facilitating morning meetings	Counselors or SEL team members model meetings for teachers
Positive Pass	Anyone in the building	Numerous students receive positive passes for doing positive things	Time for adult to write the pass,	Teacher writes each student's name on a pass so they are ready if the child is deserving.
Social/Emotional Support Groups	School Counselor	Log of meeting and dates and attendance of groups	Student attendance	Follow up at next meeting
Professional Development on Restorative Practices	School Counselor, Trained Staff	Decrease in discipline referrals	Fidelity and follow through	Administrative walkthroughs focused on behavioral expectations

Intervention (IAT) Meetings	Administration, Teachers, Parents	Notes from meetings and providing goals for students	Parents absence, lack of follow through for interventions	Phone conference, email notes from meeting, follow up with staff to ensure interventions
Bi-Monthly SEL Meeting	Core SEL Team, Administration, School Counselor	Meeting Notes, positive feedback from core team and other staff	Time and staff follow-through	Schedule dates early for meetings. Core SEL team meets with grade level teams and offers ideas.
Review Student Referrals	Administration, School Counselors, Teachers	Decrease in Discipline referrals	Referrals are being used for wrong reason	Continue training for referral process and procedures
End of Year SEL	Core SEL Team, Administration, School Counselor	Review all referrals, put into place goals for next year	Not having data organized	Create a list of ideas for staff to use right at the beginning of year
Second Step Program, Additional High Ability Program	Counselors, SSP, Classroom Teachers	Consistent lessons to reinforce goal setting, less referrals to office	Time for lessons, absenteeism of students,	Set schedule for lessons, review of key points

Homan Elementary School - Attendance Ø
2021-2022 Ø

Homan Elementary School **ATTENDANCE**

June 2021   Measurable Outcome: Attendance Rate 96%

<table>
<tr>
<td>Objective:

Year 1
Measurable Objective

Year 2
Measurable Objective

Year 3
Measurable Objective</td>
<td>By the spring of 2024 school year, Homan Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% attendance rate.

By the spring of 2022 school year, Homan Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% attendance rate.

By the spring of 2023 school year, Homan Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% attendance rate.

By the spring of 2024 school year, Homan Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% attendance rate.</td>
</tr>
<tr>
<td>Data-Based Rationale</td>
<td>During the 2020-2021 school year, Homan Elementary School had an average attendance rate of 95.6%.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving the attendance rate.</td>
</tr>
<tr>
<td>Activity</td>
<td>Monitoring weekly attendance data, quarterly attendance data</td>
<td><u>Intervention Level</u>
● Classroom Level
● School Level
● District Level</td>
</tr>
<tr>
<td>Targeted Group</td>
<td colspan="2">Students with 5 or more unexcused absences</td>
</tr>
</table>

Quarter 1 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Communicate with parents and students the LCSC Attendance policy using the LCSC Student Handbook	Administrators, website coordinator,	Handbook available on school and corporation websites, paper copies available for parents when asked	Not all parents access the handbook online or request a paper copy	Use School Messenger (email), weekly principal newsletter, teacher newsletters to communicate attendance policy and the availability of the handbook to parents
Kindergarten Parent Meeting	Principal, classroom teachers	Information delivered to parents at meeting	Parents' attendance at kindergarten meeting	Send information home in classroom newsletter, principal newsletter

Fall Open House	Classroom teachers	Parents informed about attendance policies	Parents' attendance at Open House	Put information on teachers' canvas page, school website, give attendance information to parents when they register
Principal Advisory Committee Meetings	Administrators, committee members	Incentives for student attendance are set, incentives are advertised to families and students through email, daily announcements	Busy schedules, Meetings are canceled	Pre Planned meeting dates, use of zoom meetings
Communicate and update quarterly attendance goals to parents, staff, and students	Administrators, teachers, staff, data secretary	Attendance rate	Data collection, not all parents can be reached	Multiple communication modes to families; school messenger, teacher newsletters, canvas
Attendance Letters: 5 or more unexcused absences	Data secretary, principal, assistant principal	Attendance rate	Incorrect addresses	Letters sent home with students.
Perfect attendance trinkets or treat will be awarded to students for perfect attendance per quarter	Classroom teachers, Secretary, Assistant principal	Number of trinkets and/or treats handed out	Time, resources	Mid quarter analysis of student attendance data,
Announcement and celebration at the end of each day for classes with perfect attendance. Once 10 consecutive days are reached, class receives a treat.	Administrators, teachers, staff, data secretary	Attendance rate	Time and purchasing of treats	Recognize when a class is close. Possibly a no cost treat such as an extra recess

Quarter 2 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Communicate with parents the LCSC Attendance policy through teachers and newsletters via School Messenger at beginning of quarter	Classroom teachers Counselors Office staff Administrators	Newsletters, School Messenger emails and feedback from parents	Not all parents receiving and reading the newsletters	All modalities will be used to communicate to parents; newsletters, emails, School Messenger
Communicate and update quarterly attendance goals to parents, staff, and students	Administrators, teachers, staff, data secretary	Attendance rate	Data collection, not all parents can be reached	Multiple communication modes to families; School Messenger, teacher newsletters, canvas

Attendance Letters: 5 or more unexcused absences or a cumulative of 10 days.	Data secretary, principal, assistant principal	Attendance rate	Incorrect addresses	Letters sent home with students
Meet to analyze the consistency of the process of the weekly data monitoring (mid way through the quarter)	Principal, assistant principal, counselors, data secretary	Meeting notes, attendance data, attendance letters sent to parents	Busy schedules, no time to meet	Pre Planned meeting dates
Perfect attendance trinkets or treat will be awarded to students for perfect attendance per quarter	Classroom teachers, Secretary, Assistant principal	Number of trinkets and/or treats handed out	Time, resources	Mid quarter analysis of student attendance data,
Announcement and celebration at the end of each day for classes with perfect attendance. Once 10 consecutive days are reached, class receives a treat.	Administrators, teachers, staff, data secretary	Attendance rate	Time and purchasing of treats	Recognize when a class is close. Possibly a no cost treat such as an extra recess

Quarter 3 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Communicate with parents the LCSC Attendance policy through teachers and newsletters via School Messenger at beginning of quarter	Classroom teachers Counselors Office staff Administrators	Newsletters, School Messenger emails and feedback from parents	Not all parents receiving and reading the newsletters	All modalities will be used to communicate to parents; newsletters, emails, School Messenger
Communicate and update quarterly attendance goals to parents, staff, and students	Administrators, teachers, staff, data secretary	Attendance rate	Data collection, not all parents can be reached	Multiple communication modes to families; School Messenger, teacher newsletters, canvas
Attendance Letters: 5 or more unexcused absences or a cumulative of 10 days.	Data secretary, principal, assistant principal	Attendance rate	Incorrect addresses	Letters sent home with students
Meet to analyze the consistency of the process of the weekly data monitoring (mid way through the quarter)	Principal, assistant principal, counselors, data secretary	Meeting notes, attendance data, attendance letters sent to parents	Busy schedules, no time to meet	Pre Planned meeting dates
Perfect attendance trinkets or treat will be awarded to students for perfect attendance per quarter	Classroom teachers, Secretary, Assistant principal	Number of trinkets and/or treats handed out	Time, resources	Mid quarter analysis of student attendance data,
Announcement and	Administrators,	Attendance rate	Time and	Recognize when a class is

			purchasing of treats	close. Possibly a no cost treat such as an extra recess
celebration at the end of each day for classes with perfect attendance. Once 10 consecutive days are reached, class receives a treat.	teachers, staff, data secretary			

Quarter 4 Action Step	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Communicate with parents the LCSC Attendance policy through teachers and newsletters via School Messenger at beginning of quarter	Classroom teachers Counselors Office staff Administrators	Newsletters, School Messenger emails and feedback from parents	Not all parents receiving and reading the newsletters	All modalities will be used to communicate to parents; newsletters, emails, School Messenger
Communicate and update quarterly attendance goals to parents, staff, and students	Administrators, teachers, staff, data secretary	Attendance rate	Data collection, not all parents can be reached	Multiple communication modes to families; school Messenger, teacher newsletters, canvas
Attendance Letters: 5 or more unexcused absences or a cumulative of 10 days.	Data secretary, principal, assistant principal	Attendance rate	Incorrect addresses	Letters sent home with students
Meet to analyze the consistency of the process of the weekly data monitoring (mid way through the quarter)	Principal, assistant principal, counselors, data secretary	Meeting notes, attendance data, attendance letters sent to parents	Busy schedules, no time to meet	Pre Planned meeting dates
Perfect attendance trinkets or treat will be awarded to students for perfect attendance per quarter	Classroom teachers, Secretary, Assistant principal	Number of trinkets and/or treats handed out	Time, resources	Mid quarter analysis of student attendance data,
Announcement and celebration at the end of each day for classes with perfect attendance. Once 10 consecutive days are reached, class receives a treat.	Administrators, teachers, staff, data secretary	Attendance rate	Time and purchasing of treats	Recognize when a class is close. Possibly a no cost treat such as an extra recess
Celebration for individual students with perfect attendance rate for the school year	Administrators, teachers,staff, data secretary	Attendance rate	Attaining rewards/incentives for the students	Pre Planned rewards for the students with perfect attendance