Kolling Elementary
School Improvement Plan
Lake Central School Corporation
2014-2017

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School Improvement Committee Members

Cassandra Cruz	Principal
Jennifer Neal	Dean of Students
D'Ann McDermott	Reading Specialist
Elizabeth Stone	LRE Teacher
Rod Smith	General Education Teacher

Narrative Description

Kolling Elementary is located in St. John, Indiana. It was named after a former trustee, Mr. Michael Kolling. Mr. Kolling served as a trustee for the community from 1939-1946 and 1950-1954. Mr. Kolling lived in Schererville, IN and housed the public library in his home for many years. He was 79 years old when he died in 1967.

Kolling is situated on eight acres of land. A portion of the land contains woods and swamp area. In 1981, spearheaded by a Kolling teacher, a nature trail was cut through a portion of the wooded area. This trail is used by students from Kolling and other Lake Central elementary schools.

Construction of Kolling began in August 1954. The school opened its doors in September 1955, with 14 classrooms, a cafeteria, and playroom. Grades 1-6 attended. Kolling was built to ease the overcrowding of Dyer, IN. Shortly after opening, seven additional classrooms had to be housed in the Dyer Town Hall and the Methodist Church due to overcrowding. Enrollment reached a peak of 765 in the sixties. At one time classrooms were also housed in the Kahler Middle School Annex, Lake Hills Baptist Church, and the Town Hall. Four classrooms were also put in the gym. In 1960 seven classrooms were added. In 1987 four more classrooms were added, a new gym, and a cafeteria. The old gym became the library and computer lab. In 1994 two new kindergarten rooms were added. Two portables were added in 1991 and two more in 1993. In 1999 six classrooms were added expanding Kolling from its original 14 classrooms to 33. The portables were removed in the fall of 2001.

Enrollment Data

Kolling presently services students, kindergarten through fourth grade.
This includes:
 7 full day kindergarten classes serving 126 students
 7 sections of first grade for a total of 146 students
 4 sections of second grade for a total of 103 students
 5 sections of third grade for a total of 128 students
 6 sections of fourth grade for a total of 157 students

Our total population is 660 students.

Kolling Elementary Enrollment Information

Enrollment By Grade

Grade	2011-12	2012-13	2013-14	2014-15	2015-16
Pre-Kindergarten	29	28	29	27	
Kindergarten	103	119	106	98	144
Grade 1	131	127	128	109	94
Grade 2	149	123	127	135	111
Grade 3	129	163	125	138	144
Grade 4	136	141	155	130	137
Total Enrollment	677	701	670	637	630

Enrollment Trend

Enrollment 2015-16 by Ethnicity

American Indian, Asian, White, Multiracial, Black, Hispanic
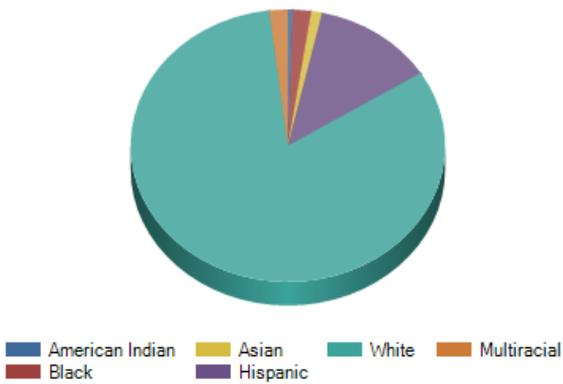
Enrollment 2015-16 by Free/Reduced Price Meals

Free meals, Reduced price meals, Paid meals
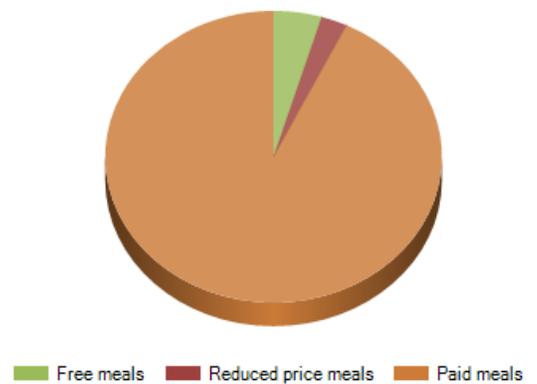
Enrollment 2015-16 by Special Education

Special Education, General Education
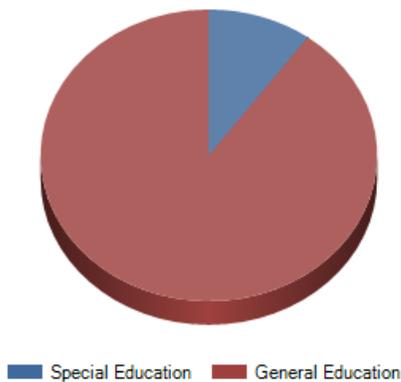
Enrollment 2015-16 by English Language Learners

English Language Learner, Non-English Language Learner

Special Education Enrollment Data

Special Education services are made available to qualifying Lake Central students through West Lake Cooperative. A continuum of services is offered to meet the varied needs of our special education students. This continuum begins with the least restrictive service, which is consultation. Consultation services require the special education teacher meet with the classroom teacher on a regular basis. These meetings or consultations discuss student's progress in their general education classroom. The next level of services is direct. The student meets with the special education teacher individually, or in a small group, for a specified period of time. The most restrictive programming offered is resource room services. Students requiring intensive assistance, spend a large block of time in the special education classroom. Students receiving resource room services are assigned to a general education grade level appropriate classroom for homeroom, specials, lunch and recess. If a student requires services that are more restrictive than resource room, the Special Education Case Conference Committee would meet to determine if a change of placement/alternative setting would be more appropriate.

Attendance

Kolling has surpassed the average state attendance rate and the expected rate of attendance, both which are set by the state. Our attendance places us in the top ten percent of schools in the state. An analysis of the absence reports indicates at least one dozen families take their children out of school the day before or after a vacation to extend the holiday. They also take their family vacations during the school attendance period. We continue to address this growing concern through communication home and attendance incentives for students.

Attendance By Grade								
Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Pre-Kindergarten		100.0%	100.0%	100.0%			99.9%	
Kindergarten	96.3%	96.4%	95.2%	96.5%	96.4%	96.7%	96.2%	96.3%
Grade 1	96.2%	96.6%	96.3%	96.4%	96.3%	96.7%	96.6%	96.7%
Grade 2	96.9%	96.3%	97.1%	97.0%	96.6%	96.6%	96.4%	97.2%
Grade 3	97.3%	97.5%	97.0%	97.0%	97.1%	97.2%	96.7%	96.7%
Grade 4	96.9%	96.4%	97.2%	97.0%	97.1%	97.5%	97.1%	96.3%
All Grades	96.8%	96.7%	96.7%	96.9%	96.7%	97.0%	96.7%	96.6%

Attendance Rate Trend
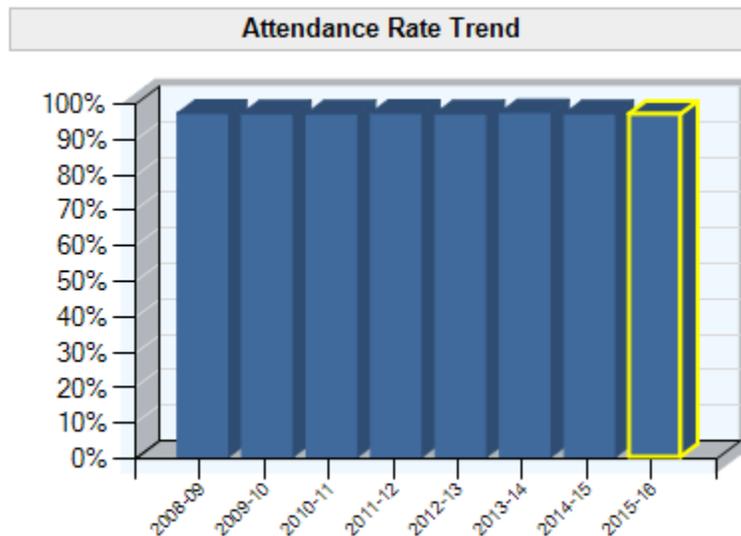
Narrative of our Community

St John covers 6.5 square miles in Lake County. It is located 35 miles southeast of Chicago, 145 miles north of Indianapolis and just west of Merrillville, Indiana. It is generally agreed that the town of St. John, Indiana had its early beginnings when the family of John Hack settled here in 1837, five years after the peace treaty with the Indians was signed and thirty- seven years after the Indiana Territory was admitted to the Union (1800). John Hack was of German descent, a farmer who could not own property in his native country of Germany. John encouraged other families of the same descent to settle and make what is now known as St. John their home. As more and more families settled in the area it began to flourish as a town.

Presently St. John continues to be considered a town. The head governing body is the Town Council with a council president and three council members. The primary source of revenue is property taxes. St. John has one library, 16 local parks, 1 public and 1 private golf course. There are several small local industries of 15 or fewer employees. Local businesses such as Target, Dunkin Donuts, Dairy Queen, Walgreens, and Strack & Van Til have supported our efforts to assist children who are in need, and or support our efforts to recognize student achievement. They also support our school programs through their generous giving.

Organizations active within the town of St. John are the Rotary Club, Lions Club, V.F.W., Women's Club, Chamber of Commerce, and Partners in Contracting Corp. These organizations have been very supportive of our school and our students.

School District

The Lake Central School District includes the towns of St. John, Schererville, and Dyer. It consists of six elementary schools, three middle schools, and one high school. The high school utilizes a matrix schedule to meet the instructional needs of the students. Our Central Office personnel include the Superintendent, Assistant Superintendents, Primary Director of Curriculum and Instruction, Secondary Director of Curriculum and Instruction, a Business Director, a Technology Director, Director of Buildings and Grounds, Director of Transportation, and Maintenance Director.

District wide, Lake Central has continued to experience a population growth. Building additions have been made at several schools in recent years. Protsman Elementary was rebuilt in 2014 and Lake Central High School was rebuilt in 2015. Lake Central School Corporation redistricted in 1992, 1996, and 2002.

The starting salary for Lake Central teachers is competitive with its neighboring schools. This factor, coupled with its excellent reputation, make it possible to attract experienced and dedicated teachers. The beginning salary, B.A. with no experience is presently **$40,000.00**. The top teacher salary is currently at **$78,374.00**.

Educational Programs

High Ability Program
The high ability program begins in first grade. Students are identified for the program through a combination of assessments. Students are assessed for high ability in grades K, 2, and 4. These assessments include CoGAT, and IOWA Test of Basic Skills.

RtI Program
All classroom teachers use a combination of assessments to determine if students show a pattern of at-risk academic or behavior levels. The RtI committee continually reviews building-wide data from a combination of assessments as an additional group of educational professionals that are looking to identify at-risk learners and provide prompt intervention and progress monitoring. Students whose data show no at-risk behaviors or academic skill deficits continue to receive core instruction through the general education curriculum. Students who show at-risk behaviors or academic skill deficits are referred to the Intervention Assistance Team (IAT). Once in the IAT process, students are placed in Tier 2 or Tier 3 levels of the RtI process depending on student needs. Tier 1 support is the core general curriculum. Tier 2 support is the general curriculum with additional interventions in areas of weakness. Students

move to Tier 3 support when data at the Tier 2 level show that significant gains are not being made. Tier 3 support provides more intense interventions at smaller teacher-student ratios.

The IAT team works to gather data, determine areas of strengths and weaknesses, identify interventions that will be used to close identified gaps, develop a timeline to progress monitor, and set benchmark meeting dates. IAT meetings are held for individual students multiple times per year and are attended by Lake Central staff members who provide RtI services to the student. IAT team members include an administrator, the classroom teacher, and the student's parents. IAT members may include, depending on areas of RtI services, reading specialists, school service provider, nurse, school psychologist, and West Lake specialists.

Health Services
Kolling is fortunate to have a full time nurse to assist students in a variety of ways. The nurse cares for students who are ill and dispenses prescribed medication. She also provides teacher in-service training when appropriate. Topics such as universal precautions, food allergies, and more have been discussed. The nurse plans and organizes the vision, hearing, and scoliosis screenings for students. She works closely with the school service provider to assist with issues such as personal cleanliness, extended illness, and more.

School Service Provider
The school service provider spends 5 days per week at Kolling. During this period of time, she works with students who are experiencing a variety of problems. This may be due to family loss by death or divorce, social and emotional difficulties, behavioral and attendance issues, and student mental health. She coordinates the scheduling of field trips, classroom lessons, and speakers, etc. that deal with social, family, and self-concept issues. The school service provider communicates often with teachers and parents keeping them apprised of student concerns and assisting them in ways that help students experience success in the classroom and with their peers.

Student Council
Our student council program was established in 2001. It began with fourth and fifth grade students. Our fifth grade students have been moved to the middle school, so our student council is now made up of third and fourth grade students. Interested students in grades 3 and 4 who meet the criteria for grades, behavior, and attendance are welcome to join student council. Student council is an organization that develops leadership qualities and provides a service to the school and community. The student council also raises money for Riley's Hospital for Children in Indianapolis, IN and other charitable organizations in our community. Our student council is a member of the Indiana Association of Student Councils.

Book Fair
Each fall our library hosts a Scholastic Book Fair for our students. This gives students an opportunity to build their home library and a chance for the library to increase its selection through the profits of the fair. The Scholastic Book Fair is open to parents. Students attend the book fair during their planned Library time, and have the opportunity to come back after school. The book fair is a week-long event.

One School One Book
Our school has participated in the One School One Book program since the 2011-2012 school year. This is a month-long program that promotes literacy and family involvement. Every student and staff member takes part in reading the same book over a month-long schedule and participate in building-wide activities that coordinate with the book and promote involvement, literacy, and family support in education. This school year the Lake Central School Corporation has decided to extend this to all 6 elementary schools, and we are calling it One District One Book.

Educational Field Trips
Field trips are scheduled by classroom teachers. They are an extension of classroom instruction. Field trip objectives must be in line with the Lake Central and Indiana Academic Standards. Field trips provide students the opportunity to connect book learning to real life.

Science Fair

Students in all grades are encouraged to participate in the Kolling science fair. Our fourth grade students are encouraged to participate in the corporation-wide science fair each February. Winners go on to participate in the regional fair in March.

Accelerated Reader Program

This is a voluntary program for our students in grades 1-4. Students who participate read AR books outside of school and take the quizzes for points. They may visit the AR store at the end of each grading period to buy items with their points. Points may be saved to earn larger items such as "secretary or principal for a ½ day." Each year, the school sets an AR goal for how many points we aim to earn as a school. If we reach our yearly goal, there is a school-wide incentive.

EL

Kolling provides services for students who are English Learners (EL) that are aligned with the WIDA Consortium. We have students that speak various languages including Spanish, Russian, Chinese, Serbian, and Ukrainian. These students are tutored every day for a specific time, depending on the amount of services that are needed. WIDA assessments are used annually to measure growth in the English language. We provide EL support to EL students until they obtain a 5 on WIDA, testing out of the EL program.

Tutoring

Our corporation has put a tutoring program in place for all schools. Beginning in September students have the opportunity to come to school from 7:30-8:00 on Wednesdays and Thursdays for tutoring. In order for a student to receive tutoring services, there must be data that supports the need. Parents must give the permission for their child to receive tutoring, and parents must provide transportation to tutoring.

Description and Location of Curriculum

The present corporation-wide curriculum is being aligned with the new college and career readiness Indiana Academic Standards. A district committee has been formed with a building representative for each grade level to do backward design based on the IAS. The district has coordinated professional development with experts on the standards and state assessments to train teachers on the process of backward design that aligns with the IAS. Each adoption year a textbook committee works to adopt textbooks that are aligned with the IAS.

Titles and Descriptions of Assessment Instruments Other Than ISTEP+

Students Entering Kindergarten

Students who meet the state requirements for entry into kindergarten are given a hearing and vision screening. Students are also screened for developmental readiness. Students requesting early entrance and meeting district requirements are given the district's early entrance screening to help determine eligibility.

Reading Foundational Skills Benchmarks

Kolling uses benchmark assessments for reading foundational skills to progress monitor students in grades K-2. Benchmarks assessments include First Sound Fluency, Letter ID, Letter Sound, sight words, and Nonsense Word Fluency. Reading foundational skills benchmarks are also used to identify the need for early intervention and as a progress monitoring tool for more frequent assessments with the at-risk student population.

Amplify Atlas (Running Record Assessment)

Amplify Atlas is used three times per year as a running record assessment with students in grades K-3. All fourth-grade students participate in the beginning of the year screening. Fourth grade uses Amplify Atlas as a progress monitoring tool for any student that has not mastered the fourth grade reading level. This informs teachers of error patterns and reading comprehension levels. It helps to establish levels for differentiated instruction. Amplify Atlas is also used as a progress monitoring tool for more frequent assessments with the at-risk student population.

Pivot Assessments for Reading and Math
Pivot assessments are administered twice per year in K-4. These are taken in the computer lab and results are used by teachers for instructional purposes. Pivot assessments in grades 3 and 4 mirror the content seen on the ISTEP+. Pivot provides immediate, actionable data and is linked to instructional resources for further practice and intervention relative to state standards. The Pivot assessments help educators to understand student strengths and weaknesses, as well as, view accurate reports for individual students and whole-group instruction.

Lucy Calkins Units of Study in Opinion/Argument, Information, and Narrative Writing Curriculum
The district has adopted the Lucy Calkins Units of Study Writing Curriculum in grades K-4. This curriculum is based on 35 years of research, development, and best practice to prepare students for 21st century college and career readiness skills. Each grade level has its own grade-specific plans for teaching writing workshops that help students meet the IAS that are based on college and career readiness skills.

Non-standardized Classroom Assessments

Teachers also use a variety of informal classroom assessments to monitor student progress and skill mastery in all subjects. Examples used in reading include the following:

- Curriculum Embedded Performance Assessments (CEPAs)
- Selection assessments
- Vocabulary assessments
- Skills tests
- Cumulative reviews
- Conferences
- Unit tests
- Cold reads
- Building benchmark data

The following informal assessments are examples used to monitor student progress and skill mastery in math:

- CEPAs
- Daily problem sets
- Quizzes
- Unit tests
- Frequent fact assessments
- SmartBoard activities
- Building benchmark data
- MCAP

The following informal assessments are used to monitor progress in writing:

- Student writing samples
- Response to literature
- Journals
- Essays
- Calkins writing rubrics

The following informal assessments are used to assess student understanding and mastery in science, health, and social studies:

- Chapter tests
- Unit tests
- Hands-on projects
- Reports

Mission Statement

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.
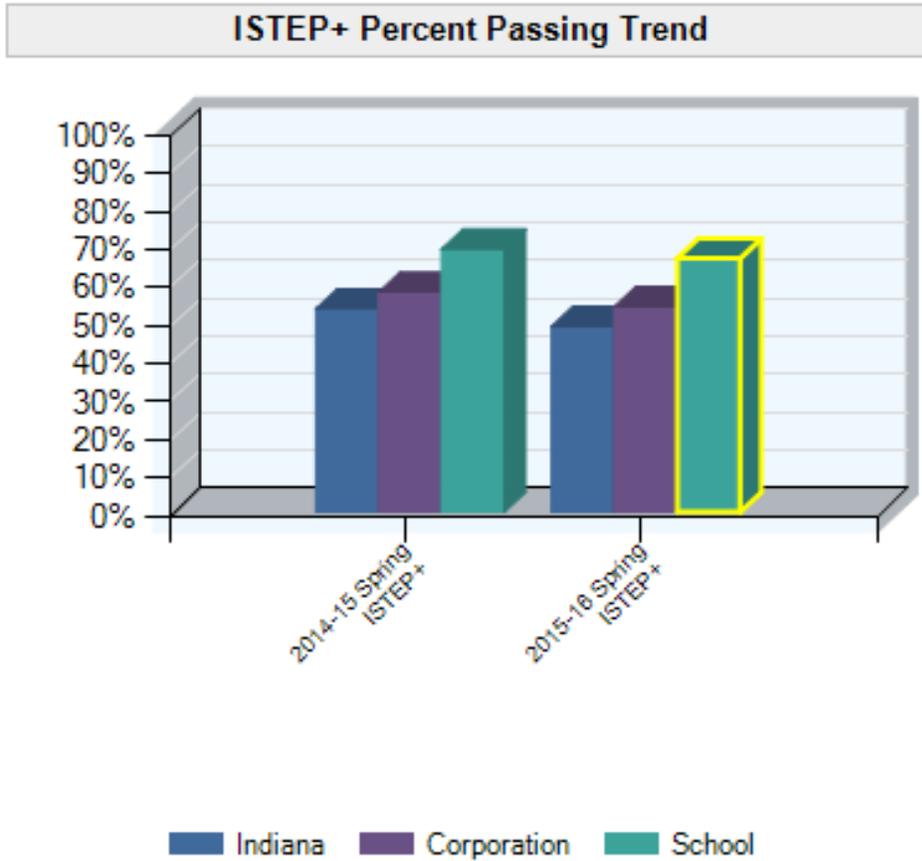
LCSC Belief Statements

What 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.
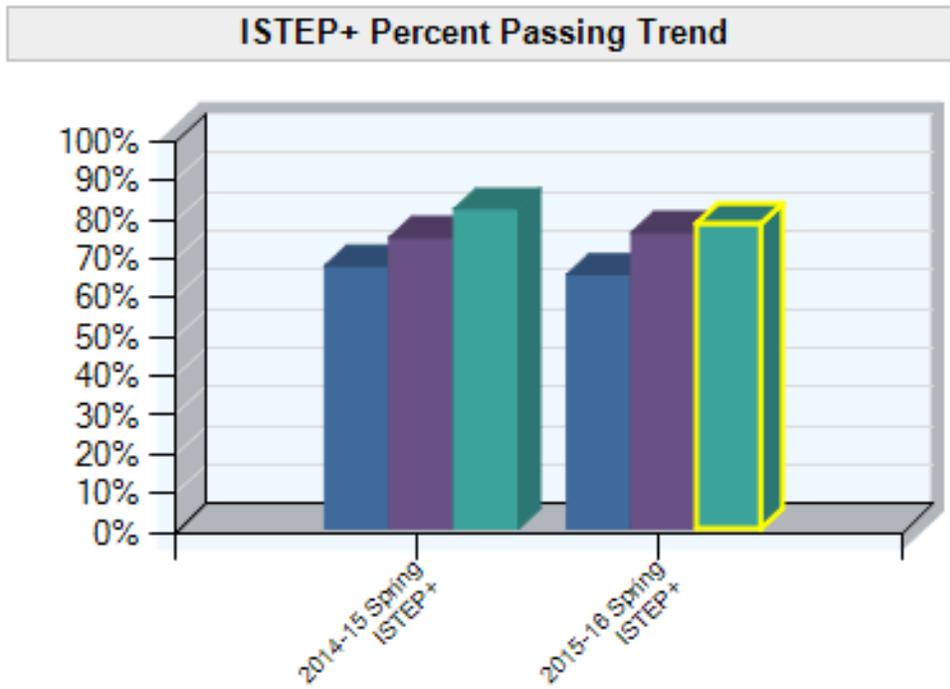- Educated and involved citizens are necessary to sustain a democratic society.

Summary of Data

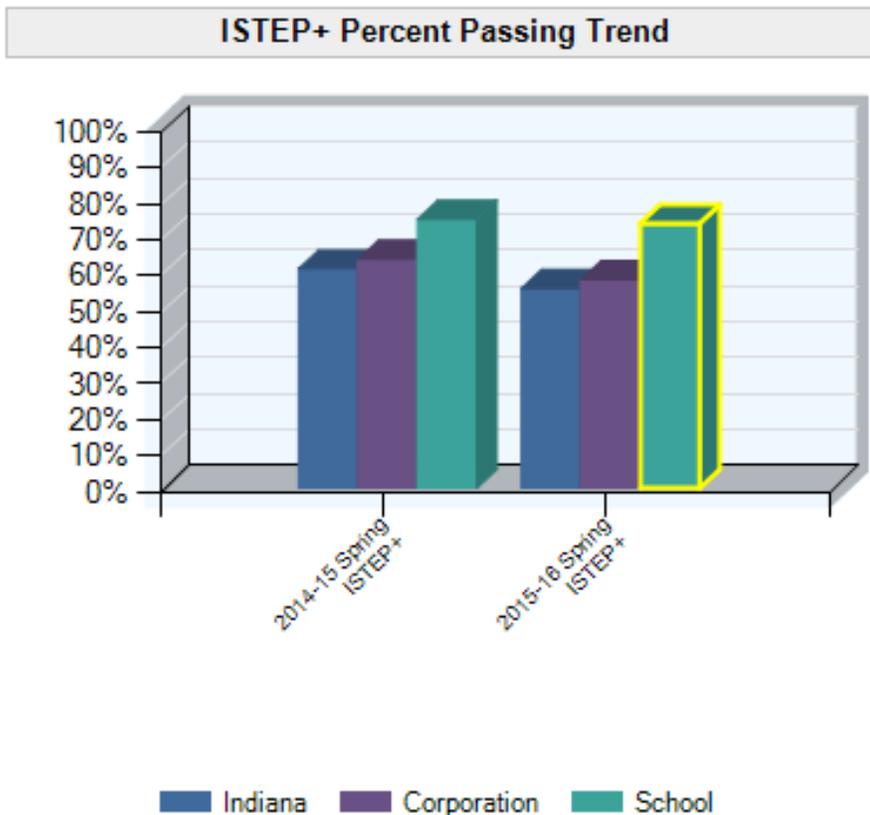Kolling school data and data from all Indiana accredited schools can be found on the DOE Compass website at http://compass.doe.in.gov/dashboard/overview.aspx

All Grades Passage Rate for both ELA and Math

All Grades Passage Rate for ELA

ISTEP+ Percent Passing Trend

All Grades Passage Rate for Math

ISTEP+ Percent Passing Trend

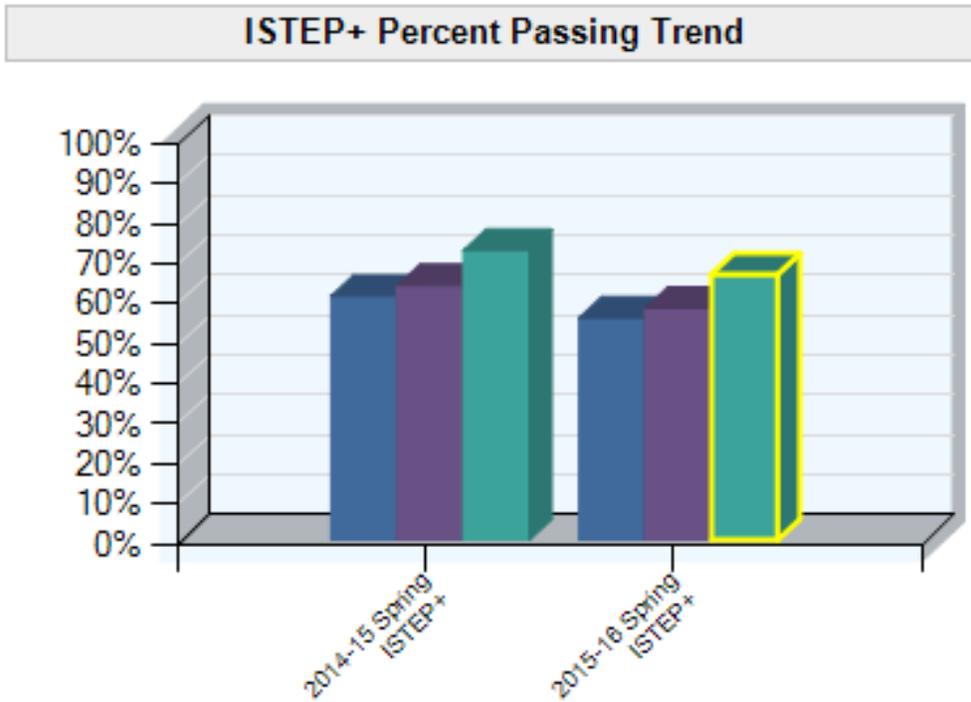Indiana   Corporation   School

Grade 3 Passage Rate for both ELA and Math
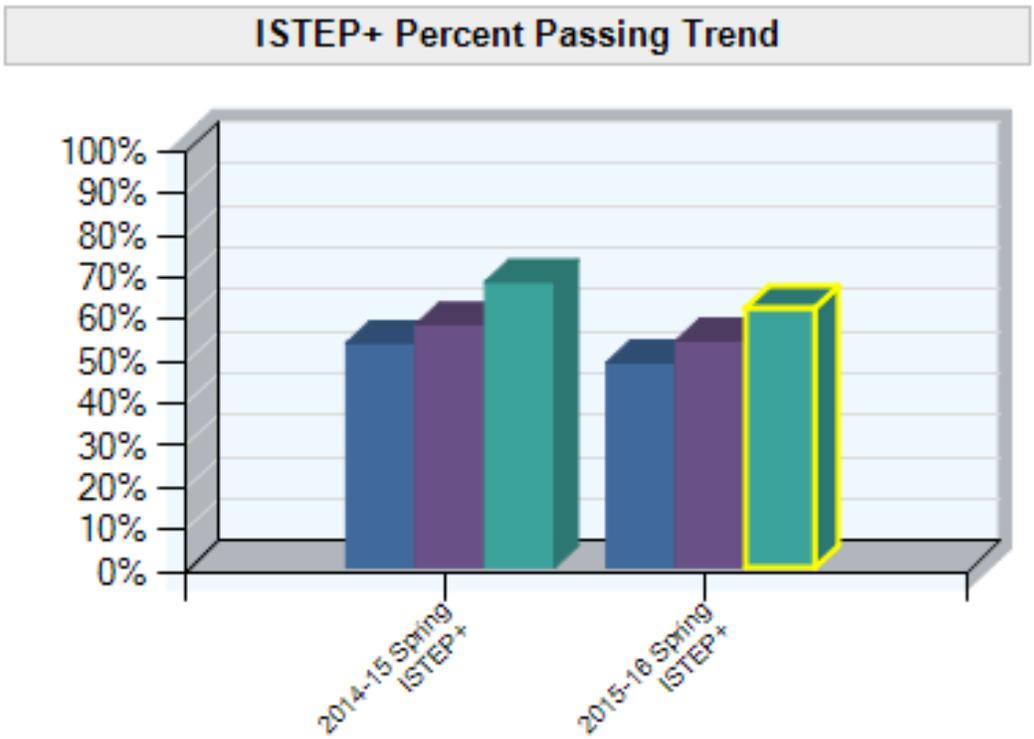
Grade 3 Passage Rate for ELA

Grade 3 Passage Rate for Math

ISTEP+ Percent Passing Trend

Grade 4 Passage Rate for both ELA and Math

ISTEP+ Percent Passing Trend

Indiana   Corporation   School

Grade 4 Passage Rate for ELA

ISTEP+ Percent Passing Trend

Grade 4 Passage Rate for Math

ISTEP+ Percent Passing Trend

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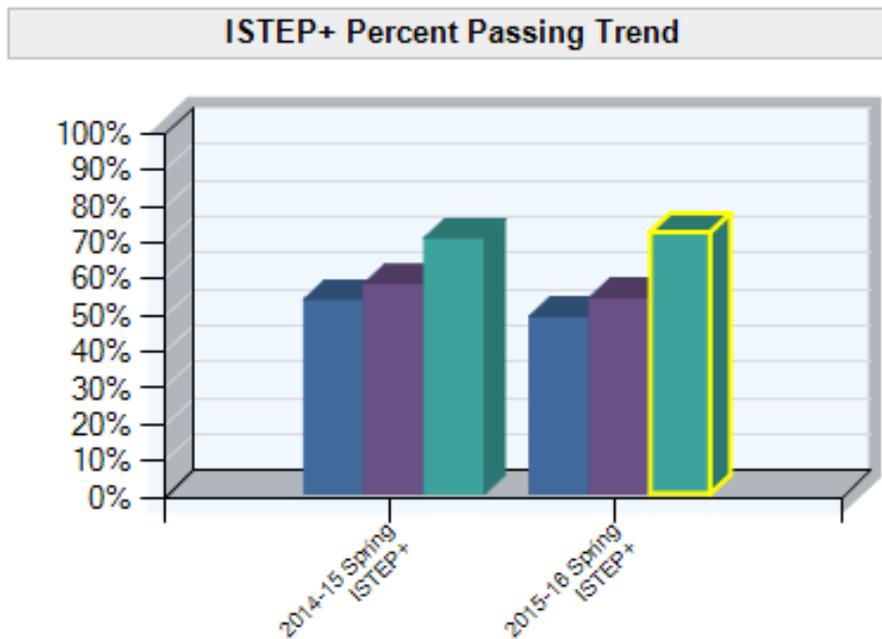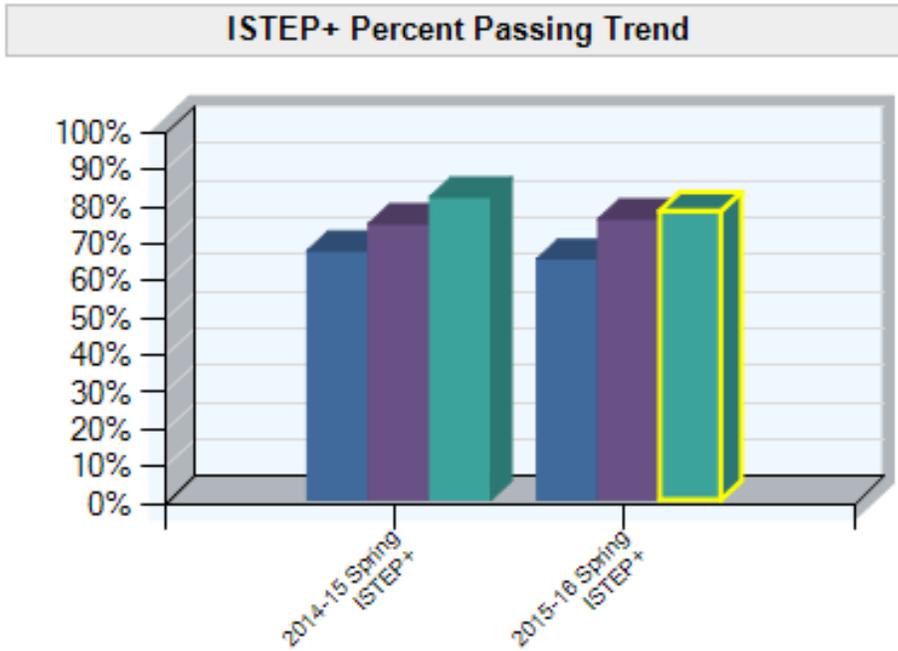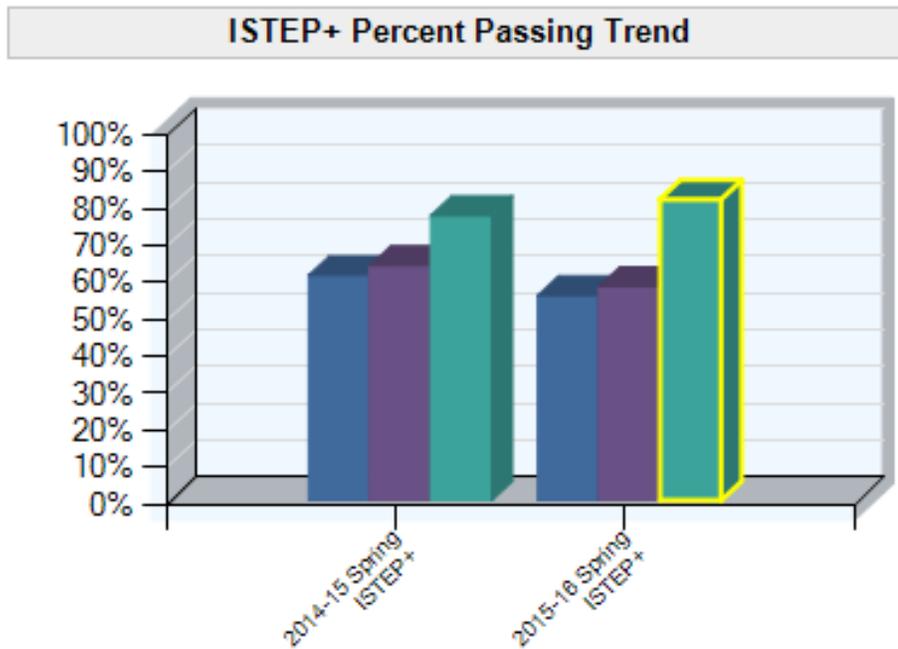
Grade 4 Passage Rate for Science
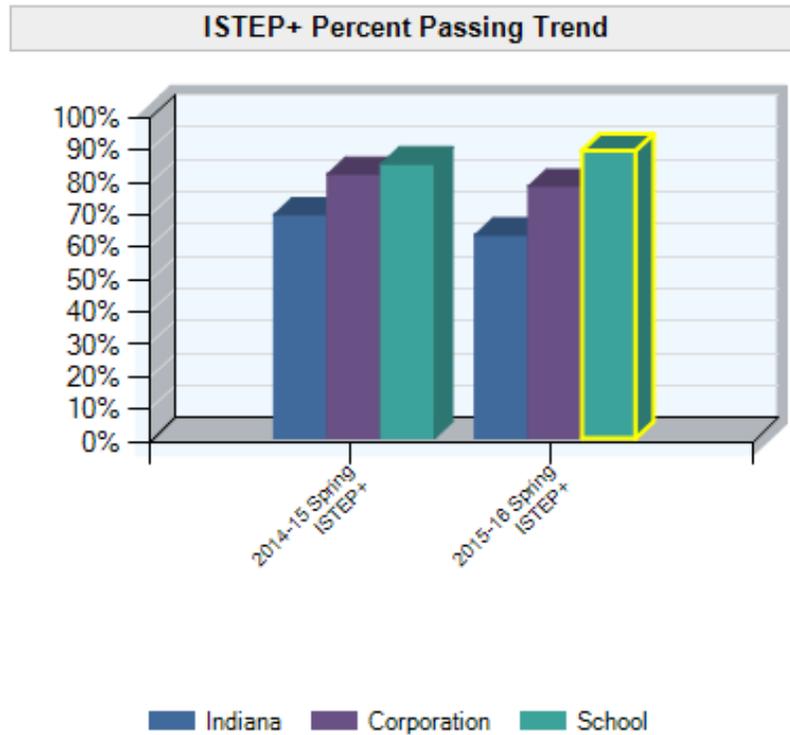
All Grades Subgroup Data

Subgroup data is only collected if the population of students testing/enrolled is at 30 or more students. If there is data missing for a specific year, it indicates there were not at least 30 students tested/enrolled for that subgroup that specific year. Subgroup data available on the Compass website only goes through the 2013-2014 school year.
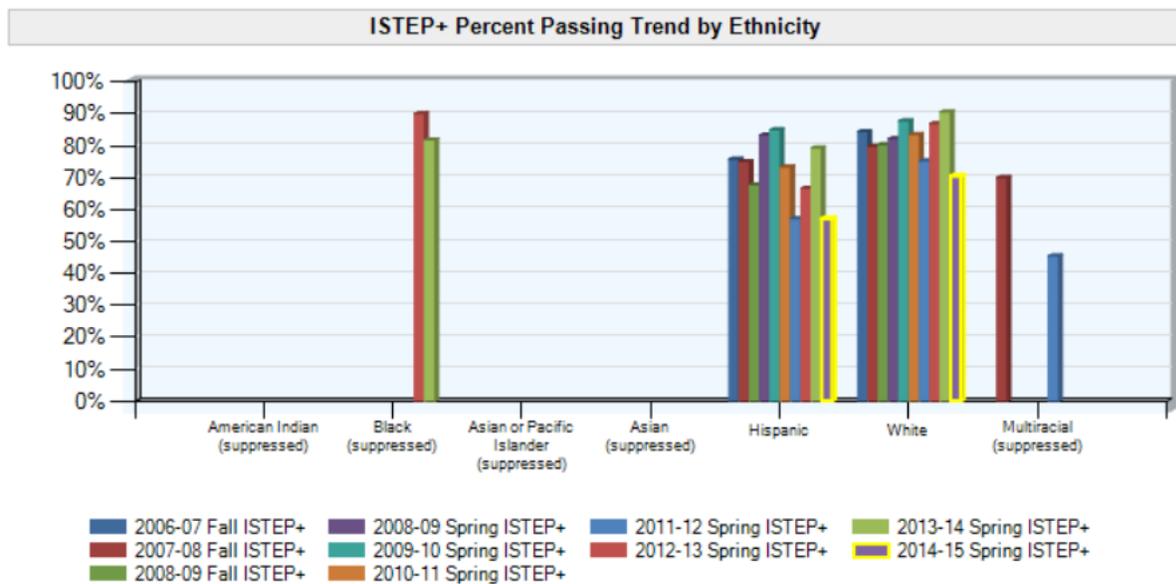
ISTEP+ Percent Passing Trend by Free/Reduced Price Meals

Legend: Free/Reduced price meals | Paid meals

X-axis labels: 2007-08 Fall ISTEP+, 2008-09 Spring ISTEP+, 2010-11 Spring ISTEP+, 2012-13 Spring ISTEP+, 2014-15 Spring ISTEP+

ISTEP+ Percent Passing Trend by Special Education

Legend: Special Education | General Education

X-axis labels: 2007-08 Fall ISTEP+, 2008-09 Spring ISTEP+, 2010-11 Spring ISTEP+, 2012-13 Spring ISTEP+, 2014-15 Spring ISTEP+
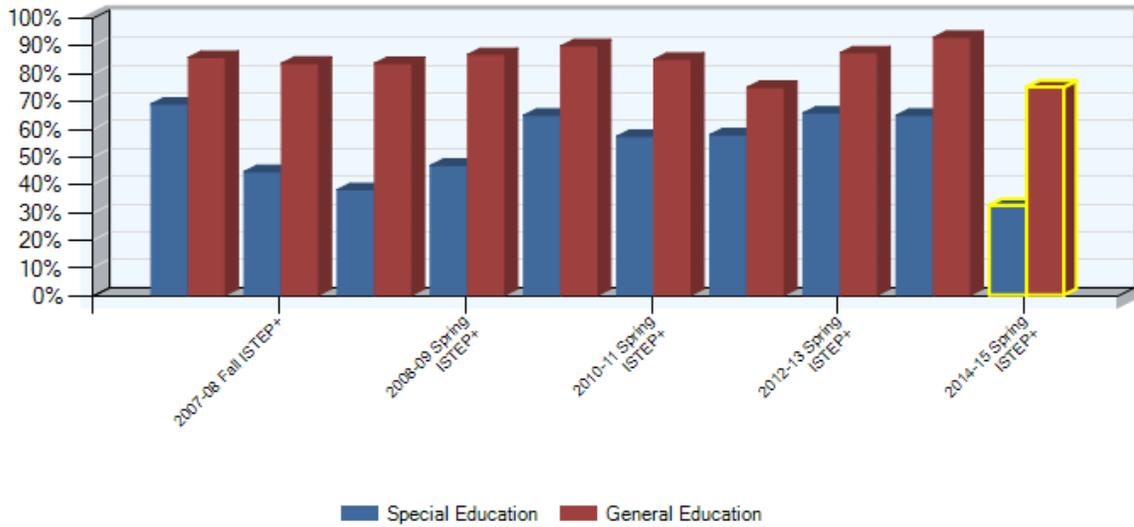
ISTEP+ Percent Passing Trend by English Language Learners

Legend: ■ English Language Learner ■ Non-English Language Learner

X-axis categories:
- 2007-08 Fall ISTEP+ (suppressed)
- 2008-09 Spring ISTEP+
- 2010-11 Spring ISTEP+ (suppressed)
- 2012-13 Spring ISTEP+ (suppressed)
- 2014-15 Spring ISTEP+
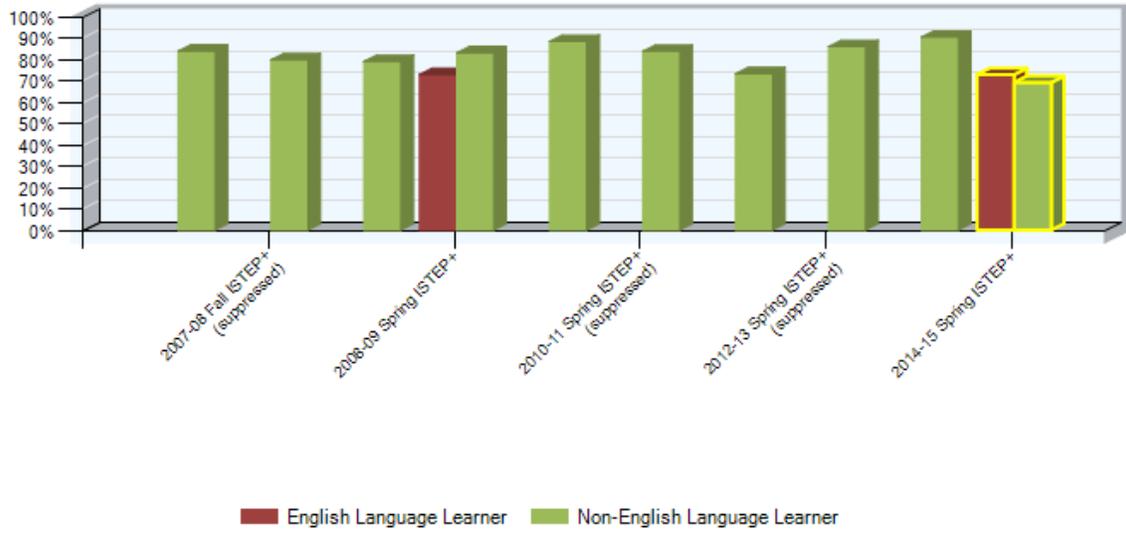
The following information is from the CTB Indiana Reporting System Website at http://www2.ctb.com/state/ISTEP/index.html and the PearsonAccess Website at https://in.pearsonaccessnext.com/customer/index.action?fromLogin=true.   Data from Spring 2015 and 2016 reflect new designated areas of measurement for College and Career Indiana Academic Standards.

Grade 3 Academic Standards Summary
Percent Mastery
6 year comparison

Content Area/Academic Standard	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
English/Language Arts						
Vocabulary	91	90	93	94	N/A	N/A
Nonfiction/Info Text (Nonfiction & Media Literacy)	90	89	91	92	80	79.59
Literary Text	90	91	94	91	74	74.15
Writing Process (Genres, Writing, and Research Process)	90	91	95	95	81	81.63
Writing Applications	90	90	93	95	N/A	N/A
Lang. Conventions (Conventions of Standard English)	90	92	95	95	82	81.63
Mathematics						
Number Sense	85	80	86	85	70	62.42
Computation	81	83	87	86	72	60.40
Algebra Functions	83	80	87	86	74	66.44
Geometry	84	81	86	84	72	65.10
Measurement	87	82	88	88		
Problem Solving / Mathematical Process	87	81	88	88	N/A	67.79

Grade 4 Academic Standards Summary
Percent Mastery
6 year comparison

Content Area/Academic Standard	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
English/Language Arts						
Vocabulary	90	86	91	95	N/A	N/A
Nonfiction/Info Text (Nonfiction & Media Literacy)	90	85	89	96	81	78.68
Literary Text (Reading Literature)	87	81	85	88	80	76.47
Writing Process (Genres, Writing, and Research Process)	90	86	89	93	83	76.47
Writing Applications	91	85	90	96	N/A	N/A
Lang. Conventions (Conventions of Standard English)	91	87	90	96	80	78.68
Mathematics						
Number Sense	89	87	90	93	77	80.15
Computation	87	84	90	95	77	80.00
Algebra Functions (Algebraic Thinking and Data Analysis)	86	82	89	90	79	78.68
Data Analysis & Probability	84	77	84	90		
Geometry	88	84	85	93	77	82.35
Measurement	89	81	88	94		
Problem Solving / Mathematical Process	89	83	89	95	N/A	85.29

The following conclusions were made using available ISTEP+ data for Kolling Elementary:

1. Kolling percentage passing scores for Spring 2016 ISTEP+ are above state and district average in all subjects and grades tested.
2. Students in grade 3 performed at a higher percentage on Spring 2015 and 2016 ISTEP+ Nonfiction Text than Literary Text.
3. Writing Process and Writing Conventions did not show any significant discrepancies in grades 3 or 4.
4. Number Sense and Computation are the lowest Mathematics Content Area/Academic Standard on Spring 2015 and 2016 ISTEP+ for grade 3.
5. Algebraic Functions was previously the highest mathematics area, but on ISTEP+ 2016 Mathematical Processes is the highest Mathematics Content Area/Academic Standard for grades 3 and 4.
6. On ISTEP+ 2016, 3rd grade showed significantly higher scores in ELA than in math. This was also true on ISTEP+ 2015.

Conclusions about the Current Educational Programming and Areas for Improvement

Our review of the data available on the academic achievement of Kolling students indicates that our core curriculum and teaching strategies are successful with the majority of our students. Our data supports evidence that attention to nonfiction text is having a positive effect on students. We feel that we can strengthen performance on literary text by providing instruction on how to unpack these types of questions, direct instruction on how to support answers with text evidence, and by strengthening our content vocabulary across all grade levels.

We have noticed a trend in grade 3 where students typically do not perform as strong in math as they do in ELA. Throughout the district it is also common that ELA scores are higher than math scores. Because of this, our district has shifted to conceptual learning for math skills supported by teacher professional development and the implementation of a district math coach.

Our teaching staff will continue to monitor student performance on state and local assessments and utilize all of our resources in a way that is most effective for our students. We will continue to provide early and ongoing intervention for students not meeting benchmark in academic areas, foster academic exceptionalities through our rigorous high ability program, and reflect and improve upon our core curriculums in order to assure that all students are making adequate growth.

Parental Participation

Kolling is fortunate to have strong parental support. This includes many volunteer hours and financial support. Our parents value education and take their role as their child's first teacher seriously. Many classrooms have parents that volunteer to help with classroom projects. Our PTO is also a positive force at Kolling. It provides a great deal of financial support to the school and individual classrooms. They organize or help with many activities for our students and families. PTO sub-committee members volunteer to make photocopies, put up bulletin boards, and work with students.

Technology as a Learning Tool

The Lake Central School Corporation supports technology use in our schools in a variety of ways. A corporation-wide technology support team exists, headed by a technology director. The Technology Director oversees the purchase and maintenance of equipment and software. He also assists administrators planning for technological use in their buildings. A series of workshops are offered to staff through our technology department. Kolling shares a technology trainer with two other schools. Teachers may call upon the technology department to assist them with any of their hardware/software needs or professional development with various technology resources that can be used in the classroom.

Kolling has three desktop labs that are utilized by grades K-4. The most recent of the three was added at the beginning of the 2015-16 school year. One of the labs is used for specials rotation. Each class has a scheduled time for its use. The lab is primarily used for skill practice using the Pivot, Dreambox, and Reading Eggs. Tracking student progress on this software in the lab provides the teacher with another tool to assess student mastery of basic skills. It provides the teacher with specific skill remediation needs and allows students who are proficient to move ahead at their own speed. Additionally, five iPad carts with 30 tablets each and six Chromebook carts with 30 units each are available for classroom use. Classroom computers are used for skill practice as well as internet research, writing, and other student produced projects.

Each computer is connected to our media retrieval system. Teachers use their computer and projector to show educational programs and videos. They also use them to post daily agendas, homework, and project computer images to the class. Other technological equipment used includes video cameras, digital cameras, digital presenters, laptop carts, and SMART Boards in all classrooms.

Student Achievement Objectives, Benchmarks, Interventions, and Professional Development

Mathematics Achievement Objective

By 2018-2019, 88% of our students will master Indiana Academic Standards in mathematics as evidenced on ISTEP+.

Benchmarks

> 2016-2017- Seventy-eight percent (78%) of our students will master Indiana Academic Standards in mathematics as evidenced on the Spring ISTEP+ and Pivot assessments.

> 2017-2018- Eighty-three (83%) of our students will master Indiana Academic Standards in mathematics as evidenced on the Spring ISTEP+ and Pivot assessments.

> 2018-2019 – Eighty-eight percent (88%) of our students will master Indiana Academic Standards in mathematics as evidenced on the Spring ISTEP+ and Pivot assessments.

Strategies

1. Develop and implement math curriculum guides at each grade level that align to the IAS.
2. Develop and implement curriculum embedded performance assessments that align to the format and rigor of state assessments in order to make instructional decisions.
3. Use math adoption resources effectively to meet the needs of all learners.
4. Increase student engagement in learning activities through inquiry.
5. Research resources for effective math interventions and strategies.
6. Use data effectively to drive instruction that meets the academic needs of all students.
7. Use the RtI process to close the gaps of at-risk math students.
8. Increase student learning time by offering before school tutoring.
9. Implement the use of Dreambox in the classroom and provide access for Dreambox at home for all students.
10. Establish comprehensive math vocabulary instruction.
11. Establish procedures for peer triad observations.

<u>Professional Development Needs to Support Strategies</u>

- Obtain professional assistance to provide teacher training on curriculum mapping and writing assessments to align with IAS.
- Provide training to access and interpret data to develop appropriate instruction for all students.
- Obtain information on intervention/enrichment activities and strategies to use.
- Obtain information on use of Indiana DOE's Transition Guidance for IAS.
- Train all teachers in the use of CHAMPS positive behavioral supports.
- Train teachers in Project CRISS strategies.
- Provide collaboration time for staff.
- Incorporate staff training with the Lake Central math coach.

Language Arts Achievement Objective

By 2018-2019, 90% of our students will master Indiana Academic Standards in ELA as evidenced on ISTEP+ and Pivot Assessments.

<u>Benchmarks</u>

2016-2017- Eighty-two percent (82%) of our students will master Indiana Academic Standards in ELA as evidenced on the Spring ISTEP+ and Pivot assessments.

2017-2018- Eighty-seven (87%) of our students will master Indiana Academic Standards in ELA as evidenced on the Spring ISTEP+ and Pivot assessments.

2018-2019- Ninety percent (90%) of our students will master Indiana Academic Standards in ELA as evidenced on the Spring ISTEP+ and Pivot assessments.

<u>Strategies</u>

1. Implement a 90-minute uninterrupted reading block that includes whole group and differentiated small group instruction.
2. Develop and implement ELA curriculum guides at each grade level that align to the IAS.
3. Develop and implement curriculum embedded performance assessments in ELA that align to the format and rigor of state assessments in order to make instructional decisions.
4. Use Journeys resources effectively to meet the needs of all learners.
5. Use the Lucy Calkins Units of Study Writing Curriculum to meet the needs of all learners.
6. Increase student engagement in learning activities.
7. Research resources for effective ELA interventions and strategies.
8. Use data effectively to drive instruction that meets the academic needs of all students.
9. Use the RtI process to close the gaps of at-risk language arts students.
10. Increase student learning time by offering before school tutoring.
11. Establish comprehensive reading vocabulary instruction.
12. Establish procedures for peer triad observations.

Professional Development Needs to Support Strategies

- Obtain information on use of small groups in classrooms.
- Provide training to access and interpret data to develop appropriate instruction for all students.
- Obtain information on intervention/enrichment activities and strategies to use.
- Obtain information on use of Indiana DOE's Transition Guidance for IAS.
- Train all teachers in the use of CHAMPS positive behavioral supports.
- Train teachers in Project CRISS strategies.
- Provide collaboration time for staff.
- Train teachers in Calkins Units of Writing.

Attendance Objective

Kolling's attendance rate will be at or above the state attendance rate each year.

Strategies

1. Emphasize good attendance at Meet the Teacher Night and PTO meetings.
2. Reward students quarterly who exhibit good attendance.
3. Include a budget for attendance awards.
4. Contact parents of students whose attendance is excessive.

Statutes and Rules to Be Waived

There are no statutes and rules that will be waived.