

Kolling Elementary

School Improvement Plan
Lake Central School Corporation
2022-2025



School Improvement Committee Members

Cassandra Cruz	Principal
Marissa Clabaugh	Assistant Principal
D'Ann McDermott	Reading Specialist
Jackie Naughton	Reading Specialist
Heather Olson	LRE Teacher
Sara Sikich	General Education Teacher
Rod Smith	General Education Teacher

LCSC 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.

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 areas. 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. The portables were removed in the fall of 2001. In the summer of 2018, a classroom was added in the library space. In the summer of 2019, bringing the total number of classrooms to 36. Currently 32 are grade-level classrooms, 1 music, 1 art, 1 computer lab, and 1 special education class.

On June 30th, 2019, the school board approved the dissolving of the West Lake Special Education Cooperative that previously serviced both the Munster and Lake Central School Districts for over 40 years. Beginning with the 2019-2020 school year, all special education services are managed through the district's central office.

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, Director of Human Resources, Primary Director of Curriculum and Instruction, Secondary Director of Curriculum and Instruction, Director of Special Education, Business Director, 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.

2022-2023 Current Enrollment Data

Kolling presently services students, kindergarten through fourth grade.
This includes:

6 full day kindergarten classes	serving 108 students
7 sections of first grade	serving 139 students
5 sections of second grade	serving 114 students
6 sections of second grade	serving 151 students
7 sections of fourth grade	serving 176 students

Our total population for 2021-2022 is 688 students.

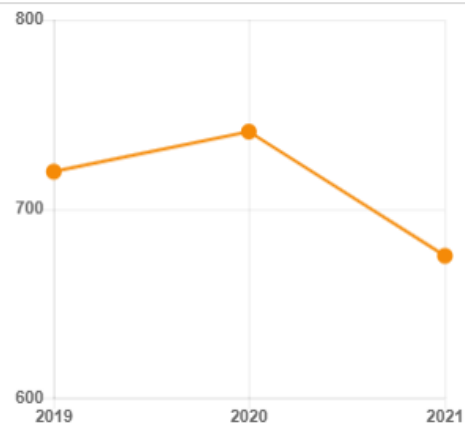
Kolling Elementary 2020-2021 Enrollment Information from [IDOE](#)

What is the total enrollment?

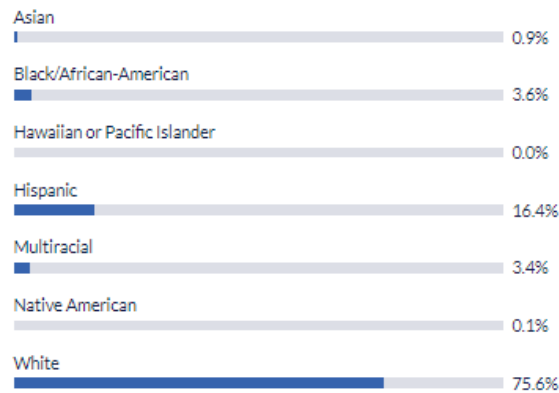
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[View by Grade Level](#)

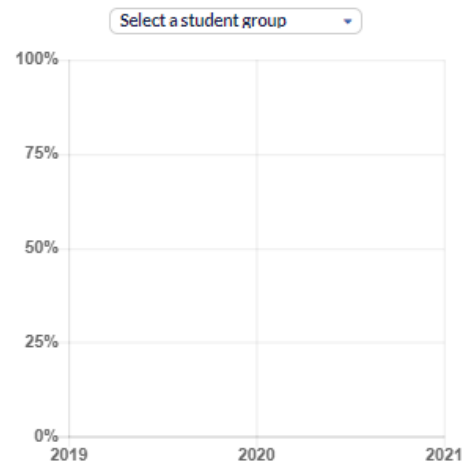
What is the enrollment trend?



How diverse is this school?



What is the enrollment trend by student group?



How are various student groups represented?



Economically Disadvantaged



English Learners



Students with Disabilities

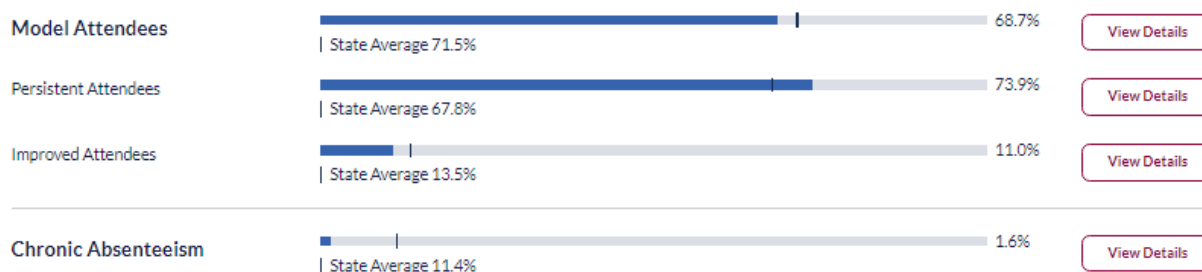
Special Education Enrollment Data

Special Education services are made available to qualifying Lake Central students. 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 to meet with the classroom teacher on a regular basis in order to discuss the student's progress and collaborate on how to best meet the student's needs in the general education classroom. The next level of services is in-direct, where the student receives special education services in their general education setting. The most restrictive programming offered at Kolling is direct resource room services. Students requiring direct resource room services spend identified academic blocks in the special education setting and the special education teacher is providing their instruction. Students receiving direct resource room services are assigned to a general education grade level appropriate classroom for homeroom, specials, lunch and recess, and any academic block not requiring direct special education instruction. 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

Student attendance measures whether students are considered "model attendees". A "model attendee" is a student who is in attendance for at least 96% of his or her enrolled days during the school year (persistent attendee); or a student who has improved his or her attendance by at least three percentage points from the prior to current school year (improving attendee). Student attendance also considers the percentage of students who are not chronically absent, or missing more than 10% of enrolled days during the school year. Only students who spend most of the school year enrolled in the school are included when reporting the attendance of students.

Kolling Elementary 2019-2020 Attendance Information from [IDOE](#)



Educational Programs and Supports

High Ability Program

The Lake Central School Corporation High Ability (HA) program is meant to challenge students to reach their potential by providing a wide range of opportunities for students who are identified as needing services in math and/or ELA. The program is designed to meet the intellectual, social, and emotional needs of identified students. The corporation understands that these learners are found in all socio-economic, cultural, and ethnic groups. Currently, Kolling has a HA class or cluster class in grades 1-4. These classes are taught by teachers that have been trained in gifted and talented educational practices.

The screening process used to identify students for the HA program consists of two major components: the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (Iowa). All kindergarten and second grade students (who are not currently identified or only identified in one subject) take the CogAT test. If a student has a standard age score in the 96th percentile or above on either the verbal, quantitative, or quantitative/nonverbal subtest they qualify for placement in the HA program and will receive HA services for their identified area. If a student's age score is in the 88th to 95th percentile on at least one CogAT subtest, they will be screened further in the targeted area using Iowa. If a student's scores are appealed by a parent, the Scales for Identifying Gifted Students (SIGS) will be used as a third assessment.

The HA curriculum consists of advanced placement, standards-based coursework. Our ELA curriculum is novel-based and focuses on higher level thinking such as inferring, analyzing, and comparing various genres of literature. We also have a rigorous vocabulary curriculum that teaches sophisticated vocabulary words using Greek and Latin roots, synonyms, antonyms, and analogies. The HA math curriculum is an inquiry-based program that uses real world math applications and provides students with complex mathematical reasoning opportunities. Students in HA will often present what they learn in their coursework to other students throughout the school.

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/social worker, nurse, school psychologist, and special education 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 are discussed. The nurse plans and organizes the vision, hearing, and scoliosis screenings for students. She works closely with the school service provider and counselor to assist with issues such as personal cleanliness, extended illness, and more.

School Service Provider/Counselor

Kolling has one school service provider and one school counselor with identical job descriptions. Both individuals spend 5 days per week at Kolling. During this period of time, these individuals work with students who are experiencing a variety of challenges. This may be due to family loss by death or divorce, social and emotional difficulties, behavioral and attendance issues, executive dysfunction, and student mental health. These individuals communicate 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. Additionally, these individuals teach several health standards in classrooms, facilitate daily small social emotional groups, provide individual counseling, and create daily SEL lessons for teachers to implement using Second Step. The Second Step curriculum is aimed to help students gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively.

Cultural Sensitivity Training

The school principal has attended training on cultural sensitivity with Franklin Reed, the TEK systems director of diversity and inclusion. Through this training, building administrators gained knowledge on the role that unconscious bias plays in everyday decisions, skills for recognizing our unconscious biases, and strategies for elevating inclusion and diversity in order to achieve our mission. We plan to extend this training to certified staff throughout the building with district support and funding.

Student Council

Our student council program was established in 2001. Interested 4th grade students who meet the criteria for grades, behavior, and attendance are welcome to run for 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.

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

Since the 2011-2012 school year, our school has participated in the One School One Book program. 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 participates in building-wide activities that coordinate with the book and promote involvement, literacy, and family support in education.

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 classroom learning to real life.

Spell Bowl

Students in 4th grade may try out for the extra-curricular Academic Spell Bowl Team that is in partnership with the Indiana Association of School Principals. The team participates in the academic competition one night in November at their assigned area Spell Bowl. The academic team can consist of 8 members and additional alternates. The top five Area competition scores from each class statewide will advance to State Finals.

EL

Kolling provides services for students who are English Learners (EL) that are aligned with the WIDA Consortium. We have students who speak various languages including Spanish, Russian, Chinese, Serbian, and Ukrainian. These students receive push-in and/or pull-out services in their classrooms, depending on the amount and intensity 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 and the committee decides they no longer need EL support. Our EL staff consists of 1 EL paraprofessional, who is at Kolling 5 full days a week and 1 EL certified teacher who is at Kolling for 2 days a week.

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 two days a week for tutoring. In order for a student to receive tutoring services, they must be invited by a teacher. Parents must give permission for their child to receive tutoring, and parents must provide transportation to tutoring.

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. The PTO organizes or helps with many activities for our students and families. PTO sub-committee members volunteer to make photocopies, put up bulletin boards, and work with students. We will continue to build partnerships with parents and community members that aid in our school's mission and enhance the educational experiences of our 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 on the technology trainer for professional development with various technology resources that can be used in the classroom. There is a building technology aide assigned to Kolling. Teachers may call upon the technology aide to assist them with any of their hardware/software needs.

Kolling has two desktop labs that are utilized by grades K-4. One of the labs is used for specials rotation. Each class has a scheduled time for its use. The lab is primarily used for computer skill practice, computer coding, and programs that guide students through online reading and math lessons. Additionally, all classrooms have a cart with 30 Chromebooks. Chromebooks in Kindergarten classrooms are touchscreens. These individual student devices are used for online testing, skill practice as well as internet research, writing, and other student produced projects.

Each device 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.

Description and Location of Curriculum

The present corporation-wide curriculum is aligned with the new college and career readiness Indiana Academic Standards. A district committee for each core content area is established with a building representative for each grade level to do backward design based on the IAS. The district 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. Curriculum and assessment decisions continue to be monitored and updated annually under the guidance of the district's director of primary instruction and one of the 6 elementary principals who work to oversee the work of each committee. Although the IDOE no longer requires districts to adopt curriculum on a schedule, the Lake Central School Corporation continues to consider the previous 6 year adoption schedule in order to work with a committee each year to consider the adoption of new textbooks that are aligned with the IAS and the district's curriculum.

Titles and Descriptions of Building/District Assessment Instruments

Students Entering Kindergarten

Students who meet the state requirement of entry into kindergarten, which is age 5 by August 1st, are invited to complete spring enrollment in March of each school year. Parents may appeal for early entry into kindergarten if their child will attain the age of 5 by October 1st. Early entrance appeals must be received by the deadline set by the district. Students requesting early entrance and meeting state requirements are given the district's early entrance screening to help determine eligibility.

K-2 Dyslexia Screener

All students in grades K-2 will be given a Universal Dyslexia Screener to identify potential indicators of dyslexia. This consists of phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. If characteristics of dyslexia are present, the student (with parent permission) will be administered an additional diagnostic screener to help the school's Intervention Assistance Team identify areas that need intervention and to develop a plan to address the student's needs.

Reading Foundational Skills Benchmarks

Kolling uses benchmark assessments for reading foundational skills to progress monitor students in grades K-2. Benchmark assessments include letter ID, letter sound, and sight words. These 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.

Next Steps Guided Reading Assessment (NSGRA) Running Record Assessment

NSGRA Running Record Assessments are used three times per year with students in grades K-3. All fourth-grade students participate in the beginning of the year screening. Fourth grade uses the running record as a progress monitoring tool for any student that has not mastered the fourth grade reading level. The running record informs teachers of error patterns, reading fluency and accuracy, and provides instructional and independent reading levels that allow teachers to plan for whole group and guided reading lessons.

Words Their Way Inventory

The district has adopted Words Their Way (WTW) to approach word study, spelling and phonics instruction. A WTW diagnostic assessment is used to decide where to begin spelling and phonics instruction. The program allows differentiated groups and instruction within the class. Periodic assessments are used to re-group students according to their level of phonological awareness.

i-Ready

Students in grades K-4 participate in i-Ready diagnostic testing for reading and math in the fall, winter, and spring of each school year. This assessment is a web-based, adaptive, diagnostic assessment used to help make instructional decisions and to monitor student response to instruction. Additionally, students have access to the i-Ready Online Instruction tool for reading and math. The online instructional component provides students with individualized lessons based on their skill level and needs so they can learn at a pace that is just right for them. Lessons are designed to be fun and interactive in order to keep students engaged.

McGraw Hill Math

Lake Central has adopted Reveal Math from McGraw Hill. This math series is designed to teach math by encouraging student curiosity, exploration, and growth mindset. It is designed to help students see math as a dynamic set of problem-solving strategies instead of the application of memorized algorithmic or computational procedures. This approach to learning math allows students to understand the language of math and demonstrate their mathematical fluency. Our math series includes online components for students to practice skills that align with where they are on the curriculum calendar. Students in grades K-2 use McGraw Hill's Redbird Mathematics and students in grades 3-4 use ALEKS.

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
- Sight Words

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
- Number Talks

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

Summary of Data for Spring 2022 ILEARN Performance

Overall ELA Performance (Percent Pass)

	Indiana	Lake Central School Corporation	Kolling
Grade 3	40.7	53.4	56.5
Grade 4	41.1	54.0	56.5

Overall Mathematics Performance (Percent Pass)

	Indiana	Lake Central School Corporation	Kolling
Grade 3	51.9	63.9	59.5
Grade 4	47.5	69.1	73.9

Overall Science Performance (Percent Pass)

	Indiana	Lake Central School Corporation	Kolling
Grade 4	38.4	59.2	58.7

Student Performance Data by subgroup – ILEARN Spring 2022

Due to federal privacy laws, student performance data cannot be posted unless the subgroup consists of more than 10 students.

Performance (Percent Pass) on the ILEARN ELA Test (Grades 3-4)

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	320115	48.0	2576	56.6	225	60.4
Hispanic	68946	28.1	896	43.5	57	43.9
Black	61413	19.1	291	32.6	12	25.0
General Education	406948	46.9	3441	57.4	255	63.1
Special Education	78717	13.4	548	19.7	49	22.4
Paid Meals	268699	53.2	3006	57.1	255	58.4
Free/Reduced Meals	216966	27.0	983	37.1	49	46.9
Male	251370	45.4	2053	48.0	166	47.6
Female	241166	45.4	1982	56.0	140	67.1

Performance (Percent Pass) on the ILEARN Mathematics Test (Grades 3-4)

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	319944	47.1	2576	53.0	225	69.3
Hispanic	68922	24.8	896	38.6	57	56.1
Black	61410	14.4	290	22.8	12	25.0
General Education	406719	44.3	3441	52.4	255	70.6
Special Education	78709	15.7	547	22.7	49	42.9
Paid Meals	268535	51.9	3006	53.1	255	67.8
Free/Reduced Meals	216893	24.6	982	33.5	49	57.1
Male	251262	41.5	2052	52.0	166	69.9
Female	241021	37.2	1982	43.9	140	61.4

Performance (Percent Pass) on the ILEARN Science Test (Grades 4)

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	105650	46.9	843	57.8	110	64.5
Hispanic	22493	22.8	289	40.8	20	40.0
Black	20373	12.8	100	24.0	6	*
General Education	133908	43.4	1117	57.4	114	65.8
Special Education	26609	15.9	194	24.7	24	25.0
Paid Meals	88101	51.2	985	56.4	118	60.2
Free/Reduced Meals	72416	23.8	326	40.8	20	50.0
Male	83249	40.2	671	53.8	83	57.8
Female	79507	37.0	657	51.0	55	60.0

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

1. Overall, Kolling performs much higher in the mathematics sections of state testing compared to ELA sections. This has been consistent for several years.
2. Kolling's percentage passing scores for Spring 2022 ILEARN ELA and Math are above state and district averages. That is not the case for our ILEARN Science scores.
3. Kolling's free/reduced lunch students outperformed the state average by 33% and out-performed the district average by 24% on the ILEARN Mathematics Test.
4. The special education subgroup outperformed the state and district averages in ELA, math, and science ILEARN Assessments.
5. On the ILEARN ELA Assessment, the female students outperformed the male students by 19.5 %.
6. Kolling's underrepresented ethnic subgroups (hispanic and black) significantly under perform in ELA, math and science compared to our white subgroup.

Conclusions about Current Educational Programming and Areas for Improvement

Our review of the data available on the academic achievement in the area of mathematics indicates that our core curriculum and teaching strategies are successful with the majority of our students. We have adopted a new math series, though our math philosophy of inquiry learning remains the same. We will continue to monitor our math scores so that they continue to show growth, while also striving to raise those scores even higher.

ELA scores indicate that too many of our students are not able to meet 3rd and 4th grade state expectations. Our preliminary i-Ready data from the fall of 2022 shows strong indicators that the biggest barrier to comprehension is skill deficits in phonics and vocabulary. Additionally, our staff will commit to identifying ways to effectively connect with our male population so those scores are more closely aligned to the ELA scores of our female students.

There is a significant disparity between our two minority subgroups and our white student population in all areas tested by the state assessment. Our staff will also commit to cultural responsive instruction in order to make stronger academic and personal connections with our minority students in order to address these gaps.

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' needs. We will continue to provide early and ongoing intervention for students not meeting benchmarks in academic areas, foster academic exceptionalities through our rigorous high ability program, and reflect and improve upon our core curriculum in order to assure that all students are making adequate growth. Through observations, administration will assure that all staff are following the plan with fidelity.

Student Achievement Objectives, Benchmarks, Interventions, and Professional Development

Mathematics Achievement Objective

By the Spring of 2025, 83% of 4th Grade Kolling students will master Indiana Academic Standards in mathematics as evidenced on state ILEARN and district i-Ready assessments.

Benchmarks

By the Spring of 2023, Kolling will see a 4% increase in students' proficiency and growth on the Math ILEARN and Spring i-Ready Grade 4 Assessments.

By the Spring of 2024, Kolling will see a 3% increase in students' proficiency and growth on the Math ILEARN and Spring i-Ready Grade 4 Assessments.

By the Spring of 2025, Kolling will see a 3% increase in students' proficiency and growth on the Math ILEARN and Spring i-Ready Grade 4 Assessments.

Strategies

1. Monitor, update, and implement math curriculum guides at each grade level that align to the IAS.
2. Update 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. Research and collaborate to identify culturally responsive practices in order to better reach our hispanic and black students.
5. Utilize the district math coach to follow best practices for instruction in mathematics and to provide resources for effective math interventions and strategies. .
6. Provide individualized student math practice using online resources: Redbird, ALEKS, and i-READY.
7. Increase student engagement in learning activities through inquiry.
8. Provide collaboration time for vertical alignment with Math committee members.
9. Use data effectively to drive instruction that meets the academic needs of all students.
10. Use the RtI process to close the gaps of at-risk math students.
11. Increase student learning time by offering before school tutoring.
12. Establish comprehensive math vocabulary instruction.
13. Monitor student progress with building-wide data meetings at the BOY and the MOY.

Professional Development Needs to Support Strategies

- Incorporate staff training with the Lake Central math coach.
- Provide teacher training and plan time for 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.
- Provide collaboration time for staff.
- Provide training on conceptual learning math instruction.

By the Spring of 2025, 70% of 4th Grade Kolling students will master Indiana Academic Standards in ELA as evidenced on state ILEARN and district i-Ready assessments.

Benchmarks

By the Spring of 2023, Kolling will see an 6% increase in students' proficiency and growth on the ELA ILEARN and Spring i-Ready Grade 4 Assessments.

By the Spring of 2024, Kolling will see a 4% increase in students' proficiency and growth on the ELA ILEARN and Spring i-Ready Grade 4 Assessments.

By the Spring of 2025, Kolling will see a 4% increase in students' proficiency and growth on the ELA ILEARN and Spring i-Ready Grade 4 Assessments.

Strategies

1. Provide professional development to improve independent reading.
2. Provide professional development to improve strategies to teach reading in the classroom.
3. Provide professional development on assessment vocabulary for reading and writing.
4. Provide collaboration time for vertical alignment with ELA committee members.
5. Research resources for effective ELA interventions and strategies.
6. Research and collaborate to identify ways to motivate male readers.
7. Research and collaborate to identify culturally responsive practices in order to better reach our hispanic and black students.
8. Increase student engagement in learning activities.
9. Implement a structured reading block that includes whole group and differentiated small group instruction.
10. Monitor, update, and implement ELA curriculum guides at each grade level that align to the IAS.
11. Update and implement curriculum embedded performance assessments in ELA that align to the format and rigor of state assessments in order to make instructional decisions.
12. Use Journeys resources effectively to meet the needs of all learners.
13. Use Literacy Footprints Guided Reading materials to differentiate with varied reading groups.
14. Use Words Their Way to provide phonics and spelling instruction.
15. Research and implement Science of Reading strategies in order to improve foundational reading skills.
16. Use the Lucy Calkins Units of Study Writing Curriculum to meet the needs of all learners.
17. Use data effectively to drive instruction that meets the academic needs of all students.
18. Use the RtI process to close the gaps of at-risk language arts students.
19. Increase student learning time by offering before school tutoring.
20. Establish comprehensive reading vocabulary instruction.
21. Monitor student progress with building-wide data meetings at the BOY and the MOY.

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.
- Provide collaboration time for staff.
- Provide training for Calkins Units of Writing.
- Provide training for Words Their Way

Social and Emotional Learning Objective

By the Spring of 2023, students identified by the school counselor and school service provider will measure one point higher than their original score on the 5 point rubric of the Social Skills Improvement System (SSIS) Social-Emotional Learning (SEL) Edition. *Since we are beginning to use this data this school year, and not all identified students have preliminary data, we are not able to provide baseline data for this goal at this time.*

Strategies

1. Morning meetings in all classes using the Second Step curriculum that focuses on growth mindset, goal setting, emotion regulation, empathy, kindness, and problem solving.
2. Character Trait of the Month program to promote social and emotional growth schoolwide.
3. Small group counseling with School Service Provider and School Counselor for students who need supplementary social emotional, behavioral, and academic support using various curriculums such as Zones of Regulation, Random Acts of Kindness, and MindUP to help address social skills, self-regulation, coping strategies, and executive functioning.
4. School Service Provider and School Counselor quartley class lessons focusing on specific social emotional standards.

Attendance Objective

Kolling will perform above state average as measured by the state's Model Attendance Rate and will have less than 1.5% of students who exhibit chronic absenteeism.

Strategies

1. Emphasize good attendance at Meet the Teacher Night and PTO meetings.
2. Include a budget for attendance awards and recognitions..
3. Contact parents of students who have attendance concerns.

Statutes and Rules to Be Waived

There are no statutes and rules that will be waived.