School Improvement Plan
for Student Achievement
September 2012

Created by:
Homan Elementary
210 E. Joliet Street
Schererville, IN 46375

For:
School Years 2012-2014

SCHOOL IMPROVEMENT PLAN DOCUMENT

SCHOOL: Homan Elementary School
         210 E. Joliet Street
         Schererville, IN 46375
PRINCIPAL: Kathi Tucker
ORGANIZATIONAL STRUCTURE: K-4
CORPORATION NUMBER: 4615-4349
CORPORATION: Lake Central School Corporation
SUPERINTENDENT: Dr. Larry Veracco

COMMITTEE MEMBERS:

1. Kathi Tucker — Principal
2. Missy VanderWoude — Grade 1 Teacher
3. Renee Lam-Chi — Grade 2 Teacher
4. Jane Dvorscak — Grade 3 Teacher
5. Rachel O'Neill — Grade 4 Teacher
6. Trish Giese — Kindergarten Teacher
7. Amy Rogers — Reading Specialist
8. Jennifer Neidy — Resource Teacher
9. Jen Neal — Dean of Students
10. Mindy Kusbel — Parent
11. Gabriella Cosgrove — Business Representative

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Section 1: Introduction

Section 1A.1: The School Descriptive Narrative

Homan Elementary School is a school with a student population of approximately 580 students in a K-4 grade configuration. There are approximately 34 certified staff members, including special education and itinerant staff, offering core instruction and remedial assistance programs. An additional classified staff of 27 is available and used in a variety of capacities. The current demographics of the school have not had a significant change since our last school improvement document was created. The most noteworthy impact on the school continues to be found in the number of students whose native language is other than English. Students enrolling in the school are primarily from countries in the Middle East, Middle Europe, and Indian Subcontinent. There is also an increase in students of Hispanic background entering the school for whom language presents a barrier to instruction. Most students enrolling are transfers from surrounding states or school districts. Providing services and suitable instructional materials is an ongoing challenge because of this diversity. Instruction in English language basics is undertaken as a support program under Title I services. This will be addressed in subsequent sections of this document.

Homan School continues to serve a population consisting of students from low income to high-middle income levels. Housing ranges from apartment rental units to typical suburban subdivision settings. The school has a student population quite different from the majority of schools in the school corporation. Homan continues to serve the largest number of students in programs for low income or income-subsidized public programs within the school district. Students who qualify for free lunch and reduced lunch programs continue to make up over 28% of the school's population, a stable number for the past four years. Although low by many standards, Homan continues to have among the highest rates in the school district. This school continues to be qualified as a Title I Targeted Assistance School (TAS).

The school student population continues to vary only slightly in its gender diversity. There are grade level groups where the gender difference is greater, but the overall percentage of the building does not reflect a significant separation. When compared to the school corporation's numbers, Homan School is one of the schools whose gender population is relatively even in its division.

When reviewing test score performance as measured by ISTEP+ in grades three and four in 2011, grade three males passed at a 88% overall rate and females at a 90% rate for Language Arts. In mathematics, males had a 86% pass rate and females 74% rate.

In grade four, Language Arts passing percentages varied by gender.   Males had a 85% rate of passing while females had an 100% rate. Mathematics shows almost no discrepancy in gender with not 87% of males receiving a passing score compared to 85% of females.

Ethnic diversity has a strong influence on the school. Of the six elementary schools, Homan School has the most diversity in its student population in all charted categories. The varied makeup of the school population has continued to change since the last accreditation document was prepared. The school has little growth of population in general but has seen the diversity of its students increase. Minority enrollment accounted for 35% of the student population in 2011-2012.

The percentage of students in the Black, Hispanic, and Multi-racial subgroups continue to demonstrate the greatest growth. All other minority groups have been consistent unless attributed to a district wide boundary adjustment. Students of White ethnicity has continued to decline by 12% since 2008.

ISTEP+ ethnic-based data for 2012 can only be reported for Hispanic students. Children in the Hispanic subgroup for grade three had a 96% passing rate on the Language Arts portion of the test and an 82% passing rate in mathematics. Also for grade four, a large enough ethnic base can only be reported for Hispanic students. Of those, 83% received a passing score in Language Arts and 72% in mathematics.

Continuity of the school population is also a factor to be considered for this school. Increasing enrollment and turnover have an impact on achievement and programming. **FIGURE 1.4** is a chart showing the enrollment grades for students in the school for the 20011-12 year. The number of students who have been in the school since kindergarten shows a marked decline by fourth grade. Based on the information in that chart, out of 122 second grade students 77% have been in the school since kindergarten. By grade three, 76% have been in the school since kindergarten.

Entry Year by Grade Level					
	Kdg	Gr. 1	Gr. 2	Gr.3	Gr.4
Gr. 2	94	20	8	X	X
Gr. 3	82	11	9	5	X
Gr. 4	85	13	10	10	11

FIGURE 1.4

In fourth grade,65 % of the students remain from kindergarten. This information will impact the design of action initiatives to address learning needs of the building.

Homan Elementary School offers extracurricular opportunities for the students to become involved, primarily at the fourth grade level. Students in grade four who are interested in the Spellbowl team are tested over a given set of words, and the top scoring students are invited to join the team, where they compete against students from local school districts. Students in grades three and four can write an essay on what they would do to improve the school environment for their peers along with a videotaped interview. Students from each class vote and the top 15 from fourth grade and the top 10 from third grade will serve on the Homan Student Council, which helps our school and community with various collections and programs. Additionally, third grade students participate in an end-of-the-year spelling bee. The top five spellers from each class participate in a final competition. While all participants receive a participatory ribbon, the top four winners receive a ribbon of special recognition.

The school is the beneficiary of an active parent-teacher organization (PTO). The parent group sponsors seasonal fundraising activities to support the students and staff of the school. A grocery cooperative program has been in existence for over 10 years as a means to raise funds for the school's supplemental programs. The parents also provide a popcorn treat to students twice a month. They sponsor a Veteran's Day Breakfast for all U.S. Armed Services veterans and the students that invite them. They host a holiday shop at which students may purchase low-cost gifts for holiday giving. Several times a year, the PTO hosts a variety of family nights. The PTO collects soup labels and box tops, which are redeemed for playground and gym equipment. The group directs the school's spirit wear sale each year and Fridays are identified as "Spirit Wear" days. The group helps students understand community responsibility as well through activities like "Make A Difference Day." Students are encouraged to collect donations of food items from home. The PTO delivers the items to the local food pantry along with members of the student council. The PTO holds various fundraisers throughout the year to support the student and staff of Homan School. It has been instrumental in the placement of Smart technologies throughout the building that have been purchased through these fundraising efforts.

Activities supporting staff members are also completed as part of the PTO's service to the school. Parents help teachers secure books for student gifts and assist in wrapping them at holiday time. The

school's annual "Family Reading Night" for Title I students is supported by the volunteer efforts of the staff. The annual Field Day at the conclusion of the school year is also greatly aided by the PTO parents. The PTO donates to the district's "Dollars for Scholars" program annually, which benefits high school seniors who have attended this school.

Parent participation is further developed through the annual Open House, grade-level performances, and Fun Fair. As student enrollment has grown, there has been a corresponding increase in the number of families joining the parent support organization as well.

The number of parents serving as volunteers has also shown an increase. Parent volunteers are used for field trip chaperones, classroom helpers, room parents, and a variety of other projects. The school has over 250 hours of volunteer participation per month. In recent years, parents remain enthusiastic volunteers, but an increasing number of working parents is beginning to be reflected in a diminishing number of available volunteers for some projects and activities.

Section 1A.2: The Community Descriptive Narrative

Homan School is a part of the Lake Central School Corporation. 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 entire area saw a tremendous influx of population and commercial businesses for an extended period of time. However, in the current shaky real estate market, new home construction and sales have slowed. Commercial development along the major thoroughfares continues but at a slower rate. Other retail and commercial developments are occurring at the boundaries with surrounding towns not in this school district. This is having a major impact on transportation in the area and community infrastructures in general.

The Town of Schererville is served by three elementary schools, of which Homan is one. The town has an estimated population of 28,105 according to Census 2010 data. The town's racial make-up is 73.6% white, 12% Black or African American, .3% American Indian, 1% Asian, 11% Other, .7% Hawaiian and 8% Hispanic. The school's racial diversity data was presented earlier in Figure 1.3. As presented, the school's racial diversity is higher than the town's as a whole. The school's number of white students is 65%, which is approximately 9% less than the town's. The Hispanic population in the school is 10% higher than the towns while all other minorities are about the same as the town with the Black population being lower in the school by 4%.

Many of the businesses do support the efforts of the schools. A large number of the local businesses contribute to fund-raising efforts by the parent organization of this school. The Chamber of Commerce recognizes the achievements of staff and students at an annual luncheon. A local education foundation, with high levels of community involvement, was formed in the last several years to support the efforts of the schools. Annually, this foundation awards grants to staff members of the school district for projects. Funding is derived from donations, fundraising efforts, and the Indiana's Education License Plate Program. This school has had several teachers receive grants to further the instructional purposes of the classroom, grade level, or school. The local Wal-Mart has also been a contributor to the school. On several occasions, the store manager has presented the school and its parent organization with a check to be used to improve the school's efforts. A new Big Lots store has opened in Schererville, and they awarded a one-time donation to Homan for $2500.00.

Growth in the community is a result of the retail and residential expansion previously noted. New residents come to the area for differing reasons from a wide variety of backgrounds. A number of new residents relocate to the St. John Township area for reasons related to work--either transfers to new

locations or for first-time employment. Many move here as a result of upscaling to a larger or newer residence. A median home cost in Schererville is $186,327 which is an increase of about $18,500 since 2000.   This school's attendance area would be best characterized as drawing from residences that would be in the lower ranges of real estate values with only a few areas in the upper end of the average. The Town of Schererville also has about 3,706 units available rentals. The location of the town to major thoroughfares makes it ideal to commute to employment in downtown Chicago or to the heavy industries of the northern portion of the county.

Section 1A.3: Descriptive Narrative of Educational Programs

The core educational programs in grades K-4 continue to focus on the State and Common Core Standards in reading/language arts, mathematics, social studies, and science/health. Skills are presented in a context of effective instructional practices. Enrichment and remediation are integral parts of the core program as well. Students are offered opportunities to experience enrichment activities as part of the classroom process. Remediation also takes place on a regular basis in the classroom based upon student needs. Homan offers five full-day kindergarten classes, but parents have the option to send their children to a half-day program housed in a neighboring elementary in the corporation. Grades 1-4 maintain a traditional all-day program.

In the 2008-2009 school year, Response to Intervention (RtI), 30 minutes of differentiated reading instruction, was added to grades K-2 in addition to the 90-minute core instruction. Students were assigned to flexible groups depending on proficiency levels in reading and writing. The Developmental Reading Assessment (DRA) is heavily weighted in determining groups. This model was implemented in all grades in the fall of 2009. This early intervention will give support in non-proficient areas as well as support the high-ability students at their independent levels. A literacy coordinator position was added at Homan to assist in RtI planning and progress monitoring.

A Leveled Literacy Intervention (LLI) program is offered to students in need of significant reading support. Homan was the first site to implement this strategy in the district. Homan's socio-economic data and test score performance underscored the need for additional services of this nature. Currently, the school has the services of two reading specialists. The teachers provide direct services to identified students in an effort to impact reading skills. Identification of students is done using a variety of data collection instruments including mClass assessments

Support services for reading/ language arts are also available to at-risk students through the Title I tutorial program. Utilizing reading specialists and paraprofessionals, students who are identified as needing additional work in reading are seen on either an inclusive or pull-out basis. Homan uses a variety of interventions and fluidly moves students while progress monitoring to ensure gains are being made. Students identified as needing interventions through Title I selection or the Intervention Assistance Team (IAT) process may receive one of the following: My Reading Coach (a computer phonics-based program); Leveled Literacy Intervention (LLI-- which is based off reading recovery methods); BURST (a prescriptive, individualized daily lesson for each group of students); Wilson (a phonics-based program); Read 180 (a 90 minute daily program that replaces the core reading curriculum); and before school tutoring. The majority of services are provided inclusively at the classroom level. Tutors plan and work with individual teachers to support students in small groups or as individuals. A Title I Abstract is created each year to form the base for the program's identification of students qualifying for participation. It further outlines the process for adding newly-enrolled students needing services and for the removal of students for whom the program is no longer needed. Funding plays a major role in determining the amount of time that is available. The Title I program also oversees the instruction of students for whom English is not the primary language. Supporting ESL students is done on a pull-out basis depending on the level of need of each student. State

guidelines for ISTEP+ Limited English Proficiency are used to identify students' needs. A language survey of parents and a subsequent test are used to document needs for this program. As students become more proficient, the Title I tutor begins to work more inclusively at the classroom level with the child. Instruction in the ESL program is done in an individual or small-group setting depending on the needs and languages of the students.

Social support services continue as a result of needs identified during prior accreditation cycles. This is the first year that each of the six elementary schools has its own Social Worker. There has been an increasing need on the part of the district and this school. Cases needing intervention from Child Protective Services (CPS) have remained relatively constant since the program started. Case loads and referrals continue to grow commensurate with student needs. Parents have become comfortable with the concept and frequently make requests to have the Home-School Facilitator--now Social Worker-- see their children. The Social Worker has been more proactive by addressing issues through whole class programs in the areas of bullying, appropriate social interaction and response, and the transition to the middle school.

Students with special needs are serviced through programs operated by a special education cooperative (West Lake). Students with learning disabilities receive services in either an inclusion setting or self-contained classroom. Case conference committees are utilized to receive input from staff and parents, which leads to the creation of the individualized education plan (IEP). There are 1.5 teachers providing services to students with identified learning disabilities. Students with mild disabilities, emotional handicaps, health impairments, or orthopedic impairments are also serviced through the resource classrooms. Again, case conference committees meet to determine the appropriate setting for each individual child.   An additional program is providing services for students with autism spectrum disorder. Students are placed into the program from all schools within the special education cooperative. A building-level pre-referral intervention process (STAT/Student Assistance Team) assists teachers with accommodations in classroom or instructional procedures for students with difficulties. The classroom teacher provides accommodations with fidelity along with progress monitoring. Parent notification is done by the classroom teacher. If substantial progress is not made, the team decides if alternative accommodations need to be implemented or it the child should be placed in Tier II. Tier II results in Intervention Assistance Team (IAT) meetings consisting of the classroom teacher, principal, psychologist, special educational interventionist, reading specialist, speech therapist, teacher, and parents. Current data and accommodations are presented, and the team determines which researched-based interventions are necessary to close the educational gap. The team reconvenes regularly to monitor progress. If progress is limited after quality researched-based interventions have been done with fidelity, recommendations for special education will be determined.

There is also a district-wide program for students identified as talented/gifted. This program is offered for third and fourth graders and is housed in each elementary building.

Programs for art, music, and physical education are part of each student's instructional experience. A minimum of forty-five minutes is scheduled for student participation in these areas weekly. The music teacher directs two grade-level presentations each year. The art teacher hosts a school-wide art show annually and has students entered into a variety of poster contests and art exhibitions. In physical education, a life-long fitness concept is promoted through the "Fit-for-Life Kids" project. Assessment of individual fitness is done in grades three and four, three times per year. Students' personal effort is charted and monitored for progress. Students in grades one and two are assessed at the end of the school year. The program also incorporates high school athletes as assistants to provide role models for the elementary students.

Section 1B: Description and Location of Curriculum

The general focus of the school's curriculum is to develop individual responsibility for learning and personal actions through the establishment of classroom procedures and standards for quality work as well as the homework policies of the corporation and individual teacher. Through the use of effective teaching strategies, the importance of the individual's learning progress is emphasized. The curriculum of the school addresses the unique needs, personal interests, and capabilities of each student by providing opportunities to develop in academic areas including the following: RtI groups, Title I tutoring, Leveled Literacy Groups, Individual Education Plans (IEP), adaptive physical education, speech, merit programs, cadet teachers from Lake Central High School, and prescribed reading and math computer-assisted instruction. Personal interests are addressed through creative programs including Young Authors' activities, science fair exhibit, reading incentive programs, and art exhibits. The curriculum provides opportunities for students to recognize their potential and prepare for a lifetime of learning by generating an interest in reading through instructional techniques using current literature, providing exposure to areas that may lead the student to lifelong interest in the arts, and emphasizing the social responsibility of living in a democratic society. The written curriculum identifies student learning expectations and aligns with standards of attainment as outlined in the State of Indiana Standards and the Common Core Standards. Regular assessment techniques at the classroom, building, and district level are used to monitor student progress toward attaining the standards of learning.

The language arts curriculum addresses the major concepts, themes, and skills identified in current standards through alignment of the indicators and the local curriculum guide. At each level, assessment is coordinated with the proficiency statements to reflect concept mastery. The language arts curriculum requires students to become active participants in the learning process by establishing the importance of effective teaching practices, which include learner involvement. Through such techniques as literature-based instruction, whole language strategies, RtI groups, and language experience stories, the learner uses personal experiences in the creation of a final product. Skills are taught as an integrated part of the curriculum rather than in isolation. The continuous development of the student is addressed through a spiraling of curriculum strands. Skills are introduced, mastered, reinforced, and extended in a logical scope and sequence. The coordination extends to all grade levels and is subject to review and evaluation based on regular assessment of student progress. Writing processes are focused on through district and building initiatives. Assessment is formally administered twice per year. In addition, an individual portfolio is created to which samples are added twice per year.

The mathematics curriculum continues the basic premises outlined for language arts as they pertain to the State Standards and Common Core Standards. The Lake Central School Corporation adopted the researched-based enVisionMATH Indiana program, correlated to the 2000 Indiana K-6 math standards, to make mathematics more accessible to a wide range of students. Through interactive learning and problem-based activities, students are able to build their own understanding of concepts and skills before the formal representation of ideas occurs. Along with the math series, there is computer-assisted instruction. The emphasis is on life-long math concepts and computation skills at each grade level. Application of concepts is an integral part of the curricular outline. Progress toward attaining the standards is monitored and assessed through mClass math assessments in grades K-2 and Acuity in grades three and four, along with weekly in-class assessments.

Social studies provides students opportunities to become active participants in the learning process by establishing the importance of effective teaching practices, which include learner involvement. Instructional resources include activity kits, geography kits for map and globe skills, field trips, thematic instructional strategies, and multicultural activities to promote a high level of student

involvement. The learner is challenged to develop skills of citizenship and democratic processes. Skills are taught as an integrated part of the curriculum rather than in isolation. Instruction to enhance student sensitivity and awareness of cultural diversity and interpersonal skills have been included to meet the needs of the school building.

The science curriculum focuses on a student involvement model to provide information and experiences which further scientific understanding. Science materials were adopted this year that meet the State and Common Core standards. In grades three and four, Acuity assessments are done twice a year to monitor grade-level progress.

Health knowledge is addressed in a similar fashion. Life experiences are related to learning in order to meet the curriculum outline of the district.

Supplemental instruction has been added in reading and math in addition to the core curriculum. Students will work in leveled groups for 30 minutes daily in grades K-4 to supplement reading and/or math skills. Curriculum information is available in several locations. A master curriculum binder with all grade levels is available in the main office of the school. Each teacher has a binder that contains the curriculum for the specific grade level in the classroom. Teachers are provided information on the State and Common Core Standards. Curriculum is currently being rewritten at the district level. Additionally, parents receive information for the appropriate grade level standards for their student on an annual basis.

Section 1C: Titles and Descriptions of Assessment Instruments Used

Assessment information is provided by ISTEP+ in grades three and four in the spring. The mClass assessments for grades K-2 provide information on letter naming, first sound fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and reading comprehension levels. The Acuity in grades three and four will provide benchmark assessments three times a year in both English/Language Arts and Math and twice a year in science.

The district requires a writing sample scored with a rubric by each grade level.

The district also screens incoming kindergarten students using an assessment to determine developmental readiness as well as beginning skill knowledge. At the March kindergarten enrollment, students are tested on alphabet letter identification, a concept of print (CAP) assessment, and name recognition and re-creation using magnetic letters. Should key indicators be found, further screening using the Gesell Test for Developmental Readiness is administered.

At the building level, an aggressive in-house assessment program has been developed and implemented. Because mClass is now used, the Diagnostic Reading Assessment (DRA) serves to progress monitor targeted students in grades K-2. Students must pass benchmarked non-fiction books before moving forward. Kindergarten students will be given a list of 40 core words to write in January and May along with a dictated sentence. Grades three and four will continue to administer the DRA or the PM Benchmark (with the DRA conversion) to all students in September and April.

Alternate assessment progress monitoring tools will be purchased and implemented in additions to the assessments listed at each grade. These items include Accelerated Reader, Star Reader, Star Math, Fountas and Pinnell Leveled Literacy, READ 180, and mCLASS with Burst by Wireless Generation.

These alternate curriculums and assessments will be used throughout the tiers of instruction as needed to bolster non-proficient students as well as special education students.

Section 2: Statement of Mission, Vision, or Beliefs

Section 2.1: 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 contributing responsible citizen through an instructional delivery system that engages students in achieving their personal best.

Section 2.2: Statement of Beliefs

The Belief Statement is a guideline for the actions of all staff in directing the educational opportunities for the students. It has been developed in conjunction with the principles of the school district and reflects the widely held beliefs of the school and the community. These Beliefs are as follows:
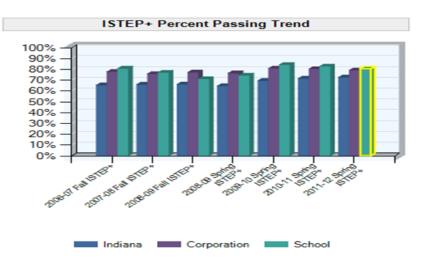
- Each individual has dignity and worth.
- Students are our number one priority.
- People are responsible for their actions.
- Excellence will only be achieved through continuous improvement.
- Everyone can learn.
- People learn in different ways and at different rates.
- Teachers are critically important in every student's education.
- Education is a responsibility shared by the 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.
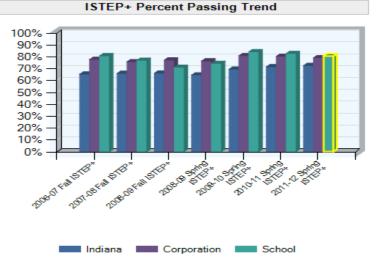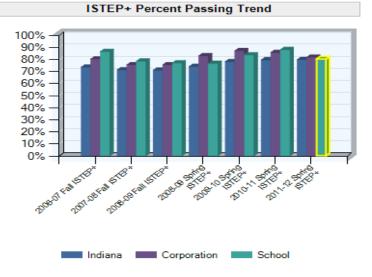
Section 3: Summary of Data

Section 3A: Annual Performance Report Data Summary

This document section will first consider the current status of educational programming in the area of reading and mathematics as shown in the Annual Performance Report for ISTEP+. **FIGURE 3.1** demonstrates data related to Grade 3 from the ISTEP+ achievement testing, and **FIGURE 3.2** demonstrates data related to Grade 4. They cover the years 2006-2012. From the graph it can be seen that students in grades three and four meeting language arts standards have shown a rise in scores since 2008. Programming and interventions have changed beginning in 2009. With the implementation of RtI, we have identified students sooner. Identifying students sooner and addressing their needs with appropriate interventions have a direct correlation to the increase in ISTEP+ scores. Teachers have had a great deal of professional development on small group instruction and flexible grouping. This same instructional focus is also seen as a contributing factor to the high passing percentages in grade four. Although there seems to be a slight drop in scores in grade four, the students selected for merit are moved to another school for their 4th grade year, and their test scores then are included in that school's testing data.

Data for Mathematics from the Annual Performance Report covers the school years 2006 - 2011. **FIGURE 3.3** is a graphic representation of the percentage of students meeting the math standards as established in the ISTEP+ testing reports and covers grade three. Math is an area of focus. In grades three and four there had been an increase. 2012 showed a dip in scores that is attributed to learning gaps from a switch in the math series. It is anticipated that adjustments made in instruction that are aligned to the new math series will bring

ISTEP+ Percent Passing Trend

Indiana   Corporation   School

ISTEP+ Percent Passing Trend

Indiana   Corporation   School

ISTEP+ Percent Passing Trend
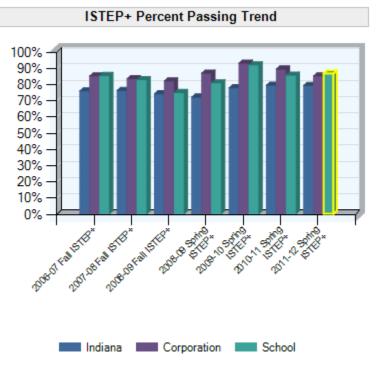
Indiana   Corporation   School

about an increase in math scores in both grades.

Ethnic diversity is an area that is being closely monitored to insure all students are making progress. A review of years 2009-2012 ISTEP+ results only yields a partial picture of ethnicity success for grade three. Because of the ISTEP+ reporting structure, scores are not disaggregated for ethnic groups if the group contains less than 10 students. This school, despite an overall increase in non-white ethnic groups, still does not have sufficient numbers at each tested grade to have reportable scores for most ethnicities. However, data for the groups is reviewed at the building level for the students individually. Hispanic students passed at 96% and 83% rates in third and fourth grade language arts and at 82% and 72% in math. By comparison, White students passed at an 90% and 94% in language arts and 84% and 93% in math respectively.

ISTEP+ Percent Passing Trend

Socio-economic 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 shown sustained passing percentages over the period. This group has not always met the same passing percentages as the Paid group, but this may be due to the related transience of students and their prior educational opportunities. However, in one instance the Free/Reduced percentages exceeded their Paid counterparts. In Grade 3 the passing percentage is 93% in English Language Arts but 72% in Math. In grade 4 the passing percentage dropped to 87% for English Language Arts and 63% in Math. Many of these student were offered Supplemental Educational Services through state providers and declined the offer. Because of the student mobility factor and the change in the students within the subgroup, it is difficult to consider long-range trends. Efforts must still be undertaken to reduce the discrepancy in passing percentages.

The school's special education student population is growing. Served by a cooperative, which is highly regarded for the quality of the programming, classes for students with learning disabilities, mildly mentally handicapped, emotionally handicapped, and autism spectrum disorder are available in this school. Some students in the autism spectrum disorder program take the ISTAR alternate assessment and results cannot be added to those of students taking the ISTEP+ examination and are not suited for general analysis. Progress of those students is monitored in other formats including standardized individual reviews. Other special education students were selected to take the IMAST instead of the ISTEP which has had a high success rate or those selected.

For the remaining special education population, Grade 3 70% passed Language arts and 60% passed math. In grade 4 for the 2011 school year there were under 10 that took the ISTEP+ so their data was not reported. There has been general improvement in the Language Arts scores of students receiving special education services with the integration of different interventions.   Homan had 9 student take

the IMAST alternate assessment. Out of those 9, 8 took the English Language Arts section and 5 passes with 3 not passing. All 9 took the Math section and 6 passes. 5 took the science section and 4 passes. The special education staff is making a concerted effort to improve instructional practices to further student achievement.

Student attendance has seen some improvement in recent years. 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 n 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. The average attendance rate for the past several years has been 96.5%. We are always seeking ways to improve that rate and raise it so our students are getting the full benefit from their education.

Section 3B: Data Indicators Not Included in the Annual Performance Report

There are no data indicators not included in the Annual Performance Report.

Section 3C.1: Data Indicators from In-house Assessments

A data assessment process at the building level was begun in 1999-2000 in grades K, 1 and 2. The impetus came from a desire to better understand the needs of the student populace and thereby provide more appropriate interdictions into the learning process itself. Reading Recovery^{TM} played a leading role in the determination to improve our knowledge base as did our movement into the 4-Blocks Literacy Model. Kindergarten teachers were instrumental in designing and implementing assessments to identify at-risk students as early as possible in the educational process and provide needed interventions. The assessment of students outlined here is not to be considered directly connected to our identification of students for Special Education. Although the information derived has helped the school better provide for students who meet the stringent qualifications required by law, it has not been developed to target specific disabilities. In the ensuing years, the assessment process has been extended to include all grade levels in the area of reading. Reading running records are used to determine student reading levels. In grades K-2, the assessment is done three times per school year. Grades 3 and 4 provide formal information twice per year. Teachers use the Developmental Reading Assessment (DRA) in grades three and four. Rigby's PM Benchmark reading assessment serves as a back-up assessment tool in grades K-3. This is often used more frequently by teachers to monitor student progress. The two assessments are compatible in reporting reading level information.

Beginning in the 2000-01 school year, a grant project ("Literacy Kids"), funded as an Early Intervention Grant Project by the State of Indiana, was initiated and continued until the inception on three full day kindergarten classes in 2010. Students were provided services on a one-half day basis from the start of the school year instead of waiting until the second semester as had been done since the inception of Reading Recovery at the school in 1998. The project reinforces and develops language skills and reading skills. Language skills include both oral (speech) and written. Students selection is based on in-house screening in alphabet identification, name recognition and letter identification in print, and concepts about print. Students must be in the lowest 20% of all students screened in these categories. Student selection was based on the frequency students fell into the lowest

20%. Typically, the class averages 12 students. The Literacy had a 75% pass rate for the ISTEP+ achievement testing. While 25% do not meet the minimum requirement. It is felt this program has had a significant impact on learning since students in the lowest 20% of incoming kindergarteners frequently function within the average range of all students after completing the "Literacy Kids" program. They were able to maintain success years after the intervention. We have put similar intervention into our full day kindergarten classes and have utilized that Literacy teacher to work with all kindergarten students on a more flexible basis. As student progress and are able to perform independently in the classroom other students are serviced in their area of need.

The school has implemented an in-house assessment of reading comprehension in all grade levels. The information that has been gathered over the last several years has been used to determine benchmark points of success in grades K-4. The goal is to have all students reading successfully with comprehension at grade level. As was mentioned in a prior section of this document, formal assessments are completed using the Developmental Reading Assessment (DRA) and PM Benchmark materials. All scores are reported in DRA levels (-1 through 70). With the implementation of mClass assessment for grades K-2, the teacher will report the reading level as converted to a DRA for benchmark recording. Grades 3-4 will still be assessing with the DRA in the fall and spring along with Acuity assessments conducted three times a year.

The goal in kindergarten is to have students reading at a level 3 by the end of the year. Level 3 indicates a reading readiness for grade one. Most students in this grade come in with a score of –1, which is equivalent to a pre-primer level reading text.

Similarly, students in grade one have been given a reading assessment as part of the improvement plan developed by the school. These students are assessed in reading comprehension three times per year, as are the kindergarten students. The goal is for grade one students to leave the grade level at the end of the year with a reading level of 18 or better. Grade two will be doing a reading assessment three times a year now with mClass assessment in place and their benchmark goal for the end of the year is to have the students reading at a level 28. Grade three will be obtaining a reading level on their students twice a year and the benchmark is to have the third grade students reading at a level 38 as they enter 4th grade. When grade four students are finished, we like them to be at a level 48. Although the students must be able to accurately read a percentage of the words there is also a comprehension rubric that must be passed before the students move to the next level. Throughout the levels there are benchmark non-fiction books that must be passed with 95% accuracy, or they continue to work at that reading level to bolster comprehension. We have found through the years that students have exceptional reading skills in the area of phonics but lag tremendously behind in comprehension which is the sole source for reading. Many student come without the background knowledge and vocabulary knowledge to link what they are reading to the real world. We have worked hard with vocabulary and have seen improvements in comprehension scores. This data collected at the building is disaggregated by gender, SES, ENL, and ethnic subgroups to ensure we are reaching all our learners and giving them the best opportunities.

Section 3C.2: Other Standardized Achievement Data

There is no other standardized achievement data gathered in non-ISTEP+ grade levels in the school district.

Section 3C.3: District Level Standards Assessments

The Lake Central School Corporation has established expected writing standards for each student as they exit to the next grade level. Each grade level is to include two writing samples, scored on a

rubric, from each semester. These writing samples are then passed through the grades with the students to ensure writing progress is being made.

Each of the six elementary schools will be doing mClass and Acuity assessment and data tracking this year.

Section 4: Conclusions About Current Educational Programming

Section 4A: Curriculum Support for State Academic Standards

There is a consensus among the school's professional staff that the existing curriculum of the school district is not in alignment with the academic standards of the State although significant improvement is noted. The district curriculum guide is extremely out of date and is in need of extensive revision as was noted in the prior school improvement plan. Work has begun at the district level and will continue to align our curriculum with the state and common cores standards. It is further noted that the process of creating this document has led to an increase in the awareness of all teachers regarding the state standards. All teacher and Special Education staff especially have made great strides to address standards in instructional planning and in the development of Individualized Education Plans (IEP). As a general rule, materials published and adopted within the state in the last several years demonstrate alignment to state standards. These materials are used as reference points by the staff to guide instructional planning along with a listing by grade level of the state standards provided to staff. This is a general practice in the building and as such is not included below in the grade level progression.

Kindergarten staff members related the use of the reading publisher's guidelines as a substitute for the curriculum outlined in the district binders. By doing so, they felt the state standards are being adequately addressed since the adoption of reading materials was done recently and all materials had to meet the state standards. For mathematics, no district level outline is available. Again the staff relies on the publisher of the mathematics materials to provide guidance in instructional procedures related to the state standards. The kindergarten report card is referenced to the Indiana Academic Standards for reporting progress to parents.

Grade 1 staff members report a general lack of alignment to existing curriculum in subject areas as outlined in the curriculum binder. However, all first grade standards are taught by the teachers using the Indiana Academic Standards as a resource. The adopted text materials and teacher resources are in compliance with the Indiana Academic Standards and serve as a basis for instruction to achieve student mastery of the standards. The recently revised grade level report card is also referenced to the Indiana Academic Standards for this grade level.

In grade 2, the existing reading curriculum guide is also deemed inadequate for current state standards. The publisher's scope and sequence chart has replaced the curriculum guide for teacher reference. With the new adoption of Mathematics, the book directly aligns with standards. As in grade 1, science and social studies standards are not addressed in the existing curriculum guide.

Grade 3 concludes similar information regarding reading and mathematics as has been outlined in previous paragraphs. The existing curriculum guide is outdated and does not align with the expectations of state standards. Supplemental activities are being included which will be further

discussed later in this section regarding instruction. Science and social studies have a similar lack of alignment found in reading and mathematics. The teacher are able to use the teachers manuals as the guide through the standards because the manuals are directly aligned to them.

Grade 4 has also indicated similar sentiments for reading, mathematics, science, and social studies. The district curriculum guide is dated and needs to be revised to reflect the current expectations of the state's standards.

The school district's established assessment project for standards is done in subject areas on a K-12 basis. Alignment with the State standards was sought. A negative point regarding the district standards is that they are too general, covering grade level groups such as primary (K-2) and intermediate (3-4). They were also developed only for language arts and mathematics. Their general lack of specificity, especially when considered against state standards, is viewed as a hindrance. Students would be more likely to attain state standards if teachers were using the district standards than they would if the outdated curriculum guide was being followed, however. Reliance on a building level State and Common Core standards checklist is assisting teachers in maintaining standards compliance as well as the researched bases curriculum being used.

Section 4B: Instructional Strategy Support for State Academic Standards

A process begun in the school several years ago to impact student achievement in Reading has led to an increased awareness among the teaching staff for effective instructional practices. These practices have a basis in the research literature and have been supported by the school district for many years. Instructional practices to increase student time-on-task, develop strategic readers, and create cooperative learning have been implemented and refined to meet the needs of the student population. Generally speaking, surveys of staff, input from parents, conversations with central office administrators, and information obtained at professional conferences all support the instructional processes in place at this school. The reading instruction process employed by the school was awarded a Special Recognition by the Indiana State Reading Association in 2003 for its comprehensive approach to reading comprehension and strategic learning across the grade levels.

Committee work during this process indicates there are some grade level concerns that will be addressed. These will be outlined in the following paragraphs by grade level and address the standards by subject. A Response to Intervention (RtI) model has been established in grades K-4 to address students' needs.

In kindergarten, the standards for language arts are being met in the instructional setting. The staff relates that since the last plan there is an increased emphasis on the integration of reading and writing in the curriculum. The classroom instruction is continuing to utilize strategies to achieve this. Also, working with students to become strategic readers and apply strategies to comprehension of text is being addressed in the classroom. Mathematics instruction also is closely aligned with the standards. The staff consensus indicates that there is an ongoing need to develop number sense and problem solving skills. The problem solving may relate to reading skill attainment and therefore, alternate strategies need to be developed in the students. Social studies and science standards are being met.

Grade 1 reports standards for language arts are being taught and a large percentage of students do well overall. However, there are areas within standards that need closer scrutiny. They do state that there are weaknesses in vocabulary and writing conventions. Despite this high percentage, in order to meet the goal of 100% of students achieving mastery, additional attention will be needed. Specifically, the areas of vocabulary and writing conventions and applications demonstrate some weakness when considering the scores of Grade 3 students on ISTEP+. Mathematics instruction supports the

attainment of the standards with some weak areas. The areas that need attention are fractions, graph interpretation, inverse operations, problem solving, geometry and measurement. Science and Social Studies are felt to be aligned to meet standards.

Grade 2 feels there is strong alignment between instructional methodologies and student achievement of the standards for language arts and mathematics. When considered with grade 3 ISTEP+ scores reported under the Academic Standards Summary, there is strong supporting evidence. In language arts, the differences in the six areas ranged from 14.9 to 30.9 points above the mean IPI. In mathematics, the average over the mean ranged from 15.8 to 27.5 points in the six reported indexed areas. There will need to be continued awareness and data analysis of the subgroup performances in the future.

Grade 3 staff pointed out that significant alignment occurs in the language arts and mathematics instruction. Areas of concern still remain in vocabulary and writing correctly complete sentences. Mathematics demonstrates strong alignment with instructional practice with only a few exceptions, Identifying common objects needed as parts needed to create a more complex object; regrouping of inches to feet; estimating volume, capacity, and weight; Metric conversions; and use of strategies from simpler problems to solve more complex problems. These areas will need to be considered with an increased instructional focus. There has been improvement since the last improvement document in many noted areas.

Grade 4 teaching staff members indicate very positive alignment between teaching methodologies and student attainment of standards. They recognize some gaps do occur in language arts in the following: use knowledge of root words to determine meaning; identify main events of the plot; define figurative language; locate information in reference texts; revising and editing writing.. Mathematics instruction is generally considered to be aligned for standards with gaps noted in the following areas: rename and rewrite whole numbers as fractions; adding/subtracting fractions with different denominators; identify, describe, and draw geometric figures; measuring length – quarter and eighth inch, millimeter and renaming feet to inches or meters to centimeters; find areas of shapes by dividing them into basic shapes; adding time intervals; analyzing problems; breaking problems into simpler parts; supporting solutions with evidence; checking the validity of the results and deciding whether a solution is reasonable. The items noted here needing improvement will be addressed in the goals section of this document. Science and Social Studies instruction is aligned to attain standards.

Section 4C: Analysis of Student Achievement Based on ISTEP+ and Other Assessment Strategies

When analyzing the data presented earlier in this document, there is a consensus among the school community that significant progress has been demonstrated in the last several years. ISTEP+ language arts numbers show an evident increase in students meeting standards over earlier years. Mathematics scoring in the concepts and applications area has continued to show growth. Students are still attaining standards in the upper 80% ranges in tested grade levels and tested subjects. In-house assessments further validate the progress the school is making toward having students increase their core knowledge in all academic areas. Data analysis of student achievement on in-house and district measures has a general weakness in the areas of cultural subgroups. Data on local assessments reflects similar characteristics to the ISTEP+ results. Areas of concern are supported in the local data in areas of writing conventions, vocabulary, and mathematics computation. An action plan to improve these area will be formulated.

Positive programming such as Reading Recovery based programs, Leveled Literacy, My Reading Coach, Title 1, and technological support for remediation and enrichment have all enhanced the school experience of students. An aggressive in-house assessment program, coupled with the district's drive

to standardize assessments to determine areas of need, have provided teachers with the information necessary to react to a rapidly changing and always evolving student population. The staff as a whole is highly responsive to meeting the individual needs of children in academic as well as social instances. They are willing learners to better their already impressive instructional skills. Parental support through the Parent-Teacher Organization remains a positive for the school also. Students from all cultural subgroups have an equal access to all programming in the school.

Data analysis indicates negative trend development in some areas as well. The inconsistency of scores from group to group is a concern. There is a continuing increase in the number of students for whom English is not the first language. There is also the realization of a need to service these children more extensively than is currently being done. Services may also need to be extended longer than is currently available, based on research in this area. The implementation of tutoring two days a week will be another way to bolster achievement in students. Student migration is seen to have an increasing impact on the ability of the school to assure high levels of achievement toward the standards. The data presented on student turnover rates demonstrates turnover rate that is constant..

The impact desired in attendance has been elusive. There has been some overall improvement, but the desired target of 97% has not been achieved. The aggressive reward system implemented in the last plan will be continued. Parent education will be continued to improve student's school attendance. A correlation of data between the attendance of students and success on ISTEP+ showed an insignificant relationship. A Pearson correlation coefficient of .035 was found in analyzing the information from grade levels tested in ISTEP+ and the prior year's attendance for students. This is not a level of significance recognized. There does not appear to be a link between attendance and cultural subgroups within the school population.

Section 4D: Parental Participation in the School

Based upon the data previously reported and the information gathered from a parent survey completed in March of 2008, the school is viewed to have an active involvement by parents. Communication on school issues, especially in reporting student progress is viewed very positively. Parents feel there is a commitment from the school to examine new learning strategies and ideas.

The parents and community are encouraged through a wide choice of activities to become involved in the school experience. From being kindergarten center helpers, to participating in Title I Family Night, to assisting student publishing in primary grades, to a range of PTO activities, parents can take advantage of many opportunities to make school an important part of the family. Homan invites parents in for the art, science, and young authors' exhibits. Different grade levels hold performances throughout the school year, both during the day and in the evenings, where all families are welcomed and encouraged to attend. Homan is currently working towards new ideas for parent involvement. PTO has developed parent involvement through the organized family nights, winter fest, and fun fair. The parents view the Parent-Teacher Organization (PTO) as a strong asset to the school. This sentiment is shared by the school staff as well. In conjunction with PTO, Homan would like to offer more opportunities to invite parents

The staff is seen by parents as being accessible to address their concerns. Communication, in many forms, is a school and teacher strength. Parents have a strong positive response to the issue of student progress being reported adequately to them. Parent-teacher conferences have always been a part of the district's half-day scheduling. With the state no longer allowing half-days within the school day, parent-teacher conferences will be made on an "as needed" basis. Teachers will focus on student academic progress. Parents feel the staff believes in success of all students. Academic achievement is valued by teachers and given a high priority.

Parental impressions point to the school being viewed as having a friendly staff. Further, parents indicate the school provides a safe learning environment for children. The distribution of rules and regulations and their enforcement receive many positive comments from informal surveys. Citizenship and responsibility are traits were lauded by the parents. Parents feel the teachers strongly emphasize the use of thinking skills and in using technology to enhance learning.

Parents indicate test scores are adequately reported and are made understandable. The principal is viewed as being available when needed by parents and supports the positive learning environment of the school. Improving the communication of the learning standards to parents is always a focal point for the school. All grades K-2 are now part of the RDS grading system so parent can view their child's grades online at anytime. This also allows parent to see any discipline actions that have been taken on a daily basis.

In summary, the school provides a safe learning setting where student learning is a focused priority. Parent cooperation and communication further the school's mission to have students ready to learn in a complex society.

Section 4E: Technology as a Learning Tool

The school district has provided and abundance of technology to enhance the learning environment for students as well as to provide for increasing the productivity of the staff. Internet, email, and Wi-Fi access and is available in each classroom. Each classroom has a teacher computer and most have student computers. All grades K-2 are equip with SMART boards and SMART technology. Homan has one portable SMART board that can be used around the school for large group presentations. The plan is to finish the 5 third grade classrooms and the 3 fourth grade classrooms with SMART boards. Grades 3 and 4 all have ceiling mounted overhead projectors with MOBIs which allow them to move about the room while interacting with technology. The building is has 4 sets of 2KNOW responders and 8 sets of SMART responders to heighten the engagement of students and give teachers instant feedback to lessons. All classes K-4 have ELMO projection cameras. Each grade level has one FLIP video camera as well as a digital camera that they share amongst the grade level. Digital cameras and FLIP video cameras are used frequently to highlight class events, serve as story starters for creative writing and to record field trip and other learning situations. Safari Montage is available to teachers. Use of SAFARI Montage® HD Digital Encoder™ to stream video from any traditional analog or digital source for delivery via IP networks which enables teachers to have video clips at their fingertips to enhance lessons and provide engagement. Just this year teachers in K-2 were given Dell Convertibles to administer mClass assessments to all their students. Three portable labs are available for use in all grades. They are used for creative writing, editing, publishing, enrichment and remediation using on-line resources. Telephones are provided to each teacher to make parent contacts and conferencing more convenient. Current assessment has indicated the staff possesses average to above average computer skills for personal productivity purposes. The staff is comfortable using word processing and presentation software, as well as graphics based programs.

The school has a networked computer laboratory housing prescriptive software. Students in grades K-4 attend twice a week sessions of 30 minutes to pursue remediation or enrichment in reading or mathematics. The software allows students to progress at their own rate through the electronic curriculum. Teacher monitoring of the many reports available on the system, allows for the adjustment of levels to challenge or remediate further if needed. Many teachers also make the lab a part of their regular instruction regimen by presenting topics for the entire class. Keyboarding and the creative writing components are the primary focus. In conjunction with Accelerated Reader, Star Reader and

Star Math will be a part of computer based program that will set levels for students to work through while teachers monitor progress.

In reviewing the information gathered and presented in this report, the consensus opinion is that technology is being used to support learning in general. However, additional usage is needed on a daily basis to increase student access to the computer. Furthermore, additional software is needed to further the use for remediation and enrichment. The instructional focus of computer technology needs to be better integrated into the skills of teachers so technology is flawlessly part of their teaching. Homan has a educational technology trainer that is shared between three elementary buildings and one middle school building. She host trainings on the technology and gives teacher support in the classroom.

Section 4F: Safe and Disciplined Learning Environment

The school maintains a safe learning environment in several ways. Doors are locked 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 and given a special pass to wear during the day's visit. Additionally, drills for fire, storm, and unwanted visitors are conducted frequently. Students are provided instruction in proper evacuation procedures for emergencies.

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. Frequent reviews of bus conduct expectations are done by drivers and teachers.

Student safety is furthered through discussions about "stranger danger" periodically throughout the school year. 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.

The school Social Worker is available to meet the needs of many students. The individual is involved in counseling, parenting, and acts as an intermediary in many instances. The person is usually the first point of contact for suspected child abuse cases within the schools for staff members concerned about a student's well-being.

Building rules, district code of conduct, and elementary rules are outlined in booklets provided to parents and students at the beginning of each school year or upon their enrollment during the year. Data would indicate that there are only limited problems requiring extreme disciplinary measure each year. The number of students suspended from school is low.

The building is involved in a project to improve student citizenship and increase awareness of positive personal traits. A character education committee has established a year-long outline of specific character traits to highlight on a rotational basis. Displays in key locations that have high visibility to students promote the current trait and provide examples of how to implement these in a student's daily life.

Section 4G: Professional Development

Over the past few years, professional development has been targeted to support the building level initiatives in reading/language arts and technology. Workshops and seminars have been selected for their relationship to meeting the goals of the school. It has been important that the professional

development opportunities provided to staff reflect current "best practice" thinking, supported the classroom instruction of teachers, and were conducted over a long term.

Homan was a Choice School for 2 year because we did not make the state requirement in one subgroup; special education. Because of that the district had to set aside a large portion of the Title I budget for professional development for Homan. We took advantage of these funds. In the past 2 years our staff has attended a great amount of training. You will find the trainings and a brief description of them in the rest of this section. Since the last improvement plan, professional development has focused on improving teaching techniques in strategic reading, vocabulary growth, and writing conventions along with any workshops that would help with math interventions and differentiation.

In 2009 and 2011 a number of teachers attended the Summer Reading Conference in Indianapolis sponsored by the department of education. From information received from Anita Archer, Kevin Feldman, and Vicki Gibson, we have had in-house professional development on the intentional teaching of vocabulary, classroom management and small groups, and whole group engagement. Materials from Vicki Gibson were purchased for staff. The entire kindergarten team attended the Indiana Kindergarten Workshop for 2 days in Indianapolis. A group of kindergarten, first and second grade teachers along with the reading specialist attended a 1 day "2 Sisters" workshop. The Daily 5 and the CAFÉ books were purchased as resources for the staff. In the fall of 2010, third and fourth grade teachers attended a Kristina Smekens workshop for struggling readers to increase content comprehension. Through the Northwest Indiana Edcustion Service Center, grades three and four teachers attended a workshop in problem solving strategies. Kristie McCoullough, who works along with Kirstina Smekens, came to our school for 2 days and did whole group training for the teachers and then did mini lessons in the classroom with students as the teachers observed. Teachers feel this was invaluable to actually see her engagement with the students. One first grade teacher attended the IRA Annual Convention in the Spring of 2010.

With the adoption of new interventions, there was professional development to go along with that. There was a 3 day Leveled Literacy Training for the 2 reading specialist and the Interventionist. This year the 3 Title I tutors are being trained in Leveled Literacy to have a better background knowledge of reading when working with students and also to assist in the Leveled Literacy in the absence of the reading specialist. Mindplays My Reading Coach phonics program was implemented in the building with professional development. Wilson training has been given. BURST training was given to the reading specialist and the interventionist. READ180 professional development has been ongoing since the onset. Once the program was working with students, more professional development was given to analyze the data. This year with the implementation of mClass and Acuity there will be ongoing professional development. The first trainings were instruction on administering the assessments; the rest of the training will be on analyzing the data. With additional purchases of SMART boards trainings were done for new users. All staff has been trained on the online grade system RDS. This allows all parents to view their child's grade online.

Although Indiana no longer has a formal teacher mentoring program, Lake Central sees the need in supporting new teachers. Lake Central School Corporation conducts a new teacher induction day prior to school starting and then at the building level the principal can match the new teacher with a veteran teacher to offer support.

Section 5: Student Achievement Objectives

Section 5A: Attendance Rate

Achievement objectives for student attendance are as follows:
  1) Increase overall attendance to 97% in the next 4 years.

Section 5B: Percentage of Students Meeting ISTEP+ Standards

The objectives of the school to attain in the next 5 years are:
  1) Increase the minimum average number of students meeting Language Arts standards to 90%
  2) Increase the minimum average number of students meeting Math standards to 90%
  3) Increase the percentage of special education students meeting standards to 75%.

Sections 6, 7, 9, 10:
Goals, Benchmarks, Interventions,
and Professional Development

The following pages contain information pertinent to several sections of the school improvement plan optional format. The sections have been presented to facilitate understanding by the general public of the school's objectives and methodologies to attain those objectives. It is presented in this manner to provide school staff with an easily referenced format that can be useful in the planning of the instructional program to meet the stated goals. The committee has attempted to provide the reader with references to the appropriate sections of the planning format in these pages. Section 8 of the optional format has been excluded as it pertains only to high school programs and is not appropriate to this elementary school setting. Action plans for each goal have been included at the end of this section.

HOMAN ELEMENTARY SCHOOL PLAN 20011 - 2014

SIP Format Item #		
6 7	**Goal 1: By the year 2014, 100% of students in grades K-4 will be proficient readers and writers as demonstrated by:** • Continuous progress measured through kindergarten writing portfolios; grades 1-4 Lake Central writing rubric; • Grades K-4 students will have an independent reading fluency appropriate to the grade level measured with a reading running record with 95% accuracy; • K-2 will meeting grade equivalents on mClass benchmark and grades 3-4 will meet grade level equivalents on Acuity benchmark assessments	
9	**Key Strategy**	Provide daily opportunities for students to increase reading comprehension by application of strategic reading skills. ✓ Direct in the 5 components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension ✓ Read-aloud materials and self-selected reading ✓ Provide content-related materials to reinforce comprehension skills

9	**Key Strategy**	Provide opportunities for students to receive individual and small-group instruction in an effort to provide interventions and extensions in the earliest part of the learning process. ✓ Implement a Response to Intervention model (RtI) ✓ Implement cluster groups for limited instruction for remediation and enrichment ✓ Implement intergrade remediation and enrichment groups of a temporary and flexible nature
	Standards	Monitor instruction using grade-level standards' checklists as a part of regular lesson planning and grade-level collaboration.
6	**Low Achievers**	• Provide support and instruction using computer-assisted instructional technology including the Scott-Foresman testing component of the basal reading series • Provide support through Title 1 remediation services • Provide support through literacy groups in grades K-2 • Provide support and instruction utilizing the RtI model • Provide support through a progress monitored additional curriculum done with fidelity • Offer support through before school tutoring
	High Achievers	• Provide enrichment using computer-assisted instructional technology • Provide for differentiated instruction in the general education classroom • Provide temporary flexible groups to enhance and extend student learning • Provide additional programs and/or processes to challenge the high ability learner
7	**Performance Assessment**	• Conduct summative assessments three times a year in mClass for grades K-2 ad in Acuity in grades 3-4 • Monitor short term benchmarks to assess the effectiveness of interventions in learning. • Progress monitor determined skills of struggling students in the 3 Tiers.
	Implementation Assessment	Staff members will be surveyed to assess implementation effectiveness of interventions.
10	**Professional Development**	1. Provide in-service Response to Intervention (RtI) concept. 2. Provide professional development on Literacy Station in the 90 minute reading block 3. Provide morning time for conducting assessments and analysis of data 4. Provide in-service training data disaggregation and intervention analysis
	Collaboration	Schedule and implement grade-level collaboration meetings to discuss implementation and progress of learned skills.
	Family and Community Involvement	Provide internet links to references and articles parents on communication skills and reading support techniques for the home. Family night to view additional technological advancements
	Transition	Provide an opportunity for staff to conduct inter-grade level meetings to discuss implementation.
	Technology	Provide classroom software to administer assessments which apply written communication skills. Provide software/ programming to support, remediate, and enrich student reading. Provide before and after school training as needed for staff by our Educational Technology trainer in areas of concern

SIP Format Item #		
6 **7**	**Goal 2: By the year 2014, 100% of students will be proficient in mathematics computation and problem solving, appropriate to the grade level, as demonstrated by:** • Continuous progress measured with periodic building-level assessments with students achieving 80% or better; • Achieving a score of Pass or Pass+ on ISTEP+; • K-2 will meeting grade equivalents on mClass benchmark and grades 3-4 will meet grade level equivalents on Acuity benchmark assessments • Grade level benchmarks for progress using data disaggregation	
	Key Strategy	Provide daily opportunities for students to increase mathematics computational skills. ✓ Morning computation and problem solving activities

9		✓ Frequent practice using known testing formats ✓ Implement a Response to Intervention (RtI) model
9	**Key Strategy**	Provide opportunities for students to demonstrate proficiency in mathematics computation and problem solving appropriate to the grade level. ✓ Use of computer-assisted instructional support ✓ Generate take-home materials for student practice ✓ Daily classroom practice ✓ Relate skills gained in other curricular areas to mathematics applications
	Indiana Standards	Monitor instruction using grade-level standards' checklists as a part of regular lesson planning and grade-level collaboration.
6	**Low Achievers**	• Provide support and instruction using computer-assisted instructional technology • Provide supportive remediation services for grade 3 and 4 students not meeting state standards on grade level ISTEP+ • Offer support before school tutoring • Provide temporary flexible groupings to supply early interventions to the learning process within the RtI model • Provide support through a progress monitored additional curriculum done with fidelity
	High Achievers	• Provide enrichment using computer-assisted instructional technology • Provide for differentiated instruction in the general education classroom • Encourage students to enter mathematics competitions • Provide additional programs and/or processes to challenge the high ability learner
7	**Performance Assessment**	• Conduct summative assessments three times a year in mClass for grades K-2 ad in Acuity in grades 3-4 • Monitor students grades through • Monitor short term benchmarks to assess the effectiveness of interventions in the learning process
	Implementation Assessment	Staff members will be surveyed to assess implementation effectiveness of interventions and enrichments.
10	**Professional Development**	1. Provide in-service training on improving math instruction 2. Provide in-service training on the Response to Intervention (RtI) model 3. Provide release time to disaggregate data
	Collaboration	Schedule and implement grade-level collaboration meetings to discuss implementation and progress of learned skills.
	Family and Community Involvement	• Provide twice yearly newsletter articles to parents on mathematics support and application techniques for the home; • Provide support packets for home practice • Provide internet links to references and articles related to mathematics computation and problem-solving
	Transition	Provide an opportunity for staff to conduct inter-grade level meetings to discuss implementation.
	Technology	• Provide classroom software to administer assessments. • Provide software or programs to support, remediate, and enrich students.

FORM D

ACTION PLAN - Year 1

School Goal # 1

Professional Development Goal(s):

1)Teachers will improve their knowledge of Response to Intervention (RtI) concepts and applications as it applies to reading instruction.

2) Teachers will develop strategies appropriate to meet the needs of a diverse school community related to improved reading comprehension.

3) Teachers will implement processes and programs to meet the needs of students needing intervention or enrichment in the 90 minute reading block.

Research upon which professional development approach was formulated: [1]Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools.* Portsmouth, NH: Heinemann. [2]Bender, William,, Shores, Cara. 2007. *Response to Intervention: A Practical Guide for Every Teacher.* Thousand Oaks, CA: SAGE Publications. [3]Mellard, Daryl, Johnson, Evelyn. 2007. *RTI: A Practitioner's Guide to Implementing Response to Intervention.* Thousand Oaks, CA: SAGE Publications

Activity	Intended Audience	Person Responsible	Collaborative Partners Needed	Time Line/ Completion date (Month/year)	Resources (People, materials, time)	Need	Have
Workshop	Gr. K-4 Staff	K. Tucker	NONE	July	Gr. K-4 Staff		X
					3 day workshop		X
Workshop	Gr. K-4 staff	K. Tucker	NONE	Oct. 20, 21, 25, 2011	Gr. K-4staff		X
					1.5 day workshop		X
					Staff materials		X
Workshop	Gr. K-4 staff	K. Tucker		Sept. 11-March 11	Gr. K-4 Staff		X
					2 @ .5 day	X	
					Trainer	X	
Study Group	Gr. K-2 staff	Gr. Level Designee	NONE	Jan 11/May 12	Gr. K-2 staff		X
					Before School time	X	
Curriculum Group	K-4 staff	K. Tucker	Aides/IA's	Oct 11/June 14	Student materials		X
					Before School time		X
					Data Analysis materials		X
Study Group	3-4 staff	Gr. Level Designee	NONE	May 12/May 14	All staff collaboration	X	

ACTION PLAN – Year 1

School Goal # 2
Professional Development Goal(s):

1) Teachers will improve their knowledge of Response to Intervention (RtI) concepts and applications as it applies to mathematics computation and problem solving abilities.

2) Teachers will implement temporary flexible groups to provide intervention and enrichment to students with diverse abilities.

3) Teachers will use their knowledge of data collection and disaggregation to implement and assess cluster groupings for impacting the learning of high ability students.

Research upon which professional development approach was formulated: [1]Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools.* Portsmouth, NH: Heinemann. [2]Bender, William,, Shores, Cara. 2007. *Response to Intervention: A Practical Guide for Every Teacher.* Thousand Oaks, CA: SAGE Publications. [3]Mellard, Daryl, Johnson, Evelyn. 2007. *RTI: A Practitioner's Guide to Implementing Response to Intervention.* Thousand Oaks, CA: SAGE Publications

Activity	Intended Audience	Person Responsible	Collaborative Partners Needed	Time Line/ Completion date	Resources (People, materials, time)	Need	Have
Workshop (RtI)	Gr. K-4 staff	K. Tucker	Resource staff	Oct. 08 – Dec. 09	Gr. K- 4		X
			Dean of Students		Staff meeting time (3 hours)	X	
Curriculum Group	Gr. K-4 staff	Gr. Level Designee	NONE	Feb.2012	Gr. K-2 staff		X
					Before School time		X
Workshop (Data Disaggregation)	K-4 staff	K. Tucker	NONE	Sept. 11/Mar. 12	K-4 staff		X
					Data collection and analysis		X
					Trainer		X
Study Group	K-4 staff	K. Tucker	NONE	Every Fall and Every Spring	All staff collaboration		X
					Before school time		X

Section 11: Statutes and Rules to be Waived

The plan outlined in the prior sections of this document does not propose to request a waiver of any rules or statutes. It is the consensus of the committees involved in the development of the plan, that implementation of the goals and attainment of the objectives can be accomplished without such waivers in at least the first year. The availability of presenters and workshop opportunities that meet the expectations of this plan and conform to the professional development model cannot be determined at this time. Review and revision procedures of the plan will be utilized as information becomes available and needs are reassessed.

Section 12: Two-Year Time Line for Implementation, Review, and Revision

Fall/Spring 2012-2013

Goal	Grade level(s)	Sept.	Oct.	Jan.	Feb	Apr	May
1	K-4	Conduct mClass assessments in grades K-2	Conduct Acuity assessments in reading for grade 3 - 4	Conduct mClass and Acuity Assessments in appropriate grades	Conduct mClass and Acuity Assessments in appropriate grades	Conduct mClass and Acuity Assessments in appropriate grades	1) Administer district writing prompt 2) Collaboration meetings
1	K - 4	mClass and Acuity Training	Conduct in-service workshop on Literacy Stations and the 90 minute reading block	mClass and Acuity Training		mClass and Acuity Training	
2	K-4	Conduct math assessments through mClass and Acuity	Workshop in math techniques	Conduct math assessments through mClass and Acuity	Workshop in math techniques	Conduct math assessments through mClass and Acuity	1) Collaboration meetings

NOTE: The Student Achievement Planning Core Team will meet in April/May to review data, solicit staff input, and revise and update the building plan. Suggested revisions and a progress report will be presented during the May collaboration sessions

Fall/Spring, 2013-2014

Goal	Grade level(s)	Sept.	Oct.	Jan.	Feb	Apr	May
1	K-4	Conduct mClass assessments in grades K-2	Conduct Acuity assessments in reading for grade 3 - 4	Conduct mClass and Acuity Assessments in appropriate grades	Conduct mClass and Acuity Assessments in appropriate grades	Conduct mClass and Acuity Assessments in appropriate grades	Administer district writing prompt

Collaboration meetings |
| 1 | K-4 | | Workshop to improve struggling readers and math support | In-service workshop on reading in the content area. | | | |
| 2 | K-4 | Conduct math assessments through mClass and Acuity | Workshop in math techniques | Conduct math assessments through mClass and Acuity | | Conduct math assessments through mClass and Acuity | 1) Collaboration meetings |

NOTE: The Student Achievement Planning Core Team will meet in April/May to review data, solicit staff input, and revise and update the building plan. Suggested revisions and a progress report will be presented to staff.

Implementation Detail – Year 1

The following is a guide presented to assist anyone in the implementation of the first year professional development plan. Topics to be covered, grade levels involved, resources, and other information should enable the plan to be executed by anyone. The dates have been left tentative to meet the needs as the year develops.

Workshops for Reading Instruction

- A representative from each grade level including the principal will attend a the 2011 Summer Reading Conference sponsored by the Indiana Department of Education. Topics to be discussed; the 90 Minute Reading Block; Literacy Station and Small Group Instruction; Classroom Management with Small group instruction; Intentional teaching of Vocabulary; ect.

Fall Collection of In-house Data

- Grade K-4 teachers are to be given the equivalent of 1 day to conduct reading running record assessments. Grades K-2 will do the mClass Dibels assessment and the TRC and report the DRA equivalent. Grades 3-4 will use the DRA assessment to record a reading level on each student.   A substitute teacher should be arranged for a period of days for this purpose. Teachers may develop the schedule as to which day the substitute will be assigned to them for this purpose. Teachers will

report the data gathered to the office with the following demographic information listed: 1) gender; 2) race; 3) special programming; 4) socio-economic status.

Workshops for Mathematics Instruction

- We will seek some mathematics workshop information for the teachers. Depending on the cost and time needed, adjustments will be made to the amount of participants. If the entire grade level is unable to attend, we grade level designee will bring back information to disseminate to the grade level.

Workshops for Reading Instruction

- K-4 teachers will have the opportunity to attend literacy instruction workshops. They will receive a book to help them implement these in their room.

January Collection of In-house Data

- Grades K and 2 staff will do the middle of the year assessment for mClass. A substitute teacher should be retained for releasing the teachers to conduct the reading running records. Instructional assistant teams will assist in collecting the other data. Grades 3-4 will do the middle of the year

Spring Collection of In-house Data

- Grade K-4 teachers are to be given the equivalent of 1 day to conduct reading running record assessments. Grades K-2 will do the mClass Dibels assessment and the TRC and report the DRA equivalent. Grades 3-4 will use the DRA assessment to record a reading level on each student.   A substitute teacher should be arranged for a period of days for this purpose. Teachers may develop the schedule as to which day the substitute will be assigned to them for this purpose. Teachers will report the data gathered to the office with the following demographic information listed: 1) gender; 2) race; 3) special programming; 4) socio-economic status.

Implementation Detail – Year 2

The following is a guide presented to assist anyone in the implementation of the first year professional development plan. Topics to be covered, grade levels involved, resources, and other information should enable the plan to be executed by anyone. The dates have been left tentative to meet the needs as the year develops.

Fall Collection of In-house Data

- Grade K-4 teachers are to be given the equivalent of 1 day to conduct reading running record assessments. Grades K-2 will do the mClass Dibels assessment and the TRC and report the DRA equivalent. Grades 3-4 will use the DRA assessment to record a reading level on each student.   A substitute teacher should be arranged for a period of days for this purpose. Teachers may develop

the schedule as to which day the substitute will be assigned to them for this purpose. Teachers will report the data gathered to the office with the following demographic information listed: 1) gender; 2) race; 3) special programming; 4) socio-economic status.

January Collection of In-house Data

- Grades K and 2 staff will do the middle of the year assessment for mClass. A substitute teacher should be retained for releasing the teachers to conduct the reading running records. Instructional assistant teams will assist in collecting the other data. Grades 3-4 will do the middle of the year.

Spring Training /Workshops

- Technology training and support

Spring Collection of In-house Data

- Grade K-4 teachers are to be given the equivalent of 1 day to conduct reading running record assessments. Grades K-2 will do the mClass Dibels assessment and the TRC and report the DRA equivalent. Grades 3-4 will use the DRA assessment to record a reading level on each student.   A substitute teacher should be arranged for a period of days for this purpose. Teachers may develop the schedule as to which day the substitute will be assigned to them for this purpose. Teachers will report the data gathered to the office with the following demographic information listed: 1) gender; 2) race; 3) special programming; 4) socio-economic status.

STUDENT ACHIEVEMENT PLAN
PARTICIPANTS

Teaching Staff	Support Services Staff
Cindy Sweeney	Renee Swetlik
*Trish Giese	Debra Bosak
**Tina Panepinto	Shirley Baczkowski
Kelly Boersma	Theresa Lagalo
Debbie Smith	Cheryl Phillips
Dawn Curosh	Betty Kollada
Melody Wolff	Sue Guzek
Kim Martin	Jean Shanks
*Missy Vander Woude	Lynn Malatestinic
**Sher Cosgrove	Nancy Babusiak
Janel Grimmer	Julie Rose
Jackie Naughton	Pat Short
Kim Udchitz	Joanna Long
*Renee Lam-Chi	Pam Simon
*Jane Dvorscak	Tabitha Quiroga
Abby Bood	Kristine Zahorski
Patti Matej	Doreen Hernandez
**Brooke Vance	Anny Hayes
Betsy Schultz	Tia Clark
Kristen Kerns	Amy Svrchek
Sara Hendricks	Lorena Luna
Ann Ziemkiewicz	Marian Robertson
*Rachel O'Neill	Rita Updike
Davine Ball-Reed	Lynn Zaikos
Leslie Heinrikson	Robin Zuzich
*Amy Rogers	Jenn DiPasquo
*Jennifer Neidy	Pat Skurka
Robin Guiden	Missy Busby
Dana Musashe	Elizabeth Doreski
Melissa Rutkowski	Nancy Eatinger
Christine Zeldenrust	
Beth Hall	
Jenna Paszko	**Parent**
Michelle Stan	*Mindy Kusbel
Lynn Puzey	
Julie Sharp	
Daryl Winters	
Jamie Cole	**Business Partner**
*Jen Neal	*Gabriella Cosgrove
*denotes Core Committee members	
**additional Improvement Committee members	