

School Improvement Plan for Student Achievement

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

**For:
School Years 2017-2018**

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. Kim Udchitz | Grade 3 Teacher |
| 5. Rachel Forsythe | Grade 4 Teacher |
| 6. Stephanie Serrato | Kindergarten Teacher |
| 7. Lynn Zaikos | Math Specialist |
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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 516 students in a PreK-4 grade configuration. There are approximately 38 certified staff members, including special education and itinerant staff, offering core instruction and remedial assistance programs. An additional classified staff of about 30 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 a large 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 28.8% of the school's population, a stable increase over the past six 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).

Percent of Free and Reduced Students by Population

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
20.6%	22.1%	22.9%	25.2%	28%	29.4%	30.1%	28.3%	28.8%	29%

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. Homan has about 35 more boys than girls.

When reviewing test score performance as measured by ISTEP+ in 2017, grade three boys passed English/Language Arts at a 81% overall rate and females at a 85% rate. In third grade mathematics, males had a 72% pass rate and females 65% rate. This shows somewhat of a discrepancy in gender performance.

In grade four, English/Language Arts passing percentages were close to the same. Males had a 79% rate of passing while females had an 81% rate. Fourth grade mathematics came up with the same passing rate for both males and females at 75% passing.

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 33.2% of the student population in 2016-2017.

Percentage of Students Based on Ethnicity

Date	Total	% White	% Black	% Hispanic	% Multiracial	% Asian Pacific-Islander
2006-07	708	73.7	4.8	10.6	5.1	5.8
2007-08	726	73.0	5.4	11.3	5.4	5.0
2008-09	597	74.7	6.0	10.4	4.2	4.5
2009-10	558	72.6	5.2	15.2	3.0	3.2
2010-11	575	68.5	6.8	16.3	3.8	4.0
2011-12	571	65.7	8.2	18.4	4.4	2.8
2012-13	592	67.2	6.4	18.8	4.1	3.4
2013-14	558	66.5	6.3	19.2	4.8	3.0
2014-15	556	68.0	6.5	18.5	3.2	3.4
2015-16	531	66.5	7.5	20.7	3.2	1.9
2016-17	543	66.5	5.5	21.3	3.3	3.1

The percentage of students in the Hispanic and Multiracial 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 declined in 2010 and has averaged around 67%. However our Hispanic population has doubled since 2006.

ISTEP+ ethnic-based data for 2016-2017 was reported for grades three and four Hispanic students. Children in the Hispanic subgroup for grade three had a 88.9% passing rate on the Language Arts portion of the test and an 61% passing rate in mathematics. Both are in increase from the previous year. The Hispanic subgroup for grade four received a passing rate of 80% pass rate for Language Arts and 65.4% pass rate for Math.

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 Spell Bowl 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. Along with Spell Bowl, fourth grade students will have the opportunity to try out for the Math Bowl which will begin by participating at the local level. Students in grades three and four can write an essay on what they would do to improve the school environment. The essays are judged and student are selected to represent Homan Student council for that school year. Homan Student Council 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 recognition. Third grade high ability participates in a vocabulary competition based on completing analogies and building higher order thinking skills called Wordmaster Challenge. Girls in grade three and four can participate in “Girls on the Run” program that encourages pre-teen girls to develop self-respect and healthy lifestyles. At the end of September, Homan recognizes “College Go Week” to stress the importance of education at all levels. As a culmination at the end of the year, Homan invites graduating seniors that attended Homan to parade the halls and visit with students and staff.

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. 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, Chromebook carts, and additional playground equipment 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" and the "Family Math 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.

The number of parents serving as volunteers has also shown an decrease. Parent volunteers are used for field trip chaperones, classroom helpers, room parents, and a variety of other projects. 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, currently 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 29,101 according to City-Data.com 2012 data. The town's racial makeup is 80.9 white, 4.5% Black or African American, .1% American Indian, 2.4% Asian, .04% Other, .9% Multiracial and 11.1% Hispanic. The school's racial diversity data was presented earlier on page 5. As presented, the school's racial diversity is higher than the town's as a whole. The school's number of white students is 66.5%, which is approximately 14.4% less than the town's. The Hispanic population in the school is 10% higher and multiracial is 2.4% higher and the black population being 1% higher than the towns.

Many of the businesses do support the efforts of the schools. A large number of the local businesses contribute to fundraising 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.

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 \$204,597 which is an increase of about \$49,197 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 Indiana State 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 Text Reading and Comprehension (TRC) and 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 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 full day reading specialists and one full day math specialist. 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 PIVOT Benchmark assessments, AimsWeb and Dreambox Learning which have been implemented.

Support services for reading/ language arts and math 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); Wilson (a phonics-based program), Foundations (a phonics-based program for younger students); and before school tutoring. If they are identified in Math they will see the math specialist for additional support in skills they are lacking. The majority of services are provided inclusively at the classroom level. Teachers plan for tutors based on the needs of students to support them in small groups or as individuals within the classroom. A Title I Abstract is created each year to form the base for the program's identification of students qualifying for participation. 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 ELL students is done through an inclusionary push in process where the ELL tutor works with the teacher and the ELL facilitator to ensure the student is getting supported appropriately and being assessed by using the WIDA Can Do Descriptors. A language survey of parents and a subsequent test are used to document needs for this program. Instruction in the ELL program is done in an individual or small-group setting depending on the needs and languages of the students under the direct supervision of a teacher and in conjunction with our school ELL coordinator.

There is also a district-wide program for students identified as high ability students in grades 1-4. This program is currently housed in each of the six elementary buildings. These students were selected for the class by scoring in the 96th percentile or above on the CogAT Cognitive Abilities Test or the IOWA Test of Basic Skills. Students are identified as either Math, English/Language Arts, or General Intellectual. These students are pretested on each subject and then delivered curriculum at a grade level above as long as they are prepared to take on this challenge.

Social support services continue as a result of needs identified during prior accreditation cycles. Homan 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. Caseloads and referrals continue to grow commensurate with student needs. Parents have become comfortable with the concept and frequently make requests to have the 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 if the child should be placed in Tier II. Tier II results in Intervention Assistance Team (IAT) meetings consisting of the classroom teacher, principal, psychologist, reading specialist, math specialist, speech therapist, teacher, ELL coordinator (if necessary) 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 convenes 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. On a monthly basis, the school social worker facilitates Social Emotional Learning (SEL) groups with each class at Homan Elementary School. The purpose of these sessions is to promote social and emotional wellness with our students. The Health Standards, Strand 5 (social and emotional health), is used as a guideline for the topics covered. Strengthening listening skills, understanding feelings, conflict resolution, growth mindset, mindfulness, bullying, friendship, cybersafety, etc are examples of the many lessons covered. The school social worker and the speech/ language pathologist co-facilitate weekly peer-mediated social skill groups that we call "Friendship Club". A group of peers were chosen and trained to support the social skill development for students with autism. We have 4 groups in total; 2 for our morning and afternoon preschool and 2 additional groups for students in grades K-4. The peer mentors are trained and coached during our sessions where we promote positive social skills development through structured tasks and play.

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 along with a fourth grade choir that meets once a week and then does performances throughout the school year. She also hosts a fourth grade choir that performs for the school, parents and for the community. The art teacher hosts a school-wide art show annually and has art work displayed for each child. Grade four students get to participate in designing the yearbook cover and then one winner is chosen. There is also up to four students chosen to have their artwork framed and displayed in the Homan hallways forever. In physical education, a lifelong 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.

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, high ability 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. Progress toward attaining the standards is monitored and assessed through through PIVOT in grades K-4 along with weekly in-class assessments. Writing processes are focused on the Lucy Calkins Units of Study as the Lake Central writing program.

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 Investigations Math Indiana curriculum, correlated to the Indiana K-4 math standards, to make mathematics more accessible to a wide range of students. Through interactive learning and real life problem-based activities, students are able to develop a conceptual understanding of numbers and build concepts and skills before the formal representation of ideas occurs. Along with the math series, there is computer-assisted instruction. The emphasis is on lifelong math concepts and computation skills at each grade level. Application of concepts is an integral part of the curricular outline. Along with Investigations Math Homan also integrates Context for Learning Mathematics by Heinemann and Number Talks by Sherry Parrish. The goal is to support the paradigm shift and fully implement the units next year to foster deep conceptual understanding of essential mathematical ideas, strategies and models. The computer based, Dreambox Learning, that is aligned with the standards and supports Context for Learning Mathematics will be used this year with all students to enhance math skills.

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 Indiana State standards. Mystery Science is also used. This year various teachers are piloting new science units to make the best informed decision for a science adoption.

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 and standardized assessments are currently being revised or created across the grade levels for each subject area. Teachers are provided information on the State and Common Core Standards. 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 PIVOT assessment for grades K-4 provides information in English Language Arts. The PIVOT in grades K-4 will provide benchmark assessments two times a year in English/Language Arts. Dreambox Learning will be used to track math progress within 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 and letter sound assessment. For early entrants to the district the Gesell Test for Developmental Readiness is administered.

At the building level, an aggressive in-house assessment program has been implemented. The Diagnostic Reading Assessment (DRA) serves to progress monitor targeted students in grades K-4. K-4 students also are assessed three times using the Text Reading Comprehension (TRC) reading level assessment. In both assessments, students must pass benchmarked non-fiction books before moving forward. Kindergarten works reading sight word list of 100 words. Kindergarten students will be given a list of 40 core words to write in January and May along with a dictated sentence. Grade four will administer the TRC in September and January. Teachers will also use DRA for students where progress needs to be monitored regularly.

Alternate assessment progress monitoring tools have been implemented in additions to the assessments listed at each grade. These items include Accelerated Reader, Fountas and Pinnell Leveled Literacy, and PIVOT Benchmark assessments. 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+.

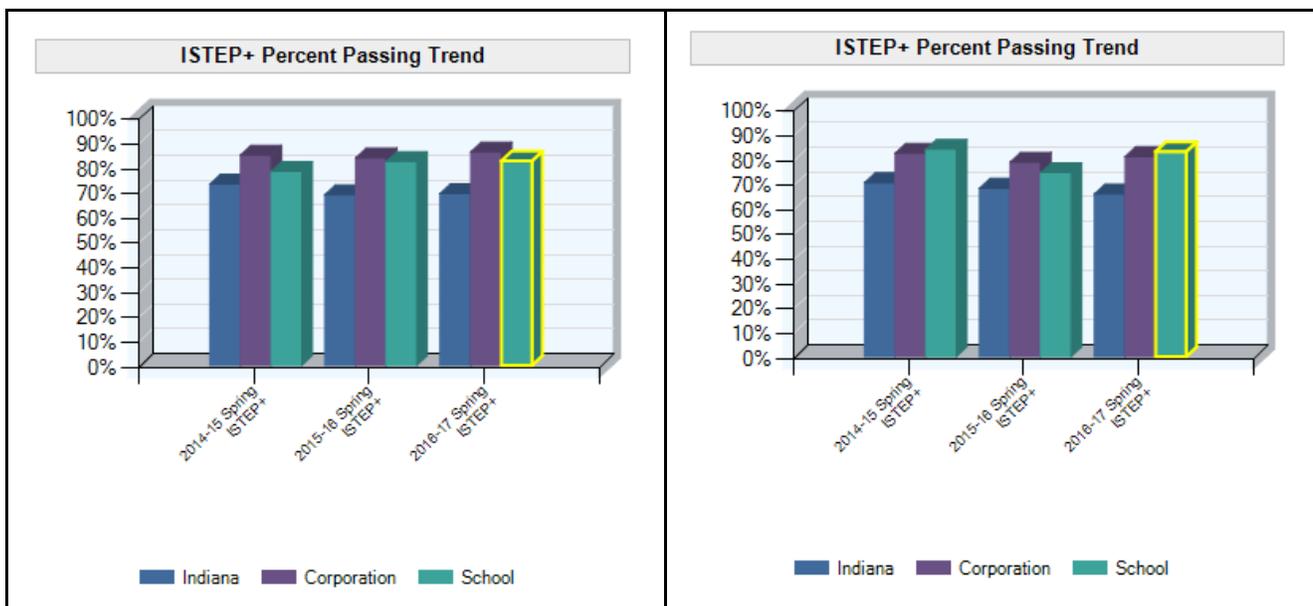


FIGURE 3.1 3rd Grade ELA

FIGURE 3.2 4th Grade ELA

FIGURE 3.1 Demonstrates data related to Grade 3 English/Language Arts from the ISTEP+ achievement testing and **FIGURE 3.2** demonstrates data related to Grade 4 English/Language Arts. They cover the years 2014-2017.

From the graph, students in grades three meeting language arts standards have shown a slight rise in scores from 2014-2017. Grade 4 remained constant from 2014-2017 with a slight dip in 2015-2016. However, due to the change in college and career readiness rigor, ISTEP+ showed a significant decline in overall scores across all grades and subject areas in 2015. Programming and interventions have changed at Homan 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 and maintaining those 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.

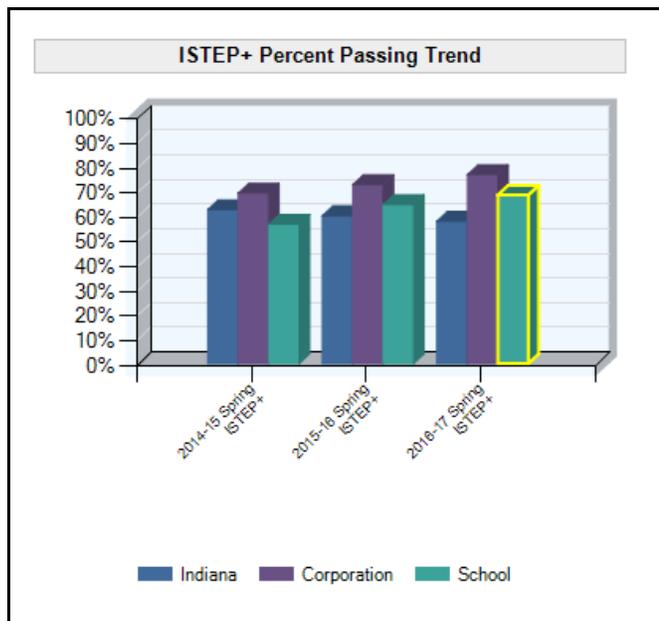


FIGURE 3.3 Grade 3 MATH

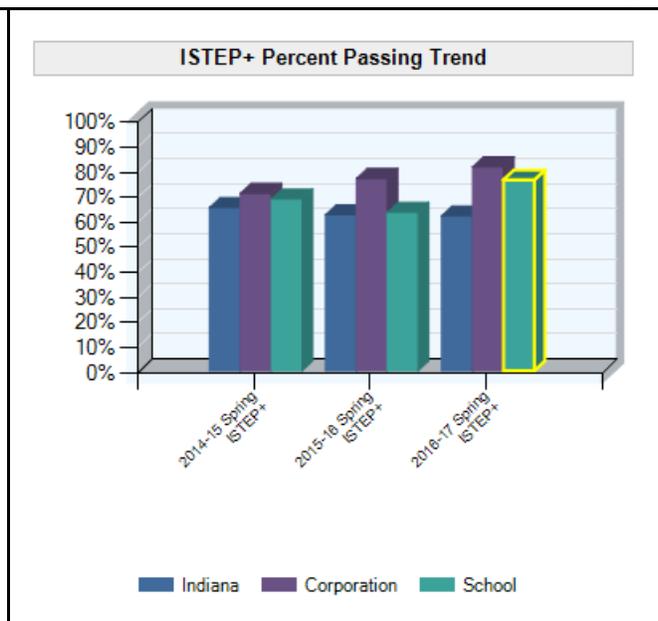


FIGURE 3.4 Grade 4 MATH

Data for Mathematics from the Annual Performance Report covers the school years 2014 - 2017.

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. Grade three math scores have increased from 2014-2017 with a major focus being on math and developing a conceptual understanding of numbers.

FIGURE 3.4 shows the passing trend for Math in grade four. Math is an area of focus. In grade three there has been an increase that is attributed to learning gaps from a switch in math instruction. With the major decline in math scores prior to this year we analyzed our math curriculum to ensure we are focusing on the mathematical process standards to ensure our students are building number sense and a developing conceptual knowledge and understanding of mathematical practices.

Ethnic diversity is an area that is being closely monitored to insure all students are making progress. A review of years 2013-2017 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 in third and fourth grade passed at comparably the same rate as the third and fourth grade white students.

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

Students in the Free/Reduced category have 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. In Grade 3 the passing percentage is 88.8% in English Language Arts and 63.6% in Math both of which increased from the previous year. In grade 4 the passing percentage increased to 79.4% for English Language Arts and

62.9% in Math. 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.

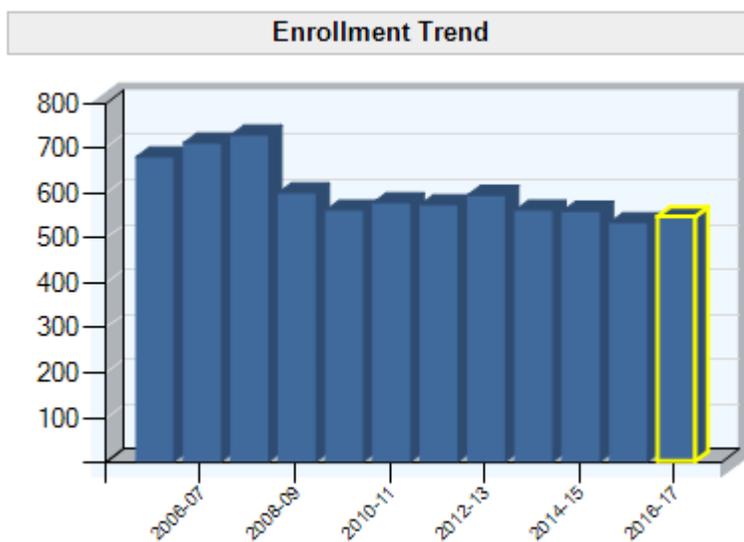
The school's special education student population is growing. Served by a cooperative, which is highly regarded for the quality of the programming, classes for students with learning disabilities, mildly mentally handicapped, emotionally handicapped, and autism spectrum disorder are available in this 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.

For the remaining special education population in 3rd grade, there were 10 students of which 66.7% passed Language Arts and 55.6% passed math. In grade four in 2016 there was a total of 10 students and in language arts 52.6% passed and in math 57.9% passed. In both third and fourth we saw a considerable increase in the scores. The special education staff is making a concerted effort to always 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 on vacations when school is in session. District and school policies have been made a part of the school newsletter as part of the effort to improve attendance by keeping parents aware of the relationship between time on task and student progress. The average attendance rate for the past several years has been 95.8%. We are always seeking ways to improve that rate and raise it so our students are getting the full benefit from their education.

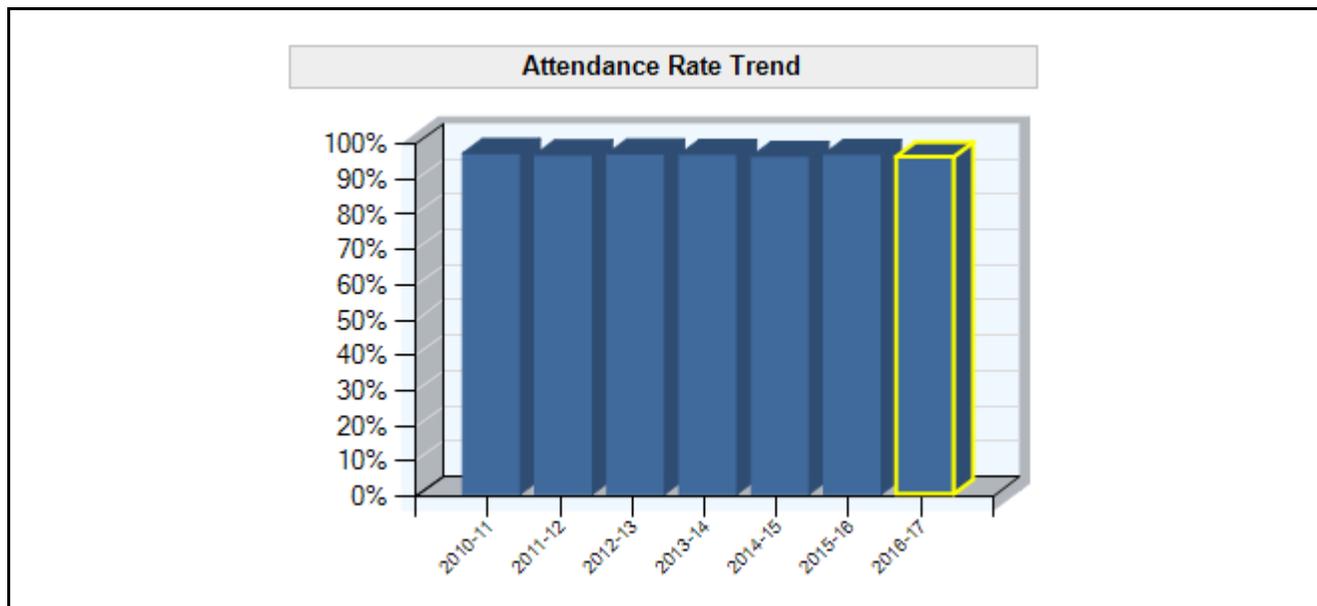
Enrollment By Grade

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018
Pre-Kindergarten	14	8	7	10	10	11
Kindergarten	117	94	111	98	106	110
Grade 1	105	120	92	107	99	108
Grade 2	122	106	119	97	115	90
Grade 3	108	121	107	118	94	117
Grade 4	126	109	120	101	117	91
Total Enrollment	592	558	556	531	533	527



Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten	97.0%	100.0%			100.0%	82.5%	92.0%
Kindergarten	95.4%	95.5%	95.7%	95.9%	94.3%	95.4%	95.3%
Grade 1	96.2%	96.7%	96.0%	96.1%	95.8%	96.3%	94.5%
Grade 2	97.0%	95.2%	97.0%	96.0%	96.1%	97.1%	96.2%
Grade 3	96.8%	96.9%	96.3%	97.0%	95.8%	97.1%	95.9%
Grade 4	97.2%	96.3%	96.9%	96.2%	96.6%	96.4%	96.4%
All Grades	96.6%	96.2%	96.4%	96.3%	95.8%	96.3%	95.6%



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

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-3, TRC (Test Reading Comprehension) benchmark assessment is done three times per school year and in Grade 4 two times a year. All teacher will progress monitor as needed with either the TRC or the DRA to ensure reading comprehension is progressing and meeting grade level standards.

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) or the TRC (Text and Reading Comprehension).

The goal in kindergarten is to have students reading at a level C by the end of the year. Level C indicates a reading readiness for grade one. Most students in this grade come in with a score of –A, which is equivalent to a pre-primer level reading text. Grade one the goal is they reach the level I or an J. Grade 2 the goal is a level of L to M. Grade 3 the goal is a level Q and then grade four is T and higher. Throughout each grade the students must be able to accurately read a percentage of the words and also a pass a comprehension rubric 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 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 completed district assessments across all elementary grades and curriculum. Language arts and math committees continue to work to ensure rigorous units and common assessments are being used district-wide. Common assessments are being used in English/Language Arts and Math across the district. The committees will continue to tweet and revise assessments as necessary.

The Math Adoption committee worked to adopt a new math curriculum for the 2016-2017 school year. Investigations was adopted for for the 2016-2017 school year so the math committees for each grade level continue to meet on a regular basis to monitor student success with the new math adoption.

Each of the six elementary schools (K-4) will use TRC reading assessments and PIVOT Benchmark assessments this year. DRA will be used to progress monitor. Dreambox will be used to monitor math goals and achievements. This program will be monitored by the district to compare Dreambox goals with standardized testing results to find a useful correlation that would allow benchmarks to be established. .

Section 4: Conclusions About Current Educational Programming

Section 4A: Curriculum Support for State Academic Standards

Lake Central School Corporation has worked diligently at the elementary level to rewrite curriculum to be aligned with the Indiana State Standards. Work continues in the 2017-18 school year to fine tune the the work to ensure we are meeting the standards to the fullest and to ensure we are getting the information we need from our assessments. 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.

Having two reading and one math specialist to support Title I students is an added help to our school. Both reading specialist use a number of programs to meet student's needs and progress monitoring to ensure interventions are working. Throughout their day they use Leveled Literacy, Wilson, and AIMSweb to progress monitor all components of reading. Homan's math specialist supports the core math curriculum and address gaps students have in their learning. She uses AIMSWeb, ISTEP data, and Dreambox Learning to assist and progress monitor the students she sees.

Kindergarten staff members and using the created guides by the district in curriculum and assessment.

Grade 1 staff is using the newly created guides by the district in the curriculum and the assessments that are in direct correlation to the standards.

In grade 2, staff is using the newly created guides by the district in the curriculum and the assessments that are in direct correlation to the standards.

Grade 3 and 4 are in the same place as the other grades. They are working on district committees to fine tune assessments for each subject area that are in direct correlation with the standards and then ensuring the curriculum to get the students to the level of understanding they will need to be successful on the assessments as well as the state assessments.

Reliance on a building level Indiana State standards checklist is assisting teachers in maintaining standards compliance as well as the researched based curriculum being used.

Section 4B: Instructional Strategy Support for State Academic Standards

A process began 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, stress text evidence, higher order questioning 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.

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. Implementing Lucy Calkins for writing has encouraged students to write about what they like. 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 aligned with the standards. With the adoption of Investigations Math curriculum, Context for Learning Mathematics and Number Talks teachers are confident they have the tools they need to build conceptual understanding of numbers. Social studies and science standards are being met.

Grade One 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 reading literature and nonfiction demonstrate some weakness when considering the scores of Grade 3 students on ISTEP+. Like kindergarten with the new math adoption they are confident number sense and conceptual understanding will increase. Science and Social Studies are felt to be aligned to meet standards.

Grade Two feels there is strong alignment between instructional methodologies and student achievement of the standards for language arts and mathematics. Grade Two agreed with Grade One's analysis of the ISTEP+ data. 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 reading literature versus nonfiction and writing correctly complete sentences. When looking at the differences between state, district and local school performance, Homan's third grade ELA scores are 13.2% higher and math is 10.7% higher than the state average. Both third grade ELA and Math scores are lower compared to the district average. There is a need for more number sense instruction in math.

Grade 4 teaching staff members indicate very positive alignment between teaching methodologies and student attainment of standards. According to the Academic Standards Summary fourth grade ELA scores are closely aligned with the overall district scores which fall about 16% higher than the state averages. However in math in fourth grade, Homan performed within 5 percentage points lower than the district averages.

Mathematics instruction is generally considered to be aligned for standards with gaps noted in the following areas: Number sense, computation, algebraic thinking, data analysis, geometry, measurement and math process standards. The items noted here needing improvement will be addressed in the goals section of this document and are being addressed daily with Investigations, Fosnot Units and Number Talks. 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 despite the overall lower scores presented this year. ISTEP+ language arts numbers show an evident increase in students meeting standards in earlier years. Mathematics scoring in the concepts and applications area has continued to show growth previous to this year's scores. 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. Areas of concern are supported in the local data in areas of writing conventions, vocabulary, and mathematics applied skills.

Positive programming such as Reading Recovery based programs, Leveled Literacy, 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 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 100% has not been achieved. 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. When analyzing data we found there was no correlation from grade level tested ISTEP+ and the prior year's attendance for students. There does not appear to be a link between attendance and cultural subgroups within the school population.

Section 4D: Parental Participation in the School

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. Academic achievement is valued by teachers and given a high priority. Teachers use CANVAS which is a web based communication tool for the teacher, students and parents so we can all be working as one unit to improve student achievement.

We have technological websites that parents will be encouraged to have their children log onto at home as a continuum of the school day. We use RAZ kids for students having reading difficulties. This allows a child to read a book at their level and then earn rewards. All students have access to Reading Eggs, a developmentally based reading skills program designed to move students along the path to reading at their own mastery pace. Also students will use Dreambox Learning in the classroom and have the ability to be accessed at home. This is a math program that reinforces the math skills to make them successful mathematical thinkers.

Parents have commented numerous times on the use of technology teacher incorporate into their lesson planning and how they are excited that their child is learning how to incorporate technology into daily learning.

Improving the communication of the learning standards to parents is always a focal point for the school. At meet the teacher night teacher inform the parents that standards is what drives the curriculum and the level or rigor that students will be held accountable for. All grades K-4 are part of the Skyward 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.

Homan's technology trainer was available for parents at open house to assist with technological needs for Dreambox, Skyward and Canvas. Many parents commented on the value of having their questions answered in person and promptly at the beginning of school.

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. Telephones are provided to each teacher to make parent contacts and conferencing more convenient. Each classroom has a teacher computer and most have student computers. All grades K-4 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 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. Three portable labs as well as 4 carts of 30 unit iPads and 7 carts of 30 chromebooks are available for all classes to use. The iPads are loaded with instructional application for each grade level. They are used for creative writing, editing, publishing, enrichment and remediation using online resources. Reading Eggs and Dreambox are loaded apps and used in the classroom weekly. The chromebooks are used primarily in the 3-4 grades for instructional and research purposes. 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.

All grades K-4 attend a technology class once a week for 45 minutes. The curriculum is designed by the district around the standards and curriculum that will enhance technology skills as well as academic skills.

The school has a networked computer laboratory housing prescriptive software. Students in grades K-4 attend once 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. Accelerated Reader, Reading Eggs for K-2 and Dreambox Learning will be a part of computer based program that will set levels for students to work through while teachers monitor progress.

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 with Safe Visitor and given a special pass to wear during the day's visit and check out when leaving. Additionally, drills for fire, storm, and lockdown are conducted frequently. Students are provided instruction in proper evacuation procedures for emergencies. The district has established a safety folder for each room in the schools. This safety folder is equipt with information in case of an emergency.

Bus safety is also addressed on a frequent basis. Students are involved in a bus evacuation drill 2 times per year and receive written copies of behavior expectations. Transportation conducted a Bus Safety program for grades K-4. Frequent reviews of bus conduct expectations are done by drivers and teachers.

We use a school wide positive behavior approach called CHAMPs. This program front-loads the students on appropriate behavior and is reviewed regularly so students are fully aware for the rules of

the school and also because it is school wide the same verbiage is used by all so when students travel to specials the same rule are used. For positive behavior supports we also use “Positive Passes”. Staff members can give one to a child with a description of what positive action the teacher would like to acknowledge. The student takes that to the principal for a small treat. The principal also contacts the parents about the outstanding accomplishment. As a school we worked on “Filling our Bucket” with positive interactions and positive behaviors. It was promoted in the commons for all to see. Our social worker also works on positive, appropriate interactions in social skills groups.

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.

Homan has the district red safety/emergency folder for each classroom that contains all safety information for the teacher as well as for a substitute teacher. Each substitute that works at Homan know to look for the red folder in case of an emergency. This year Homan is going to implement a standard blue sub folder so all subs know to look for the blue folder. That folder will contains all information needed in the same orderly fashion for each teacher. Having this consistency throughout the building allows for a safer work environment and a safer place for Homan students.

The Homan 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 the handbook that is the district website for parents and students at the beginning of each school year. Data would indicate that there are only limited problems requiring extreme disciplinary measure each year. The number of students suspended from school is low.

The building has character traits established each month that we focus on to teach students how to become responsible citizens. Homan has a Friendship Pledge we read on Monday’s that reminds us to be kind and helpful to others and also discourages bullying of others. Our staff social worker visits each classroom for a bully presentation which includes how to handle a bully and what to do if you feel threatened. This year we are establishing a “Buddy Bench” on the playground for those that feel they need a friend.

Kids Hope USA is an innovative mentoring program that supports elementary school children. Mentors are trained and background checked to be paired with children at Homan School. These children are identified by their teachers as possible benefactors for the Kids Hope program. Mentors strive to benefit students as positive and patient role models. They give the one-on-one attention that these children need that the classroom teacher longs to give but is unable to provide. Each mentor comes to be with one child for one hour once a week during the school day. That mentor commits to that time all year for just that child. This is the first year for Kids Hope at Homan and we currently have 9 mentors paired with 9 students. We hope to see success in this program and hope to grow the number of mentors so we can offer this support to more students throughout the school.

Section 4G: Professional Development

Over the past few years, professional development has been targeted to support writing and math. 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.

The district is providing a great deal of professional development in the upcoming school year as we are developing common assessments and rewriting curriculum. We currently have Dr. Schauna Findley working with our language arts committee, Virginia McClain working with the math committee as well as Dr. Cathy Fosnot from Heinemann on implementing Context for Mathematical Thinking. Sharon Rak and Dr. Underwood also conducted professional development in inquiry based mathematical practices and thinking. More training will continue throughout the year for math as we develop trainers within our district. This year we are also fully doing Lucy Calkins Units of Writing for Lake Central’s writing curriculum. Out technology trainers will be conducting training bimonthly or more on how to implement Google Docs, CANVAS, iPad applications, Dreambox Learning, Reading Eggs and more.

Professional development focuses on improving teaching techniques in strategic reading, vocabulary growth, and writing conventions along with any workshops that would help with math interventions and differentiation. This year our math coach will implement continuing professional development with Investigations and inquiry math practices.

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 matches the new teacher with a veteran teacher mentor to offer support. Specific guidelines for mentoring, sharing and meeting were developed in 2014-15. Lake Central formally recognizes that mentoring and retaining teachers is a priority. Mentor compensation and mentor training is offered to support mentors and new teachers.

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 3 years.

Section 5B: Percentage of Students Meeting ISTEP+ Standards

The objectives of the school to attain in the next 3 years are:

- 1) Increase the minimum average number of students meeting Language Arts standards by 10%
2016-17 overall ELA was 82% passing
- 2) Increase the minimum average number of students meeting Math standards by 15%
2016-17 overall MATH was 72% passing
- 3) Increase the percentage of special education students meeting standards by 15%.
2016-17 overall Spec. Ed. subgroup in ELA and Math was 46% passing

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 2017 - 2018

SIP Format Item #		
6	Goal 1: By the year 2018, 100% of students in grades K-4 will be proficient readers and writers as demonstrated by:	
7	<ul style="list-style-type: none"> • Continuous progress measured through kindergarten writing with the implementation of Lucy Calkins through grades kindergarten -4th • 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-4 will meet grade equivalents on PIVOT assessments 	
9	Key Strategy	Provide daily opportunities for students to increase reading comprehension by application of strategic reading skills. <ul style="list-style-type: none"> ✓ 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. <ul style="list-style-type: none"> ✓ Implement a Response to Intervention model (RtI) ✓ Implement cluster groups for limited instruction for remediation and enrichment ✓ Implement integrated 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	<ul style="list-style-type: none"> • Provide support and instruction using computer-assisted instructional technology including the Journeys testing component of the basal reading series as well as the common district grade level curriculum and assessments developed • Provide support through Title I remediation services • Provide support through literacy groups • 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	<ul style="list-style-type: none"> • Provide enrichment using computer-assisted instructional technology • Provide higher level instruction in the high ability classrooms for students testing into those classes through the CoGat and the IOWA

		<ul style="list-style-type: none"> • Provide for differentiated instruction in the general education classroom • Provide temporary flexible groups to enhance and extend student learning
7	Performance Assessment	<ul style="list-style-type: none"> • Conduct summative assessments three times a year with TRC for grades K-3 Grade 4 2 times a year and in PIVOT benchmark assessments in grades K-4 2 times • Monitor short term benchmarks to assess the effectiveness of interventions in learning. • Progress monitor determined skills of struggling students in Tiers 2.
	Implementation Assessment	Staff members will offer input to assess implementation effectiveness of interventions.
10	Professional Development	<ol style="list-style-type: none"> 1. Provide professional development in writing comprehensive rigorous assessments correlated to the standards. 2. Provide professional development on how to rewrite rigorous curriculum that is wrapped around the standards and will foster student's achieving college and career readiness skills. 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 and also schedule collaboration between General Education and Special Education to ensure we are providing proper instruction in both areas so that child can reach full potential.
	Family and Community Involvement	Provide internet links to references and articles parents on communication skills and reading support techniques for the home. PTO evening meeting and events for families. Provide a Title I family night for parents and students in reading that is a learning night for all
	Transition	Provide an opportunity for staff to conduct inter-grade level meetings and observations to discuss implementation of skills.
	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	Goal 2: By the year 2018, 100% of students will be proficient in mathematics computation and problem solving, appropriate to the grade level, as demonstrated by:	
7		<ul style="list-style-type: none"> • Continuous progress measured with periodic building-level assessments with students achieving 80% or better; • Achieving a score of Pass or Pass+ on ISTEP+; • Meeting grade level standards for progress using data disaggregation • Dreambox Learning will be used to progress monitor student learning
9	Key Strategy	Provide daily opportunities for students to increase mathematics computational skills. <ul style="list-style-type: none"> ✓ Morning computation and problem solving activities ✓ Frequent practice using known testing formats ✓ Implement a Response to Intervention (RtI) model ✓ Implement one or more units from the Context for Learning Mathematical Thinking by Heinemann and mini-lessons and Number Talks for the year 2017-2018 with increase units as time progresses
9	Key Strategy	Provide opportunities for students to demonstrate proficiency in mathematics computation and problem solving appropriate to the grade level. <ul style="list-style-type: none"> ✓ Use of computer-assisted instructional support ✓ Foster thinking and reasoning strategies with students using real life examples ✓ Generate take-home materials for student practice ✓ Daily classroom practice through Number Talks and Investigations activities ✓ 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	<ul style="list-style-type: none"> ● 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 from our math specialist ● 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	<ul style="list-style-type: none"> ● Provide enrichment using computer-assisted instructional technology ● Provide for differentiated instruction in the general education classroom ● Provide higher level instruction in the high ability classrooms for students testing into those classes through the CoGat and the IOWA ● Encourage students to enter mathematics competitions
7	Performance Assessment	<ul style="list-style-type: none"> ● Continue to develop rigorous common district assessments wrapped around the standards foster the college and career readiness skills student need ● District wide Dreambox expectations for grades K-4 ● Assigned Focus in Dreambox to assess standards being met ● Monitor students grades through Skyward ● Monitor student on the landscape of learning of mathematics ● Monitor short term benchmarks to assess the effectiveness of interventions in the learning process
	Implementation Assessment	Staff members will offer input to assess implementation effectiveness of interventions.
10	Professional Development	<ol style="list-style-type: none"> 1. Provide in-service training on improving math instruction 3. Provide release time to disaggregate data 4. District math coach will conduct Professional Development throughout the year 5. District math coach will work with individuals and grade levels
	Collaboration	Schedule and implement grade-level collaboration meetings to discuss implementation and progress of learned skills and also schedule collaboration between General Education and Special Education to ensure we are providing proper instruction in both areas so that child can reach full potential.
	Family and Community Involvement	<ul style="list-style-type: none"> ● 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 ● Informational video clip presented at openhouse ● A math night for parents to help them better understand our new math curriculum
	Transition	Provide an opportunity for staff to conduct inter-grade level meetings to discuss implementation of the now Context for Learning Mathematics units
	Technology	<ul style="list-style-type: none"> ● Provide classroom software to administer assessments. ● Provide software or programs to support, remediate, and enrich students. ● Dreambox Learning will be used to progress monitor students and check levels of understanding

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: Timeline for Implementation, Review, and Revision

Fall/Spring 2017-2018

Goal	Grade level(s)	Sept./Oct.	Oct.	Jan./Feb.	Feb	Apr	May
1	K-4	Conduct TRC assessments in grades K-4; Conduct Pivot assessments in reading for grade K-4		Conduct TRC and Pivot Assessments in appropriate grades		Conduct TRC for Grades K-3	1) Formulate future writing goals for students 2) Collaboration meetings
1	K - 4	Language Arts workshop Committee Work on Curriculum and Assessments	Committee Work on Curriculum and Assessments as needed	Committee Work on Curriculum and Assessments as needed	Committee Work on Curriculum and Assessments as needed	Committee Work on Curriculum and Assessments as needed	Committee Work on Curriculum and Assessments as needed
2	K-4	Continued implementation of the new math curriculum and incorporate Context of Learning Units Use Dreambox Learning	Professional Development with Use Dreambox Learning To meet the needs of students	Conduct an assessment of data from Dreambox Learning	Committee Work on Curriculum and Assessments as needed	Conduct math assessments through Pivot Use Dreambox Learning	Evaluate the year math curriculum Use Dreambox Learning

Implementation Details

The following is a guide presented to assist anyone in the implementation of the 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-4 will all do some form of reading assessment - TRC. 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. Grades K-4 will do PIVOT for a reading formative assessment.

Workshops for Mathematics Instruction

- Math workshop will be scheduled by the district. Decisions are being made on the presenter.
- Math professional development will be for grades K-4 done by the district math coach.

Workshops for Reading Instruction

- Grade level committees will meet to review the curriculum and units provided at each grade level.

Writing Workshop and Implementation

- All staff grades K-4 have or will be trained on the Lucy Calkins Units of Study and then implement those units throughout the year. They will do one unit each 9 week period taking them until the end of the year.

January Collection of In-house Data

- Grades K and 4 staff will do the middle of the year assessment using TRC. 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 K-4 will do Pivot for formative assessment data.

Spring Collection of In-house Data

- Grade K-3 teachers are to be given the equivalent of 1 day to conduct reading running record assessments. Grades K-3 will conduct TRC assessments. 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

<u>Teaching Staff</u>	<u>Support Services Staff</u>
Cindy Sweeney	Renee Swetlik
Becky Stevenson	Debra Bosak
Tina Panepinto	Shirley Baczkowski
Debbie Pavlina	Theresa Lagalo
*Stephanie Serrato	Kim Mucharski
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Melody Wolff	Karie Lenord
Kim Martin	Nancy Babusiak
*Missy Vander Woude	Sydni Troy
Alyssa Olund	Kristina Dakof
Donna Eatinger	Joanna Long
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Jennifer Neidy	Lois Huitsing
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Lesli Heinrikson	
*Aly Juran	<u>Parent</u>
Angela Kepchar	*Mindy Kusbel
*Michelle Stan	Adrienne Jimenez
Jenna Blane	
*Lindsey Lannon	<u>Community Member</u>
	*Sher Cosgrove
*denotes Core Committee members	