

Kolling Elementary
School Improvement Plan
Lake Central School Corporation
2021-2024



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School Improvement Committee Members

Cassandra Cruz	Principal
Melissa Rettig	Assistant Principal
D'Ann McDermott	Reading Specialist
Jackie Naughton	Reading Specialist
Elizabeth Meyers	LRE Teacher
Sara Sikich	General Education Teacher
Rod Smith	General Education Teacher

LCSC Mission Statement

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

LCSC Belief Statements

What We Believe:

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

Narrative Description

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

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

Construction of Kolling began in August 1954. The school opened its doors in September 1955, with 14 classrooms, a cafeteria, and playroom. Grades 1-6 attended. Kolling was built to ease the overcrowding of Dyer, IN. Shortly after opening, seven additional classrooms had to be housed in the DyerTown Hall and the MethodistChurch due to overcrowding. Enrollment reached a peak of 765 in the sixties. At one time classrooms were also housed in the Kahler Middle School Annex, LakeHillsBaptistChurch, and the Town Hall. Four classrooms were also put in the gym. In 1960 seven classrooms were added. In 1987 four more classrooms were added, a new gym, and a cafeteria. The old gym became the library and computer lab. In 1994 two new kindergarten rooms were added. Two portables were added in 1991 and two more in 1993. In 1999 six classrooms were added expanding Kolling from its original 14 classrooms. The portables were removed in the fall of 2001. In the summer of 2018, a classroom was added in the library space. In the summer of 2019, bringing the total number of classrooms to 36. Currently 32 are grade-level classrooms, 1 music, 1 art, 1 computer lab, and 1 special education class.

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

Narrative of our Community

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

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

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

School District

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

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

2021-2022 Current Enrollment Data

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

7 full day kindergarten classes	serving 142 students
6 sections of first grade	serving 121 students
6 sections of second grade	serving 145 students
7 sections of second grade	serving 163 students
5 sections of fourth grade	serving 144 students

Our total population for 2021-2022 is 715 students.

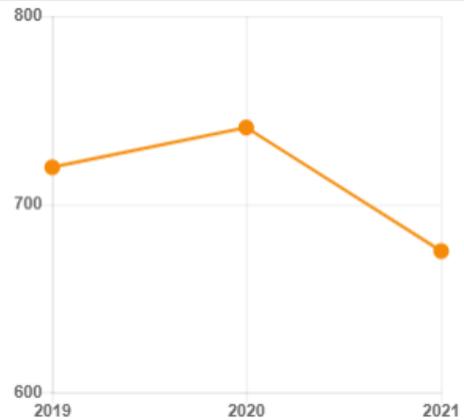
Kolling Elementary 2020-2021 Enrollment Information from IDOE

What is the total enrollment?

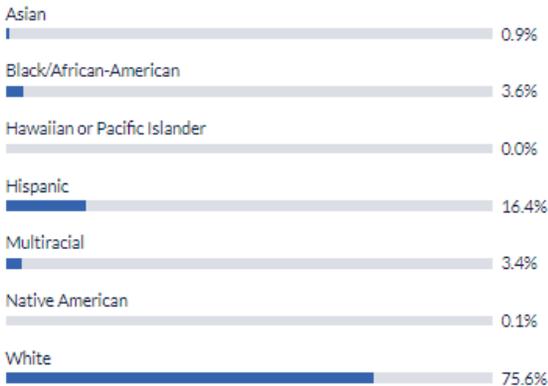
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[View by Grade Level](#)

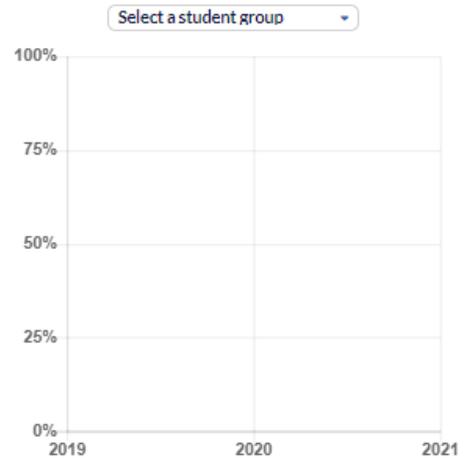
What is the enrollment trend?



How diverse is this school?



What is the enrollment trend by student group?



How are various student groups represented?



Special Education Enrollment Data

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

Attendance

Kolling has surpassed the average state attendance rate and the expected 95% rate of attendance, both which are set by the state. During the 2020-2021 school year, Kolling's attendance rate was 97.15%. An analysis of the absence reports indicates at least one dozen families take their children out of school the day before or after a vacation to extend the holiday. They also take their family vacations during the school attendance period. We continue to address this growing concern through communication home and attendance incentives for students (no attendance incentives during a pandemic).

Educational Programs and Supports

High Ability Program

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

RtI Program

All classroom teachers use a combination of assessments to determine if students show a pattern of at-risk academic or behavior levels. The RtI committee continually reviews building-wide data from a combination of assessments as an additional group of educational professionals that are looking to identify at-risk learners and provide prompt intervention and progress monitoring. Students whose data show no at-risk behaviors or academic skill deficits continue to receive core instruction through the general education curriculum. Students who show at-risk behaviors or academic skill deficits are referred to the Intervention Assistance Team (IAT). Once in the IAT process, students are placed in Tier 2 or Tier 3 levels of the RtI process depending on student needs. Tier 1 support is the core general curriculum. Tier 2 support is the general curriculum with additional interventions in areas of weakness. Students move to Tier 3 support when data at the Tier 2 level show that significant gains are not being made. Tier 3 support provides more intense interventions at smaller teacher-student ratios.

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

Health Services

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

School Service Provider/Counselor

Kolling has one school service provider and one school counselor with identical job descriptions. Both individuals spend 5 days per week at Kolling. During this period of time, these individuals work with students who are experiencing a variety of problems. This may be due to family loss by death or divorce, social and emotional difficulties, behavioral and attendance issues, and student mental health. These individuals coordinate the scheduling of field trips, classroom lessons, and speakers, etc. that deal with social, family, and self-concept issues.

These individuals communicate often with teachers and parents keeping them apprised of student concerns and assisting them in ways that help students experience success in the classroom and with their peers. Additionally, these individuals teach several health standards in classrooms and facilitate daily SEL lessons for teachers to implement using Second Step. The Second Step curriculum is aimed to help students gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively.

Cultural Sensitivity Training

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

Student Council

Our student council program was established in 2001. Interested 4th grade students who meet the criteria for grades, behavior, and attendance are welcome to run for student council. Student council is an organization that develops leadership qualities and provides a service to the school and community. The student council also raises money for Riley's Hospital for Children in Indianapolis, IN and other charitable organizations in our community.

Book Fair

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

One School One Book

Our school has participated in the One School One Book program since the 2011-2012 school year. This is a month-long program that promotes literacy and family involvement. Every student and staff member takes part in reading the same book over a month-long schedule and participate in building-wide activities that coordinate with the book and promote involvement, literacy, and family support in education.

Educational Field Trips

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

Spell Bowl

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

EL

Kolling provides services for students who are English Learners (EL) that are aligned with the WIDA Consortium. We have students who speak various languages including Spanish, Russian, Chinese, Serbian, and Ukrainian. These students receive push-in and/or pull-out services in their classrooms, depending on the amount and intensity of services that are needed. WIDA assessments are used annually to measure growth in the English language. We provide EL support to EL students until they obtain a 5 on WIDA and the committee decides they no longer need EL support. Our EL staff consists of 1 EL paraprofessional, who is at Kolling 5 full days a week and 1 EL certified teacher who is at Kolling ½ day for 2 days a week.

Tutoring

Our corporation has put a tutoring program in place for all schools. Beginning in September students have the opportunity to come to school from 7:30-8:00 two days a week for tutoring. In order for a student to receive tutoring services, they must be invited by a teacher. Parents must give permission for their child to receive tutoring, and parents must provide transportation to tutoring.

Parental Participation

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

Technology as a Learning Tool

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

Kolling has two desktop labs that are utilized by grades K-4. One of the labs is used for specials rotation. Each class has a scheduled time for its use. The lab is primarily used for computer skill practice, computer coding, and programs that guide students through online reading and math lessons. Additionally, all kindergarten and 1st grade classrooms have a cart with 30 iPads and all 2nd through 4th grade classrooms have a cart with 30 Chromebooks. These individual student devices are used for online testing, skill practice as well as internet research, writing, and other student produced projects.

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

Description and Location of Curriculum

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

Titles and Descriptions of Building/District Assessment Instruments

Students Entering Kindergarten

Students who meet the state requirement of entry into kindergarten, which is age 5 by August 1st, are invited to complete spring enrollment in March of each school year. Parents may appeal for early entry into kindergarten if their child will attain the age of 5 before September 30th. Early entrance appeals must be received no later than 14 days before the first day of school. Students requesting early entrance and meeting state requirements are given the district's early entrance screening to help determine eligibility.

K-2 Dyslexia Screener

All students in grades K-2 will be given a Universal Dyslexia Screener to identify potential indicators of dyslexia. This consists of phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, and end coding skills. If characteristics of dyslexia are present, the student (with parent permission) will be administered an additional Level 1 screener to help the school's Intervention Assistance Team identify areas that need intervention and to develop a plan to address the student's needs.

Reading Foundational Skills Benchmarks

Kolling uses benchmark assessments for reading foundational skills to progress monitor students in grades K-2. Benchmark assessments include first sound fluency, letter ID, letter sound, and sight words. These benchmarks are also used to identify the need for early intervention and as a progress monitoring tool for more frequent assessments with the at-risk student population.

Next Steps Guided Reading Assessment (NSGRA) Running Record Assessment

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

Words Their Way Inventory

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

I-Ready

Students in grades K-4 participate in i-Ready testing for reading and math in the fall, winter, and spring of each school year. This assessment is a web-based, adaptive, diagnostic assessment used to help make instructional decisions and to monitor student response to instruction.

Investigations End of Year Tests

Investigations EOY test is given 3 times per year to all students. Results of the tests are used to evaluate student progress with grade-level math standards and help teachers make informed instructional decisions.

Dreambox Learning

The district has purchased a Dreambox license to service all students K-4. The online program is designed to support students with high-quality, research-based math lessons that continually adjusts to individual students in order to tailor every math lesson and ensure that students work in their optimal learning zone. The district sets goals for the number of lessons that each child should complete depending on their grade level. Usage and student data are monitored regularly to assist with instructional decisions.

Lucy Calkins Units of Study in Opinion/Argument, Information, and Narrative Writing Curriculum

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

Non-standardized Classroom Assessments

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

- Curriculum Embedded Performance Assessments (CEPAs)
- Selection assessments
- Vocabulary assessments
- Skills tests
- Cumulative reviews
- Conferences
- Unit tests
- Cold reads
- Fry Words

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

- CEPAs
- Daily problem sets
- Quizzes
- Unit tests
- Frequent fact assessments
- Number Talks

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

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

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

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

Summary of Data for Spring 2021 ILEARN Performance

Overall ELA Performance

	Indiana	Lake Central School Corporation	Kolling
Grade 3	39	54	52
Grade 4	40	50	52

Overall Mathematics Performance

	Indiana	Lake Central School Corporation	Kolling
Grade 3	49	63	65
Grade 4	44	61	68

Overall Science Performance

	Indiana	Lake Central School Corporation	Kolling
Grade 4	36	52	52

Student Performance Data by subgroup – ILEARN Spring 2021

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

Performance (Percent Pass) on the ILEARN Grade 3 ELA Test

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	52024	46	382	58	104	57
Hispanic	10398	24	129	47	17	24
Special Education	13512	16	105	25	23	26
Free/Reduced Lunch	40290	24	155	38	15	47
Male	40616	36	322	48	78	45
Female	38760	42	273	60	50	62
Overall	79376	39	595	54	128	52

Performance (Percent Pass) on the ILEARN Grade 3 Mathematics Test

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	51985	58	381	69	104	67
Hispanic	10392	31	129	53	17	59
Special Education	13503	25	104	40	23	39
Free/Reduced Lunch	40236	32	155	52	15	60
Male	40601	51	322	64	78	65
Female	38718	46	272	63	50	64
Overall	79319	49	594	63	128	65

Performance (Percent Pass) on the ILEARN Grade 4 ELA Test

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	51780	47	427	55	103	54
Hispanic	10644	25	152	42	23	43
Special Education	13534	16	111	22	21	29
Free/Reduced Lunch	39619	25	171	36	23	30
Male	40189	37	338	45	67	51
Female	38774	43	333	55	69	54
Overall	78963	40	671	50	136	52

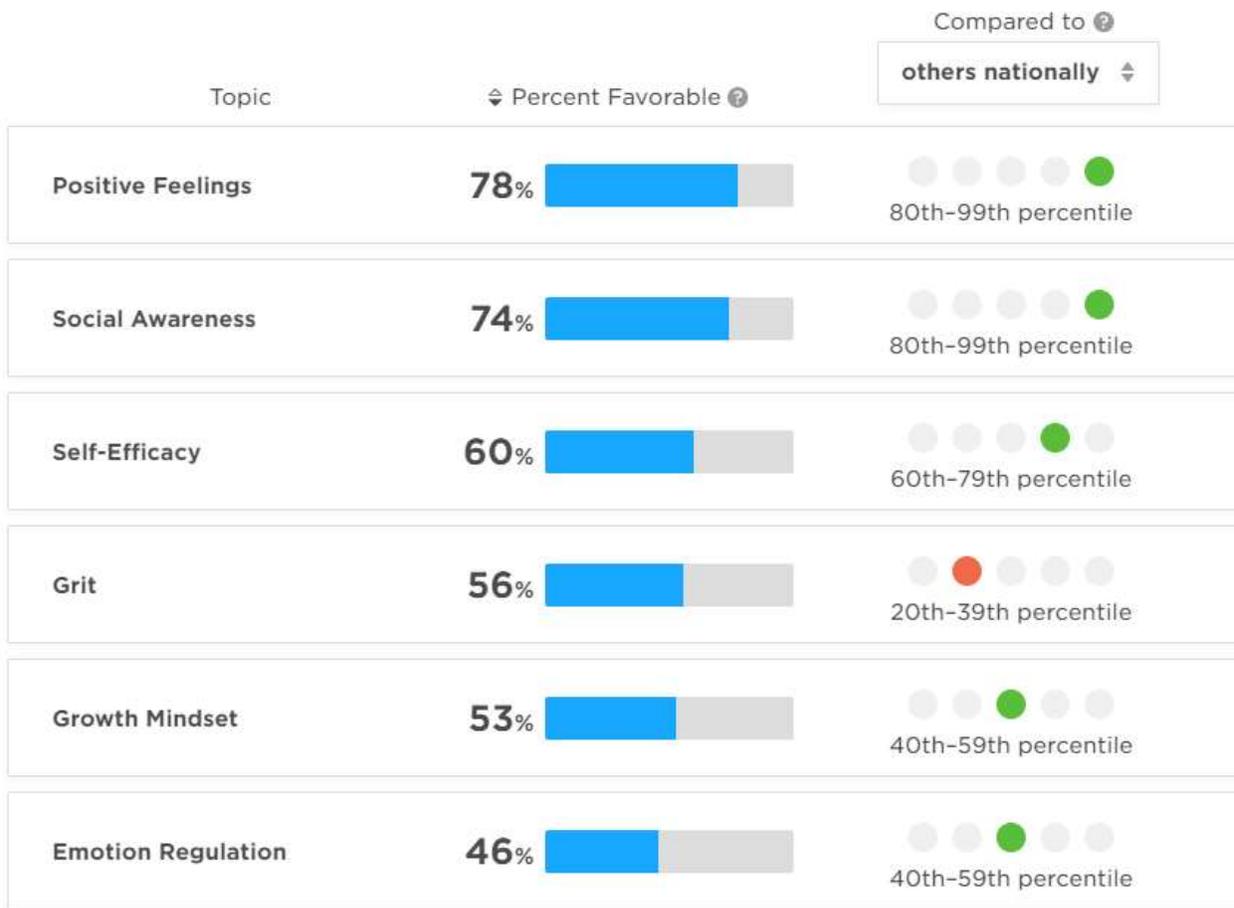
Performance (Percent Pass) on the ILEARN Grade 4 Mathematics Test

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	51763	53	427	67	103	70
Hispanic	10639	26	152	51	23	65
Special Education	13527	20	111	32	21	29
Free/Reduced Lunch	39578	27	171	42	23	52
Male	40169	47	338	64	67	69
Female	38736	41	333	58	69	68
Overall	78905	44	671	61	136	68

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

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	51551	44	426	58	103	56
Hispanic	10571	20	152	45	23	39
Special Education	13424	17	111	32	21	24
Free/Reduced Lunch	39253	21	171	35	23	30
Male	39922	38	338	52	67	55
Female	38518	34	332	51	69	49
Overall	78440	36	670	52	136	52

Summary Spring 2021 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures (Grades 3 & 4)



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

1. Overall, Kolling performs much higher in the mathematics sections of state testing compared to ELA sections. This is consistent for overall and subgroup performances.
2. Kolling percentage passing scores for Spring 2021 ILEARN are above state average in all subjects and grades tested. We are at or above the district overall average in all areas except our 3rd grade ELA performance.
3. In grade 3, the Hispanic subgroup performed significantly lower on the ILEARN ELA assessment than the 3rd Grade District Hispanic subgroup.
4. In Grade 3, females significantly outperformed males on the ILEARN ELA assessment.

Conclusions about Current Educational Programming and Areas for Improvement

Our review of the data available on the academic achievement in the area of mathematics indicates that our core curriculum and teaching strategies are successful with the majority of our students. ELA scores indicate that too many of our students are not able to meet 3rd and 4th grade expectations. Our preliminary i-Ready data from the fall of 2021 shows strong indicators that the barrier to comprehension is skill deficits in phonics and vocabulary.

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

Student Achievement Objectives, Benchmarks, Interventions, and Professional Development

Mathematics Achievement Objective

By the Spring of 2024, 85% of 4th Grade Kolling students will master Indiana Academic Standards in mathematics as evidenced on state ILEARN and district i-Ready assessments.

Benchmarks

By the Spring of 2022, Kolling will see an 8% increase in students' proficiency and growth on the ILEARN mathematics assessment.

By the Spring of 2023, Kolling will see a 5% increase in students' proficiency and growth on the ILEARN mathematics assessment and the Spring i-Ready diagnostic assessment.

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

Strategies

1. Monitor, update, and implement math curriculum guides at each grade level that align to the IAS.
2. Update and implement curriculum embedded performance assessments that align to the format and rigor of state assessments in order to make instructional decisions.
3. Use math adoption resources effectively to meet the needs of all learners.
4. Increase student engagement in learning activities through inquiry.
5. Research resources for effective math interventions and strategies.
6. Provide collaboration time for vertical alignment with Math committee members.
7. Use data effectively to drive instruction that meets the academic needs of all students.
8. Use the RtI process to close the gaps of at-risk math students.
9. Increase student learning time by offering before school tutoring.
10. Implement the use of Dreambox in the classroom and provide access for Dreambox at home for all students.
11. Establish comprehensive math vocabulary instruction.
12. Establish procedures for instructional round observations between certified staff.
13. Monitor student progress with building-wide data meetings at the BOY and the EOY.

Professional Development Needs to Support Strategies

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

Language Arts Achievement Objective

By the Spring of 2024, 75% of 4th Grade Kolling students will master Indiana Academic Standards in ELA as evidenced on state ILEARN and district i-Ready assessments.

Benchmarks

By the Spring of 2022, Kolling will see an 11% increase in students' proficiency and growth on the ILEARN ELA assessment.

By the Spring of 2023, Kolling will see a 7% increase in students' proficiency and growth on the ILEARN ELA assessment and the Spring i-Ready diagnostic assessment.

By the Spring of 2024, Kolling will see a 5% increase in students' proficiency and growth on the ILEARN ELA assessment and the Spring i-Ready diagnostic assessment.

Strategies

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

Professional Development Needs to Support Strategies

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

Social and Emotional Learning Objective

By the Spring of 2022, all Kolling student perceptions will measure within the 80-99th percentile as evidence on the Panorama Social-Emotional Learning Self-Survey Scales.

Strategies

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

Attendance Objective

Kolling's attendance rate will be at or above 95% each year.

Strategies

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

**During a pandemic, keeping sick students home will be required and celebrating attendance will not be celebrated. Parents of students with attendance concerns will continue to be contacted. Kolling will continue to provide services remotely for students required by the school to quarantine.*

Statutes and Rules to Be Waived

There are no statutes and rules that will be waived.