

# Kolling Elementary School

School Improvement Plan  
Lake Central School Corporation  
2023-2026



8801 Wicker Avenue  
St. John, IN 46373  
Phone: 219-365-8577

Website: <http://kolling.lcsc.us/index.php>

### **School Improvement Committee Members**

Cassandra Cruz	Principal
Marissa Clabaugh	Assistant Principal
Erin Cook	Reading Specialist
Jackie Naughton	Reading Specialist
Heather Maksimik	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 can be found in St. John, Indiana. The school was named after its former trustee, Mr. Michael Kolling. Mr. Kolling served as a trustee for the community 1939 to 1946 and again from 1950 to 1954. He resided in Schererville, IN, and generously housed the public library in his home for several years. Mr. Kolling passed away at the age of 79 in 1967.

Kolling is situated on eight acres of land, some of which includes woods and swamp areas. In 1981, a Kolling teacher created a nature trail that spans a section of the wooded area. Students from Kolling and other elementary schools within Lake Central currently use this trail.

Kolling School's construction took place in August 1954, and it officially opened its doors a year later in September 1955. The school was designed with 14 classrooms, a cafeteria, and a playroom to provide for students in grades 1-6. Kolling was created to address the overcrowding of Dyer, IN. After its opening, seven additional classrooms had to be established in the Dyer Town Hall and the Methodist Church due to an increasing number of students. Throughout the 1960s, enrollment peaked at 765, requiring additional classrooms in other buildings like the Kahler Middle School Annex, Lake Hills Baptist Church, and the Town Hall. Four classrooms were even set up in the gymnasium to accommodate more students. In 1960, seven more classrooms were added, and an extra four classrooms, a new gym, and a cafeteria were built in 1987. The previous gym was transformed into a library and computer lab. Two new kindergarten rooms emerged in 1994, and two portable classrooms were installed in 1991, followed by two more in 1993. Six extra classrooms were added to Kolling in 1999, expanding from its initial 14. The portable classrooms were removed in the fall of 2001, and in the summer of 2018, a classroom was established in the library space. Presently, Kolling School has 36 classrooms, 32 of which are grade-level classrooms, one music room, one art room, one computer lab, and one special education class.

As of June 30th, 2019, the school board has agreed to dissolve the West Lake Special Education Cooperative, which had served the Munster and Lake Central School Districts for over 40 years. From the 2019-2020 academic year onwards, the district's central office will oversee all special education services.

## **Narrative of our Community**

St. John, situated in Lake County, spans across 6.5 square miles and is located just west of Merrillville, Indiana. It is located 35 miles southeast of Chicago and 145 miles north of Indianapolis. The town has a long history dating back to 1837 when the Hack family settled in the area, five years after the peace treaty with the Indians was signed. Thirty-seven years after the Indiana Territory was admitted to the Union in 1800, John Hack, a farmer of German descent who could not own property in Germany, encouraged other families of the same descent to settle in the area and make it their home. As more families joined, St. John flourished and grew into the town it is today.

St. John is still recognized as a town and is governed by the Town Council, which consists of a council president and three council members. The town's primary source of revenue comes from property taxes. St. John boasts one library, 16 local parks, one public and one private golf course, and a few small local industries with 15 or fewer employees. Renowned businesses like Target, Dunkin Donuts, Dairy Queen, Walgreens, and Strack & Van Til supported our initiatives to aid children in need and acknowledge student accomplishments. These businesses have also generously contributed to our school programs.

St. John has several active organizations including the Rotary Club, Lions Club, V.F.W., Women's Club, Chamber of Commerce, and Partners in Contracting Corp. These groups have shown great support for our school and students.

## **School District**

The Lake Central School District covers the areas of St. John, Schererville, and Dyer and comprises six elementary schools, three middle schools, and one high school. The high school has a matrix schedule to cater to the student's instructional requirements. Additionally, our Central Office team comprises 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.

Lake Central School Corporation has seen a consistent increase in its population, resulting in the construction of building additions in multiple schools over the years. In 2014, Protsman Elementary was rebuilt, and in 2015, Lake

Central High School underwent a similar reconstruction project. Additionally, the school corporation underwent redistricting in 1992, 1996, and 2002.

### 2023-2024 Current Enrollment Data

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

6 full day kindergarten classes	serving 100 students
6 sections of first grade	serving 114 students
6 sections of second grade	serving 141 students
5 sections of second grade	serving 120 students
6 sections of fourth grade	serving 155 students

**Our total population for 2023-2024 is 630 students.**

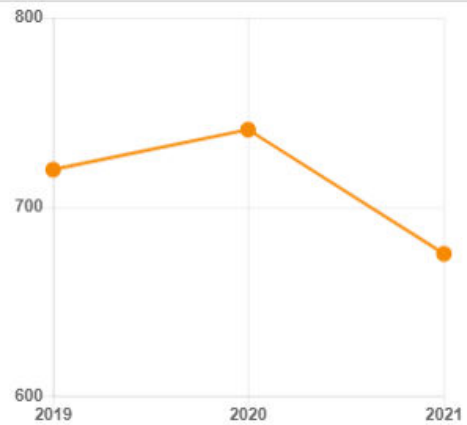
### Kolling Elementary 2020-2021 Diverse Enrollment Information from [IDOE](#)

What is the total enrollment?

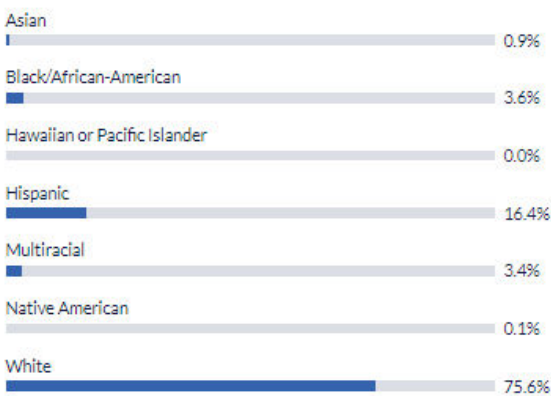
675

[View by Grade Level](#)

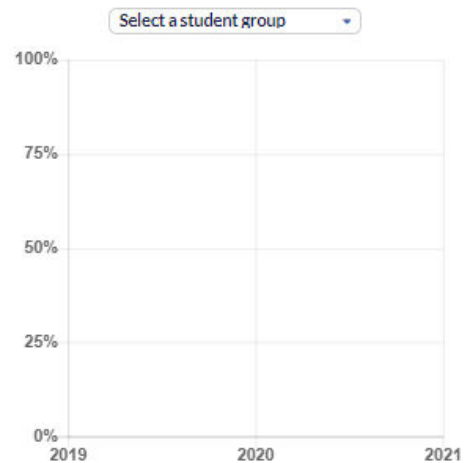
What is the enrollment trend?



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 to meet with the classroom teacher on a regular basis in order to discuss the student's progress and collaborate on how to best meet the student's needs in the general education classroom. The next level of services is in-direct, where the student receives special education services in their general education setting. The most restrictive programming offered at Kolling is direct resource room services. Students requiring direct resource room services spend identified academic blocks in the special education setting and the special education teacher is providing their instruction. Students receiving direct resource room services are assigned to a general education grade level appropriate classroom for homeroom, specials, lunch and recess, and any academic block not requiring direct special education instruction. If a student requires services that are more restrictive than resource room, the Special Education Case Conference Committee would meet to determine if a change of placement/alternative setting would be more appropriate.

## Attendance

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

### Kolling Elementary 2019-2020 Attendance Information from IDOE



### Kolling Elementary 2022-2023 Model Attendance Data

Grade Span	Model Attendee Rate	Goal Factor	Overall Points
Grades K-8	51.2 % (351 / 686)	1.21	61.95

## Educational Programs and Supports

### Instructional Coaches

The Lake Central School Corporation has an Elementary Instructional Coaching Team that consists of two technology trainers, one math coach, and one literacy coach. Instructional coaches meet with teachers throughout the year in groups and individually. The purpose of our instructional team is to provide support for teachers and assist them with planning best practices for instruction.

### High Ability Program

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

The screening process used to identify students for the HA program consists of two major components: the

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

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

### **MTSS Program**

All classroom teachers use a combination of assessments to determine if students show a pattern of at-risk academic or behavior levels. The MTSS 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 MTSS 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 MTSS services to the student. MTSS team members include an administrator, the classroom teacher, and the student's parents. IAT members may include, depending on areas of MTSS services, reading specialists, school service provider/social worker, nurse, school psychologist, and special education specialists.

### **Health Services**

Kolling is fortunate to have 1 full time nurse and 1 part time nurse employed throughout the school year. Due to a rise in acuity for student healthcare needs, the part-time nurse position was added to the 2023-2024 school year. The nurses care for students who are ill and dispense prescribed medication. They also provide teacher in-service training when appropriate. Topics such as universal precautions, food allergies, and more are discussed. The nurses plan and organize the vision, hearing, and scoliosis screenings for students. They work closely with the school service provider and counselor to assist with issues such as personal cleanliness, extended illness, and more.

### **School Service Provider/Counselor**

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

### **Cultural Sensitivity Training**

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

### **Student Council**



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

### **Book Fair**

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

### **One School One Book**

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

### **Educational Field Trips**

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

### **Spell Bowl**

Students in 4<sup>th</sup> 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 eight members and additional alternates. The top five area competition scores from each class statewide will advance to the 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, Poshto, Polish, and Korean. 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 five on WIDA and the committee decides they no longer need EL support. Our EL staff consists of one EL paraprofessional, who is at Kolling five full days a week and one EL certified teacher who is at Kolling for two days a week.

### **Tutoring**

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

### **Parental Participation**

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

### **Technology as a Learning Tool**

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

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

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

### **Description and Location of Curriculum**

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

### **Titles and Descriptions of Building/District Assessment Instruments**

#### **Students Entering Kindergarten**

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

#### **K-2 Dyslexia Screener**

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

#### **Reading Foundational Skills Benchmarks**

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

#### **Next Steps Guided Reading Assessment (NSGRA) Running Record Assessment**

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

#### **Words Their Way Inventory**

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

#### **iReady**

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



decisions and to monitor student response to instruction. Additionally, students have access to the iReady Online Instruction tool for reading and math. The online instructional component provides students with individualized lessons based on their skill level and needs so they can learn at a pace that is just right for them. Lessons are designed to be fun and interactive in order to keep students engaged.

### **McGraw Hill Math**

Lake Central has adopted Reveal Math from McGraw Hill. This math series is designed to teach math by encouraging student curiosity, exploration, and growth mindset. It is designed to help students see math through a blend of both inquiry-focused and teacher-guided instruction. This approach to learning math allows students to understand the language of math and demonstrate their mathematical fluency. Our math series includes online components for students to practice skills that align with where they are on the curriculum calendar. Students in grades K-2 use McGraw Hill's Redbird Mathematics and students in grades 3-4 use ALEKS.

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

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

## **Non-standardized Classroom Assessments**

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

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

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

- CEPAs
- Daily problem sets
- Quizzes
- Unit tests
- Frequent fact assessments
- Number Talks
- Reveal Math Grade Level Summative Assessment

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

- Student writing samples
- Response to literature
- Journals
- Essays
- 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 2023 ILEARN Performance](#)

**Overall ELA Performance (Percent Pass)**

	Indiana	Lake Central School Corporation	Kolling
Grade 3	39.7	57.3	55.0
Grade 4	40.3	53.2	51.4

**Overall Mathematics Performance (Percent Pass)**

	Indiana	Lake Central School Corporation	Kolling
Grade 3	53.1	69.4	69.1
Grade 4	48.8	64.7	60.6

**Overall Science Performance (Percent Pass)**

	Indiana	Lake Central School Corporation	Kolling
Grade 4	37.0	53.6	53.1

**Student Performance Data by subgroup – ILEARN Spring 2022**

Due to federal privacy laws, student performance data cannot be posted unless the subgroup consists of more than 20 students. Student subgroups less than 20 will be left off or indicated with an asterisk.

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

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	316539	47.5	2574	55.6	235	53.2
Hispanic	70062	27.1	923	46.2	60	58.3
Black	61980	19.7	299	33.1	*	*
Male	251440	36.9	2107	47.3	166	48.2
Female	240521	44.7	1967	56.9	158	58.2
General Education	411328	46.2	3527	57.3	277	60.3
Special Education	80606	13.1	547	17.2	47	10.6
Paid Meals	253907	53.5	3002	57.0	266	54.9
Free/Reduced Meals	238027	27.2	1072	37.6	58	44.8

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

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	316447	48.7	2574	53.4	235	66.4
Hispanic	70023	25.9	922	40.7	60	65.0
Black	61908	16.2	297	26.6	*	*
Male	251345	43.2	2105	51.6	166	65.7
Female	240396	38.4	1966	45.8	158	63.3
General Education	411180	45.6	3525	53.2	277	71.1
Special Education	80534	16.8	546	20.7	47	25.5
Paid Meals	253844	54.1	3000	53.8	266	67.3
Free/Reduced Meals	237870	26.7	1071	34.8	58	51.7

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

	Indiana		Lake Central School Corporation		Kolling	
	# of Students	% Proficient	# of Students	% Proficient	# of Students	% Proficient
White	104214	45.9	882	54.3	119	58.0
Hispanic	22953	21.9	322	38.5	38	42.1
Black	20143	13.1	102	20.6	*	*
Male	82544	39.7	730	50.7	87	49.4
Female	79161	35.4	673	45.3	88	56.8
General Education	134364	42.0	1211	53.1	151	59.6
Special Education	27337	15.8	192	16.7	24	12.5
Paid Meals	82705	50.9	1034	53.8	139	54.0
Free/Reduced Meals	78996	23.6	369	32.2	36	50.0

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

1. Overall, Kolling performs much higher in the mathematics sections of state testing compared to ELA sections. This has been consistent for several years.
2. Kolling's percentage passing scores for Spring 2023 ILEARN ELA, Math, and Science are above state averages in all performance areas.
3. Kolling's free/reduced lunch students subgroup outperformed the district and state averages on the ILEARN Mathematics Assessment.
4. The special education subgroup outperformed the state and district averages in math ILEARN Assessments.
5. On the ILEARN ELA Assessment, the female students outperformed the male students by 10 %.
6. Kolling's underrepresented ethnic subgroup (hispanic) outperformed the white subgroup by 5% in the ELA portion of the ILEARN Assessment.
7. On the ILEARN Mathematics Assessment, Kolling performed higher than state and district averages in all subgroup categories.
8. Kolling's following subgroups performed lower than the district average on the ILEARN ELA Assessment: white, special education, and paid meals.
9. Kolling's following subgroups performed lower than the district average on the ILEARN Mathematics Assessment: male, and special education.

### **Conclusions about Current Educational Programming and Areas for Improvement**

Our review of the data available on the academic achievement in the area of mathematics indicates that our core curriculum and teaching strategies are successful with the majority of our students. We have adopted a math series that blends both inquiry-focused and teacher-guided instruction. We will continue to monitor our math scores so that they continue to show growth, while also striving to raise those scores even higher.

ELA scores indicate that too many of our students are not able to meet 3<sup>rd</sup> and 4<sup>th</sup> grade state expectations and 3 of our subgroups are performing lower than the district averages.. Our preliminary iReady data from the fall of 2023 shows strong indicators that the biggest barrier to comprehension is skill deficits in phonics and vocabulary. Additionally, our staff will commit to identifying ways to effectively connect with our male population so those scores are more closely aligned to the ELA scores of our female students.

In regards to our ethnic subgroups, there is a notable difference between white and hispanic students in the area of science. That is not the case for ELA or math. Our staff will also commit to culturally responsive instruction in order to make stronger academic and personal connections with our minority students in order to address these gaps.

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

## **Student Achievement Objectives, Benchmarks, Interventions, and Professional Development**

---

### **Mathematics Achievement Objective**

---

By the Spring of 2026, 83% of 4<sup>th</sup> Grade Kolling students will master Indiana Academic Standards in mathematics as evidenced on state ILEARN and district iReady assessments.

#### **Benchmarks**

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

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

By the Spring of 2026, Kolling will see a 3% increase in students' proficiency and growth on the Math ILEARN and Spring iReady Grade 4 Assessments.

#### **Strategies**

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

#### **Professional Development Needs to Support Strategies**

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

---

## Language Arts Achievement Objective

---

By the Spring of 2026, 70% of 4<sup>th</sup> Grade Kolling students will master Indiana Academic Standards in ELA as evidenced on state ILEARN and district iReady assessments.

### **Benchmarks**

By the Spring of 2024, Kolling will see an 6% increase in students' proficiency and growth on the ELA ILEARN and Spring iReady Grade 4 Assessments.

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

By the Spring of 2026, Kolling will see a 4% increase in students' proficiency and growth on the ELA ILEARN and Spring iReady Grade 4 Assessments.

### **Strategies**

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

### **Professional Development Needs to Support Strategies**

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

---

## Social and Emotional Learning Objective/

---

By the Spring of 2025, 100% of Kolling classrooms will implement an effective MTSS to meet students' SEL needs as evidenced by documentation of committee meetings and student data.

### **Benchmarks**

By the Spring of 2023, 100% of teachers will facilitate morning meetings 3 out of 5 days each week. Progress will be evidenced by administrators conducting walkthroughs to ensure morning meetings are being conducted.

By the Spring of 2024, 100% of teachers will facilitate morning meetings 4 out of 5 days each week. Progress will be evidenced by administrators conducting walkthroughs to ensure morning meetings are being conducted.

By the Spring of 2025, 100% of teachers will facilitate morning meetings 5 out of 5 days each week. Progress will be evidenced by administrators conducting walkthroughs to ensure morning meetings are being conducted.

### **Strategies**

1. Morning Meeting resources and professional development will be provided to teachers.
2. Morning meetings will be built into the academic schedule.
3. Second Step lessons will be planned by SSP and counselor and utilized to lead morning meetings.
4. Administrative Walk-throughs will be conducted.
5. Discipline data will be collected and shared with staff.
6. School wide expectations will be shared with staff and students.
7. Restorative practices (circles) will be implemented to problem solve and support students and staff through difficult situations.

---

## Attendance Objective

---

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

### **Strategies**

1. Emphasize good attendance at Meet the Teacher Night and PTO meetings.
2. Include a budget for attendance awards and recognitions..
3. Contact parents of students who have attendance concerns.
4. Provide support in addition to core instructional time for students with poor attendance through our student service providers, reading specialists, paraprofessionals, and before school tutoring.

### **Statutes and Rules to Be Waived**

There are no statutes and rules that will be waived.