

**Building Successful Learners
Public Law 221**

George Bibich Elementary School

**14600 W. 81st Avenue
Dyer, Indiana 46311
219-322-1185**

Submitted: September, 2017

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PUBLIC LAW 221 School Improvement Committee 2015-2018

Kindergarten: Sheri Venturelli
Grade 1: Mary Gerlach
Grade 1: Caryn Cruz
Grade 2: Joanne Pratt
Grade 3: Julie Crary
Grade 4: Michelle Snow
Reading Specialist: Nancy Mackowiak
Social Worker: Samantha Maloney
Dean of Students: Lindsey Lannon
Principal: Deedee Logan
Parent: Melissa Sauls, Mary Zapata

PUBLIC LAW 221 Original Steering Committee

Kindergarten: Karen Kinney
Grade 1: Mary Gatlin
Grade 2: Jeff Brooks
Grade 3: Jane Holmes, Caryn Walczak, Phyllis Hegyi
Grade 4: Vickie Kendall
Grade 5: Sue Gatto
Specials: Nancy Wilk
Special Education: Angie Milcarek
Support Staff: Sara Antkowiak
Attending Child/Parent Representative: Renee Bova
Non-Attending Child/Parent Representative: Pat Patena
Business Representative: Don Tallent
Community Representative: Rev. Mark Wilkins

It is the vision of the school community of Bibich Elementary that our school...

- develops an appreciation and enthusiasm for lifelong learning for students and staff.
- nurtures creative problem solving.
- guides students to be responsible, productive and caring members of society.
- supports students as active, self-motivated participants in their learning.
- develop student/adult communication skills.
- provides a safe, caring environment.
- uses technology as a learning tool and as a community resource.
- has a staff that works collaboratively across grade levels to ensure students' academic/emotional success.
- includes parents and community members as partners in the learning process.
- develops and employs intervention strategies to help ensure student success.
- promotes health and wellness.
- meets the diverse needs of its population.

Lake Central/Bibich Mission Statement . . .

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.

The beliefs of LCSC...

- 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 the responsibility of 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.

Our school

Bibich Elementary School is part of the Lake Central School Corporation and is located at 14600 W. 81st Avenue in Dyer, Indiana. The school is near the Illinois state line and 15 miles south of Lake Michigan. Chicago is only 30 miles to the northwest. Bibich School enjoys the benefit of being located in an area that provides a natural setting of trees and wildlife, although, this is rapidly changing into new housing developments.

Our students are from the south side of Dyer. There are two elementary schools and one middle school in Dyer. Bibich is one of six elementary schools in our school corporation. In addition to six elementary schools, Lake Central Corporation has three middle schools, one freshmen center, and a 10-12 grade configured high school. The total pupil enrollment of Lake Central School Corporation is 9,656 students.

The student population of Bibich Elementary School has increased since the original building of 22 rooms was constructed in 1978. To meet the needs of our growing community, 8 additional classrooms, a cafeteria, and a computer lab were added in 1991.

Our current enrollment as of September 12, 2017 is:

Kindergarten:	83
1 st grade:	82
2 nd grade:	93
3 rd grade:	70
4 th grade:	<u>82</u>
Total:	410

Bibich's past years of student enrollment:

	K	1	2	3	4	Total
09-10	106	102	105	121	118	552
10-11	92	130	102	108	115	547
11-12	83	101	130	98	96	508
12-13	96	92	102	136	92	518
13-14	86	90	98	101	133	508
14-15	75	79	91	98	110	453
15-16	99	70	82	96	97	444
16-17	85	94	70	78	98	425
17-18	83	82	93	70	82	410

Our students

As of September 2015 our student population is predominantly White. Data gathered from parents at registration show an **ethnic diversity** that includes:

Asian
Black

Hispanic
Multi Racial

American Indian

The language minority report from September 2017 indicates that Bibich students have **primary language experiences** in the following languages:

*qualified for ELL services

*Spanish *Polish *Ukrainian Macedonian Hindi
 *Mandarin *Punjabi Greek Tagalong Urdu

Longitudinal Study of Language Minority Students

	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
# of students	24	18	15	20	13	11	12	11
% of population	4.3%	3.3%	3%	3.8%	2.6%	2.4%	2.7%	2.6%

Longitudinal Study of Ethnicity

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
% of population	19.6%	18.8%	19.1%	19.2%	21.1%	21.9%	24.5%	25.5%

Free and reduced lunch

Bibich students are offered lunch and breakfast daily and are charged according to their household income. From a historical analysis, there is an increase in the percent of students qualifying for free and/or reduced lunches.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
# of students	68	76	75	79	65	65	50	80
% of population	12.3	13.9	14.8	15.1	12.8	14.4	11.6	17.6

Special Education Population

Students at Bibich Elementary School receive special education services through the West Lake Special Education Cooperative.

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
# of students	88	84	95	70	70	68	53	49	65
% of population	15.7	15.2	17.4	13.8	13.4	13.4	11.7	11.3	14.3
Student enrollment	561	552	547	508	522	508	453	444	455

The number of students with disabilities according to designations in the Individuals with Disabilities Education Act (IDEA) are:

	SLD	Mi	Autism	OHI	EH	HI	VI	OI	Speech	TBI	MH	MO
2012-2013	4	2	9	1	0	0	0	1	59	0	1	0
Percentage	.76%	.38%	1.7%	.2%				.2%	11.3%		.2%	
Enrollment	522											
2013-2014	9	2	8	3	1	1	0	0	41	0	0	0
Percentage	1.7%	.39%	1.5%	.59%	.19%	.19%			8.0%			
Enrollment	508											

2014-2015	10	1	5	6	1	2	0	0	48	0	0	0
Percentage	2.2%	.22%	1.1%	1.3%	.22%	.44%			10.5%			
Enrollment	453											
2015-2016	7	1	3	5	1	1	0	0	50	0	0	0
Percentage	1.5%	.23%	.68%	1.1%	.23%	.23%			11.3%			
Enrollment	444											
2016-2017	10	0	2	5	0	1	0	1	77	0	0	0
Percentage	2.3%		.47%	1.1%		1.1%		1.1%	18.1%			
Enrollment	425											

Attendance Rate

The staff at Bibich Elementary School recognizes the importance of students attending school. The staff encourages students to attend school through various incentive programs, including: the announcement over the PA system of classes with perfect attendance; classes that have perfect attendance all week are awarded a trophy each Friday to keep in their classroom; recognition of individual perfect attendance at the conclusion of each 9 weeks through certificates, names printed in the school's weekly memo to parents, and free meal certificates to a local restaurants, if available.

Graphs of student attendance, based on classroom performances, are shared with students, staff, and members of our school community through our weekly memo to parents.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Bibich	96.9	96.9	97.1	96.8	97.3	96.9	96.7	96.3
State Avg.	95.8	95.9	96.1	95.8	96.1	95.8	95.8	95.7

Mobility

Bibich students have not all been in attendance since kindergarten. We receive some students moving across the state line from Illinois. The percentage of new students to Lake Central School Corporation is noteworthy; however, mobility has a limited impact at Bibich.

Our staff

The staff at Bibich Elementary School is ever-changing and adjusting to the needs of our school community. See below for a more complete breakdown. In addition to our classroom teachers, our students receive instruction from licensed teachers in art, music, physical education, technology, communication disorder, learning disabilities, mild cognitive disabilities, autism, and physical impairment. Many of our special education students are included in the general

education classroom through our successful inclusion (LRE) program. Our resource center (library) is well organized and run efficiently by our support staff.

<u>Number of Staff</u>	Full time	Part time/ Shared
Principal	1	
Dean of Students		1
Facility Engineer (custodians)	4	
Classroom Teachers	19	
Preschool Teacher	1	1
Fine Arts and Physical Education Teachers		4
Technology Teacher	1	
Food Service	1	3
Social Worker (Gen. Ed./Sp. Ed.)	1	
Paraprofessionals	19	
Library	1	
Nurse	1	
Office	2	
Reading Specialist	1	
Special Education Teachers	1	
Speech Language Pathologist	1	

The staff at Bibich Elementary School is an experienced and well-trained staff. We have used, and will continue to refine, an interview process that includes staff members in the selection process. The interview team looks for a candidate with a personality and instructional style that enhances the grade level team of teachers, the culture of the building, and meets the needs of our students.

Beginning level teachers are partnered with a mentor teacher. This mentoring includes informal discussions with other staff members; formal discussions between the beginning teacher, the mentor teacher, and the building principal; and released time to allow for observations of other teachers. The beginning teacher attends an in-service training at the beginning of the school year. Teachers transferring to the building from other buildings work closely with their grade level team teachers.

The staff at Bibich Elementary School recognizes the importance of providing and sustaining long-term professional growth. Our goals and vision continue to be the driving force behind our professional development. The staff at Bibich Elementary School has experienced professional growth through attendance at seminars, workshops, and in-services. Additionally, visitations to various educational sites are part of their professional development opportunities for teachers.

Staff development opportunities over the past years have included:

Reading Strategies	Grade Quick
NCTM Conference	Partnership with Purdue Calumet
Integrating Curriculum	Autism Workshop
Web Page Design	Differentiated Curriculum with Cheryl Bell
Otter Creek Institute	DIBELS Workshop
Integrating Curriculum	Indiana Reading Assessment (IRA)
Jeopardy/Technology	Developmental Reading Assessment (DRA)
Strategic Planning for Lake Central	FAME teacher workshop
Interactive Writing	CRISS – All trained but Full Day
United Streaming Discovery Video	Kindergarten
Workshop	Response to Intervention
Standard Based Activities & Assessments	DRA Training
DIBELS Assessment	PM Training
Educators Training Network	Technology – grade level web sites
Read – Motivating Your Students	National Association of Science Teachers
Strategies that proficient readers use	Conference
Literature Workshop	Purdue Math Conference
Reading Comprehension Workshop	Tier 2 Intervention Team Meetings
Power Writing Workshop	Grade 4 Task Force Meeting
Strategies from NCTM trained teacher, Jean Wilson	Team Building Seminar
Related technology sessions, i.e., Internet, Email, Web searches,	ISLAND
Classroom designed websites	School Safety Specialist Academy
Reading Recovery Model	Leveled Literacy Intervention
Guided Reading Model	Comprehension Instruction
Four Blocks Model	Network Summit on Reading
Building Blocks Model	Webinars in many curricular areas
Brain Based Research with Dr. Pat Wolf	Autism Workshops
C.L.A.S.S. trainings	Crisis Prevention Intervention Training (CPI)
Northwest Indiana Writer’s Consortium	High Ability Training
Literacy workshop with Movement, Art, and Music	Study Island Training
Gifted Talented Staff Conference	CHAMPS (Positive Behavior Support)
Annual Mtg. Of Board Certified Teachers	PASS
Integrating Art, Music, and Literacy	Smart Board Training
Managing angry students	RDS online grading program
Indiana Teachers of Writing	Read 180
Music Education Conference	Indiana IEP
Differentiated Curriculum Training (PUC)	AIMSWEB
Phonemic Sequencing	Edmark
Wilson Reading Program	My Reading Coach (FLRT, RAPS 360)
Mastery Learning	Leveled Literacy Intervention (LLI)
Training with PUC professor on in-service for vocabulary and literature Circles	MClass, BURST
	NAGC Conference
	IAG Conference
	Tim Shanahan

My Big Campus
Dreambox
Matrix
Intranet
Track It
Acuity
Tracy Inman-Differentiating Instruction
Virginia NcClain-Math Complexity
Schauna Findlay-Relue-Language
Complexity
Dr. Fosnot-Math in the City
GCN Tutorials
Kristina Smekens
ELL
Canvas

Think Central
Lucy Calkins
Bully Training
Google Calendar Model
Google Apps for Educators
2Know Responders
Text Complexity
Common Core Shifts
CCSS Reading Foundational Skills
Close Reading
RISE/STAGES
Mobi Training
NCTM Math
Pivot

It is common for staff members to spend several days each year, outside of teacher contracted time, in training sessions.

The principal and teachers work closely with Purdue University, Calumet Campus; Calumet College of St. Joseph; Indiana University Bloomington; and Indiana University Northwest campus to place student teachers in our school. The teachers at Bibich including general education, special education, and teachers in specialized areas, may be host teachers for teacher candidates from these universities.

During the 2009-2013 school years, Bibich was recognized as a CRISS demonstration school site. The League Grant and Generation On Grants were received.

During the 2010-2017 school years Bibich and the Lake Central Technology Fund installed SmartBoards in every kindergarten and first grade classroom. They installed Mobis in every 2nd – 4th grade classroom and then provided extensive integration training on all new tools for the classroom. Mobis have since been replaced with SmartBoards/Smart TVs. In addition, Bibich used PTO funds to purchase iPads while the district funded iPad carts for the building. Bibich has 155 iPads and 175 Chromebooks for teachers to use in the classroom. In 2017, new microscopes were purchased for each grade level. Bibich regularly invites high school students in the cadet teacher program to work in our building.

Our accomplishments

Student success and achievement is always our main focus. Staff and parents continue to work together towards this endeavor. Bibich students have been successful on state ISTEP tests. Both high student scores on ISTEP and a high percentage of students meeting the essential skills have contributed to our school's distinction of being named an Indiana Four Star school in past years.

Four Star Rating

2015-2016

2014-2015

2012-2013

2009-2010

2006-2007

2004-2005

2002-2003

2000-2001

1998-1999

1997-1998

1996-1997

1995-1996

1993-1994

1992-1993

Additionally, in past years, we have been recognized with School Improvement Awards. We have been able to maintain our students' achievement in this range by continually reviewing our curriculum, special programs and instructional practices. This review assures that we meet the needs of all of our students.

In March, 2008, Bibich Elementary School was recognized with the Healthy Hoosier Award, Silver Level, for schools with policies and educational programs in place that promote good nutrition and increased physical activity among the students. In May, 2009, Bibich Elementary School was recognized with the Healthy Hoosier Award, Gold Level.

In May, 2006, 2008, 2009, 2010, Bibich was recognized as an exemplary school.

During the 2009-2010 school year, Bibich was recognized with the Healthy Hoosier Award, Silver Level. We received a Legacy Environmental Grant that was used to install a walking path and outdoor tables and benches made from recycled materials. Bibich was recognized as an exemplary school.

During the 2010-2011 school year, Bibich was also awarded the Silver Level Healthy Hoosier Award.

Our community

The town of Dyer was incorporated in 1910 to answer the need for housing in Lake County's growing industrial region. As of the 2010 census, Dyer has 16,390 residents. Over 37% of the adult population is high school graduates. More than 21% of the adult population has some college. It has remained basically residential with related businesses and commercial enterprises nearby. Businesses in the area are supportive of our school and very generous in making donations to the school. Local government and town service agencies share a wealth of time and information with us.

The town of Dyer is located thirty (30) miles southwest of Chicago and borders the Illinois state line. It encompasses a 5.7 square mile area.

Dyer celebrated it's Centennial year in 2010.

Bibich School was involved in helping Dyer celebrate its centennial year. Students created illustrated reports on Dyer's history and were offered foods through the school food service that were mealtime staples 100 years ago.

Bibich students participate in partnering with the Dyer Historical Society to complete town projects. Student Council members participated in service learning projects with a local food pantry and nursing home.

Our educational programs

Educational programs are currently used at Bibich to promote student mastery of the Indiana academic standards. Different grade levels use various programs.

The following instructional programs/strategies/resources reinforce the Language Arts curriculum at the various grade levels:

- Small group instruction to support Response to Intervention and Ability Grouped by Subject
- Literature Circle/Reader's Theatre
- Language Arts Standards check list
- District writing program based on Lucy Calkins Writing Model
- Selected Four Block/Building Blocks framework strategies
- Young Authors writing project
- Writing Portfolios
- Integrated Language Arts program published by Scott Foresman
- Computer resources (Study Island, Max Write, Reading Eggs, Starfall, Web Quests, Safari Montage, Spelling City)
- Guided Reading (students reading novels at their level)
- Power Writing (structured paragraph writing program)
- S.R.A. (Individualized reading program)
- Weekly Reader and Scholastic monthly newsletters
- Accelerated Reader
- Research opportunities in the library and computer lab
- Pen pals with other schools to promote better writing
- Integrated instruction in Art, Music, and PE classes
- Summer packets
- Ninety minute reading block
- Differentiated Instruction
- The Daily Five
- Baggie Book Take Home Leveled Reader Program
- Project CRISS

- Poetry Anthology (to enhance fluency and vocabulary development)
- Integrated technology resources (Smart Boards, Mobi tablets, responders, Alpha Smarts, laptops, iPads)
- Lucy Calkins
- Literacy Night
- Principal for the Hour

The following instructional programs/strategies/resources reinforce the Math curriculum at the various grade levels:

- Math Standards check list
- Envision Math (core program)
- Math Kits (individualized math program)
- Computer resources (Study Island, Successmaker, math games)
- Touch Math (dots and circles used to teach addition, subtraction, and multiplication)
- Summer packets at all levels
- Differentiated Instruction
- Daily Math Meeting
- Leveled Math Games
- Leveled take home practice sheets
- Math manipulatives
- Math videos/songs to reinforce skills
- Integrating math skills through literature (Math Start)
- 60 Minute Math Block
- Dreambox
- Mentoring Mathematical Minds
- Math in the City
- 100/101 Days of School

The following instructional programs/strategies/resources are utilized at different grade levels to provide intervention and remediation:

- Reading Specialist
- Cluster grouping
- Leveled Literacy Intervention
- Reading Tutors
- Wilson/Fundations Reading Program
- TK1 (School Corporation transitional kindergarten/first grade program)
- West Lake Staff/specialists for learning disabled, mild to moderate cognitively impaired, Autism Spectrum Disorder, emotionally disabled, visually impaired, orthopedically impaired, hearing impaired, and speech and language
- Before school tutoring
- Peer Tutoring
- Spell Bowl
- RAZ Kids
- Touch Math/Money

- Saxon Math - direction for West Lake Special Education
- Ascend Math Intervention
- Address sensory needs
- ELL Instruction/Rosetta Stone
- My Sidewalks
- My Reading Coach/FLRT
- Take Home stories on CD
- Edmark
- Reading A-Z
- Dreambox

The following instructional programs/strategies/resources support a safe, learning environment and are a part of the regular school day at Bibich School and are aligned with the Corporation behavior plan. These interventions include:

- Focus on life skills/character education and are aligned with the corporation behavior plan
- Discussion of the life skills on the morning announcements (Words of Wisdom)
- Frequent reference to the life skills by staff members
- Our School Social Worker meets with grade levels to discuss strategies to help our students deal with “everyday life” using videotapes that include role-playing in tattling, following rules, problem solving, conflict resolution, harassment, and bullying.
- CHAMPS
- PASS
- Random Acts of Kindness tickets
- Happy Grams
- CPI
- Conduct strips, focus charts, Class Dojo
- Schoolwide Safety Plan

The following programs/strategies/resources are utilized to provide enrichment opportunities for our students:

- Cluster Grouping
- High Ability Classes
- Art-in-Action (Parent volunteers introduce famous artists through print reproductions)
- Art Club
- FAME Fusion of Concert Colors (integration of Art and Music)
- 4th Grade Choir
- 4th Grade Music Showcase
- Grade level performances
- Science Fair at the school and corporation levels
- Art Exhibit
- Differentiated curriculum design
- Student Council (grades 3 and 4)

- Spell Bowl (grade 4)
- Chess Club
- Accelerated Reader
- School wide special days (Earth Day, Dress up Day, Red, White & Blue for Veterans)
- Collaboration Days for students during specials
- Daily Announcement Team
- Daily Flag Patrol
- Bookstore Helpers
- Teacher Helpers
- Kid's Hope Mentor Program
- Incentives – Principal for the Hour
- Rat project
- HS Choral Department
- Super Heroes Social Skills
- 100/101 Days of School
- Rat Project
- Grade 4 “Wax” Museum
- Robotics Club (grade 4)

Guest Presenters are brought in to reinforce and enhance curriculum. All programs are innovative, interactive and ever-changing.

- Kids on the Block
- Humane Society
- Career Week
- Firemen
- Policemen
- Veterinarian
- Dental Hygienist
- DARE Program
- Environmobile
- Nipsco Safety Village (Local power company teaches about electrical safety.)
- Lake County Soil and Water Conservation
- Lake County Conservation Department
- ProKids
- Historian presentation of the history of Dyer
- Mobile Dentist
- Farm Program
- LCSC Performing Arts Groups
- FAME Performers
- Kathy Powers from the Dyer Historical Society
- Brain Research Presentations
- Ready, Set, Jump
- Author Presentations

- Opera Singer
- LCHS German Club
- LCHS Choral Department
- LCHS Drama Department
- Kahler MS Band
- Junior Achievement

Wellness Programs are available to our students and staff and may change each year. All programs are innovative, interactive and ever-changing.

Programs include:

- District Wellness Initiatives
- Healthy tips for parents and staff
- Nutritional guidelines followed with an emphasis on healthy eating in the cafeteria
- Healthy snack breaks
- Jump Rope for Heart/Hoops for Heart
- Field Day
- School-wide Walk-a-thon
- Use of walking path
- Pedometer walking contest for staff
- The Great Grow-Along (Rats)
- Movement Breaks
- Staff Fitness
- Social Committee for staff support
- Weekly wellness schoolwide announcements

Community Involvement is promoted through a variety of programs school wide in our community.

- PTO sponsored events/fundraisers
- Annual Veterans' Day program for community
- Community drive for donations to our soldiers
- Special Persons/Grandparents' Evening (art, science fair projects, student authored books and technology display, folk dancing)
- Pop tabs for Ronald McDonald House
- Box Tops for Education
- Dollars for Scholars
- Student Council Service Learning projects (Riley Hospital fundraiser, food drive)
- FAME festival at Merrillville High School (community art display)
- Market Day
- Campbell Soup labels
- St. Jude Math-a-thon
- National Night Out with the Dyer Police
- One School, One Book project

- Family Math Night
- Eclipse Viewing Experience
- Mother's Day program
- Book Fair/Art Show of Student Work
- Kids Hope Parties (Students and Staff)

Field Trips are included to enhance the curriculum:

- Ballet
- Theater
- Apple Orchard
- Buckley Homestead
- One room schoolhouse visit (1870's setting)
- Challenger Learning Center
- Pumpkin Farm
- Tri-Town Safety Village
- Grocery Store
- Fitness Pointe
- Kahler Grade 4 Transition Trip
- Bellaboos
- Taltree

Staff communication/dialogue is embedded in our school culture:

- STAT (Student Teacher Assistance Team) meetings
- Weekly grade level team meetings
- In-service meetings
- Communication board
- Faculty meetings
- IAT (Intervention Assistance Team) meetings
- E Mails
- Voice Messages
- Staff newsletters
- Homework Hotlines
- School Messenger
- Skyward
- School/Teacher websites
- Canvas

Student and Parent Support

Student Support (Social/Emotional/Behavioral):

Kindergarten	Billy Bully
First Grade	Words Are Not for Hurting
Second Grade	The Juice Box Bully
Third Grade	Bullies are a Pain in the Brain
Fourth Grade:	Gum in My Hair
	Transition to Middle School Activities and Bowling "Mixer" (Spring)

Grade K-4: Banana Splits support program for students whose parents are divorced, separated or deceased.

New Student Welcome

Individual and small group counseling services for issues that impact school adjustment or school success.

Positive Behavior Supports: CHAMPS

Classroom presentations per teacher request

Social Skills Groups (with parent permission)

Disability Awareness during March

Skyward

College Go Week

Red Ribbon Week during October

Character Education:

Responsibility

Effort

Respect

Honesty

Caring

Parent Support:

ABCs of Study Skills

Handling Homework presentation

CHAMPS Orientation

Weekly Newsletter to families

Classroom-based newsletters (select teachers)

Skyward Access to assignment completion and grades

Access to Crisis Prevention & Intervention (CPI) training for parents through West Lake Cooperative Conferences

Back to School Night Informational Syllabus

School Messenger Phone/Email

Canvas

Family Math Night

Kids Hope

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 Bibich School. These children are identified by their teachers as possible candidates 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. Seventeen students participated in the program during the 06/07 school year. All of their teachers believed it was a positive experience for their children.

Year	# of participants
2010-2011	25
2011-2012	17
2012-2013	19
2013-2014	19

2014-2015	16
2015-2016	18
2016-2017	14

CRISS

Bibich teachers have participated since 2007-2008 in a professional development program designed to help students learn how to learn, becoming self directed learners. This program is called CRISS (Creating Independence through Student-owned Strategies). All of the Kindergarten through fourth grade teachers have been trained in CRISS. Staff continues with informal meetings several times each year to discuss strategies and implementation that has been incorporated into the grade level curriculum.

Description and location of curriculum

The members of the Bibich School Community strive to support students in their learning, in the development of citizenship, and personal growth; and to prepare students for the world of work. Because of this, the curriculum at Bibich School has the following components:

- the Indiana state/college and career ready standards
- the vision and mission statement of the school
- the belief statements of the school district
- and the goals from Public Law 221

The foundation of the curriculum at Bibich is the **Indiana State Academic College and Career Ready Standards**. These standards are identified by the Indiana Department of Education and delineate expectations of the student learning. The standards have great importance and are frequently discussed among staff members.

Other variables impact our curriculum at Bibich Elementary School. The staff recognizes students are not machines, as the standards movement might suggest, but are complicated and paradoxical individuals. As a result of this recognition, our daily curriculum at Bibich School also reflects **goals from our Public Law 221 plan, and our school's vision statement**. Our vision statement was new to the school community in 2000 and was developed during our self-evaluation process in the Public Law 221 directive. This vision expands our curriculum to support students in development of citizenship, personal and intellectual growth, empathy for others, and preparation for entering the work force. Our vision statement is aligned with the mission statement and belief statements of the Lake Central School Corporation. Bibich Elementary School's vision statement was revisited in the fall of 2006.

Additionally, components of our vision statement are being discussed on the daily morning announcements by the building principal and members of the announcement team. It is the principal's hope that all students and staff will have an awareness of, and understanding of, the school's vision. If the vision of the school is well articulated and shared, then it is hoped that all members of the school community will have a similar direction for focus on our students. Through curriculum mapping, the staff regularly uses data to drive and adjust the curriculum to align with the state/core standards as the state continues to modify the expectations.

Meeting the Needs of Our Students

The school's curriculum provides for differing student academic needs through the use of various instructional strategies and with support staff to guide student learning. Our support program includes:

- Reading Specialist
- Social Worker/Counselor/School Service Provider
- pre-teaching of skills in language arts by our paraprofessionals
- the use of instructional assistants for pre-teaching and re-teaching of skills to students in the classroom
- the use of inclusionary practices in the general education classrooms for students identified by guidelines of IDEA
- special education resource rooms are available throughout the day
- ELL Tutor and ELL Resource Teacher
- Speech and language development support
- Cluster grouping for identified high ability students
- Paraprofessionals

Diverse learners have opportunities to learn challenging content and achieve at high levels. Our inclusionary practices place our diverse learners in the general education classroom. Children are immersed in our rich curriculum and pull-out programs are kept to a minimum. For some students, however, a pull out program is the only successful intervention. In these situations, our special education teachers communicate and plan collaboratively with the classroom teachers. Teachers work collaboratively across the district to create common curriculum, including assessments in the areas of Language Arts and Math.

Language Arts

Our language arts curriculum is integrated throughout all areas of studies. The skills that are taught use developmentally appropriate methods throughout grades K-4. The Language Arts curriculum is centered around a print-rich environment for our students. All elementary schools in the LCSC use Lucy Calkins, a research-based writing program that is directly aligned with state and local standards.

Math

The math curriculum, Pearson Investigations along with Dreambox, uses an inquiry based approach and developmentally appropriate activities to help students learn math concepts and skills. The curriculum uses hands-on activities which enables the students to move from the concrete to abstract ideas in their problem solving.

Social Studies, Science, Health

Social studies, science, and health, are presented in unit studies. The thematic approach is used in these areas and Language Arts is integrated in these unit studies. Some thematic units include plants, animals, safety, dental health, seasons, holidays, pioneers, American Indians, economics, Indiana history, government and the Civil War.

Music, Art, and Physical Education

Music, art, and physical education classes engage the multiple intelligences, provide differentiated curriculum for all learners and nurture the individual through student-driven and hands-on activities. The skills taught are developmentally and sequentially organized for instruction as well as thematic by design.

Technology

The elementary computers curriculum ensures that every student in the corporation is exposed to the National Educational Technology Standards (NETS). These are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

The elementary computers curriculum at Lake Central consists of three areas of focus:

- Technology Operations and Concepts, including coding
- Keyboarding
- Digital Citizenship

Students are exposed to the use of technology and have the opportunity to practice these technology application skills, keyboarding skills, and digital citizenship concepts to build a strong foundation for keyboarding and technology success. They work on coding skills, using a week-long unit, Hour of Code. The elementary tech trainer coordinates and co-teaches lessons with the classroom teachers.

Life Skills Education

The lifelong guidelines of Truth, Trust, No Put Downs, Active listening, Personal best, and Respect are integrated throughout the school environment. The life skills of Integrity, Flexibility, Organization, Sense of Humor, Effort, Common Sense, Problem Solving, Responsibility, Patience, Friendship, Curiosity, Cooperation, Caring and Courage and used throughout the building. An anti-bullying message is presented at the beginning of each school year and reinforced throughout the school year. Members of the school community share these qualities using different mediums. Each morning, a Project Wisdom message is read over the announcements. Every Tuesday, the Bibich Bully Pledge is recited during the announcements. A “Buddy Bench” was added to the playground in 2015. We do monthly activities/school-wide initiatives to promote life skills.

Response to Instruction (RtI) Ability Grouped by Subject (AGS) An effective RtI model was designed in 2006-07 by a team of staff members. Implementation began in grades K, 1 and 2 in the 2007-08 school year. We began the implementation of RtI for 3rd and 4th grade in the 2008-09 school year. The RtI model supports all students; thus it supports the Ability Group by Subject (AGS) requirement by the State Department of Education.

We continue to refine the process. Through the Student Teacher Assistance Team (STAT) and Intervention Assistance Team (IAT) process, we continue to identify and monitor student progress. This process has helped us to address students’ needs as they move through the tiers. The RTI model has also helped to reduce the number of students referred for special education.

Titles and descriptions of assessment instruments used

The Indiana Department of Education mandates ISTEP testing at grades 3 and 4. In addition, the following assessments are used:

General Assessments

- WIDA (ELL)
- ISTEP – Grades 3 and 4
- IREAD-Grade 3
- Cogat Test of Cognitive Abilities - administered in grades K, two and four to screen students for high ability identification
- IOWA Achievement Test- is used a further means of identification for high ability identification

Language Arts Assessments

- Beginning of School Year Baseline Tests
- Core Curriculum Weekly/Benchmark Tests in the five reading components
- DIBELS
- DRA/TRC
- Fluency Assessments
- Beginning Sounds Assessment
- 100 Sight Words (district)
- Alpha ID (district)
- Accelerated Reader
- Pivot
- AIMS Web
- Fresh/Cold Reads
- Writing Assessments
- CEPAs

Math Assessments

- Core Curriculum Unit Tests
- Acuity
- Dreambox

The assessment instruments that may be used to analyze the climate of the building student learning as relates to quantitative and qualitative data include:

- parent surveys
- student surveys
- student focus groups
- staff surveys

- teacher surveys
- formal and informal observations of student learning/behavior
- Parents are asked to identify their goals for their students at IEP conferences.
- Staff, teachers and parents were surveyed in 2004-05.
- Staff and teachers were surveyed again in April 2008.

Bibich Elementary School Objectives

Objective 1: Each student at Bibich Elementary School will master academic grade level standards and show high growth in language arts as evidenced by state assessments. By the year 2018, the percentage of students meeting standards in language arts will increase from 88.3% to 96%:

Year 1, 2015-2016: from 88.3-90%

Year 2, 2016-2017: from 90-93%

Year 3, 2017-2018: from 93-96%

Objective 2: Each student at Bibich Elementary School will master academic grade level standards and show high growth in mathematics as evidenced by state assessments. By the year 2018, the percentage of students meeting standards in mathematics will increase from 74.3% to 90%:

Year 1, 2015-2016: from 74.3-80%

Year 2, 2016-2017: from 80-85%

Year 3, 2017-2018: from 85-90%

Objective 3: We will continue to provide a safe and enriching learning environment supportive of students' attendance.

Year 1, 2015-2016: Maintain above state's attendance average.

Year 2, 2016-2017: Maintain above state's attendance average.

Year 3, 2017-2018: Maintain above state's attendance average.