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DIVISION OF SCHOOL ACCREDITATION
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BIBICH ELEMENTARY SCHOOL
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ORGANIZATIONAL STRUCTURE: EC-4

CORPORATION: Lake Central School Corporation

CORPORATION/SCHOOL NUMBER: 4615/3839

SUPERINTENDENT: Dr. Larry Veracco

COMMITTEE MEMBERS

Deedee Logan	Principal	Michelle Snow	Grade 4 Teacher
Kim Hayes	Assistant Principal	Nancy Mackowiak	Reading Interventionist
Sheri Venturelli	Kindergarten Teacher	Lindsey Megyesi	Counselor
Mary Gerlach	Grade 1 Teacher	Caryn Cruz	Parent/Teacher
Joanne Pratt	Grade 2 Teacher	Amanda Ortega	Parent/PTO President
Julie Crary	Grade 3 Teacher		

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STATEMENT OF MISSION, VISION, AND BELIEFS

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.

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.

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.

NARRATIVE

DESCRIPTION OF THE SCHOOL COMMUNITY

Overview

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, and a 9-12 grade configured high school. The total pupil enrollment of Lake Central School Corporation is 9,328 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. A second computer lab was added in 2011. A secure entrance was added in 2019.

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 2020 census, Dyer has 15,968 residents. Over 31% of the adult population is high school graduates. More than 61% 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 its 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.

In 2018, Bibich celebrated its 40 year anniversary with an alumni/family and staff spaghetti dinner as well as activities throughout the school year to promote the success of the first 40 years.

Transportation

All Lake Central School students are provided the option of riding the Lake Central school buses. There are ten general education and three special education Lake Central school buses servicing the Bibich School. Those that opt out of utilizing the school transportation are transported by private vehicle. Transportation for students identified with special needs is provided per case conference decision.

Population

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
18-19	89	88	88	100	75	440
19-20	108	93	93	95	107	496
20-21	81	120	88	91	96	476
21-22	83	85	119	106	86	479

As of September 2021 our student population is predominantly White. Data gathered from parents at registration show an ethnic diversity that includes:

Asian	1.2%
Black	2.9%
Hawaiian or Pacific Islander	0.2%
Hispanic	23.3%
Multiracial	2.5%
Native American	0.4%
White	69.9%

The language minority report from September 2020 indicates that Bibich students have primary language experiences in the following languages:

*Spanish	*Croatian	*Punjabi	Farsi	Hindi	Tagalog
*Serbian	*Polish	*Korean	Yoruba	Arabic	

*qualified for ELL services

Longitudinal Study of Language Minority Students

Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
% of population	3.3%	3%	3.8%	2.6%	2.4%	2.7%	2.6%	3.6%	2.6%	3.7%	3.9%

Longitudinal Study of Ethnicity

Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
% of population	18.8%	19.1%	19.2%	21.1%	21.9%	24.5%	25.5%	28.7%	29.1%	30.5%	30.4%

Economically Disadvantaged

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

Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
% of population	13.9%	14.8%	15.1%	12.8%	14.4%	11.6%	17.6%	20.6%	21.1%	21.4%	20.2%

Special Education

Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
% of population	15.2%	17.4%	13.8%	13.4%	13.4%	11.7%	11.3%	14.3%	12.4%	20.7%	20.8%	21.2%

*includes EC-grade 4

Our Staff

The staff at Bibich Elementary School is ever-changing and adjusting to the needs of our school community. 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. Most 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.

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.

STAFF	FULL TIME	PART TIME/SHARED
Principal	1	
Assistant Principal	1	
Custodians	5	
K-4 Classroom Teachers	23	
Preschool Teachers	2	
Fine Arts and PE Teachers		4
Technology Teacher	1	
Food Service	1	3
Counselor	1	
Paraprofessionals	24	
Permanent Subs	2	
Library	1	
Nurse	1	
Office	2	
Reading Interventionist	1	
Special Education Teachers	2	
Speech Language Pathologists	2	
Physical Therapist		1
Occupational Therapist		1
OT Assistant-COTA		1
School Psychologist		1
Technology Trainer		1
Technology Support	1	
Math Coach		1
Adaptive PE		1
EL Teacher		1

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 tests. Both high student scores on ISTEP/ILEARN and a high percentage of students meeting the essential skills have contributed to our school's successes.

2011-2012	Healthy Hoosier Award-Exemplary
2012-2013	Four Star School, Spellbowl 10th in state
2013-2014	Spellbowl 4th in state
2014-2015	Four Star School, Spellbowl 5th in state
2015-2016	Four Star School, Spellbowl 9th in state
2016-2017	Four Star School, Spellbowl 3rd in state
2017-2018	Four Star School, Spellbowl 4th in state, WordMasters Challenge 2nd in nation, Vex Robotics Competition participant-1 team, federal rating grade-A
2018-2019	National Blue Ribbon School, Spellbowl 3rd in state, WordMasters Challenge 2nd in nation, Vex Robotics Competition participant-2 teams, federal rating-exceeds expectations
2019-2020	Spellbowl 5th in state, WordMasters 4th in nation, Vex Robotics Competition participant-2 teams, state grade-A, federal rating-exceeds expectations
2020-2021	Spellbowl 1st in state, WordMasters 3rd in nation

Parental/Community Participation

The Bibich School Community is made up of stakeholders who take advantage of opportunities to be involved in our school. Parents help with classroom activities, centers and technology projects. The following is a representative listing of the many opportunities for involvement that exist:

- | | |
|-----------------------------------|-----------------------------------------|
| Field Trip Chaperone | School Committees |
| PTO Variety Show | School Pictures Volunteer |
| PTO Family Fun Night | Fundraising for Student Council and PTO |
| Fun Fair | Kids Heart Challenge |
| Community Drive for Soldiers | PTO Committees |
| Special Person Night | Walk-a-thon |
| Student Spotlight Night | Book Fair Volunteer |
| Musical and Holiday Presentations | Veteran's Day Program |
| Dollars for Scholars | Lake Central School Board Meetings |
| PTO Meetings | Open House for all Classrooms |
| Appreciation Luncheon | Room Party Parent |
| Field Day Volunteer | Fire Prevention Week |

Pop Tabs for Ronald McDonald House
Box Tops for Education
Student Council Service Learning Projects
(Riley Fundraiser and Food Drive)
Kids Hope Parties
Stracks Apples for the Teacher
Amazon Smile Program

Campbells Soup Labels
National Night out With Dyer PD
Town Corn Roast
School and Class Newsletters

Communication and Parent Support

Staff communication/dialogue is embedded in our school culture:

- 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

Parent Support:

- Weekly/Monthly Newsletter to families
- Classroom-based newsletters (select teachers)
- Skyward Access to assignment completion and grades
- Access to Crisis Prevention & Intervention (CPI) training for parents
- Conferences
- Back to School Night Informational Syllabus
- School Messenger Phone/Email
- Canvas
- ELL Parent Night
- ELL Translators

Cultural Competency

In order to increase our cultural competency, the climate at Bibich encourages participation from all stakeholders in the educational process. Instruction will be differentiated to meet the needs of the population of our school community. We are sensitive to our diverse population and provide an education that teaches the meaning and value of culture and its diversity. Cultural competence, also known as intercultural competence, is a continuous and life long journey to increase people's skills in being proficient in intercultural and intracultural knowledge which can improve the ability to work with people of different cultures.

Culturally appropriate strategies that meet the needs of our student population are woven throughout the instructional process and include:

- Franklin Reed Workshop - Bias Sensitivity Training
- Studies of cultural groups (heritage projects)
- Character recognition

- Reading literature from and about a variety of cultures including novels and studies from other cultures (diversity collection)
- Studying music from various cultural groups
- ELL support (Individualized Learning Plans)
- Cooperative learning activities
- Before School Support
- Diverse cultural topics woven within the classroom culture
- School Counselor whole group class lessons/small group sessions
- Restorative practice training
- English Language Learners Parent Night

Safe and Disciplined Learning Environment

Maintaining a safe, orderly, and disciplined learning environment receives top priority at Bibich School. Both school and district emergency plans have been written and updated annually. There is a District Safety Committee that meets monthly. This committee reports back to the Bibich Safety Committee and staff. Bibich has two staff members on the committee. Monthly fire drills are conducted. Tornado/earthquake and lockdown drills are conducted each semester.

A corporation security officer assists our efforts as needed. Access into our school building is managed by a security system. All visitors to our building must register in our school office and sign in. All students leaving prior to dismissal must be signed out in the office. All substitutes sign in each morning. All non-school personnel working on school grounds must have a criminal background check on file. The school office, recess aides, and custodians have two-way radios on at all times.

The Second Step social emotional curriculum has been implemented school-wide. Through this framework students are learning various life skills. These skills include developing and maintaining a strong growth mindset, setting appropriate goals, effective and positive emotion management. Students will also learn how to display empathy, promote kindness, and proper problem solving.

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 are used throughout the building.

An anti-bullying message is presented at the beginning of each school year and reinforced throughout the school year. Our school counselor provides yearly bullying presentations to all grade levels.

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:

- New student welcome
- Individual and small group counseling services for issues that impact school adjustment or school success
- Changing Families support program for students whose parents are divorced, separated or deceased
- Counselor meetings with grade levels to discuss strategies to help our students deal with “everyday life” using Social Emotional Learning (SEL) groups on the topics of anti-bullying, growth mindset, feelings, friendship, conflict resolution, and manners
- Positive Behavior Supports-CHAMPS/PASS
- Second Step SEL Program
- Social skills groups
- College Go Week
- Red Ribbon Week during October
- Disability Awareness during March
- Transition to middle school activities
- “Buddy Bench” on the playground
- Random Acts of Kindness tickets
- CPI
- Conduct strips, focus charts, Class Dojo
- Schoolwide Safety Plan
- Standard Response Protocol in conjunction with Dyer Police Department
- Fairhaven’s “Think First and Stay Safe” Program
- Discussion of the life skills on the morning announcements
- Bibich Bully Pledge recited during the announcements on Tuesdays

Wellness Programs support a safe and disciplined learning environment. 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
- The Great Grow-Along (Rats)
- Movement breaks
- Staff fitness
- Social committee for staff support
- Weekly wellness school wide announcements
- Student Walking Club

Professional Development

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.

All such opportunities are researched-based, reflective of best practices in education, and aligned with our school improvement plan. School professional development opportunities are regularly made available to staff during eight early release days. Technology, instructional methodology, and classroom specific instructional strategies, have been the focus of our professional development efforts. Administrators, along with the teaching staff, will continue to monitor student progress using data sheets and implement support and change as needed. Data meetings occur at BOY, MOY, and EOY, while coaching and collaboration are ongoing.

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 Northwest; Calumet College of St. Joseph; Valparaiso University; 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.

Beginning level teachers are partnered with a mentor teacher through our New Teacher Mentor Program. This mentoring includes informal discussions with other staff members; formal discussions between the beginning teacher, the mentor teacher, and the building principal; and release 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 following exemplify the initiatives, training and professional development provided to staff:

ELA

- Reading Strategies
- Words Their Way
- Lucy Calkins Writing Program
- Reading Comprehension Workshop
- Power Writing Workshop
- Wilson Foundations
- Guided Reading Model
- Indiana Teachers of Writing
- Northwest Indiana Writers Consortium
- AIMSWEB
- Leveled Literacy Intervention (LLI)
- Tim Shanahan
- Schauna Findlay-Relue-Language Complexity
- Kristina Smekens Literacy Retreat
- Text Complexity
- Close Reading
- The Book Whisperer Donalyn Miller
- Jr. Great Books Training
- Words Their Way Training
- Next Step Guided Reading Training (Running Records and Guided Reading)

Math

- Purdue Math Conference
- Dreambox
- Patterns of Power
- Graham Fletcher Foundations of Fractions
- Virginia McClain-Math Complexity
- NCTM Math/Online Resources
- Dr. Cathy Fosnot Inquiry Math Units
- Greg Tang Math
- Inquiry Math

Technology

- Web Page Design
- Jeopardy/Technology
- Classroom designed websites
- Webinars in many curricular areas
- Smart Board Training
- Track It
- Google Calendar
- Google Apps for Educators
- Think Central
- Skyward
- Canvas
- Live Streaming
- Screencastify
- Seesaw
- Clever
- Nearpod
- Zoom/Google Meets
- Standard for Success Evaluation Program
- i-Ready
- Flipgrid

Social Emotional

- Brain Based Research with Dr. Pat Wolf
- Bully Training
- Neuroscience with Dr. Lori Desautels
- SEL Training
- Department of Child Services
- Restorative Practices

School Safety

- School Safety Specialist Academy
- School Safety Training
- CPR Training
- Safety Protocols and Practices Training
- GCN Tutorials

Fine Arts

- FAME teacher workshop
- Music Education Conference
- Integrating Art, Music, and Literacy
- Literacy workshop with Movement, Art, and Music

Special Education/RTI

- Tier 2 Intervention Team Meetings
- Crisis Prevention Intervention Training (CPI)
- CHAMPS (Positive Behavior Support)
- PASS
- Indiana IEP
- Dyslexia Screening Tools Training
- Response to Instruction

High Ability

- High Ability Training
- NAGC Conference
- IAG Conference

Other

- Strategic Planning for Lake Central
- Standard Based Activities & Assessments
- National Association of Science Teachers Conference
- Foss Science
- Differentiated Curriculum Training (PUC)
- Team Building Seminar
- Tracy Inman-Differentiating Instruction
- ELL and WIDA Training
- IL Kindergarten Conference
- Testing Security and Integrity Training
- CRISS (Creating Independence through Student-owned Strategies)

Based on ILEARN scores from the 2020-2021 school year, additional support/professional development is needed in English/Language Arts and Math.

DESCRIPTION OF EDUCATIONAL PROGRAMMING

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 Academic 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 Academic Standards**. These standards are identified by the Indiana Department of Education and delineate expectations of the student learning. Staff members collaborate to ensure standards are met and exceeded.

Other variables impact our curriculum at Bibich Elementary School. The staff recognizes students have unique learning styles and abilities. As a result of this recognition, our daily curriculum at Bibich School also reflects **goals from our Public Law 221 School Improvement 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 workforce. 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.

Description of Curriculum

The K-4 general education curriculum is driven by the State of Indiana's Academics Standards. These Academic Standards are reflected in the K-12 curriculum for the Lake Central School Corporation. Standards are included for the content areas of English/Language Arts, Math, Social Studies, and Science.

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. Direct instruction is provided for students in need of more intensive interventions. In these situations, our special education teacher communicates and plans collaboratively with the classroom teachers. Teachers work collaboratively across the district to create common curriculum, including assessments in the areas of language arts, math, science, writing, and high ability.

Location of Curriculum

Each teacher at Bibich Elementary School possesses copies of the Indiana Academic Standards. This information is also available in the office, and is made available to interested persons upon request.

Core Programming

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, as well as Words Their Way and Next Step Guided Reading programs. 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 includes units from Pearson Investigations along with Dreambox, Fosnot Mentoring Mathematical Minds (M3), Number Talks, and 3 Act Tasks. It 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. A math coach is available to facilitate lessons, provide virtual math videos, and co-teach.

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, Native Americans, economics, Indiana history, government and the Civil War. Studies Weekly is used to enhance study of current events.

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.

Exceptional Learning

Students identified as gifted are enrolled and placed into high ability classrooms in grades 1-4. Students can be identified in English/Language Arts, Mathematics, or General Intelligence. Grade 1-4 are cluster classes.

Students who are not achieving at the expected level are referred to the IAT Team (Intervention Assistance Team) for general education interventions. Those interventions may include testing to determine the eligibility for special education. A case conference committee develops an Individualized Education Plan (I.E.P.) for those students who qualify.

Special Education

Students with an IEP are serviced through the Lake Central Special Education Staff. A variety of special education and related services are provided to students who are eligible in accordance with Article 7. There is a continuum of related services offered at Bibich Elementary School. The following programs are available at the present time:

L.D. Resource – This special education program services the needs of students with learning disabilities in grades K-4. Depending on the stipulations of their IEP, instruction may take place entirely within the general education environment, part time in the general education environment with some pull-out instruction, or full-time pull-out instruction within the special education environment. The resource staff works collaboratively with the general education staff to address the needs of identified students and the goals and objectives specified within their IEPs.

Speech/Language Program – This program services the needs of EC-4 students with an IEP for SLP intervention. Our SLPs work collaboratively with the general education staff.

Occupational/Physical Therapy – This program services the needs of K-4 students with an IEP for OT/PT intervention. Our OT/PT works collaboratively with the general education staff and is available on an itinerant basis.

English Language Learners

Lake Central has a diverse population of students that speak a wide range of languages from around the world. At the present time, there are 11 languages spoken by our ELL students. Often, but not always, students learning English as a second language need additional support

to help them develop better speaking, listening, reading, and writing skills. This support is provided by a licensed EL teacher several days a week and daily by a paraprofessional.

Goals: Students will demonstrate a command of Standard English grammar and usage.

Listening: Students will listen to English from native speakers; their teachers and other media sources (news broadcasts, lectures, social conversation). They will also gain great exposure to English by listening to their friends. **Speaking:** Students will practice speaking by conversing with one another, responding to questions, and offering

comments on what they hear. **Reading:** Students will be reading a variety of modified texts, including short stories, poetry, and expository writing. In both ELL and content classes, teachers will make efforts to support language learners through the use of peer buddies. As part of their reading development, students will be learning strategies to help them comprehend second language texts. Students will learn to use skills to help them interpret both fiction and non-fiction texts. **Writing:** Students will write daily.

Students in content classes may receive mini-lessons on grammar to support their understanding of grammatical structures identification and function. They will write on a variety of topics: personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction.

Fine Arts

Students in grades K-4 receive weekly instruction in Art, Music, and Physical Education for a minimum of 45 minutes per special area per week.

Art – A discipline-based Art Program is utilized which offers a balance between the production or performance of Art education with learning Art history, aesthetics, and criticism.

Music – The Music program reflects an instructional balance among these components: aesthetics, history, criticism, and performance.

Physical Education – The Physical Education Program is a sequential skill-building program that includes performance skills for health/body/spatial awareness and participation, locomotor and non-locomotor movement activities, and wellness instruction, promotion, and recognition. It also incorporates the Fit for Life program, which promotes, improves, and assesses general fitness.

Library

Students in grades K-4 receive weekly library instruction for one 45 minute period each week. The library program extends and enriches the curriculum in grades K-4 with emphasis in Language Arts by utilizing a broad spectrum of print media, audiovisual materials, and computer technology. Several key programs and initiatives coordinated throughout the school year are: Book Fair, Kids Book Choice, Read-a-Thon, One School-One Book and/or One District-One Book and Summer Reading Challenge.

Counselor

A full time counselor is available for all students. She provides interventions to “At-Risk” students that have been referred to one-on-one and small group settings. The School Counselor also coordinates large group instruction to address topics of interest or areas needing attention and to meet state standards. The School Counselor will also provide instruction to mentoring groups and establish proactive groups to address social emotional needs of the student body.

Response to Instruction

RtI is designed to help all students, especially those students who are at-risk in grades K-4. This reading and math intervention program time is set aside daily to help remediate those students who are most at-risk. RtI for reading is 30 minutes of the day but not including the 90-minute reading block for grades K-2 or the 60 minute block for grades 3-4. RtI for math is 15-20 minutes of the day. All students are placed into small instruction groups, with a certified teacher, determined by their classroom performance and other assessments. During each RtI time during the day, students work at their ability level to further their reading and math competency.

Before School Support

Students identified by their teacher as at-risk in either Reading or Math are invited to tutoring two days per week for 30 minutes before the start of the school day. This is done all year long and is of no cost to the parents. The parents must provide transportation to school. Fine arts teachers also offer before school clubs.

Technology Initiatives

Bibich has two fully equipped computer labs with approximately 30 computers and a full time technology teacher.

Each class (Kindergarten through Fourth grade) is scheduled for one 45-minute computer time per week. There are extra time slots for teachers and students to use the labs on a weekly basis.

The elementary computers curriculum ensures that every student in the corporation is exposed to Learning.com’s 12 Essentials of Digital Literacy. Digital literacy is the ability to understand, use and interact with technology, media and digital resources in real-world situations. Every interaction with the Internet or digital media requires some level of digital literacy. The 12 Essentials of Digital Literacy include the following:

- Computer Fundamentals
- Coding
- Keyboarding
- Online Safety & Digital Citizenship
- Computational Thinking
- Multimedia
- Internet Usage & Online Communication
- Visual Mapping
- Word Processing
- Spreadsheets
- Databases
- Presentations

Each classroom has one teacher computer and an iPad cart or Chromebook cart. Teachers use their computers for word processing, email, Internet searches, electronic grading, and much more. Students use computers for learning games, Internet research, word processing, multimedia presentations, Safari Montage, Nearpod, DreamBox and Reading Eggs.

Each classroom has an Elmo which is used daily for our lessons. All classrooms have a Smartboard/TV which is an interactive board that supports the curriculum. All teachers utilize Canvas.

Bibich Elementary School has a Technology Trainer that provides support to teachers for instructional purposes within the classroom, and to provide continuous professional development to enhance skills for staff. She coordinates and co-teaches lessons with the classroom teachers.

Due to COVID-19 all classrooms are implementing more technology on a regular basis. Teachers are using Canvas and also have the opportunity to use many other technology tools like Clever and Google Meet. The additional technology utilized in classrooms helps prepare students and staff for elearning in the event of an unforeseen school closure or quarantine.

Additional Educational Programming

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

- Small group instruction to support Response to Instruction and Ability Grouped by Subject
- Literature Circle/Reader's Theatre
- District writing program based on Lucy Calkins Writing Model
- Young Authors writing project
- Computer resources (Web Quests, Safari Montage, Spelling City, Flipgrid, Kahoot, Quizzes)
- Next Step Guided Reading (students reading passages at their level)
- Research opportunities in the library and computer lab
- Integrated instruction in Art, Music, and PE classes
- Summer packets
- Sixty minute literacy 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, laptops, iPads, Chromebooks)
- Literacy Night
- Studies Weekly
- One School, One Book and One District, One Book
- Book Talks on the Morning Announcements
- Words Their Way

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

- Investigations Math (core program)
- Computer resources (math games)
- Touch Math (dots and circles used to teach addition, subtraction, and multiplication)
- Summer packets
- Differentiated Instruction
- Leveled Math Games
- Math manipulatives including Math Racks
- Math videos/songs to reinforce skills
- Integrating math skills through literature (Math Start)
- 60 Minute Math Block
- Dreambox
- Mentoring Mathematical Minds
- Dr. Cathy Fosnot Units
- Family Math Night
- Math Talks
- 3 Act Tasks
- 100/101/102 Days of School

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

- Reading Interventionist
- Cluster grouping
- Leveled Literacy Intervention
- Wilson/Fundations Reading Program
- Special Education 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 Support
- Peer Tutoring
- Spell Bowl
- RAZ Kids
- Touch Math/Money
- Sensory Walk/Sensory Room
- ELL Instruction
- Reading A-Z
- Dreambox
- Mystery Science/Mystery Doug

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

- Cluster Grouping
- High Ability Classes
- Art Club
- 4th Grade Choir
- 4th Grade Music Showcase
- Grade level performances
- Student Spotlight Night (Science Fair, Art Exhibits, Young Authors)
- Art Exhibit
- Differentiated curriculum design
- Student Council (grades 3 and 4)
- Spell Bowl (grade 4)
- Chess Club
- School wide special days (Earth Day, Dress up Day, Red, White & Blue for Veterans, College Go Week, Bullying/Drug Free Week, Hats on for Riley Hospital Week)
- Collaboration Days for students during specials
- Daily Announcement Team
- Daily Flag Patrol
- Bookstore Helpers
- Computer Helpers
- Teacher Helpers
- Kid's Hope Mentor Program
- Rat project

- HS Choral and MS Band Department
- SuperHeroes Social Skills
- 100/101/102 Days of School
- Grade 4 “Wax” Museum
- Robotics Club (grade 4)
- History of Dyer Presentations
- Book Talks
- Sign Language Club
- One School/District, One Book

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
- Chinese Acrobats
- Cultural Dance Troop
- Brown’s Music Bus
- Germ Lady
- Taltree
- Deaf (Interpreter/Teacher) Speakers

Field Trips are included to enhance the curriculum:

- Ballet
- Theater
- One room schoolhouse visit (1870’s setting)
- Challenger Learning Center
- Pumpkin Farm
- Tri-Town Safety Village
- Kahler Grade 4 Transition Trip
- Bellaboos
- Elzinga Farm Plant Growth Trip
- Dyer Historical Museum

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. The program began during the 06/07 school year. All of their teachers believed it was a positive experience for their children. The program has continued, and students are placed based on available mentors.

Year	# of participants
2010-2011	25
2011-2012	17
2012-2013	19
2013-2014	19
2014-2015	16
2015-2016	18
2016-2017	14
2017-2018	19
2018-2019	18
2019-2020	17
2020-2021	suspended due to Covid
2021-2022	suspended due to Covid

NAME AND DESCRIPTION OF ASSESSMENTS

- ILEARN-administered to grades 3-4
- IREAD-administered to grade 3
- WIDA ACCESS (ELL)- assesses English proficiency
- COGAT TEST OF COGNITIVE ABILITIES (CogAT)- administered to all kindergarten and second grade students to screen students for high ability identification
- IOWA ACHIEVEMENT TEST- administered to some kindergarten and second grade students as a further means of identification for high ability identification
- DYSLEXIA SCREENING K-2-given once per year to all students in kindergarten through second grade.
- I-READY DIAGNOSTIC-administered to kindergarten through fourth grade students three times a year in both ELA and MATH
- KINDERGARTEN SCREENING– administered to incoming kindergarten students
- GESELL– a developmental assessment given to some entering kindergarteners to measure school readiness
- PERFORMANCE ASSESSMENTS/CURRICULUM EMBEDDED PERFORMANCE ASSESSMENTS (CEPA)– assessments to show how well a student can demonstrate the desired activity
- BOOK TESTS–Tests from the adopted series covering the studied material, given during each grading period
- TEACHER-MADE TESTS–to assess the material taught
- CLASS ASSIGNMENTS –daily work that assesses, remediates, and enriches the curriculum taught in the classroom

- ORAL QUESTIONING–informal assessment involving questions and answers,
- utilized by teachers
- INFORMAL OBSERVATION–ongoing visual and auditory assessment of the students’ progress in all areas.
- NEXT STEP GUIDED READING ASSESSMENT-READING RUNNING RECORD (RRR)- teachers systematically observe, record, and evaluate change in student performance three times a year to plan for and teach what each student needs to learn next
- AIMS WEB-progress monitoring assessment for fluency
- FRESH/COLD READ ASSESSMENTS-administered to measure grade level comprehension
- LUCY CALKINS’ WRITING RUBRICS-This assessment's main purpose is to determine student performance in the area of writing.
- WRITING ASSESSMENTS
- FLUENCY ASSESSMENTS
- EARLY LITERACY ASSESSMENTS
 - Beginning Sounds Assessment
 - 100 Sight Words (district)
 - Alpha ID (district)
 - Rhyming

SUMMARY AND ANALYSIS OF DATA

STUDENT ATTENDANCE

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; 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 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.

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.

Bibich’s attendance rate is consistently above district and state averages.

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Attendance %	96.9	97.1	96.8	97.3	96.9	96.7	96.3	96.5	96.6	96.9	97.2

IREAD 3 DATA

Bibich demonstrates a consistent overall passing rate above 90%. All general education students passed during the spring assessment or during the summer retest. Students who do not pass and are eligible for exempt status according to the state guidelines (due to limited language and/or special education requirements) are documented and receive interventions.

YEAR	PASSING PERCENTAGE	DNP PERCENTAGE
2018-2019	95%	5%
2019-2020	No Data/Due to Pandemic	No Data/Due to Pandemic
2020-2021	95%	5%

ILEARN DATA

The data shows that although Bibich's scores were lower than we anticipated and lower than we had hoped, we were still above the state and district average in all categories. The scores below are from the 2021 school year. Due to COVID-19 ILEARN testing did not take place in 2020.

	Bibich	LC	State		Bibich/LC	Bibich/State
Grade 3 ELA	63% (67% in 2019)	54%	39%		9% above	24% above
Gen ED	67%	60%	43%		7% above	24% above
SPED	33%	25%	16%		8% above	17% above
Grade 3 Math	68% (62% in 2019)	63%	49%		5% above	19% above
Gen ED	72%	68%	53%		4% above	19% above
SPED	42%	40%	25%		2% above	17% above
Grade 4 ELA	58% (71% in 2019)	50%	40%		8% above	18% above
Gen ED	67%	56%	45%		11% above	22% above
SPED	24%	22%	16%		2% above	8% above
Grade 4 Math	66% (84% in 2019)	61%	44%		5% above	22% above
Gen ED	71%	66%	49%		5% above	22% above
SPED	48%	32%	20%		16% above	28% above
Grade 4 Science	56% (80% in 2019)	52%	36%		4% above	20% above
Gen ED	58%	56%	40%		2% above	18% above
SPED	48%	32%	17%		16% above	15% above

ANALYSIS OF STUDENT ACHIEVEMENT

3rd grade ILEARN ELA:

Group	Subgroup	# of Students	% Below Proficiency	% Approaching Proficiency	% At Proficiency	% Above Proficiency
Special Education		12	50	17	25	8
Free/Reduced		20	20	30	40	10
ELL		3	0	100	0	0
Gender	Female	43	28	9	42	21
Gender	Male	51	18	20	33	29
Ethnicity	White	63	19	13	46	22
Ethnicity	Multi-Racial	5	20	20	0	60
Ethnicity	Hispanic	19	32	16	21	32
Ethnicity	Black/African American	3	33	33	33	0
Ethnicity	Asian	2	0	0	50	50
Ethnicity	American Indian/Alaska Native	2	50	50	0	0

3rd grade ILEARN MATH:

Group	Subgroup	# of Students	% Below Proficiency	% Approaching Proficiency	% At Proficiency	% Above Proficiency
Special Education		12	33	25	25	17
Free/Reduced		20	0	35	45	20
ELL		3	0	100	0	0
Gender	Female	43	7	26	44	23
Gender	Male	51	8	24	22	47
Ethnicity	White	63	8	24	32	37
Ethnicity	Multi-Racial	5	20	0	20	60
Ethnicity	Hispanic	19	5	32	37	26
Ethnicity	Black/African American	3	0	33	67	0
Ethnicity	Asian	2	0	0	0	100
Ethnicity	American Indian/Alaska Native	2	0	50	0	50

4th grade ILEARN ELA:

Group	Subgroup	# of Students	% Below Proficiency	% Approaching Proficiency	% At Proficiency	% Above Proficiency
Special Education		21	43	33	24	0
Free/Reduced		26	27	35	23	15
ELL		5	40	40	20	0
Gender	Female	47	6	26	38	30
Gender	Male	52	23	29	29	19
Ethnicity	White	60	17	27	28	28
Ethnicity	Native Hawaiian/ Other Pacific Islander	1	0	100	0	0
Ethnicity	Multi-Racial	4	0	25	75	0
Ethnicity	Hispanic	28	14	32	36	18
Ethnicity	Black/African American	5	20	0	40	40
Ethnicity	Asian	1	0	100	0	0

4th grade ILEARN MATH:

Group	Subgroup	# of Students	% Below Proficiency	% Approaching Proficiency	% At Proficiency	% Above Proficiency
Special Education		21	24	29	33	14
Free/Reduced		26	12	31	46	12
ELL		5	20	60	0	20
Gender	Female	47	11	30	34	26
Gender	Male	52	12	17	42	29
Ethnicity	White	60	10	20	43	27
Ethnicity	Native Hawaiian/ Other Pacific Islander	1	0	0	0	100
Ethnicity	Multi-Racial	4	0	25	50	25
Ethnicity	Hispanic	28	11	32	32	25
Ethnicity	Black/African American	5	40	20	20	20
Ethnicity	Asian	1	0	0	0	100

4th grade ILEARN SCIENCE:

Group	Subgroup	# of Students	% Below Proficiency	% Approaching Proficiency	% At Proficiency	% Above Proficiency
Special Education		21	48	5	38	10
Free/Reduced		26	42	15	35	8
ELL		5	80	0	20	0
Gender	Female	47	28	15	30	28
Gender	Male	52	27	19	35	19
Ethnicity	White	60	23	17	38	22
Ethnicity	Native Hawaiian/ Other Pacific Islander	1	0	0	0	100
Ethnicity	Multi-Racial	4	0	75	25	0
Ethnicity	Hispanic	28	39	11	21	29
Ethnicity	Black/African American	5	40	0	40	20
Ethnicity	Asian	1	0	100	0	0

Kindergarten I-READY MATH:

Number and Operations	0%	72%	28%
Algebra and Algebraic Thinking	0%	80%	20%
Measurement and Data	0%	60%	40%
Geometry	0%	45%	55%

Kindergarten I-READY READING:

Phonemic Awareness	0%	29%	71%
Phonics	0%	64%	36%
High Frequency Words	0%	63%	37%
Vocabulary	0%	57%	43%
Comprehension: Literature	0%	37%	63%
Comprehension: Informational Text	0%	46%	54%

1st grade I-READY MATH:

Number and Operations	14%	65%	21%
Algebra and Algebraic Thinking	9%	51%	40%
Measurement and Data	11%	62%	27%

Geometry	8%	55%	36%
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1st grade I-READY READING:

Phonemic Awareness	4%	42%	54%
Phonics	4%	48%	39%
High Frequency Words	4%	36%	60%
Vocabulary	8%	58%	34%
Comprehension: Literature	2%	65%	33%
Comprehension: Informational Text	8%	59%	33%

2nd grade I-READY MATH:

Number and Operations	13%	61%	25%
Algebra and Algebraic Thinking	6%	62%	32%
Measurement and Data	14%	44%	42%
Geometry	19%	45%	35%

2nd grade I-READY READING:

Phonemic Awareness	5%	3%	93%
Phonics	14%	42%	44%
High Frequency Words	4%	9%	87%
Vocabulary	11%	41%	48%
Comprehension: Literature	13%	43%	45%
Comprehension: Informational Text	13%	43%	44%

3rd grade I-READY MATH:

Number and Operations	19%	55%	26%
Algebra and Algebraic Thinking	14%	53%	33%
Measurement and Data	19%	45%	36%
Geometry	23%	54%	24%

3rd grade I-READY READING:

Phonemic Awareness	0%	0%	100%
Phonics	27%	10%	62%
High Frequency Words	2%	2%	96%
Vocabulary	17%	25%	58%
Comprehension: Literature	21%	21%	58%

Comprehension: Informational Text	25%	22%	54%
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4th grade I-READY MATH:

Number and Operations	13%	40%	48%
Algebra and Algebraic Thinking	7%	44%	49%
Measurement and Data	23%	28%	49%
Geometry	26%	41%	34%

4th grade I-READY READING:

Phonemic Awareness	0%	0%	100%
Phonics	15%	0%	84%
High Frequency Words	0%	0%	100%
Vocabulary	14%	47%	40%
Comprehension: Literature	15%	38%	47%
Comprehension: Informational Text	17%	38%	44%

AREAS OF SCHOOL IMPROVEMENT

We have chosen to immediately address the following areas: English/Language Arts, Mathematics, Attendance, and Social Emotional Learning. See Objectives and Action Plans below.

OBJECTIVES AND INTERVENTIONS ACTION PLANS

Bibich Elementary School



2021-2022

ELA			
Measurable Outcome: By the spring of 2024, Bibich will see a 9% increase in student growth and proficiency levels on ELA State Level Assessments and the IREADY Diagnostic Assessment.			
Objective:	By the Spring of 2024, Bibich School will see a 9% increase in students' growth and proficiency levels on ELA State Level assessments and the IREADY Diagnostic Assessment.		
Year 1 Measurable Objective	By the Spring of 2022, Bibich will see a 3% increase in students' proficiency and growth on the ILEARN ELA Assessment and the IREADY Diagnostic Assessment. .		
Year 2 Measurable Objective	By the Spring of 2023, Bibich will see a 3% increase in students' proficiency and growth on the ILEARN ELA Assessment and the IREADY Diagnostic Assessment..		
Year 3 Measurable Objective	By the Spring of 2024, Bibich will see a 3% increase in students' proficiency and growth on the ILEARN ELA Assessment and the IREADY Diagnostic Assessment.		
Data-Based Rationale	<u>ILEARN Scores in 2020-2021</u> Third Grade ELA 63% Fourth Grade ELA 58%		
Strategy	Staff will use data driven strategies to support students through their grade level skills and competencies.		
Activity	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <ul style="list-style-type: none"> ● Administrative walk through data ● Informal and formal teacher observations ● Student work ● Interactive data ● Assessments ● Curriculum Maps </td> <td style="width: 40%;"> <u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level </td> </tr> </table>	<ul style="list-style-type: none"> ● Administrative walk through data ● Informal and formal teacher observations ● Student work ● Interactive data ● Assessments ● Curriculum Maps 	<u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level
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Targeted Group	Third and Fourth Grade Students who participate in ILEARN and the IREADY Diagnostic Assessment..		

Action Step ELA	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions	Quarter(s)
Data Meetings	Teachers, interventionist, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions	1, 2, 3, 4
IAT Meetings (Intervention Assistance Team)	Teacher, administrator, parent, interventionist, counselor, speech, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)	1, 2, 3, 4
Analyze Growth Data	Administration, 3rd/4th grade teachers	ILEARN breakdown of scores/growth	Time	Schedule time to analyze data received from ILEARN breakdown	1
Professional Development on instructional strategies	Administration, teachers	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs	1, 2, 3, 4
Administer and analyze benchmark assessments	Teachers, paraprofessionals, interventionist	Data spreadsheets	Time, absenteeism, transiency	Notification to interventionists, review of data sheets	1, 3, 4
Administer I-READY Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Notification to interventionists, review of data sheets	1, 2, 3, 4
Provide students more access to nonfiction materials	Librarian, teachers, interventionist	Checked out material from the library, teacher read alouds, classroom libraries, teacher feedback	Students' interest in nonfiction	Teachers do book talks and expose students to a variety of nonfiction	1, 2, 3, 4

Bibich Elementary School



2021-2022

MATH			
Measurable Outcome: By the spring of 2024, Bibich will see a 9% increase in student growth and proficiency levels on MATH State Level Assessments and the IREADY Diagnostic Assessment .			
Objective:	By the Spring of 2024, Bibich School will see a 9% increase in students’ growth and proficiency levels on Math State Level assessments and the IREADY Diagnostic Assessment. .		
Year 1 Measurable Objective	By the spring of 2022, Bibich will see a 3% increase in students’ proficiency and growth on the ILEARN MATH Assessment and the IREADY Diagnostic Assessment.		
Year 2 Measurable Objective	By the spring of 2023, Bibich will see a 3% increase in students’ proficiency and growth on the ILEARN MATH Assessment and the IREADY Diagnostic Assessment.		
Year 3 Measurable Objective	By the spring of 2024, Bibich will see a 3% increase in students’ proficiency and growth on the ILEARN MATH Assessment and the IREADY Diagnostic Assessment.		
Data-Based Rationale	<u>ILEARN Scores in 2020-2021</u> Third Grade Math 68%, Fourth Grade Math 66%		
Strategy	Staff will use data driven strategies to support students through their grade level skills and competencies.		
Activity	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Administrative walk through data ● Informal and formal teacher observations ● Math interventions ● Student work ● Interactive data ● RTI Data ● Common Assessments ● Curriculum Maps </td> <td style="vertical-align: top; padding-left: 20px;"> <u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level </td> </tr> </table>	<ul style="list-style-type: none"> ● Administrative walk through data ● Informal and formal teacher observations ● Math interventions ● Student work ● Interactive data ● RTI Data ● Common Assessments ● Curriculum Maps 	<u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level
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Targeted Group	Third and Fourth Grade Students who participate in ILEARN and the IREADY Diagnostic Assessment.		

Action Step Math	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions	Quarter(s)
Data Meetings	Teachers, interventionist, administrators	Meeting notes, discussion of strategies and interventions, assessments	Teacher Resources	Professional development, supportive strategies for student interventions	1, 2, 3, 4
IAT Meetings (Intervention Assistance Team)	Teacher, administrator, parent, interventionist, counselor, speech, related staff	IAT goals being met	Absenteeism, scheduling/time, parent involvement	Increased time, add/change interventions, flexible parent meetings (phone/google meet)	1, 2, 3, 4
Math Interventions to support lagging student data	Teacher, math coach	Student data shows increase of mastery of grade level skills	Time, scheduling, meeting needs of number of students, gathering data	Coach assists with scheduling and lessons, streamline data results	1, 2, 3, 4
Analyze Growth Data	Administration, 3rd/4th grade teachers	ILEARN breakdown of scores/growth	Time	Schedule time to analyze data received from ILEARN breakdown	1
Administer benchmark assessments	Teachers, paraprofessionals	Data spreadsheets	Time, absenteeism, transiency, no interventionist	Review of data sheets	1, 3, 4
Professional Development on instructional strategies	Administration, Teachers, Coach	Student work, teacher implementation, engagement, administrative evaluations	Varying needs	Group teachers according to needs	1, 2, 3, 4
Administer I-READY Diagnostic Assessment	Classroom Teacher	Data spreadsheets, individual student data analysis	Time, absenteeism, transiency	Review of data sheets	1, 2, 3, 4
Dreambox	Classroom Teacher, Students, Parents	Data Reports	Access to technology outside of school day	Before School Support, additional time given in school, communicate usage with parents	1, 2, 3, 4

Bibich Elementary School



2021-2022

ATTENDANCE			
Measurable Outcome: Attendance Rate 96% and above state average			
Objective:	By the spring of 2024 school year, Bibich Elementary School will consistently use multiple forms of data to monitor attendance and follows the LCSC attendance protocols, as evidenced by achieving a 96% or above attendance rate		
Year 1 Measurable Objective	By the spring of 2022 school year, Bibich Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% or above attendance rate.		
Year 2 Measurable Objective	By the spring of 2023 school year, Bibich Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% or above attendance rate.		
Year 3 Measurable Objective	By the spring of 2024 school year, Bibich Elementary School will consistently use multiple forms of data to monitor attendance and follow the LCSC attendance protocols, as evidenced by achieving a 96% or above attendance rate.		
Data-Based Rationale	During the 2020-2021 school year, Bibich Elementary School had an average attendance rate of 97.2%.		
Strategy	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving the attendance rate.		
Activity	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Monitoring weekly attendance data, quarterly attendance data</td> <td> <u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level </td> </tr> </table>	Monitoring weekly attendance data, quarterly attendance data	<u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level
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Targeted Group	Students with 5 or more unexcused absences		

Action Step Attendance	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions	Quarter(s)
Communicate with parents and students the LCSC Attendance policy using the LCSC Student Handbook	Classroom teachers, counselor, office staff, administrators	Handbook available on school and corporation websites, paper copies available	Not all parents access the handbook online or request a paper copy	Use School Messenger (email), weekly newsletter, teacher newsletters to communicate attendance policy and the availability of the handbook to parents	1
Kindergarten Parent Meeting	Principal, classroom teachers	Information delivered to parents at meeting	Parents' attendance at kindergarten meeting	Send information home in classroom newsletter, principal newsletter	1
Fall Open House	Classroom teachers	Parents informed about attendance policies	Parents' attendance at Open House	Put information on teachers' Canvas page, school website, give attendance information to parents when they register	1
Communicate with parents the LCSC Attendance policy through newsletters	Classroom teachers, counselor, office staff, administrators	Newsletters	Not all parents receiving and reading the newsletters	All modalities will be used to communicate to parents; newsletters, emails, School Messenger, phone	1, 2, 3, 4
Communicate and update attendance goals to parents, staff, and students	Administrators, teachers, staff, data secretary	Attendance rate	Data collection, not all parents can be reached	Multiple communication modes to families; School Messenger, teacher newsletters, Canvas	1, 2, 3, 4
Attendance Letters: 5 or more unexcused absences or a cumulative of 10 days.	Data secretary, principal, assistant principal	Attendance rate	Incorrect addresses	Letters sent home with students	1, 2, 3, 4
Perfect attendance pencils and certificates will be awarded for perfect attendance per semester	Classroom teachers, secretary, assistant principal	Pencils and certificates	Time, resources	Mid quarter analysis of student attendance data	2, 4
Celebration for class with highest attendance rate for the semester	Administrators, teachers, staff, data secretary	Attendance rate	None	Communicate on morning announcements	2, 4

Bibich Elementary School



2021-2022

SOCIAL/EMOTIONAL LEARNING			
Measurable Outcome: By the Spring of 2024, 100% of Bibich School will implement an effective Social/Emotional Learning Program to meet students' behavioral and SEL needs, as evidenced by documentation of committee meetings and student data.			
Objective:	By the Spring of 2024, 100% of Bibich School will implement an effective SEL Program to meet students' behavioral and SEL needs, as evidenced by documentation of committee meetings and student data.		
Year 1 Measurable Objective	By the Spring of 2022, 100% of district and building level administrators will receive professional development in the corporation-adopted SEL Program.		
Year 2 Measurable Objective	By the Spring of 2023, 100% of certified staff will receive professional development in the corporation-adopted SEL Program.		
Year 3 Measurable Objective	By the Spring of 2024, 100% of certified and classified staff will receive professional development in the corporation-adopted SEL Program.		
Data-Based Rationale	Panorama Survey, Second Steps		
Strategy	SEL strategies will be used to support both staff and students.		
Activity	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Administrative Walk-through Data Discipline data School Wide Discipline Plan Restorative Practices (circles) Morning Meetings Second Steps Implementation </td> <td style="width: 40%;"> <u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level </td> </tr> </table>	Administrative Walk-through Data Discipline data School Wide Discipline Plan Restorative Practices (circles) Morning Meetings Second Steps Implementation	<u>Intervention Level</u> <ul style="list-style-type: none"> ● Classroom Level ● School Level ● District Level
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Targeted Group	District and building level administrators, certified and classified staff		

Action Step Social/Emotional Learning	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions	Quarter(s)
Training in Restorative Practices	SEL team	Team gain tools to train other staff members in restorative practices	Carry over into the individual classrooms, staff buy-in	Follow up with teachers, small steps implementation, begin with class meetings	1
1st Day Teacher Meeting	Administration, teaching Staff	Teacher will be informed on the behavior Matrix and expectations	A lot of information is given at this meeting, info can be lost/not implemented	Follow-up with teachers to ensure understanding of the matrix and expectations	1
SEL/Mindfulness Training will be implemented school wide, including behavior expectations.	Administration, staff	Students will participate in training, staff will model and monitor expectations	Student Absences, New Students, time for review of expectations as needed	Training absent and new students, review expectations with students as needed	1, 2, 3, 4
Communicate with Parents and Students the Bibich Behavior Expectations	Administrators, staff, office staff	Attendance sign in sheets from open house	Parent Attendance at open house	All modalities will be used to reach parents	1
Daily Meetings will be implemented. Focus is on building relationships with students within the classroom.	Classroom teachers, counselor, SEL team	Students build solid relationships with classmates, teacher, counselor	Time, schedule, teachers not facilitating daily meetings	Counselor or SEL team members model meetings for teachers	1, 2, 3, 4
Social/Emotional Support Groups	School counselor	Log of meeting and dates and attendance of groups	Student attendance	Follow up at next meeting	1, 2, 3, 4
Professional Development on Restorative Practices	School counselor, trained staff	Decrease in discipline referrals	Fidelity and follow through	Administrative walkthroughs focused on behavioral expectations	1
Intervention (IAT) Meetings	Administration, teachers, parents	Notes from meetings and providing goals for students	Parents absence, lack of follow through for interventions	Phone conference, email notes from meeting, follow up with staff to ensure interventions	1, 2, 3, 4

Quarterly SEL Meetings	PBIS/SEL team	Meeting Notes/ideas provided for staff	Timeliness staff follow-through	Teachers review notes, hold class meetings for discussions, grade level teams discuss ideas at grade level meetings	1, 2, 3, 4
Review Student Referrals	Administration, school counselor, teachers	Decrease in discipline referrals	Referrals are being used for wrong reason	Continue training for referral process and procedures	1, 2, 3, 4
Second Step Program	Counselor, classroom teachers	Consistent lessons to reinforce goal setting, less referrals to office	Time for lessons, absenteeism of students	Set schedule for lessons, review of key points	1, 2, 3, 4