

INDIANA DEPARTMENT OF EDUCATION

DIVISION OF SCHOOL ACCREDITATION

151 W. OHIO STREET

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INDIANAPOLIS, IN 46204-2798

SCHOOL: Protsman Elementary School
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Dyer, IN 46311

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PRINCIPAL: Glenn A. Brown

ORGANIZATION STRUCTURE: K-4

CORPORATION NUMBER: 4615

SCHOOL NUMBER: 3843

CORPORATION: Lake Central School Corporation

SUPERINTENDENT: Dr. Larry Veracco

TEAM MEMBERS:

Glenn Brown – Principal

Frank Zaremba – Dean of Students

Shelli White – Kindergarten

Melissa Dillard– First Grade

Amy Krooswyk – Second Grade

Tommie McCarter – Second Grade

Kristen Fisher – Third Grade

Michelle Vogt – Fourth Grade

Jen Bendis – Fourth Grade

Millie Hinton – Reading Specialist

Janet Jayo – West Lake

Brandi Banowski – Parent

Vera Mileusnic - Parent

SCHOOL COMMUNITY OVERVIEW

THE TOWN OF DYER

The town of Dyer is located thirty (30) miles southeast of Chicago and borders the Illinois state line. It encompasses a 5.7 square mile area. Dyer was incorporated in 1910 to answer the need for housing in Lake County's growing industrial region.

The 2000 census showed the town of Dyer with a population of 13,895. The 2006 census places the population of Dyer at 15,481. In the year 2012, the population of Dyer was 16, 379.

The median age of Dyer residents is 38.4 years as compared to the national average of 35.3 years. The median household income in Dyer is \$63,045. The percentage of single households in Dyer is 28.61%. The percentage of married households in Dyer is 71.39% while the percentage of Dyer households with children is 81.80%. The average household size in Dyer is 2.82 people. The percentage of persons with a college degree or better in Dyer is 25.4 %. The percentage of white collar workers in Dyer is 56.28%.

The cost of living index in Dyer is 134. The average yearly utility cost in Dyer is \$3,218.88. The average household total consumer expenditure per year in Dyer is \$49,786.26. The average household education expenditure per year in Dyer is \$511.34. The average household entertainment expenditure is \$2764.86. The average household transportation expenditure is \$10,070.29. The average household retail expenditure is \$22,942.82. The average household non-retail expenditure is \$2,683.44.

Dyer contains nearly 5,000 households, with 91.5% of the units being owner-occupied. 8.5% of the Dyer households are renter occupied. The median value of owner-occupied units equals \$141,000. The median rent is \$600.00 per month.

The average winter temperature in Dyer is 28.52 degrees. The average winter low temperature is 12.40 degrees. The average summer high temperature is 83.87 degrees while the average low is 62.63 degrees. The average annual precipitation in Dyer is 38.21 inches. The air quality index is 4. The total crime index is 55. The personal crime index is 44. Property crime index is 55.

Various local development/expansion projects have impacted the social and demographic make-up of Dyer and the Protsman School Community. The Calumet Avenue extension bridge connects Dyer to Munster, Hammond, I80/94 and I 90. Housing developments continue to get approval, bringing families into the Protsman area. The impact of this growth has allowed the Lake Central School District to do a

construction project to complete a brand new Protsman Elementary School facility that was finished in the summer of 2014.

PROTSMAN ELEMENTARY SCHOOL

Lake Central School Corporation provides public education (K-12) for the Tri-Town area including Schererville, St. John, and Dyer. Protsman Elementary School has moved from the smallest of the six Lake Central elementary school population wise to the largest of the six elementary schools.

Student enrollment for Protsman is at 683 students for grades K-4.

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. Grades 1 & 2 are both cluster classes. Grade 3 is a classroom with those identified in high ability general intelligence or high ability language arts. Those 3rd grade students identified in math only are placed in another classroom and go to the high ability classroom for math instruction. Grade 4 has two high ability classrooms. One classroom is those identified in high ability general intelligence and the other high ability class is a cluster class.

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. Currently we have 42 students in the program.

Racial/Ethnic/Cultural

The population of Protsman Elementary School has been and continues to be predominantly Caucasian. The school population includes students identified by their parents at registration as:

| | |
|------------------------|--------|
| Black | 4.9% |
| Asian/Pacific Islander | 5.5 % |
| Hispanic | 19.9 % |
| White (Non-Hispanic) | 67.5% |
| Multi-Racial | 2.2 % |

GENERAL EDUCATION STAFF

The staff of Protsman Elementary School includes 6 full-time kindergarten teachers. There are 7 full-time first grade teachers and 6 full-time second grade teachers. There are also 5 full-time teachers in

grades three and 6 full-time teachers in grade four. In addition to the general education staff, Protsman students are served by full-time teachers in the areas of Art, Music, and Physical Education.

Special Education Staff:

The West Lake Special Education Cooperative provides a variety of special education and related services to students that are eligible in accordance with Article 7. There is a continuum of related services offered at Protsman Elementary School.

Students in grades K-4 with an IEP that address academic needs are serviced by one Resource Teacher. The Resource staff also includes three full time classroom assistants. Depending on the student's needs as outlined by the IEP, services may be rendered entirely within the general education environment, part time within the general education classroom, or full time within the Resource room.

The related services staff at Protsman includes one full-time Speech Therapist. Part-time related services include a physical therapist, occupational therapist, and a school psychologist.

Protsman also has a class that serves the needs of Severe Mentally and Physically Challenged students. This class is staffed by one full-time teacher and two full-time assistants.

Finally, Protsman has two classrooms that serve the Functional Academic students. The classes are staffed by two full-time teachers and six full-time assistants.

SUPPORT STAFF

Three full-time Reading Specialists are on staff at Protsman Elementary School to service identified students for one on one and Literacy Group Instruction. Students in grades K-4 also benefit from four part-time Title I assistants to deliver literacy instruction in the classroom during Reading RTI. There is one full-time CCC Computer Lab staff of one, which serves to reinforce, extend, and enrich our curriculum. Protsman students also benefit from one full-time media specialist who manages the media center and provides instruction that aligns with our elementary curriculum. Protsman has one full-time School Service Provider who provides interventions as may be necessary to general education students in all grades. Protsman School also has one full-time nurse, two full-time secretaries, and nine general part-time assistants who supervise recess, lunch, and give assistance to students in the classroom and are under the direction of the licensed teacher when in the classroom. Finally, Protsman School has two full-time custodians during the day and four full-time custodians at night.

ADMINISTRATIVE STAFF

Protsman School has one full-time building principal and a Dean of Students four days per week. The Dean of Students is shared with one other Lake Central school one day per week.

SCHOOL BOUNDARIES

The Protsman school boundaries currently extend north to Main Street and west to the state line. The eastern and southern boundary lines are based on the population of the schools and the subdivisions being built.

SOCIOECONOMIC MAKE-UP

Protsman Elementary School has the third highest percentage of student participation in the free/reduced lunch program of all the Lake Central elementary schools. Currently 23% of our student population receives free lunch while an additional 6% are eligible for reduced priced lunch. Students eligible for Free and/or Reduced lunch are also eligible to participate in the free/reduced price breakfast program. Students in need are supplied with backpacks and school supplies due to the generosity of a local business and a local church.

TRANSPORTATION

The number of students that ride any of the nine Lake Central school buses servicing the Protsman School district totals 477. The remaining students either walk to/from school, or are transported by private vehicle. Transportation for students identified with special needs is provided per case conference decision.

STUDENT ATTENDANCE

The student attendance rate at Protsman Elementary School has consistently hovered around the 96.0% mark. The student attendance rate continues to be impacted by family vacations that do not coincide with school vacations days. In an effort to correct this situation, the school calendar is published one full year in advance. The parents are encouraged through newsletters, HSA meetings, and School Messenger announcements to check the calendar when scheduling vacations.

| Year | Attendance Rate |
|-----------|-----------------|
| 2010-2011 | 95.9% |
| 2011-2012 | 96.1% |
| 2012-2013 | 95.8% |
| 2013-2014 | 96.5% |
| 2014-2015 | 96.4% |
| 2015-2016 | 96.9% |

EDUCATIONAL PROGRAMS

FINE ARTS

Students in grades K-4 receive weekly instruction in Art, Music, and Physical Education for a minimum of 45 minutes 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, and Before/After School Reading Program.

WEST LAKE SPECIAL EDUCATION COOPERATIVE

Students with an IEP from either the Lake Central School Corporation or the School Town of Munster are serviced through the West Lake Special Education Cooperative. 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 on their IEP's.

Speech/Language Program – This program services the needs of K-4 students with an IEP for SLP intervention. Our SLP works 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.

TITLE I

This early intervention Reading program is for grade K-4 students assessed to at-risk. K-4 teachers employ an identification process to determine student eligibility. The Title I program employs readiness-coordination model to empower participating students to master essential outcomes. Participating students receive 30 minutes of daily Title I instruction with a trained paraprofessional working under the supervision of a certified teacher.

RESPONSE TO INTERVENTION

RtI is designed to help all students, especially those students who are at-risk in grades K-4. This reading and math intervention program 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. RtI for math is 15-20 minutes of the day but not including the 60-minute math block. 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 skills.

COMPUTER LAB PROGRAM

Students in grades K-4 attend the computer lab one time per week for 45 minutes. A comprehensive computer program from Success Maker Enterprise provides students with interactive learning experiences in Math, Reading, and Language Arts. Upon request, the computer lab manager makes student performance data available to teachers.

SCHOOL SERVICE PROVIDER

An itinerant School Service Provider is available five times per week for general education students. She provides intervention to "At-Risk" students that have been referred to her in one on one and small group settings. The School Service Provider also coordinates large group instruction to address topics of interest or areas needing attention.

BEFORE SCHOOL TUTORING

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 school. This is done all year long and is of no cost to the parents. The parents must provide transportation to school.

DESCRIPTION OF CURRICULUM

The K-4 general education curriculum is driven by the STATE OF INDIANA'S COLLEGE AND CAREER READINESS STANDARDS. The K-12 Academic Standards as recommended by Indiana Department of Education were just recently adopted by the State Board of Education. 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. .

LOCATION OF CURRICULUM

Each teacher at Protsman Elementary School possesses copies of the Academic Standards and College and Career Readiness Standards. The school office also possesses a copy of each, and makes them available to interested persons upon request.

TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS USED IN ADDITIONS TO ISTEP+

General Kindergarten Screening/Gesell Readiness Assessment

Each Kindergarten students registered in the spring for the following school year receives a general Kindergarten screening. Students, who miss the cut-off of date of August 1st and are born before or on September 30th, will receive the Gesell Readiness Assessment if requested.

The Gessell Readiness Assessment helps the trained examiner evaluate the child in four areas of development: social, emotional, physical, and intellectual. The examiner assesses the child's large and small muscle coordination, language development, social development, visual perception, auditory perception, and eye-hand coordination, as well as other areas indicating school readiness.

Title I Reading Assessment

Our Title I Reading program services the needs of students in grades K-4. Kindergarten through second grade students are identified for inclusion in our Title I Reading Program based on PIVOT assessments, STAR Reading, and TRC. Grade three and four students are identified for inclusion in our Title I Reading Program based on AIMSweb fluency, AIMSweb comprehension, and TRC.

PROTSMAN SCHOOL-STATEMENT OF MISSION

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

PROTSMAN SCHOOL – STATEMENT OF BELIEFS

WE BELIEVE:

- *Each individual has dignity and worth.
- *Students are our number one priority.
- *People are responsible for their actions.
- *Excellence will only be achieved through continuous improvement.
- *Everyone can learn.
- *People learn in different way and at different rates.
- *Teachers are critically important in every student’s education.
- *Education is a responsibility shared by students, staff, families, and the entire community.
- *School provides a foundation for 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.

AdvancED Self Assessment

Protsman Elementary School Completed the self assessment tool developed by AdvancED. The purpose of this self assessment was to find strengths and weaknesses in the following five standards with the average score in parenthesis after the standard:

Standard #1: Purpose and Direction (3)

Standard #2: Governance and Leadership (3)

Standard #3: Teaching and Assessing for Learning (2.75)

Standard #4: Resources and Support Systems (2.57)

Standard #5: Using Results for Continuous Improvement (2.8)

SUMMARY OF DATA FROM THE ANNUAL PERFORMANCE REPORT

Protsman students have historically outscored their peers across the state on standardized testing instruments. The significance of the historical data has been diminished by the change to the spring testing. It is reported here merely for history's sake.

ISTEP Average % Passing All Grades Tested E/LA and Math

| Year | State Average % Passing | Protsman Elementary % Passing | Difference |
|---------------------|-------------------------|-------------------------------|------------|
| 1999-2000 | 66.4% | 90.4% | +24.0% |
| 2000-2001 | 65.4% | 87.6% | +22.2% |
| 2001-2202 | 65.4% | 74.7% | +9.3% |
| 2002-2003 | 68.7% | 74.1% | +5.4% |
| 2003-2004 | 71.0% | 77.1% | +6.7% |
| 2004-2005 | 71.7% | 83.4% | +11.7% |
| 2005-2006 | 72.8% | 79.5% | +6.7% |
| 2006-2007 | 72.6% | 80.6% | +8.0% |
| 2007-2008 | 73.3% | 81.1% | +7.8% |
| 2008-2009 Fall/Spr. | 66/64.4% | 63.3/71.6% | -2.1/+7.2% |
| 2009-2010 | 69.3% | 80.3% | +11.2% |
| 2010-2011 | 71.3% | 75.3% | +4.0% |
| 2011-2012 | 72.4% | 75.1% | +2.7% |
| 2012-2013 | 74.4% | 79.5% | +4.8% |
| 2013-2014 | 74.7% | 82.4% | +7.7% |
| 2014-2015 | 53.5% | 64.8% | +11.3% |
| 2015-2016 | 48.9% | 65.8% | +16.9% |

Third Grade English/Language Arts Data

| Categories | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------|------|------|------|------|------|------|------|
| All | 85% | 83% | 90% | 95% | 95% | 86% | 82% |
| General Education | 89% | 86% | 90% | 96% | 97% | 89% | 87% |
| Special Education | 50% | 60% | | 90% | 67% | | |
| ELL | | | | | | 92% | |
| Non ELL | 86% | 86% | 92% | 95% | 94% | 85% | 86% |
| Gender | | | | | | | |
| Male | 84% | 75% | 86% | 98% | 91% | 82% | 78% |
| Female | 86% | 90% | 84% | 93% | 98% | 89% | 88% |
| SES | | | | | | | |
| Paid | 89% | 89% | 94% | 94% | 94% | 92% | 85% |
| Free/Reduced | 73% | 68% | 81% | 97% | 97% | 71% | 73% |
| Ethnicity | | | | | | | |
| Indian | | | | | | | |
| Black | | | | | | | |
| Asian | 100% | | 80% | | 92% | | |
| Hispanic | 58% | 83% | 89% | 96% | 96% | 83% | 83% |
| Multi | 90% | | | | | | |
| White | 90% | 87% | 95% | 93% | 95% | 86% | 82% |
| Migrant | | | | | | | |

Third Grade Mathematics Data

| Categories | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------|------|------|------|------|------|------|------|
| All | 82% | 73% | 77% | 73% | 88% | 64% | 77% |
| General Education | 83% | 74% | 77% | 75% | 89% | 65% | 83% |
| Special Education | 75% | 67% | | 62% | 75% | | |
| ELL | | | | | | 77% | |
| Non ELL | 82% | 75% | 78% | 74% | 88% | 62% | 79% |
| Gender | | | | | | | |
| Male | 82% | 74% | 79% | 73% | 89% | 61% | 76% |
| Female | 82% | 72% | 75% | 73% | 87% | 67% | 79% |
| SES | | | | | | | |
| Paid | 83% | 79% | 82% | 78% | 92% | 70% | 80% |
| Reduced | 81% | 56% | 64% | 62% | 73% | 49% | 67% |
| Ethnicity | | | | | | | |
| Indian | | | | | | | |
| Black | | | | | | | |
| Asian | 80% | | 60% | | 85% | | |
| Hispanic | 74% | 70% | 72% | 64% | 96% | 52% | 67% |
| Multi | 80% | | | | | | |
| White | 85% | 76% | 86% | 77% | 87% | 68% | 80% |
| Migrant | | | | | | | |

Fourth Grade English/Language Arts Data

| Categories | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------|------|------|------|------|------|------|------|
| All | 87% | 85% | 76% | 92% | 89% | 80% | 69% |
| General Education | 89% | 87% | 76% | 93% | 93% | 86% | 79% |
| Special Education | 71% | | 82% | 82% | 74% | 29% | |
| ELL | | | | | | 83% | |
| Non ELL | 88% | 85% | 80% | 93% | 99% | 78% | 71% |
| Gender | | | | | | | |
| Male | 87% | 82% | 71% | 87% | 80% | 74% | 67% |
| Female | 86% | 88% | 82% | 98% | 97% | 86% | 71% |
| SES | | | | | | | |
| Paid | | | | | | 86% | 75% |
| Free/Reduced | 87% | 86% | 84% | 93% | 88% | 61% | 56% |
| Ethnicity | 86% | 81% | 52% | 89% | 91% | | |
| Indian | | | | | | | |
| Black | | 69% | | | | | |
| Asian | | 91% | | 90% | | 92% | |
| Hispanic | 100% | 84% | 69% | 93% | 96% | 73% | 57% |
| Multi | | | | | | | |
| White | 88% | 86% | 82% | 94% | 88% | 79% | 70% |
| Migrant | | | | | | | |

Fourth Grade Math Data

| Categories | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------|------|------|------|------|------|------|------|
| All | 91% | 87% | 76% | 89% | 79% | 72% | 79% |
| General Education | 92% | 87% | 76% | 91% | 83% | 75% | 75% |
| Special Education | 76% | | 82% | 73% | 61% | 43% | |
| ELL | | | | | | 87% | |
| Non ELL | 91% | 87% | 80% | 88% | 82% | 70% | 77% |
| Gender | | | | | | | |
| Male | 90% | 85% | 71% | 86% | 75% | 72% | 78% |
| Female | 91% | 88% | 82% | 93% | 83% | 71% | 71% |
| SES | | | | | | | |
| Paid | 94% | 89% | 84% | 91% | 80% | 80% | 82% |
| Reduced | 82% | 74% | 52% | 81% | 75% | 45% | 58% |
| Ethnicity | | | | | | | |
| Indian | | | | | | | |
| Black | | 62% | | | | | |
| Asian | | 100% | | 100% | | 92% | |
| Hispanic | 94% | 72% | 69% | 73% | 71% | 63% | 61% |
| | | | | | | | |
| White | 91% | 91% | 82% | 91% | 84% | 72% | 81% |

DATA RELATED TO PERFORMANCE INDICATORS OTHER THAN THOSE INCLUDED
IN THE ANNUAL PERFORMANCE REPORT (ARP)

STANDARD ASSESSMENTS

Assessment of the standards is ongoing through the use of the ISTEP+, TRC Reading assessments, Pivot, and classroom assessments as well as the district writing prompts.

OTHER INFORMATION ABOUT EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

In addition to the sources cited above, Protsman students participate in a variety of academic programs designed to supplement the learning environment such as Young Author's Week, classroom plays, Reading clubs, Science Fair, field trips, cultural celebrations, and assemblies.

HOW OUR SCHOOL'S CURRICULUM SUPPORTS THE ACHIEVEMENT OF THE INDIANA ACADEMIC
STANDARDS

The Lake Central School Corporation curriculum at the elementary school level has transitioned from being outcome based to standards based. Our school corporation developed exit outcomes for each grade level, which served as the focus of classroom instruction. Mastery of these exit outcomes was assessed each spring using exit outcomes tests that were developed by the Lake Central School Corporation.

The Lake Central School Corporation's curriculum is now standards based and reflective of the Indiana College and Career Readiness Academic Standards. Our school corporation has developed its own standards that not only align with the current Indiana Academic Standards, but also expands upon them to include additional skills and concepts we feel are essential for students to master.

Standards developed for the state and curriculum mapping by district committees are being done for the content areas of English/Language Arts, Math, Social Studies, and Science at all grade levels. The Indiana Academic Standards now serve as the K-12 curriculum in the district.

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

- Studies of cultural groups
- Reading of literature from and about a variety of cultures
- Studying music from various cultural groups
- Studying art from various cultural groups

- Special cultural emphases such as Black History month, Cinco de Mayo and Chinese New Year
- ENL support
- Books on Tape
- Cooperative Learning activities
- Tutoring
- Home/School Facilitator
- Individualized Educational Plans
- Merit Program (currently housed at Watson, moving to Protsman in 2008-2009)
- Inclusion programs
- Small group and one on one testing

Content specific strategies that support the achievement of the Indiana Academic Standards are employed by staff at Protsman Elementary School.

LANGUAGE ARTS

The content areas of (Reading, English, Spelling, and Writing) are not taught independently. At Protsman School we utilize a fully integrated K-4 program to teach Language Arts. The K-4 instructional materials adopted and/or created are reflective of this approach to Language Arts instruction.

The Reading-Writing connection is very evident at Protsman School and reflected in K-4 classroom instruction in Language Arts. The Lucy Calkins Writing Program is used K-4 to connect reading and writing.

Phonics is being taught in K-4 to strengthen our Language Arts program. Supplementary phonics materials have been developed and purchased for this purpose. Materials have also been developed and purchased (Student Thesaurus, Word Books) to facilitate vocabulary development in grades K-4.

MATH

Math concepts and applications are taught sequentially and are reflective of the Indiana Academic College and Career Readiness Standards. The Investigations math program was adopted for use in the elementary schools in beginning with the 2016-2017 school year. Then Investigations Math Program is an inquiry based math program.

SCIENCE

Science instruction in grades K-4 is process oriented as opposed to teacher oriented. Students are introduced to Science concepts and applications via hands-on kinds of activities with key terminology and related skills serving as the fabric of Science instruction in grades K-4.

SOCIAL STUDIES

Social Studies instruction encompasses a range of strategies to introduce content to our K-4 students. Field trips, assemblies, guest speakers, internet exploration, and special programs like pioneer day and our annual Thanksgiving Feast all serve to provide students with real life learning experiences which supplement ongoing classroom instruction in this content area.

TECHNOLOGY

In general the Protsman staff is proficient with respect to basic concepts/skills and classroom instruction skills. Many teachers host their own web pages by using Canvas. Many teachers have individual web pages. Computers are seen as a part of the curriculum, not an extension. Teachers in grades 2-4 have classrooms equipped with Mobis. SmartBoards are available in all K-4 classrooms. Teachers also have access to student responders.

The Protsman School Community is made up of stakeholders who take advantage of opportunities to be involved in our school. The following is a representative listing of the many opportunities for involvement that exist:

| | |
|--|--|
| Protsman Home and School Association (HSA) | Field Trip Chaperone |
| Annual School Registration | Room Parent |
| HSA Newcomer Welcome | Room Parent Tea |
| Bus Orientation | Classroom Volunteer Aide |
| Lake Central School Board Meetings | School Committees |
| West Lake Managing Board Meetings | Fun Fair |
| HSA Monthly Meetings | HSA Committees |
| Kindergarten Parent Orientation | HSA Pot Luck Dinner |
| Open House for Grades K-4 | Fire Prevention Week |
| School Pictures Volunteer | Holiday Musical Volunteer |
| West Lake Parent Network Meetings | Fund Raising for Student Council & HSA |
| Labels for Education | Appreciation Luncheon |
| Track and Field Day Volunteer | Book Fair Volunteer Kindergarten |
| Registration Volunteer | School Beautification Volunteer |
| Room Party Chaperone | Veterans Day Jump Rope for Heart Program |
| Dollars for Scholar | Spirit Wear |

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Maintaining a safe, orderly, and disciplined learning environment receives priority status at Protsman School. These concerns are addressed by our Principal's Advisory Committee, which convenes monthly. Both school and district emergency plans have been written and are updated annually. Monthly fire and code red drills are conducted. Tornado drills are conducted 2 times each semester. A corporation security officer assists our efforts as needed. The Town of Dyer provides crossing guards at select points in our walk area. Access into our 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 staff members sign in each morning, as do all substitute teachers. 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.

PROFESSIONAL DEVELOPMENT

Professional development remains an integral component of our school improvement efforts at Protsman School. All such opportunities must be research-based and reflective of best practices in education and align with our school improvement plan.

School level professional development opportunities are regularly made available to staff via before and after school meetings, released time, and full day and extended day professional leave.

Technology, instructional methodology, classroom specific instructional strategies, and peer mediation have been the focus of our professional development efforts.

PERCENTAGE OF STUDENTS MEETING ISTEP+ STANDARDS

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

- 1) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of math

- 2) The performance of Protsmam students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of language arts.

GOALS, BENCHMARKS, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT

The following pages contain information pertinent to sections (6) (7) (8) (9) (10) of the school improvement plan optional format. The sections have been addressed in the following manner to facilitate understanding by the staff and school community of our school's objectives and methodologies to attain these objectives. It also provides staff with an easily referenced format that will be useful in the planning of the instructional program to meet the stated goals

GOALS AND STRATEGIES FOR IMPROVEMENT

GOAL 1 The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of math.

GOAL 2 The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of language arts.

KEY STRATEGIES:

1. Parent meeting with kindergarteners explaining expectations
2. Provide samples of various leveled reading materials to parents
3. Use volunteers systematically to assist with improvement
4. Post samples of various leveled reading materials on the web site
5. Post grade specific expectations on the web site
6. Develop a school wide incentive program for Accelerated Reader
7. Post writing exemplars on the web site
8. Utilize Accelerated Reader to foster a love for reading
9. Utilize the Alert Now system as a method of increasing communication with parents
10. Utilize computer lab time for remediation opportunities
11. Utilize Corporation Math Coach Develop an ISTEP+ prep program for all third and fourth graders
12. Utilize Title I, West Lake aides and staff for full participation in RtI
13. Utilize standards checklists to ensure the curriculum goals are being taught.

ASSESSMENTS:

- Protsman School's scores on the ISTEP+ will realize continuous improvement each year
- Protsman School's scores on the grade 1-4 Student Time and Gain Reports from Success Maker will realize continuous improvement each reporting period
- Protsman School's number of students failing to meet minimal standards on the Math and/or Reading component of the grade 3 & 4 ISTEP+ will decrease each school year
- Protsman School's number of referrals for summer school remediation will decrease each school year
- Protsman School's number of referrals for West Lake services will decrease each year.
- Protsman student's scores on the Diagnostic Reading Assessment (D.R.A.) will meet or exceed established benchmarks.

THREE YEAR STRATEGIC PLAN

2014-2015 School Year

- 1) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of math.
- 2) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of language arts.
- 3)

| Goal # | Key Strategy # | Grade Level(s) | Professional Development Opportunities | Timeline |
|---------------|-----------------------|-----------------------|--|-----------------|
| 1,2 | 6 | K-4 | Principal's Advisory Team/P.L. 221 Team meets for goals/plan | September, 2014 |
| 1,2 | 13 | K-4 | General Staff Meeting to distribute and discuss the Standards Checklists | Sept/Aug., 2014 |
| 1,2 | 4,5,7,8, 10,11 | K-4 | Technology focused In-service | Monthly |
| 1,2 | 2, 5, 7 | K-4 | General Staff Meeting to develop reading and writing exemplars | October, 2014 |
| 1,2 | 13 | K-4 | Grade level staff meetings to discuss standards checklists. | Monthly |
| 1,2 | 2,3 | K-4 | Grant writing team meets to discuss New Lucy Calkins Writing Program | Monthly |

2015-2016 School Year

- 1) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of math.
- 2) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of language arts.

| Goal # | Key Strategy # | Grade Level(s) | Professional Development Opportunities | Timeline |
|---------------|-----------------------|-----------------------|--|-------------------------|
| 1,2 | 6 | K-4 | Principal's Advisor Team/PL 221 Team meet to establish goals/plan | September, 2015 |
| 1,2 | 13 | K-4 | General Staff Meeting to distribute and discuss the Standards Checklists | Aug./Sept. 2015 |
| 1,2 | 4,5,7,8, 10,11 | K-4 | Technology focused In-service | Monthly w/ tech trainer |
| 1,2 | 2, 5, 7 | K-4 | General Staff Meeting to develop reading and writing exemplars | October, 2015 |
| 1,2 | 13 | K-4 | Grade level staff meetings to discuss standards checklists. | monthly |

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|-----|-----|-----|---|---------|
| 1,2 | 2,3 | K-4 | Grade level staff meetings to discuss standards checklists | Monthly |
| 1,2 | 2,3 | K-4 | Grant writing team meets to research possible grant opportunities | Monthly |

2016-2017 School Year

- 1) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of math.
- 2) The performance of Protsman students as measured by the ISTEP+ will increase a minimum of 1% per year in the area of language arts.

| Goal # | Key Strategy # | Grade Level(s) | Professional Development Opportunities | Timeline |
|---------------|-----------------------|-----------------------|--|-------------------------|
| 1,2 | 6 | K-4 | Principal's Advisor Team/PL 221 Team meet to establish goals/plan | September, 2016 |
| 1,2 | 13 | K-4 | General Staff Meeting to distribute and discuss the Standards Checklists | Aug./Sept. 2016 |
| 1,2 | 4,5,7,8,10,11 | K-4 | Technology focused In-service | Monthly w/ tech trainer |
| 1,2 | 2, 5, 7 | K-4 | General Staff Meeting to develop reading and writing exemplars | October, 2016 |
| 1,2 | 13 | K-4 | Grade level staff meetings to discuss standards checklists. | Monthly |
| 1,2 | 2,3 | K-4 | Grant writing team meets to research Lucy Calkins Writing Program | Monthly |
| 1,2 | 2,3,10,11 | K-4 | Inquiry Math PD | Quarterly |
| 1,2 | 2,3,10,11 | K-4 | Math Coach Professional Development with Grade Teams | |