

*PEIFER  
ELEMENTARY  
SCHOOL*



**Plan for School Improvement  
and  
Student Achievement**

**2008-2011**

INDIANA DEPARTMENT OF EDUCATION  
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**PLAN  
for  
SCHOOL  
IMPROVEMENT  
and  
ACHIEVEMENT**

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LAKE CENTRAL SCHOOL CORPORATION # 4615  
PEIFER ELEMENTARY SCHOOL # 4351

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### **Section 1: Introduction**

## 1A-1 NARRATIVE DESCRIPTION OF COMMUNITY

### *LOCATION OF SCHOOL*

Peifer Elementary School is located in Schererville, Indiana, and is one of ten schools in the Lake Central School System. The school system is located in the northwest section of Indiana in Lake County, and includes the communities of Dyer, St. John, and Schererville. These tri-town residents have the luxury of being only a 45-minute drive from downtown Chicago. The Lake Central School Corporation includes five other elementary schools: Bibich, Homan, Kolling, Protsman, and Watson; three middle schools: Clark, Grimmer, and Kahler; and Lake Central High School, which houses a separate Freshman Center wing. Peifer Elementary School encompasses the community in the northeast section of St. John Township, nestled in a residential area on the west side of Cline Avenue, between Routes 30 and 330 (Joliet Street).

### *DEMOGRAPHICS*

Schererville became a town in 1866 with a total of 25 families. The population was 24,851 at the 2000 census and has grown to an estimated 28,394 as of July 2005. This population continuously and steadily grows, bringing a steady flow of new families to our schools. Twenty-five percent of Schererville's population is comprised of school-aged children. Schererville's ethnicity consists of 91.45% Caucasian, 6.34% Hispanic, 2.56% Asian, and 2.14% African-American, with other ethnic backgrounds comprising the rest of the school's community.

In the latest report (2005) from the town of Schererville, the average annual income of its residents was \$60,100. The amount grew from the 2000 census by approximately \$1,000. The cost of a home in Schererville ranges from \$50,000 - \$1,000,000 with the average cost being approximately \$220,000.

Schererville and its surrounding area is a rapidly growing community that offers a wealth of opportunities for its citizens to enhance all aspects of their lives. These may include the social, emotional, cognitive, and physical areas of life.

Many residents commute for work purposes to either the big industrial areas of north Lake County (steel mills on the shores of Lake Michigan) or to Chicago. There are several smaller industries in the Schererville and surrounding areas. Industries in Schererville that provide employment to its residents and others in neighboring communities include the following: educational, health and social services, manufacturing, and retail trade.

Schererville was named one of the "100 Best Places to Live in the U.S." by *Money Magazine* in 2007.

## 1A-2 NARRATIVE DESCRIPTION OF SCHOOL

### *FACILITY DESCRIPTION*

Peifer School was constructed in 1962 with a nine-room addition added in 1966, a multi-purpose room added in 1971, and two additional rooms added in 1987. A major renovation project took place in 1990, which included the addition of 14 classrooms, a commons/cafeteria area, a library media center, a music room, a computer room, an art room, a speech room, and other interior renovations. With these additions, Peifer School's two-floored square footage is approximately 92,000 square feet. At the present time, two portable classrooms are housed on the southeast corner of the playground, next to the building. They are not utilized as classrooms at the time of the writing of this document. There is a plan to remove these from school property in the summer of 2008.

### *SCHOOL BOUNDARIES*

Peifer's boundaries are staggered within the district. Generally, the boundaries are north to Joliet Street (with the exception of the Prairie Estates Subdivision just North of Joliet), and south to 93<sup>rd</sup> Ave. The boundaries to the west include neighborhood streets off of Cline Avenue, and to the east as far as Burr, including the Pine Island subdivision and apartments.

### *STUDENT ENROLLMENT*

Peifer School currently has an enrollment of 510 students in Kindergarten through Grade Four. The school corporation regularly goes through a redistricting process to alleviate the problem of elementary student population distribution throughout the Lake Central Schools. In the 2004-2005 school year, the most recent redistricting effort throughout the Lake Central's Schererville elementary schools took place, giving Peifer the boundaries that it currently serves. Peifer's population has fluctuated over the past several years, taking it from the highest in student population, to the smallest at the present time. At the semester break of the 2007-2008 school year, our elementary and middle schools saw its drastic change in enrollment due to our fifth grade students (107 students) being moved into the middle school setting.

### *CHARACTERISTICS OF STUDENT POPULATION*

Students attending Peifer come from a wide range of ethnic backgrounds. The ethnic breakdown of the Peifer student body over the past 5 years is as follows:

<b>Year</b>	<b>Native Am.</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Muti-Racial</b>
2003-04	0.5%	1.0%	1.4%	9.3%	81.2%	6.6%
2004-05	1.0%	4.6%	2.8%	10.2%	75.4%	5.9%
2005-06	0.8%	5.1%	2.2%	12.2%	74.3%	5.5%
2006-07	0.8%	4.8%	2.8%	11.2%	75.4%	5.0%
2007-08	1.2%	5.5%	3.2%	10.2%	76.0%	4.0%

### *SOCIOECONOMIC MAKE-UP*

Peifer community's socioeconomic make-up has remained relatively consistent, with a slight decline over the past several years, as its population changes. During the 2003-2004 school year, with an enrollment of 622 students, approximately seven percent

receive free breakfast and lunch (~43 children), while two percent received a reduced breakfast and lunch rate (~14 students). Presently, the first semester of the 2007-2008 school year saw an enrollment of 600, with approximately sixteen percent receiving free breakfast and lunch (~95 children), while four percent receives a reduced breakfast and lunch rate (~25 students). The second semester saw changes as our fifth grade students left the elementary setting and moved to a middle school setting.

Year	Paid Lunch %	Reduced Lunch %	Free Lunch %
2003-2004	90.8	2.3	6.9
2004-2005	85.6	4.0	10.4
2005-2006	82.6	4.0	13.4
2006-2007	82.7	3.9	13.4
2007-2008	80.0	4.2	15.8

### *TRANSPORTATION*

Students are provided with bus transportation if they live more than one mile from the school or have to cross a major highway. Eight regular sized school buses transport our students to and from school, as well as two smaller buses that transport students with special needs, and 1 bus from the neighboring town of Munster, which also brings children to Peifer with special needs. Student transportation is accomplished in three ways: bus transportation, car riders, and walkers.

### *COMMUNITY ISSUES*

Peifer School, as well as the other Lake Central Schools, has experienced steady growth in population. There is only one building development planned within the Peifer community at this time (Prairie Estates). However, the population continues to gain in number as families move into established neighborhoods. Peifer has two portable classrooms installed on campus available for use if the need arises. The Lake Central School Corporation has reconfigured our elementary and middle schools as of the second semester of the 2007-2008 school year. The elementary buildings now house grades K-4. All elementary buildings will house a preschool classroom and two full-day kindergarten classrooms beginning in the Fall of 2008.

### *GENERAL EDUCATION STAFF*

There are 20 classroom teachers in grades K-4, with a school-wide pupil-teacher class ratio of approximately 26-1. Three other certified teachers also provide instruction or services in the areas of art, music, and physical education. The average teaching experience level is sixteen years. Presently, 50% of the general education classroom teachers hold a master's degree.

### *SPECIAL EDUCATION STAFF*

Through the West Lake Special Education Cooperative, two Learning Disabilities teachers are housed at Peifer along with a teacher for the Personal Adjustment Class for the Emotionally Disabled. There is also a teacher for children with severe and profound disabilities. The West Lake Special Education Cooperative also provides a full time certified speech therapist.

**ADMINISTRATIVE STAFF**

The principal is in his eighth year of administration and has 17 years of elementary school classroom teaching experience. Our dean of students is in her third year in this position and has 10 years of classroom teaching experience. Her time and expertise is shared between 2 elementary buildings, Peifer and Homan Elementary Schools.

**SUPPORT STAFF**

Other staff members at Peifer include a secretary, a clerical assistant, a home-school facilitator, a full time nurse, a librarian, a computer lab coordinator, one ENL Reading tutor, two Title 1 Reading Tutors, one full time Reading Recovery teacher, seven Prime Time instructional assistants, twelve Special Education assistants, three lunchroom supervisors, one lunchroom hostess, one lunchroom hostess assistant, two playground aides, and five custodial staff. Other personnel that service Peifer on a part-time basis include: a social worker, a West Lake visual impairment consultant, a school psychologist, an occupational therapist, and a physical therapist. This brings the total number of Peifer staff to 76 members. The list on the following page contains the Peifer staff and their individual positions within the school:

**PEIFER STAFF (COMPLETE LIST; 2007-2008)**

<i>Position</i>	<i>Name</i>	<i>Name</i>	<i>Name</i>	<i>Name</i>
<i>Office</i>	Douglas DeLaughter - Principal	Donna Yankey - Secretary	Joyce Davis - Clerical Assistant	Lisa Rebey -Home/Schl Facil.
	Kathi Tucker – Dean of Students			

<i>Nurse</i>	Sharon Kitchenmaster			
<i>Head Custodian</i>	Pete Doukas			
<i>Custodians</i>	Soka Alavanja	Milica Biljic	Rose Extin	April Grober
<i>Cafeteria</i>	Louise Coduti –Hostess Ruth Whalen –Asst. Hostess	Irma Fernandez - Cafe Assistant	Kim Res - Cafe Assistant	Debbie Wladyka - Cafe Assistant
<i>Playground/Library</i>	Karen Balich	JoAnn DeMory		
<i>Expressive Academics</i>	Anka Terry – Art	Jeanette Lesich – Music	David Gnaden – P. E.	Karen Savitski – Library
<i>Computers</i>	Marge Robinson			
<i>Kindergarten</i>	Kelly Dobias	Linda Blaize		
<i>Kdg. Inst. Assist.</i>	Marlene Onik			
<i>Grade 1</i>	Alison Gercken	Donna Hard	Laura Klein	Lynn Makely
<i>Grade 1 Inst. Assist.</i>	Rhonda Savitski	Kim Studniarz	Gail Zlotkowski	
<i>Reading Recovery</i>	Patti Graham			
<i>Grade 2</i>	Radmila Coker	Donna Mauder	Peggy Ricard	Sue Spicer
	Mickey Zolfo			
<i>Grade 2 Inst. Assist.</i>	Phyllis Matijevich			
<i>Grade 3</i>	Gayle Alderson	Angie Boulas	JoElla Freckelton	Ruth Hanson
	Jill Izsak			
<i>Gr. 3 Inst. Assist.</i>	Linda Rudzinski			
<i>Grade 4</i>	Tina Garcia	Barbara Levin	Nicki Lindinger	Doreen Webb
<i>Gr. 4 Inst. Assist.</i>	Sarah Sass			
<i>Resource</i>	Amy Anderson	Rena Batty -Inst. Assist.	Laura Huizenga -Inst. Assist.	Sue Turner -Inst. Assist.
	Pam Cummings	Krista McCollum -Inst. Assist.	Sharon Schafer -Inst. Assist.	
	Beth Dallman	Sue Guzek -Inst. Assist.	Cindy Lange -Inst. Assist.	Janet Mainwaring -Inst. Assist.
		Sandy Scheeringa -Inst. Assist.	Debbie Shelby -Inst. Assist.	
	Sue Lomberger	Debbie Barlow -Inst. Assist.	Amanda Panning -Inst. Assist.	
<i>Speech</i>	Kathy Lawson			
<i>Sp. Ed. Services</i>	Toni Weltmeyer - Occupational Therapy	Marge Lulinski - Physical Therapy	Kelly Gomez – Soc. Worker	Ed Webb - Psychologist
	Micheline Beattie - Visual Impairment Consult.			
<i>Title 1 Reading Tutors</i>	Mary Ellen Plebanski (ENL)	Jackie Grantham	Michelle Westlund	

### 1A-3 NARRATIVE DESCRIPTION OF EDUCATIONAL PROGRAMS

Meeting the educational needs of all students at Peifer is a top priority. Differentiated Instruction is a learning environment where content, activities and products are developed in response to the varying needs of varied learners. It is an approach to teaching, which provides students with a number of different options for learning. This includes different

ways to take in the information, differing amounts of time to complete work, different assignments and different ways to assess what has been learned. Occasionally, those needs are best met with programs that are housed at other elementary schools within our district: Early Fives, TK1, and Merit are such programs. These programs are housed at Lake Central's Watson Elementary School, also located in Schererville, Indiana.

#### *EARLY FIVES and TK1*

Every year Peifer has students who participate in the district-wide "Early Fives" and TK1 programs, highlighting developmentally appropriate instruction for five and six year old children. This specialized classroom program provides successful opportunities for these students in order to prepare them for first grade.

#### *MERIT*

Peifer also has students who benefit from the Lake Central School System's Merit Program for fourth grade academically gifted and talented students. The number of Peifer students involved in this program varies from year to year. Beginning in the Fall of 2008, one of the three corporation-wide classes will be housed at Peifer.

#### *FINE ARTS (EXPRESSIVE ACADEMICS)*

##### *ART*

The visual Arts Curriculum used at Peifer is one that strives to introduce students to challenging activities based in cultural and artistic traditions from around the world. The curriculum is based in four basic tenets: History, Production, Criticism and Aesthetics. Most activities are centered on an historical/cultural exploration of artistic tradition through discussion, reading and film. Students are then led through several steps of producing a work based on or inspired by that particular artist or culture. It is here that technical as well as social skills are developed. Activities based in Criticism and Aesthetics may include the use of group discussions, portfolio reviews and written entries in journals.

##### *F.A.M.E.*

Peifer students participate in F.A.M.E., a Festival for Art and Music Education. Each festival highlights the fine arts with guests from all over the world to celebrate the art and music of their culture. Peifer students annually exhibit artwork at this festival held in early March.

##### *ART IN ACTION*

Art in Action is a program sponsored by the P.T.O. and offers children the opportunity to study famous artists and their works. Each month parent volunteers visit classrooms for approximately 30 minutes for discussion and exploration of art. Prints of artwork are chosen for appropriateness at each grade level.

##### *MUSIC*

The music program at Peifer strives to prepare students for a lifetime of enjoyment and participation in the arts. The goal of the curriculum is to instill a love of music through creation, performing, critical thinking, exploration, listening, and observing. Weekly classes include activities that offer opportunities for the students to sing, dance, listen, observe, explore, and evaluate. Through these activities the students are introduced to a wide variety of musical interests. Students leave Peifer with musical experiences that empower them to develop mentally, physically, and emotionally. Music is the great communicator. Peifer's program provides the tools so that each student may find a satisfying means of expression, while meeting Indiana's state musical standards.

### *THEATRE*

Each year students are given the opportunity to participate in an all-school musical theatrical production, whether it be in performance, scenery, publicity, and/or backstage assistance. Also, each year, one grade level participates in a special musical production with emphasis on singing and oral presentations. Family, friends, and other community members have the opportunity to watch the children perform after many weeks of preparation.

#### *F.A.M.E.*

Peifer students participate in F.A.M.E., a Festival for Arts and Music Education. Each festival highlights a particular world culture, and welcomes visiting artists that represent that culture. A selected group of our students perform at that festival each year.

### *PHYSICAL EDUCATION*

The goals of the PE curriculum are to develop skills related to physical fitness and health related physical fitness. Students are given the opportunity to develop motor skills for specific sports and leisure recreation. Children can develop the use of movements for self-expression, enjoyment, challenge and social interaction. Responsible behavior in physical activity settings is encouraged. Students can develop an understanding and respect for differences among people in physical activity settings. An awareness of safety practices performed in an active environment is stressed.

#### *FITNESS TESTING*

Peifer children are expected to participate in fitness testing twice a year. Flexed-arm hang, sit-ups, sit and reach and run/walk are performed to demonstrate physical ability. Results are recorded and compared to show individual growth and improvement.

#### *A.C.E.S.*

“All Children Exercising Simultaneously” is a national program where all school aged children across the country have the opportunity to exercise at the same time for 15 minutes. Peifer participates in this event every year, lately by performing different line dances led by students and teachers.

#### *JUMP ROPE FOR HEART*

Peifer’s fourth grade students participate in the Heart Association’s “Jump Rope for Heart” Program. Students ask friends and family members to sponsor them as they jump rope for 1½ hours during the school day. The event takes place annually.

#### *TRACK AND FIELD DAY*

In May of each school year, Peifer School has a Field Day. The physical education teacher organizes the stations for each grade level, offering a variety of track and field events, mixed in with some group games. Parents and teachers help run the events for each class. Ribbons are awarded for all participants.

### *LIBRARY*

All children in grades 1-4 have a scheduled visit to the Peifer Library once a week for 45 minutes. Kindergarten children visit it once a week for 30 minutes. Children are given the opportunity to check out books during this time, as well as during open check out before school every day. Children are taught library and research skills, such as the types of books (fiction, nonfiction, etc.) using the card catalog, computers for research through the world wide web, and looking up information in almanacs and other periodicals. Peifer staff members and other adult volunteers read stories to the students for pleasure and/or specific educational information. Good listening habits are always

encouraged and rewarded. The librarian and her team of assistants encourage students and teachers to read newly purchased books by setting up displays and other effective “carrot dangles” to pique interest.

#### *ACCELERATED READER*

All Peifer children in grades K-4 have the opportunity to participate in this program, which encourages them to read books based on their own individual levels of reading. After reading a book, the children take a short, ten question comprehension quiz. Depending on their percentage of correct answers, points are awarded accordingly. The librarian and classroom teachers offer group and individual rewards for goals met.

#### *BOOK FAIR*

Once a year, Peifer participates in the Scholastic Book Fair. This allows students to purchase books from this publishing company, while earning money for the school’s library. We also have an evening open house for the Peifer community to come in and shop for books, computer software, and other items sold at the book fair. The library, in turn, purchases more materials from Scholastic to benefit the Peifer children, parents, and staff members.

#### *READ-A-THON*

The Peifer children participate in the Lake County Public Library’s annual Read-a-thon. Children ask their families and other community members to pledge money for the library as they read a given amount of books. Money is pledged per book, or a flat rate may be donated. Peifer students have raised thousands of dollars in the recent past, participating in the read-a-thon every other year. A percentage of the dollar amount raised goes back to individual schools, which is used to purchase more books for their libraries.

#### *READING INCENTIVE PROGRAMS*

Every year, classroom teachers have the option of participating in reading incentive programs conducted through the school library, sponsored by outside businesses. Pizza Hut’s “Book It” Program is one such opportunity about which Peifer children get excited. This program offers free personal pan pizzas for children who meet the established goals during the months of October through March. Each class sets monthly reading goals. Individual and group rewards are offered through a local Pizza Hut Restaurant.

Another reading incentive program is sponsored by Six Flags Great America, an amusement park located in Gurnee, Illinois. This “Read to Succeed” Program offers a free ticket into the park for children who complete the 360-minute reading for pleasure requirement during the winter months of school, ending in late February.

#### *WEST LAKE COOPERATIVE*

The West Lake Co-op provides services to children who qualify for Special Education services under Indiana State Law, Rule S-1. Children with disabilities, regardless of their exceptionality, are serviced either at Peifer School or at one of the Lake Central Schools. Close to 98% of the children being serviced are in their home school.

#### *LEARNING DISABILITIES*

Peifer has two non-categorical resource rooms to service children with various disabilities. Teachers work with students on an individual and small group basis, however most of their work is done as an inclusionary service. The students’ Individual Education Plan (IEP) determines the amount of time that they spend in a resource room. Resource teachers and their assistants work collaboratively with

classroom teachers. Our L.D. teachers are an integral part of our school's RTI process.

#### *MODERATE / SEVERE DISABILITIES*

Peifer School houses one West Lake classroom for students with moderate / severe disabilities. Students in this class are in grades K-5. The classroom is mostly self-contained. Some students attend homeroom, lunch, and specials with their peers. All students in this class have an IEP. Students receive therapy as part of their school day. Therapies include speech, OT, PT, vision services, hearing services, and adaptive P.E. Amount and frequency of services is determined at annual case conferences.

#### *PERSONAL ADJUSTMENT*

Peifer has a Personal Adjustment classroom that provides individualized instruction for students in grades K-4 who meet the criteria as a student with an emotional disability. Students can receive full academic instruction, part time instruction, resource assistance, or social interpersonal training as determined in the child's IEP. Five instructional assistants are assigned to the PA class to aid with instruction. Amount and frequency of services is determined at annual case conferences.

#### *EARLY CHILDHOOD*

The West Lake Early Childhood Program provides a developmentally appropriate, structured classroom experience for children aged three to five with disabilities. Also, recognizing that children learn from each other along with adult instructors, a limited number of enrolled spaces are set aside for nondisabled children in much the same way they would a community preschool. Each enrolled child identified with a disability has an IEP based on that child's strengths and needs. The program utilizes a curriculum, which promotes learning through "hands on" experiences and play. This fosters the development of the whole child: intellectually, physically, socially, and emotionally.

#### *SPEECH / LANGUAGE*

Peifer students also have the opportunity to benefit from Speech and Language services. Our certified pathologist currently services 78 Peifer students.

#### *OCCUPATIONAL / PHYSICAL THERAPY*

Students who qualify for physical and/or occupational therapy are provided with the service during the school day. Licensed therapists work with students following information on the IEP.

#### *READING RECOVERY*

Reading Recovery is an early intervention literacy program focused on first grade students. It is designed for students who have had one year of formal reading instruction, who are not performing within the average band of achievement. Reading Recovery (RR) offers one-on-one instruction, with individually designed lessons. The goal is to help the child make accelerated progress so the child can reach the average band of achievement in a very short time (20 weeks or less). RR is an integral part of our RTI process.

#### *TITLE 1*

Reading Tutors assist in the learning process of students recommended through the data collected by first and second grade teachers. The tutor reviews vocabulary words daily and re-read stories with the children. This gives the students the opportunity to read most of the story at a slower, more comfortable pace. This, along with discussion,

helps with comprehension. Peifer's tutors also reinforce skills from classroom instruction, and help students who have not passed the ISTEP exams in grades 3 and 4. One Reading tutor is responsible for the students with English as a new language (ENL) in grades K-4. Common words, phrases, and reading skills are taught. ENL students work with the tutor until they are capable of working at grade level or until services are no longer necessary. Our Title 1 tutors are an integral part of our RTI process.

#### *COMPUTER LAB (Success Maker)*

Through the use of a computerized integrated learning system, Peifer students are exposed to ISTEP-focused comprehensive courses in Reading and Math that emphasize the development of basic skills and concepts and promote the use of higher-order thinking skills. Every classroom is scheduled in the Computer Lab for ~30-minute sessions, twice a week. Access in the individual classrooms is also available. Students work at their own pace on a program designed to meet their individual educational needs. Many of the courses feature color, graphics, audio, and interactive learning tools. Students work independently and are provided with personalized instruction. Success Maker is also available for home access.

#### *HOME SCHOOL FACILITATOR*

Another support service available to students is the Home School Facilitator program. This program enables children in need or "at-risk" to be able to learn strategies for coping and being successful despite their difficulties. These children work one-on-one with a Social Worker/Counselor on a regular or as needed basis.

#### *AFTER SCHOOL TUTORING*

Peifer students have the opportunity to participate in after school tutoring if recommended by their parents, teachers, or ISTEP+ scores. Groups or individuals meet with a volunteer tutor selected from Lake Central High School's National Honor Society membership for 30 minutes a session. Tutoring is held in the office area under the direct supervision of the building principal. Various subject areas are tutored, however the main focus is Reading and Math.

#### *D.A.R.E.*

The Drug Abuse and Resistance Education program (D.A.R.E.) is provided by the Schererville Police Department for all fifth grade children. This 18-week program is provided for the children to learn positive life skills, build self-esteem, and make responsible choices. The D.A.R.E. officer teaches in each classroom one hour a week. The culminating activity involves every child writing an essay about his/her involvement in the D.A.R.E. program, personalizing it for every student. The D.A.R.E. graduation ceremony celebrates the students' successes, and it also is a time to offer these students and their parents support and encouragement to continue making good life choices. This school year (2007-2008) the D.A.R.E. program moved with our fifth graders to their new middle school setting at the semester break.

## **1B-1 NARRATIVE DESCRIPTION OF CURRICULUM**

The Peifer curriculum follows the format laid out by the Lake Central School Corporation. They are aligned with the Indiana Academic Standards. The following paragraphs are a narrative description of the curriculum covered by grade level and subject area.

## **Kindergarten**

Kindergarten students will recognize letters of the alphabet, sight words, and consonant sounds, understand basic concepts about print, demonstrate phonemic awareness and identify rhyming words. Students will listen to stories, use picture cues and context to make predictions, locate title of book, retell stories and identify main ideas, characters, and plot of story. Students will discuss ideas for a story to teacher, use pictures, letters, words and invented spelling to share ideas. Students will write a complete sentence using basic conventions of the English language.

Kindergarten students understand the relationship between the numbers and quantities 0-20, solve simple addition and subtraction problems, sort and classify objects, identify simple geometric shapes, understand concepts of time and measurement, identify, copy and create patterns, and understand more than, less than, and equal to.

Kindergarten students are encouraged to explore the world around them using their five senses. They use numbers, pictures, words, shapes, and patterns to predict, discuss, and describe the world around them.

Kindergarten students are encouraged to be good citizens by identifying with their school, community, and country. They identify ways that various people make up a community, understand connections between past and present, follow school rules, explore geographic characteristics through maps and globes, and identify symbols of our state and country.

## **Grade One**

Daily reading in first grade consists of these 5 components: 1) Phonics 2) Phonemic Awareness 3) Vocabulary 4) Fluency 5) Comprehension. Weekly story writing begins with graphic organizers and continues with the 5 step writing process. These steps include Pre-writing, First draft, Revising, Editing and Publishing. In spelling, first graders focus on decoding words and word attack skills. Comprehension includes noting details, sequencing, main idea, summarizing, predicting outcomes, and classifying. Fluency in oral reading and speaking is the emphasis. Vocabulary is taught with the emphasis on high frequency words and selection vocabulary.

In Math, students in first grade are exposed to important basic math skills. Subject matter includes graphing, which is the basis for understanding number sense and computation of addition and subtraction facts up to twenty. First graders also learn basic problem solving techniques, including justifying their answers. Basic geometrical shapes are explored. In studying measurement, first graders begin learning how to tell time to the hour and half-hour, how to measure using inches and centimeters as well as feet. Money and temperature is also focused upon.

In science, first grade students learn about living things, magnets, how the weather effects the four seasons, and the Earth's land and water. This is accomplished by utilizing the scientific method of observation. Healthy living is stressed by exploring and discussing together topics such as the students' feelings, senses, an introduction to the human body, nutrition, and safety.

Children in first grade are exposed to differences and similarities in cultures and societies. They learn how communities use goods and services. Students identify their environment, including school and the neighborhood. First graders also identify holidays and symbols, and they learn to identify cardinal directions. Students learn basic appreciation of civic and government by studying and discussing basic laws and the responsibilities of good citizenship.

## **Grade Two**

Second grade Reading curriculum includes instruction in thinking skills, phonemic awareness, phonics skills, fluency, decoding and word recognition, and

comprehension skills. Students are also taught vocabulary development, literary concepts, research and study skills, and cultural awareness. Throughout the Language arts curriculum, students gain a basic knowledge of listening and speaking skills, and the writing process is continued, building on first grade skills. Grammar usage and mechanics are stressed at an age-appropriate level. Handwriting is taught using proper letter formation, spacing, and legibility. Sight words, sound-letter recognition, and generalizations are taught at age-appropriate levels in the area of spelling.

The second grade Math curriculum contains instruction in number sense, basic math facts, problem solving, geometry, and measurement. Students learn about all the elementary mathematical properties, telling time, reading calendars, and money concepts.

The second grade Science curriculum includes instruction in the interactions of living things, the study of matter and energy, the diversity of life, and health issues.

Second graders learn map and globe skills, and environment and global awareness. Graphing skills, geography, and history are covered. Students also study their roles in being good citizens as part of their study of citizenship. American values and interpersonal skills are also studied and discussed.

### **Grade Three**

The third grade Language Arts curriculum consists of a Language and a Reading component. The language portion focuses on gathering ideas for the writing process. Working on writing complete sentences and staying focused on the main idea while using the 4-step writing process is stressed. The curriculum also incorporates proper grammar usage across the curriculum. Grammar skills include sentence structure, punctuation, capitalization, and spelling. The Reading component consists of teaching decoding and word recognition, vocabulary, and comprehension skills. Third graders also study story elements, various genre of literature, including the writing processes and applications.

The third grade Math curriculum consists of teaching number sense, computation of the basic math facts, algebraic equations and functions, geometry, measurement, and problem solving.

The Science curriculum includes many diverse topics. Students study the role science plays in the technological world and the scientific thinking process. They also explore physical and living science. Third graders compute scientific findings of experiments using various forms of measurement included in graphs and tables. They compare and contrast various themes to notice the changes that result from their experimentations.

The Social Studies curriculum for third grade includes the areas of history, civics and government, geography, and economics at the elementary level. Students also learn to respect individual differences, societies, and cultures as they gain an appreciation for their global community. They read and interpret various types of maps, graphs, and tables.

### **Grade Four**

The Language Arts curriculum for fourth grade combines the Reading and the Language components. Both are taught and reinforced throughout the curriculum. Their studies include the following: the different parts of speech, proper sentence and paragraph construction, and creative writing. Students learn how to write a narrative, descriptive, persuasive, and informative composition. The Language Arts curriculum includes thinking skills, alphabetical ordering, decoding skills, along with vocabulary development and its proper usage. Reading fluency is stressed, as well as literary concepts, and research and study skills. Students gain an appreciation for cultural awareness, listening and speaking skills, and viewing illustrations to aid in the development and understanding of the written word. The Spelling curriculum includes

words that introduce, teach, and reinforce vowel sounds, plurals, possessives, abbreviations, prefixes, suffixes, homophones, contractions, and multi-syllabic words. In the Handwriting aspect of Language Arts, students further develop cursive letter formation, dealing with its size, slant, shape, smoothness, and spacing. Students are also taught the relationship between handwriting and the writing process.

The Math curriculum includes a heavy focus on the four basic mathematic operations: addition, subtraction, multiplication, and division; which are reinforced with facts practice drills. Students also work with place value fractions, decimals, money, rounding numbers, and geometric shapes. Fourth graders learn about measurement, graphs, averaging numbers, and problem solving strategies.

Fourth grade students spend the entire school year studying Indiana history from prehistoric times to the present. Included in this study is learning how to analyze data from maps and timelines.

The fourth grade Science curriculum focuses on unit studies on weather and climate, properties of matter, magnetism and electricity, Earth's land resources, and the study of animals. The Health curriculum deals with issues such as needs and feeling, health and fitness, guarding against disease, medicine and drugs, and the harmful effects of tobacco, alcohol, and other such drugs.

## 1B-2 LOCATION OF CURRICULUM

The state standards and corporation's curriculum that the Peifer teachers follow are located in binders in each classroom. Laminated Indiana State Academic Standards Checklists are also in each classroom for each teacher to use as a personal guide to make sure they cover the standards in class. This is not used for evaluation purposes, but just as a reference point for the teacher. A copy of the Lake Central curriculum guide and state standards are also available in the school's office.

## 1C TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS

Lake Central has an extensive writing program in place with portfolios at every grade level, and a detailed writing assessment sample to place in these portfolios. For the purpose of space, that assessment instrument is listed here instead of under every grade level. The following is a list of assessment instruments used throughout the school:

<b>Kindergarten</b>	
letter recognition and sound (written and oral assessment)	daily math assessments (written and oral)
DRA and running records (fluency)	Standards assessment test (math and reading)
rubric for writing	informal observations

<b>Grade 1</b>	
<b>Reading</b>	<b>Math</b>
Accelerated Reader (comprehension)	Math written and oral assessments
DRA and running records (fluency)	written tests
skills (skills assessment)	oral assessment (outcomes)
written tests (various skills)	Standards assessment test
observation and informal assessment	<b>Writing</b>
Standards assessment test	rubrics
<b>Science, Social Studies, Health</b>	<b>Spelling</b>
written tests	spelling sentence Rubric standards
informal observations	

<b>Grade 2</b>	
<b>Reading:</b>	<b>Math:</b>
vocabulary and comprehension tests	written and oral assessments
DRA and running records (fluency)	fact tests
unit tests (holistic and skills)	worksheets
Accelerated Reader	Standards assessment test
Standards assessment test	<b>Writing</b>
<b>Science, Social Studies, Health</b>	rubrics
written tests	<b>Spelling</b>
informal observations	weekly and unit tests

<b>Grade 3</b>	
<b>Reading:</b>	<b>Math:</b>
DRA and running records (fluency) [Fall 2008]	fact tests
Accelerated Reader	worksheets
book reports	chapter assessment tests
Magazine tests	Standards assessment test
worksheets	ISTEP+
chapter assessment tests and vocabulary tests	<b>Science:</b>
Standards assessment test	Science lab activities
ISTEP+	chapter assessment tests
<b>Writing:</b>	take home projects
rubrics	study skill guides
creative writing	
<b>Spelling:</b>	<b>Social Studies and Health:</b>
workbook lessons	chapter assessment tests
spelling tests	study skill guides

<b>Grade 4</b>	
<b>Reading:</b>	<b>Math:</b>
Skills assessment tests and vocabulary tests	weekly tests
DRA and running records (fluency) [Fall 2008]	time tests
computer lab	computer lab
magazine tests	computer games
comprehension questions	review worksheets
Accelerated Reader	Standards Assessment tests
worksheets	ISTEP+
Standards Assessment tests	<b>Health</b>
ISTEP+	unit tests
<b>Language</b>	independent projects
unit tests	worksheets
creative writing	<b>Science</b>
worksheets	unit tests
Standards Assessment tests	worksheets
ISTEP+	observations
	ISTEP+
<b>Spelling</b>	<b>History</b>
weekly tests	unit tests
spelling sentences	reports
alphabetical order	unit tests
creative stories	
Standards Assessment tests	

1C TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS  
(Continued)

<b>Resource</b>	
Woodcock – Johnson Achievement Test III	
<b>Physical Education</b>	<b>Music</b>
performance assessment portfolios	observations
graphs	worksheets
subjective evaluations	performances
rubrics	written quizzes
written assessments	projects / portfolios
self-improvement assessments	vocalizations
<b>Art</b>	
vocabulary puzzles	journals
completed assignments	written tests

## **Section 2: Mission and Beliefs**

### **Peifer School Mission Statement**

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

### **Peifer School Belief Statements**

We believe:

- Each individual has dignity and worth.
- Students are our number one priority.
- People are responsible for their actions.
- Excellence will only be achieved through continuous improvement.
- Everyone can learn.
- People learn in different ways and at different rates.
- Teachers are critically important in every student's education.
- Education is 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.

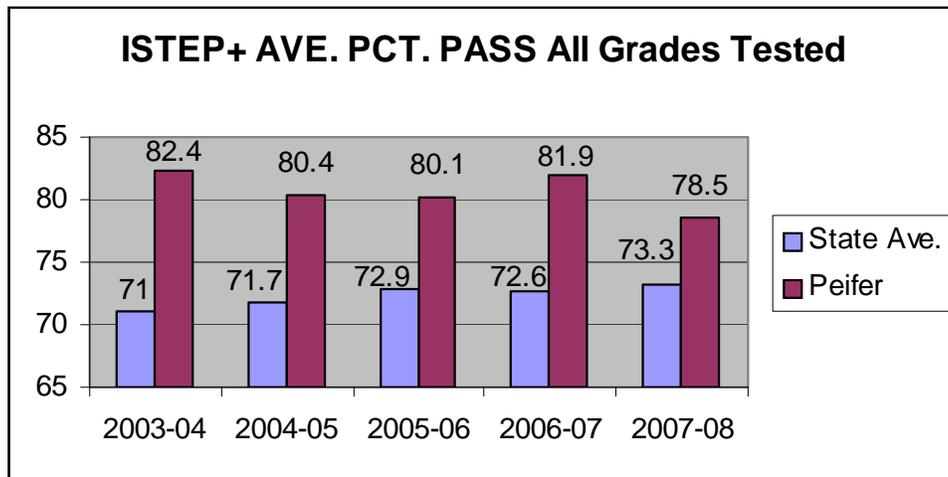
Each of the Lake Central School Corporation's schools adopts this mission statement and these belief statements. As each school reviews and discusses the above-mentioned statements, updates can be made as issues get readdressed. If necessary, updates can be made to this ever-changing document.

## Section 3: Summary of Data

### 3A DATA FROM THE ANNUAL PERFORMANCE REPORT

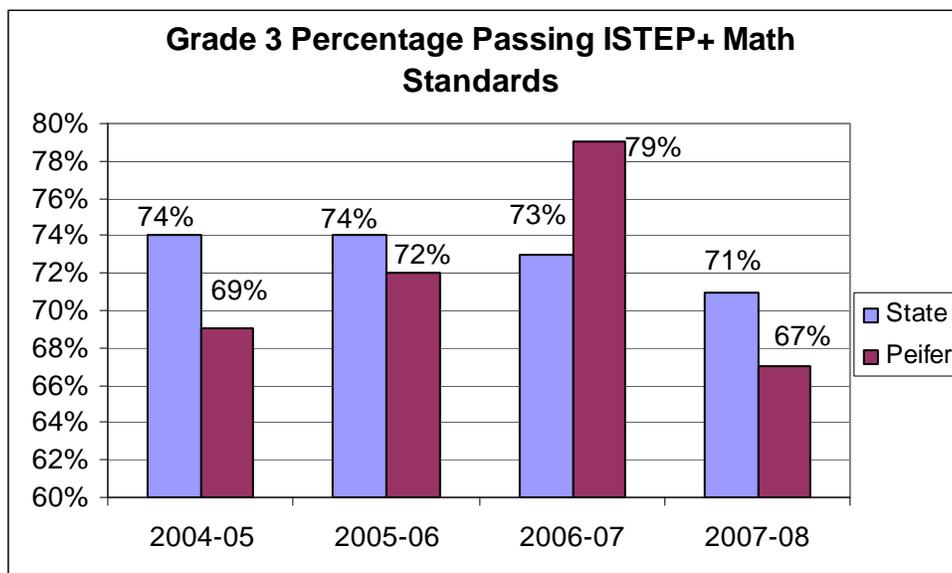
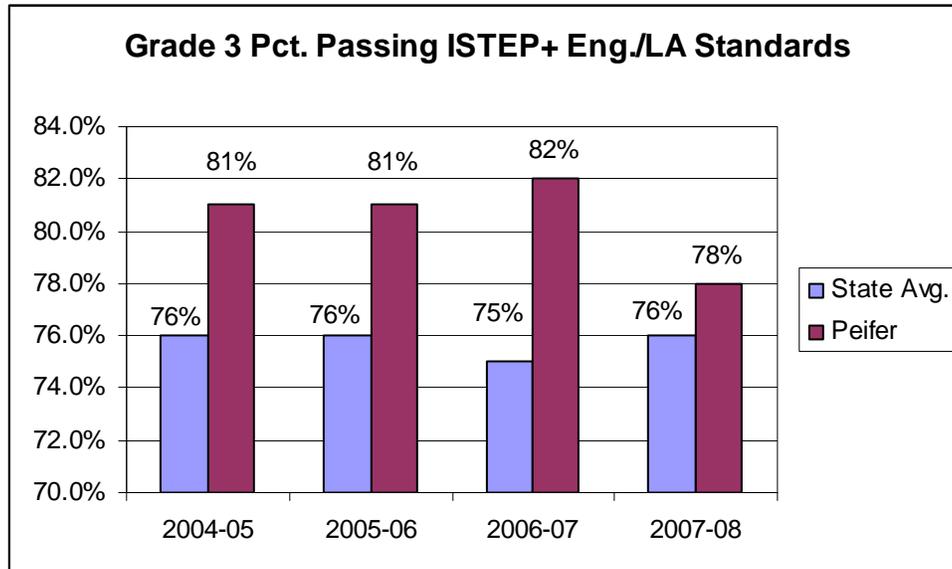
The Annual Performance Report, required by IC 20-1-21, must be published by the governing body of each school corporation between September 1 and September 15. The law states that no later than 60 days after publication of the report, the governing body may conduct a public hearing to present and discuss the report. The law also requires that each school corporation provide a copy of its final report to the Department of Education. In order to meet the minimum requirements of IC 20-1-21, a school corporation must publish the following information: 1.) the data provided by the Department of Education; and 2.) a graphical representation (table) of the data.

The following data comes from the Annual Performance Report as it relates to Peifer Elementary School over the recent past:



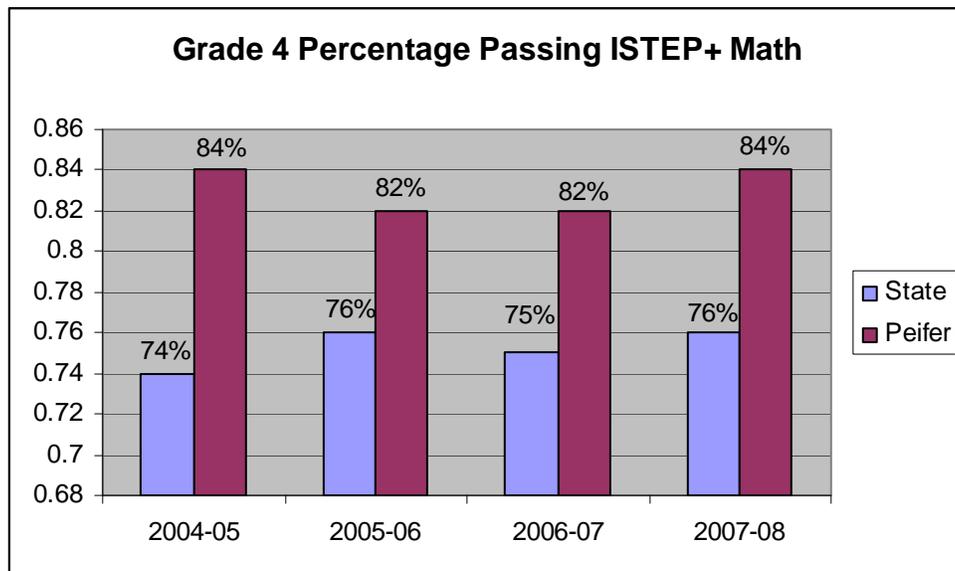
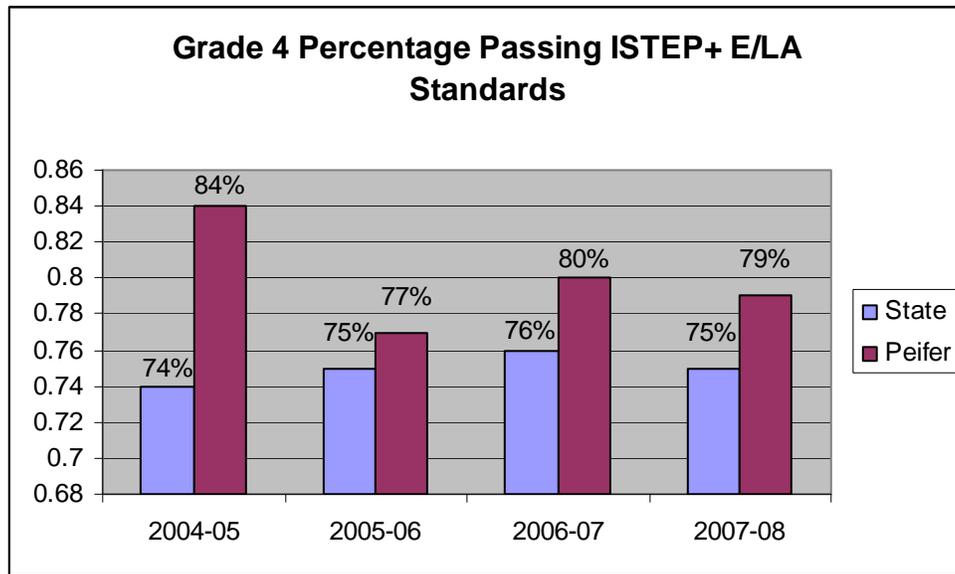
The number of Peifer students passing the ISTEP+ is a growing concern across the Peifer community. As is evident in the graph above, Peifer's scores still exceed the state average, however the margin by which we pass is decreasing. The Peifer staff and community is not satisfied with our current scores. In our efforts to be more standards-based in curriculum and instruction, we are confident that Peifer scores will begin to rise. Our goal is to reach a school-wide average of 85% passing over the next 5 years.

## Grade 3 ISTEP+



As you can see in the graphs above, Peifer's 3<sup>rd</sup> grade scores in Eng./Lang. Arts and Math are declining (06-07 being the exception). Emphasis is being placed in the primary grades to ensure that these scores will rise dramatically over the next few years. Scores below the state average are not acceptable and cannot be tolerated in this community. Many of the ingredients that make up Peifer have changed as you will see in graphs shown later. However, the Peifer staff, students, and community must do their best to make education a top priority for all of its children.

## Grade 4 ISTEP+



As you can see in the graphs above, Peifer's 4<sup>th</sup> grade scores in Eng./Lang. Arts and Math fluctuate slightly from year to year. Emphasis is being placed in the primary grades to ensure that these scores will consistently rise over the next few years. The Peifer staff, students, and community will do their best to raise our 4<sup>th</sup> grade E/LA and Math scores to an continually acceptable percentage.

## School-Wide Profile

### Percentage Passing ISTEP+ Eng./Lang. Arts Standards by Gender Peifer Elem. School Compared to Lake Central Corp. and Indiana

Year	Grade	Gender	Number Tested	Number Passing	Percent Passing
			Peifer / LC / IN	Peifer / LC / IN	Peifer / LC / IN
2004-2005	3	Female	61 / 330 / 40724	54 / 299 / 32714	89% / 91% / 80%
		Male	70 / 360 / 42455	52 / 299 / 30878	74% / 83% / 73%
	4	Female	46 / 306 / 40400	40 / 267 / 31832	87% / 87% / 79%
		Male	49 / 390 / 42506	40 / 332 / 29461	82% / 85% / 69%
2005-2006	3	Female	60 / 357 / 40752	53 / 296 / 32219	88% / 83% / 79%
		Male	40 / 334 / 41656	28 / 276 / 30228	70% / 83% / 73%
	4	Female	67 / 358 / 41044	57 / 322 / 32610	85% / 90% / 79%
		Male	79 / 387 / 42848	55 / 310 / 30037	70% / 80% / 70%
2006-2007	3	Female	61 / 342 / 40869	52 / 311 / 31991	85% / 91% / 78%
		Male	54 / 366 / 42206	42 / 305 / 30354	78% / 83% / 72%
	4	Female	58 / 378 / 41187	49 / 325 / 32957	84% / 86% / 80%
		Male	36 / 350 / 42168	26 / 290 / 30240	72% / 83% / 72%
2007-2008	3	Female	54 / 370 / 41032	44 / 325 / 32656	81% / 88% / 80%
		Male	48 / 346 / 42895	36 / 292 / 31466	75% / 84% / 73%
	4	Female	58 / 372 / 40993	51 / 338 / 32473	88% / 91% / 79%
		Male	58 / 381 / 42370	41 / 298 / 29927	71% / 78% / 71%

It is evident by reading the table above that our Peifer children need academic attention compared to the rest of the Lake Central Elementary Schools in the area of Language Arts, however still averaging above the state in almost every category represented here. There is only one area where we match the corporation average, and one instance where we surpass the corporation average, both taking place in the female category. On the other hand, there are only three times where we match the state percentage passing, and one time where we fall below the state average, and each time it is in the male category. All other instances show that we surpass the state average of passing. It is clear that our Peifer staff and community must closely monitor the academic growth of our children, especially our boys, in this area of Language Arts.

**Percentage Passing ISTEP+ Math Standards by Gender**  
**Peifer Elem. School Compared to Lake Central Corp. and Indiana**

Year	Grade	Gender	Number Tested	Number Passing	Percent Passing
			Peifer / LC / IN	Peifer / LC / IN	Peifer / LC / IN
2004-2005	3	Female	61 / 330 / 40724	47 / 270 / 29883	77% / 82% / 73%
		Male	70 / 360 / 42455	43 / 288 / 31434	61% / 80% / 74%
	4	Female	46 / 306 / 40400	39 / 255 / 29650	85% / 83% / 73%
		Male	49 / 390 / 42506	41 / 342 / 31757	84% / 88% / 75%
2005-2006	3	Female	60 / 357 / 40752	44 / 269 / 29835	73% / 75% / 73%
		Male	40 / 334 / 41656	28 / 258 / 31231	70% / 77% / 75%
	4	Female	67 / 358 / 41044	56 / 313 / 30840	84% / 87% / 75%
		Male	79 / 387 / 42848	63 / 331 / 32779	80% / 86% / 77%
2006-2007	3	Female	61 / 342 / 40869	50 / 279 / 29637	82% / 82% / 73%
		Male	54 / 366 / 42206	41 / 288 / 31138	76% / 79% / 74%
	4	Female	58 / 378 / 41187	50 / 314 / 30459	86% / 83% / 74%
		Male	36 / 350 / 42168	27 / 302 / 32431	75% / 86% / 77%
2007-2008	3	Female	54 / 370 / 41032	36 / 266 / 28796	67% / 72% / 70%
		Male	48 / 346 / 42895	32 / 273 / 30686	67% / 79% / 72%
	4	Female	58 / 372 / 40993	50 / 316 / 30713	86% / 85% / 75%
		Male	58 / 381 / 42370	48 / 311 / 32508	83% / 82% / 77%

It is evident by reading the table above that our Peifer children need academic attention compared to the rest of the Lake Central Elementary Schools in the area of Mathematics, however still averaging above the state in almost every category represented here. There is only one time where we match the corporation average, and three instances where we surpass the corporation average, all but one of those taking place in the female category. On the other hand, there is only one time where we match the state percentage passing, and five times where we fall below the state average, mostly in the male category. All other instances show that we surpass the state average of passing. Once again, it is clear that our Peifer staff and community must closely monitor the academic growth of our children, especially our boys, in this area of Mathematics.

**Percentage Passing ISTEP+ Eng./Lang. Arts Standards by Special Ed. Population**  
**Peifer Elem. School Compared to Lake Central Corp. and Indiana**

Year	Grade	Educational Placement	Number Tested	Number Passing	Percent Passing
			<b>Peifer / LC / IN</b>	<b>Peifer / LC / IN</b>	<b>Peifer / LC / IN</b>
2004-2005	3	Sp. Ed.	33 / 103 / 12305	19 / 60 / 5753	58% / 58% / 47%
		Gen. Ed.	98 / 588 / 70961	87 / 539 / 57884	89% / 92% / 82%
	4	Sp. Ed.	20 / 120 / 12448	11 / 76 / 5041	55% / 63% / 40%
		Gen. Ed.	75 / 576 / 70617	69 / 523 / 56361	92% / 91% / 80%
2005-2006	3	Sp. Ed.	27 / 138 / 40752	14 / 80 / 29835	52% / 58% / 73%
		Gen. Ed.	73 / 553 / 41656	67 / 492 / 31231	92% / 89% / 75%
	4	Sp. Ed.	38 / 128 / 41044	18 / 70 / 30840	47% / 55% / 75%
		Gen. Ed.	108 / 617 / 42848	94 / 562 / 32779	87% / 91% / 77%
2006-2007	3	Sp. Ed.	21 / 101 / 13034	10 / 54 / 6252	48% / 53% / 48%
		Gen. Ed.	94 / 607 / 70162	84 / 562 / 56165	89% / 93% / 80%
	4	Sp. Ed.	21 / 129 / 13267	8 / 79 / 6006	38% / 61% / 45%
		Gen. Ed.	73 / 599 / 70158	67 / 536 / 57224	92% / 89% / 82%
2007-2008	3	Sp. Ed.	19 / 90 / 13194	7 / 46 / 6552	37% / 51% / 50%
		Gen. Ed.	83 / 626 / 70847	73 / 571 / 57639	88% / 91% / 81%
	4	Sp. Ed.	21 / 106 / 13189	11 / 54 / 5911	52% / 51% / 45%
		Gen. Ed.	95 / 647 / 70273	81 / 582 / 56540	85% / 90% / 80%

It is evident by reading the table above that our Peifer children with special needs require focused academic attention in the area of Language Arts. Compared to our Lake Central Corporation and other Indiana schools, Peifer students with special needs score at or below corporation percentages, with one exception being 4<sup>th</sup> grade in 2007-2008. Peifer students with special needs score above, equivalent to, and below the state percentages in no particular pattern. We must continue to address these issues, as our AYP status demands us to pay particular attention to this subgroup.

**Percentage Passing ISTEP+ Math Standards by Special Ed. Population**  
**Peifer Elem. School Compared to Lake Central Corp. and Indiana**

Year	Grade	Educational Placement	Number Tested	Number Passing	Percent Passing
			<b>Peifer / LC / IN</b>	<b>Peifer / LC / IN</b>	<b>Peifer / LC / IN</b>
2004-2005	3	Sp. Ed.	33 / 103 / 12305	14 / 56 / 6108	42% / 54% / 50%
		Gen. Ed.	98 / 588 / 70961	76 / 503 / 55256	78% / 86% / 78%
	4	Sp. Ed.	20 / 120 / 12448	11 / 79 / 5948	55% / 66% / 48%
		Gen. Ed.	75 / 576 / 70617	69 / 518 / 55539	92% / 90% / 79%
2005-2006	3	Sp. Ed.	27 / 138 / 13004	17 / 81 / 6666	63% / 59% / 51%
		Gen. Ed.	73 / 553 / 69469	55 / 446 / 54442	75% / 81% / 78%
	4	Sp. Ed.	38 / 128 / 13222	25 / 84 / 6847	66% / 66% / 52%
		Gen. Ed.	108 / 617 / 70766	94 / 560 / 56840	87% / 91% / 80%
2006-2007	3	Sp. Ed.	21 / 101 / 13034	11 / 52 / 6729	52% / 51% / 52%
		Gen. Ed.	94 / 607 / 70162	80 / 515 / 54118	85% / 85% / 77%
	4	Sp. Ed.	21 / 129 / 13267	11 / 89 / 6976	52% / 69% / 53%
		Gen. Ed.	73 / 599 / 70158	66 / 527 / 55949	90% / 88% / 80%
2007-2008	3	Sp. Ed.	19 / 90 / 13194	7 / 40 / 6465	37% / 44% / 49%
		Gen. Ed.	83 / 626 / 70847	61 / 499 / 53075	73% / 80% / 75%
	4	Sp. Ed.	21 / 106 / 13189	12 / 61 / 7192	57% / 58% / 55%
		Gen. Ed.	95 / 647 / 70273	86 / 566 / 56086	91% / 87% / 80%

It is evident by reading the table above that our Peifer children with special needs require focused academic attention in the area of Mathematics. Compared to our Lake Central Corporation and other Indiana schools, Peifer students with special needs score below corporation percentages for the majority of these years represented. Peifer students with special needs score above and below the state percentages almost equally, with one instance of matching the percent passing at the state level.

We chose to target the populations mentioned on this and previous pages because these were the subgroups that the Peifer staff needs to pay particular attention to due to growing concerns of accountability with Indiana's Adequate Yearly Progress reports. Other groups, such as our rising Free and Reduced lunch groups and our growing diversity in ethnic and cultural backgrounds will also be illustrated. Another statistic that is always in the forefront of the Peifer staff's minds is our attendance issues. At present, we are still above the state level, and we stay at a pretty consistent yearly level. Over the past couple of years, 2005-2007, we have experienced a growing number of families pulling their children out of school to go on family vacations outside of the school calendar vacation time. We hope to increase our attendance rate over the next several years through focused communication between home and school.

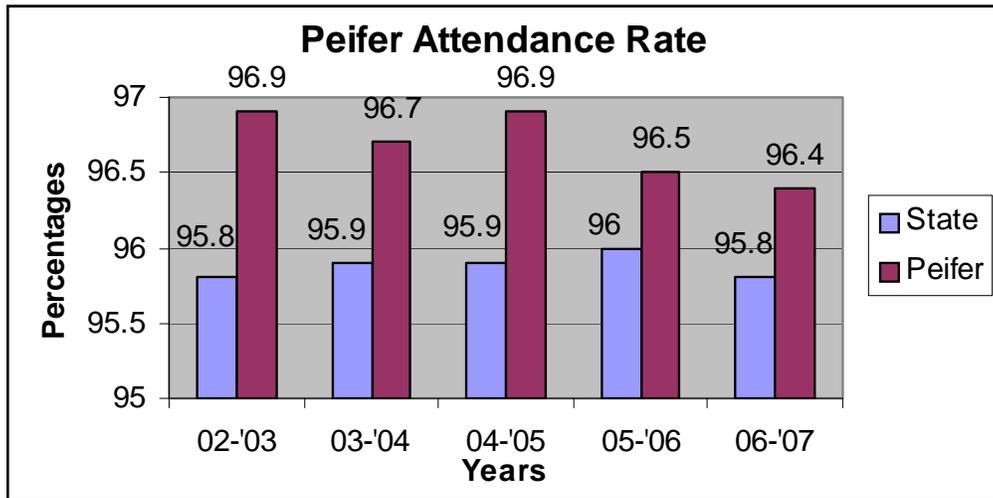
**Socio-Economic Status**

Year	Paid Lunch	Reduced Lunch	Free Lunch
2003-04	90.8%	2.3%	6.9%
2004-05	82.5%	4.0%	10.4%
2005-06	82.6%	4.0%	13.4%
2006-07	82.7%	3.9%	13.4%
2007-08	80.0%	4.2%	15.8%

**Diversity**

Year	Native Am.	Black	Asian	Hispanic	White	Muti-Racial
2003-04	0.5%	1.0%	1.4%	9.3%	81.2%	6.6%
2004-05	0.7%	4.6%	3.1%	10.5%	75.1%	5.9%
2005-06	0.8%	5.1%	2.2%	12.2%	74.3%	5.5%
2006-07	0.8%	4.8%	2.8%	11.2%	75.4%	5.0%
2007-08	1.2%	5.5%	3.2%	10.2%	76.0%	4.0%

**Attendance**



### 3B DATA RELATED TO PERFORMANCE INDICATORS OTHER THAN THOSE INCLUDED IN THE ANNUAL PERFORMANCE REPORT

There are no data indicators not included in the annual performance report (Section 3A).

### 3C OTHER INFORMATION ABOUT EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

The following tables include information from the Lake Central School Corporation's Standard Assessment Tests administered annually at the end of the school year beginning in mid-May. These assessments are continually being updated and scrutinized so they can more closely reflect the Indiana Academic Standards. For our purposes, we felt it was necessary to report on Peifer's progress based on the total number possible. The Writing Skills Assessment (grades 2-4) has been broken into 2 sections: The Writing Standards Rubric = 6 points possible

The Language in Use Rubric = 4 points possible

The Writing Skills Assessment has been further divided into semesters (grades 1-4). Each grade level's results for the past 4 school years are listed separately below:

#### Kindergarten

Year	Number of Students	Language Arts 137 pts. possible	Math 31 pts. possible
		Average Score	Average score
2003-2004	72	129	30
2004-2005	83	132	29
2005-2006	85	127	31
2006-2007	86	131	28

#### Grade 1

Year	Number of Students	Language Arts 106 pts. possible	Math 60 pts. possible	Writing Rubric pts. Poss. = 6	Skills Rubric pts. Poss. = 6
		Average Score	Average Score	Average Score (sem. 1)	Average Score (sem. 2)
2003-2004	91	92.4	55.1	3.3	4.3
2004-2005	105	98.2	56.5	3.3	4.2
2005-2006	95	97	56.1	3.6	4.4
2006-2007	103	NA	NA	3.0	4.6

**Grade 2**

Year	Number of Students	Language Arts 64 pts. possible		Math 20 pts. possible	Writing Rubric= 1-6 & 1-4		Skills Rubric= 1-6 & 1-4	
		Average Score		Average Score	Average Score (sem. 1)		Average Score (sem. 2)	
<b>2003-2004</b>	110	58.1		17.6	3.6	3.0	3.9	3.1
<b>2004-2005</b>	97	58.5		17.1	3.4	2.8	4	3.2
<b>2005-2006</b>	108	56.6		17.6	4	3.1	4.3	3.2
<b>2006-2007</b>	105	57.2		17.0	4	3.1	4.5	3.3

**Grade 3**

Year	Number of Students	Language Arts 62 pts. possible		Math 40 pts. possible	Writing Rubric= 1-6 & 1-4		Skills Rubric= 1-6 & 1-4	
		Average Score		Average Score	Average Score (sem. 1)		Average Score (sem. 2)	
<b>2003-2004</b>	94	51.0		34.5	4.3	2.8	4.3	3.1
<b>2004-2005</b>	141	48.9		34.3	4.1	2.6	4.1	2.7
<b>2005-2006</b>	99	48.3		34.1	4.3	2.6	4.3	2.7
<b>2006-2007</b>	112	49.8		34.1	4.2	2.7	4.6	3.0

**Grade 4**

Year	Number of Students	Language Arts 40 pts. Test 18 pts. Teach. assessment		Math 20 pts. possible	Writing Rubric= 1-6 & 1-4		Skills Rubric= 1-6 & 1-4	
		Average Score		Average Score	Average Score (sem. 1)		Average Score (sem. 2)	
		Test	Teach. Assess.					
<b>2003-2004</b>	110	35.5	15.9	15.9	4.0	3.2	4.4	3.3
<b>2004-2005</b>	98	36.2	15.8	16.0	4.4	3.3	4.2	3.5
<b>2005-2006</b>	143	35.1	15.2	15.3	4.3	3.2	4.0	3.1
<b>2006-2007</b>	96	35.1	15.6	15.3	4.3	3.1	4.4	3.1

## **Section 4: Conclusions About the Current Educational Programming**

### **4A INFORMATION ABOUT HOW THE SCHOOL'S CURRICULUM SUPPORTS THE ACHIEVEMENT OF INDIANA ACADEMIC STANDARDS**

Much of the work aligning the curriculum with the Indiana Academic Standards has already been done at the district level, involving staff members from each of the buildings. The Peifer staff has worked diligently to ensure that this work is put into practice in our classrooms. For the purposes of this document, the curriculum strengths and areas needing improvement will be listed by subject area for grades K-4 separately. There is mention at the conclusion regarding art, music, and physical education's curriculum.

In the area of Language Arts for grades K-2, many strengths are found when looking at alignment with state standards. Phonemic awareness, decoding and word recognition, spelling patterns, concept of print, vocabulary and concept development, some aspects of reading comprehension (including connecting information from text to life experiences), writing applications with rhymes, beginning concepts of grammar, and analyzing literary response are all areas that the curriculum addresses strongly. The writing process and the use of reference materials, especially the dictionary, are given heavy emphasis.

Areas for improvement in the primary grades' Language Arts curriculum include use of contractions, writing narratives and expository descriptions, identifying structural features of materials, using technology in the writing and publishing process, letter writing, grammar lessons, including sentence structure, punctuation and capitalization, and spelling skills application. In the area of reading comprehension, cause and effect, interpreting information from diagrams, charts and graphs, and following multiple instructions are areas for improvement in the Lake Central School's curriculum at Peifer.

The Math curriculum follows the Saxon Math Program. Areas of strength in the primary grades include counting and patterning, geometrical shapes, temperature, money counting, and learning to tell time.

Even though the areas of strength are listed above, certain aspects of the same concepts are listed as areas needing improvement. Number sense, computation, algebraic functions, geometry, measurement, and problem solving are listed as weaknesses in each of the grade levels in the primary grades at Peifer. In addition to these, fractional unit comparisons, estimation of reasonable answers, reasoning, and the justification of procedures used to solve a problem seem to deserve more attention than what the curriculum offers.

The Social Studies curriculum at the primary level is presented in a thematic approach. Strengths are found in the studies of individuals, society, communities and cultures, history, and geography (especially map and globe skills). The meanings of celebrations and traditions are explored thoroughly.

Areas needing improvement and more focus are uniform across the K-2 grade level curriculum. Some of the material is outdated and irrelevant, such as the need for updated "pull down" classroom maps. Economics, civics and government, and the relative locations of places in a school setting are not adequately covered in the curriculum.

Science is presented in the curriculum as themes in the primary grades. Strengths in our program are found in scientific inquiry and thinking, the study of the earth and the processes that shape it, matter and energy, the living environment, and the integration of science with the mathematical world.

Areas needing improvement for Science in the primary grades include refilling science kits, judging reasonableness of answers through computation strategies and communicating that process with their peers, and understanding and demonstrating the gravitational pull of the earth. These concepts are barely covered in the curriculum that is presented. These concepts mentioned are weaknesses for the primary grades, concluding with comparing and contrasting models and scales of things to real life situations.

We now turn the focus to the intermediate level, the third and fourth grades. Once again, the curriculum for each content area will be scrutinized for areas of strength and areas needing improvement.

In the Language Arts, areas of strength include the integration of reading and the writing process, stressing the basic parts of speech, punctuation, capitalization, root words, prefixes and suffixes, and contractions. Other strengths include the application of the written and spoken word, the use of different types of graphic sources, and a strong focus on themes, main idea, and decoding skills.

Areas for improvement in the intermediate Language Arts curriculum are varied. These areas include the use of appositives, participle and prepositional phrases, parenthetical usage, and syllabification. The use of technology in researching and publishing writing, as well as following multi-step instructions are areas of weaknesses, and more emphasis needs to be placed in the curriculum for poetry and drama. With a renewed emphasis on the writing process in the Lake Central School Corporation, the Peifer teachers hope this reinforces a stronger connecting between reading and writing.

In the intermediate grades, the Math curriculum is presented through Saxon, which spirals the lessons, giving the students more practice of a concept over longer periods of time. Strengths in this curriculum include number patterns, telling time, counting money, measurement, reading thermometers, computation skills, and problem solving.

Areas needing improvement in the Math curriculum include place value, rounding numbers, multiplying large numbers, finding percentages, dividing with zero, decimals, interpreting data presented in graphs, adding and subtracting fractions, algebraic equations and functions, constructing geometrical shapes and describing their attributes, and the application of geometry to real life situations. The math terminology used from one grade level to the next needs successful carry over. The terminology used in one grade is not necessarily the same terminology used in the next. Other weaknesses include regrouping inches to feet or centimeters to meters, measurements using rulers, finding the area of an object, and expressing solutions to mathematical problems clearly and logically, concluding with data analysis and probability.

The intermediate teams believe the curriculum in Social Studies is very strong in promoting good citizenship and the importance of respecting individual cultures and societies. This is accomplished through historical knowledge presented thoroughly and accurately, chronological thinking through, and the analysis and interpretation of historical events. Geography is considered a strength in the role it plays in historical events. The studies of federal and state governments are covered thoroughly at age-appropriate levels in the intermediate grades here at Peifer.

As with every good Social Studies program, there are weaknesses to be considered. They include economics, local community resources, and detailed attention

to geographic regions. The teachers also see a weakness in curriculum covering the relationships of the United States with other nations of the world.

In examining the Science curriculum in relationship to the state standards, some strengths are found. The current curriculum covers well the areas of the nature of science and technology, the physical setting, and the living environment.

In looking at areas needing improvement, the intermediate teachers found that several standard objectives are not covered in the current textbook materials. Some of the specific standard objectives for scientific thinking, the mathematical world and common themes are presented loosely and cannot be considered strengths. Other weaknesses found include areas of scientific enterprise, the Earth and the processes that shape it, and the living environment.

The Art curriculum at Peifer School is driven by the standards set forth by the state adopted Academic Standards Guides. The curriculum strives to introduce students to challenging activities based in History, Production, Criticism, and Aesthetics. Strengths in the program are many: Nearly every lesson has a history of cultural component as its focus. There is exposure to non-Western as well as Western art and art history. Students practice interpreting and describing works of art using appropriate vocabulary through discussion and journals. There is time allowed for discussion of aesthetic issues. Students are given ample opportunities to recognize, originate, develop, study, and plan the use of symbols and ideas observed or created in art. Students can recognize and explore the elements and principle of art. They use a wide variety of tools, techniques, and media in creating projects. Students have access to working artists, festivals, and art exhibits, by observations and active participation. Stress is placed on how art connects with other disciplines.

Areas needing improvement in the Art curriculum lie in the lack of experiences in fiber arts and computer technology. Incorporating solid experiences in computer technology is hindered by the number of computers available and the class time to incorporate them into the curriculum.

The Music program at Peifer succeeds in exploring and understanding historical and cultural relation to music. There are ample opportunities for the children to perform as well as view different types of musical performances. The curriculum allows for the children to experience beginning fundamental notation, and they become aware of sound and appearance of orchestral and band instruments.

Areas for improvement include having more instrumental experiences. The curriculum could allow for more opportunities involving composing and arranging music. Presently there is not much time devoted to independent singing and playing of instruments. Technology integration is an area needing improvement across the entire music program.

The goals of the Peifer Physical Education curriculum are to develop skills related to physical fitness and health related physical fitness. Students are given the opportunity to develop motor skills for specific sports and leisure recreation. The curriculum calls for the children to develop the use of movements for self-expression, enjoyment, challenge, and social interaction. Responsible behavior in the physical activity setting is promoted. Students are able to practice life and fitness skills as they properly use our fitness trail located in the playground area.

Areas for improvement include an after-school extra curricular club to promote an active level of participation outside of the class setting. A climbing apparatus to encourage the use of upper arm strength would benefit muscular strength and endurance. Another area of improvement would include various pieces of gymnastic equipment to perform basic movements.

## 4B INFORMATION ABOUT HOW THE SCHOOL'S INSTRUCTIONAL STRATEGIES SUPPORT THE ACHIEVEMENT OF INDIANA ACADEMIC STANDARDS

Instructional strategies can be unique to individual grade levels and even to teachers within those grade levels. This documentation to show how the strategies at Peifer support the state standards will be presented by each grade level, then art, music, and physical education.

We begin with our exciting, newly-piloted RTI program. The following narrative shows a detailed timeline of events leading up to our present time including K-2 programs: In the spring of 2006, Peifer School was informed that we would pilot the RtI program for the Lake Central School Corporation. As a staff at that time we chose to meet the needs of all of our students by not only providing interventions for our at-risk population, but additional instruction for our average learners and enrichment for our high ability population. This Literacy Center Based structure is classroom-based for the at-risk through accelerated readers in Grades K-1. Through special training the classroom teachers learned to assess students, identify each child's reading level, and provide each child with a program that will enhance their abilities and support their deficiencies. This was accented with small group instruction, individual pull-out remediation, and use of our Reading Recovery and Title I Programs. Groupings change with the needs and accomplishments of each student. We chose two main components for basis for curriculum and instruction: guided reading groups and literacy centers/games based on phonics, phonemic awareness, vocabulary, fluency, and comprehension. We chose the DRA (Developmental Reading Assessment) and the IRA (Indiana Reading Assessment) as our assessments and set not only grade level benchmarks but benchmarks for each grading period.

### Spring 2006

- Kindergarten, First Grade, Title I, Reading Recovery, and Westlake teachers attend RtI meetings through Lake Central School Corporation.
- Teachers create a book room containing leveled library (DRA levels one through forty).
- Kindergarten teachers assess kindergarten students entering first grade (Fall 2006) using DRA.
- First Grade teachers write and receive Citizen's Savings Foundation Grant (\$2,000) and purchase leveled books, magnetic letters, book bags, and other reading materials.
- First Grade teachers write and receive a Lake Central Foundation Grant (\$500) to purchase leveled books.
- Kindergarten teachers write and receive a Lake Central Foundation Grant (\$500) to purchase leveled books and literacy center materials.

### Summer 2006

- Kindergarten, First Grade, Title I, Reading Recovery, and Westlake teachers attend DRA and Guided Reading workshops.
- First Grade and Kindergarten teachers write and receive Target Early Childhood Reading Grant (\$1,000).

### Fall 2006

- The RtI program is fully implemented in the kindergarten and first grade classrooms.
- Classroom Aides attend Guided Reading workshop.
- Kindergarten and First Grade teachers hold monthly fundraisers to raise money to purchase leveled books.
- Westlake, first grade, and second grade teachers attend RtI in-service at IUN featuring Dr. George Batsche

### Winter 2007

- Kindergarten and Reading Recovery Teachers attend Reading Recovery Conference in Columbus, Ohio.

### Spring 2007

- Kindergarten teachers add new assessments when screening incoming students at Kindergarten Registration for the 2007-2008 school year.
- Second grade teachers attend RtI, DRA, and Guided Reading workshops.
- Kindergarten teachers write and receive Citizen's Savings Foundation Grant (\$1,000) and purchase leveled books and materials for kindergarten literacy centers.
- First Grade Teachers renew Citizen's Savings Foundation Grant (\$1,000) and purchase more books and materials.

### Fall 2007

- The RtI program is fully implemented in the kindergarten, first grade, and second grade classrooms.
- Westlake, Reading Recovery, Kindergarten, and first grade teachers attend DIBELS workshop.
- We continue to use DRA as one of our assessments, but instead of using the IRA we switch to DIBELS.
- Classroom Aides attend Guided Reading workshop.
- First grade teachers write and receive a Lake Central Foundation Grant (\$500) to purchase Frog Publications (games for Kindergarten-grade one).
- Second grade teachers write and receive two Lake Central Foundation Grants (\$450 each) to purchase leveled books and games.

### Winter 2008

- To incorporate all of our students (K-2) in a half hour reading time, we developed "Big Ten Reading." Our ten big ideas for reading are as follows: phonics, phonemic awareness, vocabulary, fluency, comprehension, writing, interventions, enrichment, books, and fun.

To continue now with grade level strategies, at the Kindergarten level, much of the instruction is through hands-on activities and weekly learning centers. Content areas are connected through thematic studies, incorporating scientific and mathematical thinking, shared reading and writing experiences, small groups which are focused on varying abilities, and large group instruction, with group and individualized assessment opportunities. Many of the activities include class graphing projects, math mats, poems, songs, finger plays, pocket charts, and Scholastic's "Let's Find Out" magazine. With a thematic approach, many of the content areas overlap so the students don't even realize they are focusing on different content material.

In Grade One, students assimilate Language Arts information by teacher modeling, daily practice, class projects, large and small group instruction, computer centers, daily journals, editor's checklists, and games. Math instruction is based on hands-on activities, written work, small and large group activities, computers, and drill and practice activities. Science instruction mainly focuses on hands-on activities, with written work, small and large group activities, textbook reading, field trips, guest resource visitors, videos, and multi-media activities rounding out the delivery of the curriculum. Social Studies instructional practices include small and large group activities and discussions, videos, group projects, home/school projects, and field trips. Social Studies and Science studies are integrated through the use of nonfiction literature in the reading program.

In Grade Two, small or cooperative group activities are used to reinforce the skills taught in Reading and Language Arts. Individual work and oral and written assessments are used for evaluations. Transparencies or other visual aids are used to teach the various skills. Social Studies and Science studies are integrated through the use of nonfiction literature in the reading program. Math is initially taught in whole group instruction. Manipulatives are used to teach concepts. Second graders participate in daily math meetings. Facts are reviewed daily in a variety of approaches. The teachers feel that Saxon Math moves too slowly, and that there is more of a need to differentiate instruction.

In Grade Three, students begin each day with calendar activities, incorporating many of the content areas, stressing language arts, math, science, and health. Instruction is mainly whole group instruction, with opportunities for individual, small group instruction, and cooperative group work. Third graders participate in many hands-on activities, such as learning the process of hatching chicks, and caring for these chicks in their classrooms. Daily fact reviews in math can take form through timed tests, games, individualized instruction, and large group activities. Third graders also take field trips into the community. Technology is used strongly with Accelerated Reader quizzes for reading comprehension. Speakers from the community supplement the curriculum. Examples of regular speakers include representatives from Lake County Soil and Conservation District and puppet performances ("Kids on the Block) from our special education cooperative.

In Grade Four, with Indiana History taking such a large focus, students participate in hands-on activities, such as making Indiana scrapbooks, pioneer projects, and celebrating Indiana Day with a party and other fun activities related to Indiana's admission to the Union. Students write reports on famous Hoosiers, and explorers. Computer technology is used through the Computer lab for reading comprehension, vocabulary development, and novel units. Students also spend a good deal of time in creative writing experiences, letter and paragraph writing, jot lists, and computer games

dealing with reading comprehension activities. Students also participate in spelling bees, puzzles, oral spelling activities, and sentence writing. Teachers often use overhead transparencies for group presentations of materials. Science is taught through hands-on experiments, cooperative groups, and textbooks that support the experiments. Math is taught in the classroom through large and small group activities, the Computer lab, computer games for computation and problem solving, structured homework sheets, timed tests, use of slates, chalkboard practice, supplementary worksheets, and flashcards.

All grade levels make use of our Accelerated Reading program, with point levels and quizzes used to supplement our reading programs. Our librarian creates contests, group and individual incentives, and monitors progress to encourage students to use this computerized addition to help students enjoy reading.

As a general consensus, the teachers agree that a major area for improvement is the amount of time allotted to cover the curriculum well, and that we need to make a stronger effort to have our instructional assistants spend more instructional time with students. Frustration emerges when teachers are forced to teach the curriculum and not the children. They believe there are too many supplemental topics to teach beyond the basics given the amount of time they have during the year to prepare the students for the next year's curriculum load. Another area for concern is outdated text and a lack of materials.

In Art, students are given opportunities to understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues through the use of music, cultural videos, and exposure to particular cultures and their visual traditions. Students follow the cultural theme of the F.A.M.E. (Foundation of Arts and Music in Elementary Education) festival's focus for that year. Students are also given opportunities to practice skills in other academic areas through the use of written journals, crossword puzzles, and bodily kinesthetic activities.

In Music, instructional practices include opportunities for students to develop a sound foundation in musical enjoyment. Music is shared through singing performances in class, in front of the whole school, and community performances. The teacher feels that the program is weak in allowing instrumental opportunities and technology usage.

In Physical Education, instructional practices encourage students to develop physical fitness and health related fitness. All components of physical fitness are encouraged. Students are encouraged to participate in outside fitness activities and sports related activities. Lifelong health and physical activity habits are encouraged and modeled.

#### 4C ANALYSIS OF STUDENT ACHIEVEMENT BASED ON ISTEP+ AND OTHER ASSESSMENT STRATEGIES

A review of school data from the past several years in the areas of language arts and math shows several areas for definite need of improvement. At this time, the focus will be placed on increasing reading comprehension, math computation and problem solving skills, and expressive writing skills. These areas of focus were arrived upon after reviewing ISTEP+, and Lake Central School Corporation's Standard Assessment scores, as well as a review of Indiana State Academic Standards.

Upon review of ISTEP+ scores for Grades 3 and 4, we are able to make sound conclusions. Peifer students in grade 3 have been well above the state average in Language Arts over the last several years, with a drop in the gap for 07-08. Math scores, however, continue to be of great concern for us, scoring below the state average with only one exception (06-07). Grade 4 students score above the state average in both areas of concern over the past several years.

At these same grade levels, our students have performed well on the Lake Central School Corporation Standard Assessments at the end of the year, in comparison with the rest of the district. They consistently scored equal to or near the district scores and achieved mastery in most of the subject areas during the same time frame. The review of this data is a crucial element in determining where a school's population is regarding its educational achievement, as Lake Central population seems to be more transient in nature between each of our schools, as well as in and out of district.

Another area that also needs examination is the educational program that is currently in place. When looking at Peifer's current curriculum and instruction concerning the Indiana Academic Standards, several areas of improvement were identified. Upon further scrutiny of the data, the greatest areas for improvement in students' scores indicate reading comprehension, math computation and problem solving, and expressive writing. This shows that our previous school improvement goals continue to deserve a focused examination. Keep in mind that Peifer scored above the state average in all areas of the ISTEP+ test, with the exception of Grade 3 Math. Discussed below is each individual grade's breakdown of the results from the ISTEP+ test this year (2007-2008) given in the Fall of 2007.

A review of the third grade ISTEP+ scores for this school year tells us many things compared to previous years. In all areas of the English/Language Arts section of the ISTEP+, Peifer School's third grade students scored higher than the rest of the state of Indiana, but score below the district percent mastery in all areas of the English/Language Arts (the lowest score being 79% mastery in reading comprehension) portion of the test. The data we collected indicates a need for improvement in 3 specific areas of E/LA for our third graders: comprehension, vocabulary (79% mastery), and the writing process (79% mastery). In the area of Math, Peifer's third graders scored below the state average, as well as the corporation average in all areas of tested standards of the test (the lowest scores are tied at 63% mastery in number sense and problem solving, with computation at 66% mastery). All Math scores for Peifer were below 80% mastery in the areas tested on the ISTEP+. This data indicates a need for improvement in all areas of math, but especially in computation, problem solving, and number sense for our third graders.

This tells us that in our primary grades (K-2) more emphasis needs to be placed on these items during classroom instruction, addressing the needs of our hugely varied academic population. Clearly, a more focused effort on our part needs to be made in these specific areas of concern, while addressing the other standards, as well. We believe

that our newly piloted RTI process in the primary grades will help, especially in the E/LA category.

A review of fourth grade ISTEP+ scores tells us that Peifer students score significantly above the state average in both the English/Language Arts and Math portions of the test. Compared to the Lake Central School corporation as a whole, we are still below the mastery percentage in all areas of E/LA (the lowest scores being 76% mastery in language conventions, 77% mastery in writing applications, 79% mastery in the writing process, and 81% mastery in comprehension). Fourth grade scores were all above the 80% mark in Math, the lowest in computation and measurement (both at 82% mastery). Number sense and problem solving percent mastery were 83% and 84% respectively.

A look at curriculum and current educational program leads to the same conclusions as spelled out above on the ISTEP+ test. Peifer's educational program needs to be closely monitored. The educational needs of children with special needs will have to be addressed in a much more direct and purposeful manner than has happened in the past. The subject areas that most need to be addressed are reading comprehension, math computation and problem solving, and expressive writing. As a result of this examination of information, realistic and obtainable goals have been established for our staff and students for the next three years.

#### 4D PARENTAL PARTICIPATION IN THE SCHOOL

The Peifer Parent-Teacher Organization (PTO) is a vital asset to the school. We believe the parent participation through this organization to be one of this school's greatest features. They provide both educational and extra-curricular opportunities for the students. The parents donate their time, talents, and monetary gifts to help our teachers better meet the needs of Peifer children. The following activities provided for the Peifer students and community would not be possible if it were not for our faithful and numerous parent volunteers:

First Day of School Guides	Dollars for Scholars
Meet the Teacher/Open House Night	Market Day
Parent/Teacher Conferences	School Marquee Manager
Classroom Volunteers (in school)	Spirit Wear
PTO Meetings	Holiday Gift Shop
Make a Difference Week	Teacher Volunteers (at home work)
Book Fairs	School Musicals
Art in Action Program	Mardi Gras
Fund Raisers	F.A.M.E. Festival
Field Trip Chaperones	Volunteer Bakers
Library Volunteers	Guest Speakers
Room Party Coordinators	Room Party Helpers
School Assemblies	Popcorn Day Volunteers
Evening with Santa	Veterans' Day Program
Fitness Testing (each semester)	Fun Fair
Registration Volunteers	Bunny Breakfast
Tyson Labels Program	Campbell Soup Label Program
General Mills Box Tops Program	Choir Concerts
Grandparents' Day	Poetry Fair
Kindergarten Center Volunteers	Country Bumpkin Day
Rainforest Day	Earth Day
Polar Express Day	Kindergarten Registration
August Registration Volunteers	

## 4E TECHNOLOGY AS A LEARNING TOOL

The Peifer staff uses various forms of technology in school. Teachers use technology to communicate with others for reinforcement ideas, remediation techniques, and enrichment possibilities. Several teachers implement technology into daily routines for students to begin using computers for presentational activities. Technology is also used for professional development purposes. The following is a list of technological tools utilized by the Peifer staff on a regular basis:

### **All Grade Levels use the following:**

Internet

Various software programs

E-mail for communications

Accelerated Reader

Alpha Smart laptop keyboard access

Digital cameras

Classroom monitors used daily for morning announcements and educational videos

**P.E.** classes use heart monitors for individualized fitness leveled programming

**Music** classes use keyboards

#### 4F SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Peifer School has what we feel to be a safe environment. Outside doors are kept locked throughout the day. Keypads are located at each door, either outside or between the outside and foyer doors, so staff members can gain entrance. The building is locked on the weekends, with the exceptions when it is open for community basketball practices and games. In the event of weekend openings, a custodial staff is always present, and gates are placed to prevent access to the entire school. Signs are located at every entrance stating that visitors are welcome to enter through the front doors by the office. Windows from the office are connected to the entryway and foyer of the school, so there is an unobstructed view of all visitors entering the building through these front doors. Visitors can gain access into the building through a remote buzzer system connected to the office. After buzzing the office, staff members open the door by pressing a door release button found in three locations in the office. Visitors then report to the office, sign in, receive a visitor's pass, and are directed to their destination if assistance is needed. Visitors are encouraged to come back to the office when their visit is complete and sign out before leaving school grounds.

Teachers on bus and car duty before and after school are placed in areas where they can prevent visitors from entering the building without going to the office first. Parents who drive their children to school are asked to remain in their vehicles and allow a staff member to assist the children as needed. Adults who walk their children to school are kept from gathering in front of entrances. This is not always received in a friendly manner, but for the safety and security of Peifer students and staff, this is the procedure we follow.

If adults are seen in the building without a visitors' sticker or an ID badge, they are asked politely to go the office, sign in, and receive identification. Staff members are reminded frequently that if visitors don't immediately comply, they are to escort them to the office personally or call the office for assistance.

## 4G PROFESSIONAL DEVELOPMENT

Professional development has always been important to the Peifer staff. Keeping up to date with new and effective teaching techniques holds high priority for Peifer teachers at all levels. As a show of their commitment to continuing their education through professional development, the Peifer teachers hold an annual fund-raiser (selling Entertainment books) and split the profits from this sale among the classroom teachers. This money generally is enough for each teacher to attend a conference, or attend a class each year.

The Peifer staff has participated in various professional opportunities during the past three years. Staff members have completed, or are in process of completing a Masters' program. Other teachers are involved in post-graduate studies. Several area colleges and universities, as well as distance education classes and on-line courses are attended.

Incorporating technology into the classroom has been paramount throughout the Lake Central School Corporation. Classroom teachers have attended corporation-sponsored workshops (Print Artist, Publisher, Inspiration, Excel, Power Point, Grade Quick, Digital Camera, Web Page for Educators, Web Quest, Guided Internet Searches, Internet Applications for Educators, and Integrating Technology into the Classroom). The Lake Central Corporation has also presented workshops specifically designed for the Expressive Academic Classroom teachers (Art, Music, P.E.), especially allowing them to get together as corporate-wide teams to discuss and evaluate programs.

Workshops, seminars and conventions in various disciplines have been attended. These include but are not limited to the following: Response To Intervention conferences, Interventions for Struggling Readers, C.R.I.S.S. Student Strategies, DRA and DEIBELS Training, Continuity Contact-Reading Recovery, ISTA Reading Conference, IASCO Kindergarten Conference, Grade level state conferences, Power Writing, Guided Reading Workshop, Enrichment for Gifted and Talented, Integrative Technology for the K-12 Curriculum, Building Communications and Teamwork in the Classroom, Classroom Management, Differentiated Instruction, Multiple Intelligences, Brain Based Learning, Dealing with Difficult Students (Parents), Behavior Interventions Workshop series, CPI Training (Crisis Prevention Intervention), Indiana History Workshop, FAME Teacher Culture Workshop, 'We the People' Workshop, Westlake Special Education Cooperative Workshops, Math Access Seminar, Tucker Signing Strategies for Reading, Autism Spectrum workshop, Autism and Visual Impairment Conference, Music and Art for the Theater Workshop, Indiana Principals' Leadership Academy (18 sessions in a 2-year time span as a participant, and beginning a 3-year commitment as a facilitator), IPLA-sponsored conferences on various educational topics, IndianaNext conference (technology), and Conducting Walk-Through Observations for principals.

## **Section 5: Student Achievement Objectives**

### **5A ATTENDANCE RATE**

Based on a yearly attendance rate that averages above 95%, and that is continually above the state average, Peifer's goals regarding attendance rate are few, yet important:

1. Raise the attendance rate to 97% by the 2006-2007 school year.
2. Maintain the attendance rate at 97% for the 2007-2008 school year.
3. Reduce the number of students with unexcused tardiness.

### **5B PERCENTAGE OF STUDENTS MEETING ACADEMIC STANDARDS UNDER THE ISTEP+ PROGRAM**

Based on a need to increase ISTEP+ scores, and the overall academic achievement of our students, Peifer's goals regarding the percentage of students meeting academic standards under the ISTEP+ program are as follows:

1. A Normal Curve Equivalency (NCE) gain of at least one point per year in reading comprehension scores over the next 3 school years.
2. A Normal Curve Equivalency (NCE) gain of at least one point per year in math computation and problem solving scores over the next 3 school years.
3. Increase the overall success rate on the ISTEP+ of students designated at risk.
4. Decrease the number of students falling below mastery level of the ISTEP+ Reading and Math Indiana Academic Standards.

## **Sections 6, 7, 9, and 10: Goals, Benchmarks, Interventions, and Professional Development**

The following pages contain information pertinent to several sections of the school improvement plan optional format. The sections are presented in this manner to facilitate understanding by the general public of the school's objectives and the methods used to attain them. It is also presented in this manner to provide the school staff with an easily referenced format that will be helpful in the planning of the instructional program to meet the stated goals. This format will provide the reader with references to the appropriate sections of the planning format in these pages. Section 8 of the optional format has been excluded from this report as it only pertains to high school programs and is not applicable for an elementary school setting.

Each page begins with a goal statement, which is required under section 6 of the school improvement plan optional format. Directly beneath the goal statement are the benchmarks, which are required under section 7. All other sections are labeled accordingly as the plan unfolds throughout the following pages.

## **PEIFER ELEMENTARY SCHOOL PLAN 2008-2011**

<b>Goal 1: By the year 2011, all students will increase their reading comprehension skills as demonstrated by:</b>		
<ul style="list-style-type: none"> <li>• Grade level benchmarks for progress using the computer lab's software.</li> <li>• District standards assessment with students reaching a score of 80% or higher.</li> <li>• Grade K-4 students will have an independent reading fluency appropriate to a grade level measured by a reading running record with 95% accuracy.</li> <li>• Achieving an NCE score of 60% or better for students who take the ISTEP+ exams.</li> </ul>		
SIP Format Item #		
<b>9</b>	<b>Key Strategy</b>	<p>All students will be provided increased daily opportunities for actual text reading.</p> <ul style="list-style-type: none"> <li>• Self-selected reading (SSR) and read aloud opportunities</li> <li>• Partner/Peer reading with same-/inter-grade level students</li> <li>• School wide theme-based reading incentive using Accelerated Reader</li> <li>• Parental involvement in year long reading incentive programs: Accelerated Reader, Read To Succeed, Book It, Read a thon, etc.</li> </ul>
<b>9</b>	<b>Key Strategy</b>	<p>All students will be provided with increased daily opportunities in direct instruction for reading comprehension.</p> <ul style="list-style-type: none"> <li>• Utilize balanced literacy principles in all grade levels.</li> <li>• Engage in effective modeling, monitoring, observing, and testing: <ul style="list-style-type: none"> <li>• Making inferences and interpretations</li> <li>• Linking prior knowledge to new information</li> <li>• Reading to write</li> <li>• Predicting, main idea, drawing conclusions</li> <li>• Integrating ideas through graphic organizers</li> <li>• Generalizing and summarizing, comparing and contrasting</li> <li>• Enhancing understanding by constructing mental images and using context clues</li> </ul> </li> </ul>
	<b>Indiana Standards</b>	Monitor standards-based instruction through integrating checklists, lesson planning, and inter-grade level collaboration.
	Low Achievers	<ul style="list-style-type: none"> <li>• Provide Reading recovery instruction for identified Grade 1 students.</li> <li>• Provide after school tutoring for students in need of additional support.</li> <li>• Provide support through computer-assisted instructional technology.</li> <li>• Provide tutorial support throughout the day for students in grades K-4 identified as needing additional support.</li> </ul>
	<b>High Achievers</b>	<ul style="list-style-type: none"> <li>• Provide differentiated instruction.</li> <li>• Provide opportunities for peer/partner mentoring.</li> <li>• Provide enrichment opportunities through computer-assisted instructional technology.</li> </ul>
<b>7</b>	<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>• Implement district's standards assessment.</li> <li>• Review Computer Lab's Success Maker reports.</li> <li>• Analyze ISTEP+ results.</li> <li>• Closely monitor building level assessments</li> </ul>
	<b>Implementation Assistance</b>	<p>Staff members will participate in weekly 20-minute grade level meetings.</p> <p>Staff members will actively research reading topics to share with colleagues.</p>
<b>10</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Provide in-service opportunities by Reading Specialists (corporation and university) to address new and effective strategies for reading comprehension.</li> <li>• Provide professional development opportunities every quarter using faculty meeting times.</li> <li>• Provide time for inter-grade level collaboration.</li> <li>• Provide opportunities for experts in the field of Special Education to in-service effective strategies in reading comprehension.</li> </ul>
	<b>Collaboration</b>	Schedule grade level meetings to discuss differentiated instruction effectiveness and strategies for successful classroom instruction.
	<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Provide articles in monthly newsletter communicating effective strategies that families can address at home to support instruction.</li> <li>• Provide opportunities for parents, family members, and community members to participate in classroom activities.</li> <li>• Provide a family reading night</li> </ul>
	<b>Transition</b>	<p>Provide inter-grade level collaboration opportunities to discuss reading strategies implementation.</p> <p>Provide summer educational packets for smooth transition into the next grade level.</p>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Provide increased opportunities for students to use Accelerated Reader.</li> <li>• Provide increased opportunities for students to utilize Success Maker software.</li> <li>• Provide supplemental software to remediate, enhance, and enrich comprehension levels.</li> </ul>

## PEIFER ELEMENTARY SCHOOL PLAN 2008-2011

**Goal 2: By the year 2011, all students will increase and maintain growth and accuracy in math computation and problem solving skills as demonstrated by:**

- Achieving an NCE score of 60 or better on the ISTEP+.
- District standards assessment with students achieving a score of 80% or better.
- Grade level Success Maker benchmarks for progress.

SIP Format Item #		
<b>9</b>	<b>Key Strategy</b>	<p>Teachers will re-evaluate, reorganize, and implement any needed changes in their current math program, to meet the individual needs of students.</p> <ul style="list-style-type: none"> <li>• Utilize standards checklists on a regular basis.</li> <li>• Utilize the Saxon Math materials to test students mid-year, then effectively plan for individuals in need of further assistance or enrichment.</li> <li>• Utilize current computer programs to improve student performance in computation and problem solving strategies.</li> <li>• Continuous evaluation of test results to assess progress.</li> <li>• Adjust math instruction to correct any deficiencies.</li> </ul>
<b>9</b>	<b>Key Strategy</b>	<p>Students will be provided with additional resources that supplement the math program.</p> <ul style="list-style-type: none"> <li>• Provide adequate materials for implementation.</li> <li>• Encourage and stress parental involvement.</li> <li>• Utilize computer software.</li> </ul>
	<b>Indiana Standards</b>	Monitor standards-based instruction through integrating checklists, lesson planning, and inter-grade level collaboration.
	<b>Low Achievers</b>	<ul style="list-style-type: none"> <li>• Provide after school tutoring for students in need of additional support.</li> <li>• Allow peer/partner tutoring for low achieving students.</li> <li>• Provide support through computer-assisted instructional technology.</li> <li>• Provide opportunities for review of basic skills through manipulatives.</li> </ul>
	<b>High Achievers</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for more abstract thinking and challenging activities.</li> <li>• Provide differentiated instruction.</li> <li>• Provide opportunities for peer/partner mentoring during the day.</li> <li>• Provide enrichment opportunities through computer-assisted instructional technology.</li> </ul>
<b>7</b>	<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>• Implement district's standards assessment.</li> <li>• Review and utilize Success Maker performance results.</li> <li>• Analyze ISTEP+ results.</li> <li>• Monitor daily work, quizzes, and tests.</li> </ul>
	<b>Implementation Assistance</b>	<p>Staff members will participate in weekly 20- minute grade level meetings.</p> <p>Staff members will actively research math topics to share with colleagues.</p>
<b>10</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Research and utilize computation and problem solving strategies through the internet and other publications.</li> <li>• Provide for inter-grade level collaboration.</li> <li>• Provide support through outside sources, i.e. local universities, and publishing companies.</li> <li>• Provide opportunities for experts in the field of Special Education to in-service effective strategies in computation and problem solving to students with special needs.</li> </ul>
	<b>Collaboration</b>	Schedule and implement grade-level collaborative meetings to discuss implementation and progress of learned skills.
	<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Provide articles in monthly newsletter communicating effective math strategies that families can address at home to support instruction.</li> <li>• Provide opportunities for family and community members to participate in classroom activities.</li> <li>• Provide for family Math night activities at school.</li> <li>• Provide invitations for community members with math-related occupations as special speakers.</li> <li>• Develop a volunteer program for the community to assist students with math skills.</li> </ul>
	<b>Transition</b>	<ul style="list-style-type: none"> <li>• Provide inter-grade level collaboration opportunities to discuss math computation and problem solving strategies implementation.</li> <li>• Provide summer educational packets for smooth transition into the next grade level.</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Provide increased opportunities for students to utilize the Success Maker software.</li> <li>• Provide software to remediate, enhance, and enrich students' computation and problem solving skill level.</li> </ul>

## PEIFER ELEMENTARY SCHOOL PLAN 2008-2011

<b>Goal 3: By the year 2011, all students will demonstrate expressive writing skills across the curriculum as demonstrated by:</b>		
<ul style="list-style-type: none"> <li>• Continuous progress measured through school wide writing portfolios</li> <li>• Continuous progress measured by the Lake Central writing rubric and standards assessment</li> <li>• Continuous progress as shown by improved scores (4 or better) on the writing portion of the ISTEP+.</li> </ul>		
SIP Format Item #		
<b>9</b>	<b>Key Strategy</b>	<p>All students will participate in a variety of daily writing tasks.</p> <ul style="list-style-type: none"> <li>• Activities may include: journals, sentence dictation, answering questions in complete sentences, writing narratives, dictation, and using illustrations.</li> <li>• Students will observe their teachers modeling the writing process.</li> <li>• Writing samples will be prominently displayed.</li> <li>• Students will write using writing prompts.</li> </ul>
<b>9</b>	<b>Key Strategy</b>	<p>The five steps of the writing process (pre-writing, drafting, revising, editing, and publishing) will be modeled and implemented in each classroom.</p> <ul style="list-style-type: none"> <li>• Posters of the writing process will be displayed in each room.</li> <li>• Grammar skills will be integrated in the context of writing.</li> <li>• Writing mechanics will be taught using mini-lessons.</li> <li>• Simple documents implementing the writing process will be created using computers.</li> </ul>
	<b>Indiana Standards</b>	Monitor standards-based instruction through integrating checklists, lesson planning, and inter-grade level collaboration.
	<b>Low Achievers</b>	<ul style="list-style-type: none"> <li>• Provide peer editing opportunities.</li> <li>• Provide modified written assignments and oral instruction.</li> <li>• Provide support through computer-assisted instructional technology.</li> <li>• Provide increased opportunities for students to use appropriate graphic organizers.</li> </ul>
	<b>High Achievers</b>	<ul style="list-style-type: none"> <li>• Provide increased opportunities for students to receive guided writing instruction at their instructional level.</li> <li>• Provide differentiated writing instruction.</li> <li>• Provide opportunities for peer/partner mentoring.</li> <li>• Provide enrichment opportunities through computer-assisted instructional and presentational technology.</li> </ul>
<b>7</b>	<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>• Continuous progress measured through school wide writing portfolios.</li> <li>• Continuous progress measured by the Lake Central writing rubric and standards assessment.</li> <li>• Continuous progress as shown by higher scores on the writing portion of the ISTEP+.</li> </ul>
	<b>Implementation Assistance</b>	<p>Staff members will participate in weekly grade level meetings.</p> <p>Staff members will actively research writing topics to share with colleagues.</p>
<b>10</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Teachers will informally share successful lessons utilizing the writing prompts.</li> <li>• Teachers will create a plan of how to use the rubrics consistently as students progress through the grade levels.</li> <li>• Provide time for inter-grade level collaboration.</li> </ul>
	<b>Collaboration</b>	Schedule grade level meetings for discussion and sharing of successful activities and implementation of the five-step writing process.
	<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Parents will receive a copy of the writing rubric and information on how it is utilized.</li> <li>• Feature a student writer in monthly school newsletter.</li> <li>• Storytelling opportunities for students and guests.</li> <li>• Utilize community speakers / authors.</li> </ul>
	<b>Transition</b>	<p>Provide inter-grade level collaboration opportunities to discuss implementation and share successes.</p> <p>Provide summer educational packets for smooth transition into the next grade level.</p>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to compose drafts, edit, and publish their writings using computer technology.</li> </ul>

## **Section 11: Statutes and Rules to be Waived**

The Peifer School Improvement Plan does not require a waiver of any rules or statutes. It is the consensus of the Peifer committee members that were involved in the development of this plan that the implementation of the goals and the attainment of the objectives can be accomplished without such waivers during the timeline of this plan. The availability of presenters, specialists, and workshop opportunities that meet the expectations of this plan and adhere to the proposed professional development model cannot be determined at this time. Review and revision procedures of the Peifer School Improvement Plan will be utilized as information becomes available and needs are reassessed.

## Section 12: Three-Year Timeline for Implementation, Review, and Revision

### Fall/Spring 2008-2009

Goal #1: By the year 2011, all students will increase their reading comprehension skills.

Goal #2: By the year 2011, all students will increase and maintain growth and accuracy in math computation and problem solving skills.

Goal #3: By the year 2011, all students will demonstrate expressive writing skills across the curriculum.

Goal #	Grade Level(s)	Professional Development Opportunities	Timeline
1, 2, 3	K-4	Weekly team plan meetings for grade level collaboration	Ongoing
1, 2, 3	K-4	Required attendance meetings designated for sharing successful instructional strategies and research and test updates dealing with school improvement goals	Early October, Early December, Early March, Early May
1, 2, 3	K-4	Planning for effective strategies of differentiated Learning, with emphasis on Special Education	Ongoing, as needed ACRs in Spring
1, 2, 3	K-4	Inter-grade level collaboration regarding school improvement goals	½ day in-service, May
1	K-4	Teacher training/follow-up with DRA program	½ day in-service, September
3	K-4	Teacher training for LC writing program	½ day in-service, September
2	K-4	Training for effective practices of implementation of Saxon Math Series	After- school meeting, September, as per trainer availability
3	K-4	Inter-grade level alignment meeting for writing prompts and rubrics	After-school meeting, Early January
1	K-4	School-wide alignment meeting for reading comprehension: standards checklists, test analysis, interpretation, and disaggregation.	½ day in-service, January
2	K-4	School-wide alignment meeting for math computation: standards checklists, test analysis, interpretation, and disaggregation.	½ day in-service, February

**Note:** The School Improvement Committee will meet in April to review data, obtain staff input, and revise and update our plan. Suggested revisions and updates will be presented during the May in-service meeting.

**Fall/Spring 2009-2010**

Goal #1: By the year 2011, all students will increase their reading comprehension skills.

Goal #2: By the year 2011, all students will increase and maintain growth and accuracy in math computation and problem solving skills.

Goal #3: By the year 2011, all students will demonstrate expressive writing skills across the curriculum.

<b>Goal #</b>	<b>Grade Level(s)</b>	<b>Professional Development Opportunities</b>	<b>Timeline</b>
1, 2, 3	K-4	Weekly team plan meetings for grade level collaboration	Ongoing
1, 2, 3	K-4	Required attendance meetings designated for sharing successful instructional strategies and research and test updates dealing with school improvement goals	Early October, Early December, Early March, Early May
1, 2, 3	K-4	Planning for effective strategies of differentiated Learning, with emphasis on Special Education	Ongoing, as needed ACRs in Spring
1	K-4	Teacher training/follow-up with DRA program	½ day in-service, September
3	K-4	Teacher training for LC writing program	½ day in-service, September
1,2,3	K-4	Teachers present parent in-service to discuss curriculum, goals, and home/school partnership	After ISTEP+ in Fall (Sept.-Oct.)
1, 2, 3	K-4	Inter-grade level collaboration regarding school improvement goals	½ day in-service, May 9
3	K-4	Inter-grade level alignment meeting for the writing prompts and rubrics	After-school meeting, Early January
1	K-4	School-wide alignment meeting for reading comprehension: test analysis, interpretation, and disaggregation.	½ day in-service, January
2	K-4	School-wide alignment meeting for math computation: test analysis, interpretation, and disaggregation.	½ day in-service, February 25

**Note:** The School Improvement Committee will meet in April to review data, obtain staff input, and revise and update our plan. Suggested revisions and updates will be presented during the May in-service meeting.

**Fall/Spring 2010-2011**

Goal #1: By the year 2011, all students will increase their reading comprehension skills.

Goal #2: By the year 2011, all students will increase and maintain growth and accuracy in math computation and problem solving skills.

Goal #3: By the year 2011, all students will demonstrate expressive writing skills across the curriculum.

<b>Goal #</b>	<b>Grade Level(s)</b>	<b>Professional Development Opportunities</b>	<b>Timeline</b>
1, 2, 3	K-4	Weekly team plan meetings for grade level collaboration	Ongoing
1, 2, 3	K-4	Required attendance meetings designated for sharing successful instructional strategies and research and test updates dealing with school improvement goals	Early October, Early December, Early March, Early May
1, 2, 3	K-4	Planning for effective strategies of differentiated Learning, with emphasis on Special Education	Ongoing, as needed ACRs throughout the year
1, 2, 3	K-4	Teachers present parent in-service to discuss curriculum, goals, and home/school partnership	After ISTEP+ in Fall (Sept.-Oct.)
1, 2, 3	K-4	Inter-grade level collaboration regarding school improvement goals	½ day in-service, May 9
1	K-4	Teacher training/follow-up with DRA program	½ day in-service, September
3	K-4	Teacher training for LC writing program	½ day in-service, September
2	K-4	Training for effective practices of implementation of Saxon Math Series for staff and parents	After- school meeting, September, as per trainer availability
3	K-4	Inter-grade level alignment meeting on the writing prompts and rubrics	After-school meeting, Early January
1	K-4	School-wide alignment meeting for reading comprehension: test analysis, interpretation, and disaggregation.	½ day in-service, January 29
2	K-4	School-wide alignment meeting for math computation: test analysis, interpretation, and disaggregation.	½ day in-service, February 25

**Note:** The School Improvement Committee will meet in April to review data, obtain staff input, and revise and update our plan. An overall progress report of the Peifer School Improvement Plan will be presented to the staff during the May in-service meeting.

ADDENDUM TO

# **School Improvement Plan For Student Achievement**

**Cultural Competency Component  
(IC 20-10.2-8-3)**

**Created by:**

**Peifer Elementary School  
1824 S. Cline Ave.  
Schererville, Indiana 46375**

## Cultural Competency component of school plan

Sec. 3. (a) In developing a school’s strategic and continuous school improvement and achievement plan under IC 20-10.2-3, the school’s committee shall consider methods to improve the cultural competency of the school’s teachers, administrators, staff, parents, and students.

(b) The committee shall:

1. identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school’s student population;

### Race/Ethnicity

Year	Native Am.	Black	Asian	Hispanic	White	Muti-Racial
2003-04 enroll. = 622	0.5% enroll. = 3	1.0% enroll. = 6	1.4% enroll. = 9	9.3% enroll. = 58	81.2% enroll. = 505	6.6% enroll. = 41
2004-05 enroll. = 674	0.7% enroll. = 5	4.6% enroll. = 31	3.1% enroll. = 21	10.5% enroll. = 71	75.1% enroll. = 506	5.9% enroll. = 40
2005-06 enroll. = 649	0.8% enroll. = 5	5.1% enroll. = 33	2.2% enroll. = 14	12.2% enroll. = 79	74.3% enroll. = 482	5.5% enroll. = 36
2006-07 enroll. = 642	0.8% enroll. = 5	4.8% enroll. = 31	2.8% enroll. = 18	11.2% enroll. = 72	75.4% enroll. = 484	5.0% enroll. = 32
2007-08 enroll. = 600	1.2% enroll. = 7	5.5% enroll. = 33	3.2% enroll. = 19	10.2% enroll. = 61	76.0% enroll. = 456	4.0% enroll. = 24

Identification: Information gathered from registration enrollment forms

### Language Minority/Cultural

05-06 LM Representation	06-07 LM Representation	07-08 LM Representation
Arabic	Arabic	Arabic
French	Greek	Greek
Greek	Gujarati	Gujarati
Gujarati	Korean	Korean
Hakka	Serbian	Serbian
Korean	Italian	Vietnamese
Macedonian	Vietnamese	Turkish
Serbian	Turkish	Spanish
Telugu	Spanish	Cambodian
Urdu	Cambodian	

Identification:

Information is initially gathered from registration enrollment forms. Parents and/or teacher referrals are made to the English as a New Language (ENL) teacher from the principal, Reading Tutor, or other staff member. Testing is conducted to determine performance levels. Students identified as Level 1, 2 or 3 are provided direct services. The classroom teaching staff also implements interventions. Additional services may

include Reading Recovery (grade 1), Level 4 or 5 students are provided consultative services through the ENL teacher as needed.

## Exceptional Learning

2004-05	2005-06	2006-07	2007-08
<b>Enrollment = 653</b>	<b>Enrollment =</b>	<b>Enrollment =</b>	<b>Enrollment =</b>
Autism – 2	Autism – 3	Autism – 3	Autism – 6
EH – 6	EH – 9	EH – 7	EH – 12
LD – 59	LD – 48	LD – 42	LD – 21
Mild – 9	Mild – 9	Mild – 9	Mild – 6
Moderate – 4	Moderate – 3	Moderate – 2	Moderate – 4
Severe – 2	Dev. Delay - 2		Visual Impair. – 1
	Orthopedic – 3	Orthopedic – 1	
Multiple – 6	Multiple – 5	Multiple – 5	Multiple – 4
OHI – 4	OHI – 7	OHI – 3	OHI – 5
Communication – 52	Communication – 47	Communication – 30	Communication – 51

### Identification:

Special Education: Children are referred to the Student Assistance Team (STAT), or by their parents. Modifications can be made to a student’s learning experience designed to address the individual student’s needs. Possible referrals for educational assessment provided by the local special education cooperative may be made if needed.

Merit (High Ability): Should families choose to enroll in our Merit Program, they are housed in one of three elementary locations (beginning Fall ’08), with Peifer as the location for Peifer and Kolling Elementary students in a self-contained setting. Students are chosen for participation in this program based on the following observations:

- 1) Corporation-wide testing program
- 2) Teacher/Parent referral
- 3) Performance on standardized tests
- 4) Daily work
- 5) Building level assessments

## Socioeconomic Status (Free and Reduced Lunch)

Year	Paid Lunch	Reduced Lunch	Free Lunch
2003-04 Enroll. = 622	90.8% Enroll. = 565	2.3% Enroll. = 14	6.9% Enroll. = 43
2004-05 Enroll. = 674	82.5% Enroll. = 577	4.0% Enroll. = 27	10.4% Enroll. = 70
2005-06 Enroll. = 649	82.6% Enroll. = 536	4.0% Enroll. = 26	13.4% Enroll. = 87
2006-07 Enroll. = 642	82.7% Enroll. = 531	3.9% Enroll. = 25	13.4% Enroll. = 86
2007-08 Enroll. = 600	80.0% Enroll. = 480	4.2% Enroll. = 25	15.8% Enroll. = 95

### Identification:

Applications are provided to all parents upon initial enrollment in the school and then annually at school registration in August. Completed applications are returned to the school and forwarded to the district food services department for consideration. The school’s lunch hostess is then informed of those students qualifying.

(b, continued) The committee shall:

2. incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan;

**a. School Corporation-wide**

- Home/school facilitator on staff who provides opportunity for individuals or group support for parents and students
- ENL teacher/reading tutors
- Instructional aides
- Speech Language Therapist
- Early Fives (School Corporation Program for students not reaching a level of maturity needed for kindergarten)
- TK1 (School Corporation transitional kindergarten/first grade program)
- Reading Recovery (first grade)
- the use of inclusionary practices in the general education classrooms for students identified by guidelines of IDEA
- Weekly art classes
- Weekly music classes
- Weekly physical education classes
- Merit Classes (currently for 4<sup>th</sup> graders)
- Mastery learning
- Preschool for children with Special Needs
- Science Fair – optional participation
- Differential curriculum design instruction
- Creative writing
- Success Maker (school and home access) – individualized computer program in Reading and Math

**b. School-wide**

- FAME program, visiting artist and performance group assemblies, festival in March for Lake and Porter County Schools held in Merrillville.
- FAME Festival (integration of Art and Music)
- Kids on the Block (puppet shows regarding educational and cultural diversity)
- After school tutoring – teacher/parent request
- special education resource rooms are available throughout the day (LD, EH, moderate and severely handicapped children)
- Recorder Group (3<sup>rd</sup> graders learn to play recorders)
- First Grade Holiday Program
- Software/Brain Research
- 4-H Embryology (3<sup>rd</sup> graders observe incubation / hatching of chicks)
- Science Fair – optional participation, all grades invited
- Recycling
- 3Rs Fair – similar to Science Fair except projects must involve aspects of recycling

- Accelerated Reader
- Grandparents Day

**c. Classroom activities**

- Field Trips
- Current Events
- Teaching/reinforcement through social studies/classroom projects
- Books on tape/listening centers
- Literacy Groups (first grade re-design of Reading Recovery so more students are serviced)
- Art-In-Action (Parent volunteers introduce famous artists through print reproductions)
- Black History Month activities
- Exposure to Foreign Language – as need/interest arises
- Native Americans
- Christmas Around the World activities
- Chinese New Year
- Peer tutoring
- Discipline Strategies
- Student/Family timeline project
- Sensory Stimulation – for students with special needs in this area
- Biographies
- Student of the Week
- Weekly Reader/Scholastic News
- Map skills
- Trade Books

**d. Extra curricular activities**

- Art Club
- 4<sup>th</sup> Grade Choir
- Music Programs (Veteran’s Day, Holiday, and Spring)
- After school rehearsals and performance of School-wide musical
- Poetry Fair
- Family Photo Night (PTO sponsored)
- Bunny Breakfast
- Art Exhibit at the Indiana Welcome Center and local businesses
- Christmas choir concert at the Indiana Welcome Center

(b, continued) The committee shall:

3. recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

The Peifer staff recommends that our school delve into the following topics/areas of professional development in order to increase the cultural competency of our school:

- Use of local university resources – With many local campuses nearby (IU Northwest, Purdue Calumet, Indiana Wesleyan, and Valparaiso University, to name a few), we could utilize professor/student help in a variety of ways.
- Networking with other local school systems and others across the state
- Fundraising for further staff development on cultural awareness and diversity
- Guest speakers on more variety of topics
- Diversity training
- Use of technology for research and development of cultural awareness
- Peer teaching of different cultures (Culture Fairs, Family Tree studies, etc.)

**(c) The committee shall update annually the information identified under subsection (b)(1).**

It is a goal and major emphasis of the Peifer staff to imbed these cultural competencies into our School Improvement Plan and into our teaching practices. We plan to work diligently regarding this matter over the course of this cycle of our School Improvement Plan.

**ACTION PLAN**

**School Goal # 1**

Professional Development Goal(s): From #2 Form C, Item 1

1) Teachers will improve their knowledge of reading comprehension strategies and implementation into daily instruction, and their ability to conduct reading comprehension assessments to monitor student progress.

**Research upon which professional development approach was formulated:** <sup>1</sup>Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

**Form D**

Activity	Intended Audience	Person Responsible	Collaborative Partners Needed	Time Line/ Completion date	Resources (People, materials, time)		
					Need	Have	
Workshop – running records	Gr. K-4 staff	Principal	DRA-trained Staff Reading Recovery teacher	Sept. '08 /May '11	Gr. K-4 staff		X
					RR teacher		
					DRA Kits	X	X
					Release time	X	
Grade Level Meetings	Gr. K-4 staff	Gr. Level Designee	Colleagues	Sept. '08/May '11	Gr. K-4 staff		
District In-Service	Gr. K-4 staff	Principal	Reading Specialists	Jan. '09/Jan. '11 (1/2 day yearly)	Gr. K-4 staff	X	X
					In-Service ½ Day		X
					Rubric/holistic assessment		
					Trainer		X
Staff Meeting	Gr. K-4 staff	Principal	Colleagues	Oct. '08/Oct. '10	Student Assessment materials	X	X
					Meeting Time		X
					Gr. K-4 staff		X
District In-service	Gr. K-4 staff	Principal	Colleagues	May '09/May '11	½ Day In-service		
					Gr. K-4 staff		X

X

## ACTION PLAN

### School Goal # 2

Professional Development Goal(s): From #2 Form C, Item 2

1) Teachers will improve their knowledge of effective teaching practices to impact mathematics computation and increase student achievement.

**Research upon which professional development approach was formulated:** <sup>1</sup>Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

### Form D

Activity	Intended Audience	Person Responsible	Collaborative Partners Needed	Time Line/ Completion date	Resources (People, materials, time)		
					Need	Have	
Grade Level Meetings	Gr. K-4 staff	Gr. Level Designee	Colleagues	Sept. '08/May '11	Gr. K-4 staff		
					Time	X	X
District In-service	Gr. K-4 staff	Principal	Tech. Specialist Support staff	Jan. '09/Jan. '11	Gr. K-4 staff	X	
					In-service ½ day (yearly)		
					Tech. Specialist		
Staff Meeting	Gr. K-4 staff	Principal	Colleagues	Oct. '08/May '11	Gr. K-4 staff	X	
					Meeting Time	X	X
District In-service	Gr. K-4 staff	Principal	Colleagues	May '09/May '11	Gr. K-4 staff	X	
					Data Collection and Analysis		
					Support Staff	X	

X  
X

**ACTION PLAN****School Goal # 3**

Professional Development Goal(s): From #2 Form C, Item 3

1) Teachers will establish an assessment system to monitor the progress of students' expressive writing abilities.

Teachers will also be able to use the available technology to help create multimedia portfolios of student work.

**Research upon which professional development approach was formulated:** <sup>1</sup>Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur. 1998. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

**Form D**

Activity	Intended Audience	Person Responsible	Collaborative Partners Needed	Time Line/ Completion date	Resources (People, materials, time)		
					Need	Have	
Grade Level Meetings	Gr. K-4 staff	Gr. Level Designee	Colleagues	Sept. '08/May '11	Gr. K-4 staff		
					Meeting Time	X	X
Teacher Training	Gr. K-4 staff	Principal	Colleagues	Sept. '08/May '11	Gr. K-4 staff		
					In-service ½ day (yearly)		
						X	
Staff Meeting	Gr. K-4 staff	Principal	Colleagues	Oct. '08/Oct. '10	Gr. K-4 staff	X	
					Meeting Time		X
Workshop – Rub. & Prompts	Gr. K-4 staff	Principal	Colleagues	Jan. '09/Jan. '11	Release Time	X	X
					Grade Level Rep.		
District In-service Tech. Training	Gr. K-4 staff	Principal	Tech. Specialist	Jan. '09/Jan. '11	Gr. K-4 staff	X	
					Tech. Specialist	X	
					Data Collection and Analysis		
District In-service	Gr. K-4 staff	Principal	Colleagues	May '09/May '11	Gr. K-4 staff	X	
Study Group					Support staff	X	

X

