LEBANON
COMMUNITY SCHOOL CORPORATION

In Accordance with Public Law 221 and Indiana Code 20-31-5

School Improvement Plan
2021-22

School Name: Perry-Worth Elementary
School Address: 3900 E. 300 South, Lebanon, IN 46052
School Phone Number: (317) 769-3286
School Fax Number: (317) 769-5236
School DOE Number 0534
School Corporation Number: 0665

Principal Signature,	Date
Amber Moore	9.14.21
Superintendent Signature, Dr. Jon Milleman	Date
Jon Milleman	09-21-2021
School Board President Signature, Liz Keith	Date
Elizabeth P. Keith	09-21-2021

Lebanon Community School Corporation will cultivate and reach every student by influencing their lives through the power of education.

Revised March 2021

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Purpose and Direction

School Improvement Plan Purpose
The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for implementation.

Lebanon Community School Corporation Mission Statement
Lebanon Community School Corporation will cultivate and reach every student by influencing their lives through the power of education.

Lebanon Community School Corporation Vision Statement
The vision of the Lebanon Community School Corporation is to insure a quality educational program for all students in a challenging and secure environment. We, as professional caring educators, will provide a rigorous integrated curriculum that is relevant to each learner. Our students will become self-sufficient critical thinkers who are knowledgeable, skillful and responsible, and who can succeed as lifelong learners in a diverse society.

School Improvement Team and Participation

School Improvement and School-wide Planning Team

Kindergarten Teacher	Megan Bushman
1st Grade Teacher	Andrea Kincade
2nd Grade Teacher	Logan Mikesell
3rd Grade Teacher	Krista Grider
4th Grade Teacher	Andy Fox
5th Grade Teacher	Jason Lorch
Special Ed Teacher	Sarah Puckett
Special Area Teacher	Katie Walters
Principal	Amber Moore
Assistant Principal	Mary Dickerson

Dates and Times of Meetings

October 2, 2020
December 4, 2020
May 25, 2021
June 8, 2021
June 9, 2021
August 18, 2021

Description of Parent Involvement and Participation to Support Goals

Perry-Worth utilizes parent involvement to support the achievement of the Academic Standards. Parent volunteers work with small groups of students who need reinforcement on a particular standard. Parents are kept informed of what is taking place in the classroom through the use of newsletters, email, phone calls, secure web pages and student database/management program (Skyward). Parents are encouraged to supplement target skills with their children through the use of books, homework, educational websites, and take-home bags. Perry-Worth has supportive parents who will take care of concerns brought to them by the school staff. Perry-Worth has a high level of parent participation in parent-teacher conferences. The school has several parents who volunteer to help create materials need for the classroom or attend field trips as needed.

Perry-Worth Elementary is fortunate to have a very active and supportive PTO. All money raised by the PTO to support our school is raised through events and experiences for Perry-Worth families. All funds raised during these events are in turn provided to teachers through needed materials or financial backing for projects or classroom events.

Stakeholder Input Name & Description	Who Participates	Timeline

Ice Cream Social	Students, Parents, Staff, Principal, Asst. Principal, PTO Officers, and Parent Volunteers	August
Movie Nights	Students, Staff, Principal, Asst. Principal, PTO Officers, and Parent Volunteers	August November January April
Distance for Dollars Walkathon	Students, Staff, Principal, Asst. Principal, PTO Officers, and Parent Volunteers	September
Muffins with Moms	Students, Parents, Staff, Principal, Asst. Principal, PTO Officers, and Parent Volunteers	October
Veteran's Day	Students, Staff, Principal, Asst. Principal, Community	November
Book Fairs	Students, PTO Officers, and Parent Volunteers	November, January, May
Donuts with Dads	Students, Parents, Staff, Principal, Asst. Principal, PTO Officers, and Parent Volunteers	January
Family Fun Night/Basket Auction	Students, Staff, Principal, Asst. Principal, and PTO Officers	March
Parents Chaperones and Volunteers	Parent and family members may participate throughout the school year as chaperones for field trips and special events. All participants must have a current background history check on file to participate.	August-May

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Board	Perry-Worth parents assume the roles and responsibilities of PTO President, Vice President, Treasurer, Secretary, and a parent advisor. This group meets monthly and collaborates with the Principal, Asst. Principal, and teacher representatives to identify areas	Monthly meetings

	for family engagement, financial support and continued program development to improve the student educational experience.	
School Improvement Planning Team	This group represents teachers from all grade levels, Special Education, and Special Areas. This team provides input on school-wide actions to improve student learning.	Monthly meetings

Description of Stakeholder Partnerships and Programs to Support Goals

Integrated Wellness	Inwell is a client-centered practice providing outpatient and school-based services throughout Boone, Clinton, and Montgomery County. The Lebanon Community School System has allowed InWell clinicians to be based at each Lebanon School. This allows clinicians to support students in the school setting. Both therapy and skills training are available in the school setting. This helps facilitate communication and collaboration between the clinician and the teacher to support students in finding improved success. In addition, the behavioral therapy and skills training helps address behavioral issues that arise in the classroom, emotional needs from family changes and life changes that can create the need for additional support. InWell clinicians ensure that frequent communication occurs with the parent and also scheduling family sessions.
Mental Health America of Boone County	B.A.S.E. is a before and after school enrichment program partnering with LCSC as the designated latchkey program to offer all children a safe, inviting, and engaging atmosphere for children as young as pre-school through sixth grade. One of the sites is at Perry-Worth Elementary. Students are invited to do school work, S.T.E.M. activities, crafts, participate in games (gym and outside), play board games with friends, read books from our B.A.S.E. library, have free

	time in the gym as well as outside and have the opportunity to develop social skills by engaging in activities with friends. The Young Scholars Preparatory Pre-K is a program with a strong academic focus, a play-based and hands on approach as well as a strong outdoor learning philosophy. One of the sites is located at Perry-Worth Elementary and services students that live in the Perry-Worth school district. In addition to the academic component of YSPP, one of the main goals is kindergarten readiness in an actual school environment. The young scholars are learning and practicing school procedures such as eating lunch in the cafeteria, learning how to line up and walk quietly in the hallways and how to learn in a classroom setting with their peers. YSPP works on social, behavioral and emotional needs for a successful entry into Kindergarten.
Boone County Mentoring Partnership	Boone County Mentoring provides students with 1:1 mentors who can develop the life skills and educational achievements of our students by ensuring they are connected with a caring and supportive adult.
D.A.R.E. (Drug Abuse Resistance Education) Program	The D.A.R.E. program consists of a D.A.R.E. officer who focuses on giving students the tools to be able to make good, safe decisions. D.A.R.E. helps students with handling peer pressure, bullying, being a good citizen, active listening skills, being confident, as well as teaching them the dangers of drugs, alcohol and tobacco.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2018-2019	24	0
2019-2020	3	0
2020-2021	3	0

Suspensions by Sub-group

Year/Sub-Group	2018-2019	2019-2020	2020-2021
American Indian	0	0	0
Asian	0	0	0
Black	0	0	0
Hispanic	0	0	0
Multi-racial	0	0	0
White	24	3	3
Female	0	1	0
Male	24	2	3
IEP - YES	12	3	2
IEP - NO	12	0	1

Demographic Data
Enrollment by Ethnicity

Year/Sub-Group	2018-2019	2019-2020	2020-2021
American Indian	0	0	0
Asian	8	8	7

Black	16	26	25
Hispanic	20	20	15
Multi-racial	18	17	20
White	310	328	291

Free/Reduced/Paid Lunch

Year/Sub-Group	2018-2019	2019-2020	2020-2021
Free Lunch	68	75	66
Reduced Lunch	27	27	18
Paid Lunch	277	297	268

Attendance Data Monitoring and Goal

Perry-Worth will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will utilize school personnel such as School Resource Officers and administration to work directly with parents and students when a child's lack of attendance is impacting his/her ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of "model" or "persistent" attendance.

	2018-2019	2019-2020	2020-2021
Attendance Rate	97.14	97.92	97.92
Number of Unexcused Absences	185.0	64.5	407.00

3-Year Trend Data on Student Achievement by Cohort

Perry-Worth Pass Percentage – 3rd Grade						
School Year	E/LA	State	Math	State	Pass Both	State
2020-2021	50.9%	38.7%	63.2%	48.7%	42.1%	33.7%
2019-2020						
2018-2019	75.4%	46.3%	87.7%	58.7%	72.3%	41.4%

Perry-Worth Pass Percentage – 4th Grade					
School Year	E/LA	State	Math	State	Pass Both	State
2020-2021	39.1%	39.6%	52.2%	43.7%	30.4%	32.1%
2019-2020						
2018-2019	54.8%	45.8%	72.6%	54.0%	50.0%	38.9%
Perry-Worth Pass Percentage – 5th Grade					
School Year	E/LA	State	Math	State	Pass Both	State
2020-2021	47.5%	39.5%	54.2%	38.6%	40.7%	29.3%
2019-2020						
2018-2019	50.0%	47.5%	65.5%	47.8%	50.0%	36.9%

Comprehensive Needs Assessment Summary

Area of Review	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for your school?
Demographics	Population is growing in diversity Population is economically diverse	Continue to teach our students to appreciate diversity and value differences	Continue to teach our students to appreciate diversity and value differences
Attendance	Students make it a point to be here	Language barriers when making phone calls	Continue to inform parents the importance of attendance and the corporation attendance policy
Student Achievement	MTSS process is in place Intervention times are in place Weekly PLC "Data Team" meetings	Gaps in achievement and underperforming on local and state assessments	Continue to focus on learning objectives and differentiate instruction Implement evidence based practices

School Culture and Climate	School-Wide Positive Behavior Support (P.R.I.D.E) P.R.I.D.E Paws School-Wide Procedures Display of Student Work Mentor connections for classroom teachers	Creating and sustaining a supportive class room community where students feel they belong, lead to academic growth and increase student well-being	Integrate evidence-based social emotional learning strategies that are quick, targeted, effective, and easy to integrate into everyday classroom practice Continue to provide mentor opportunities for classroom teachers
Staff Quality/Professional Development	Variety of professional development opportunities offered both in-person and virtual	Focused, on-going training Training for instructional assistants	Focused, on-going training Writing PD
Curriculum, Instruction, Assessment	Abundance and variety of grade level texts with adoption of Fountas & Pinnell Flexible ability learning blocks	Not enough time in the day to teach all subject areas Utilizing extended response questions to enhance student learning	Realigning pacing guides, grade level content standards and instructional practices Common language and set of tools for writing resources Focus on specific skills and

			techniques to support students in constructing extended written response in ELA and Math
Family and Community Involvement	Many opportunities for family and community Supportive PTO High Parent/Teacher Conference attendance	Increase in events and opportunities for represented groups Incorporating literacy and math events	Recruiting more parent volunteers
Technology	Continuation of 1:1 devices Technology Integration Specialist and IT support Vareity of apps and tools	Technology doesn't always comply	Using technology to help students lead their own learning

Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2021-2022 school year. The details of each goal are available in the next section.

Goal #	Goal Statement
1	Students will increase the overall performance in ELA by 3% (from 45.7% to 48.7%) as measured by ILEARN in the spring of 2022.
2	Students will increase the overall performance in Math by 3% (from 56.3% to 59.3%) as measured by ILEARN in the spring of 2022.

Cultural Competency

LCSC believes all students need to master work ethic skills in order to reach their full potential. The goal of PRIDE is to build students of strong character who will strengthen our school district and positively impact the community.

PRIDE describes the fundamental expectations of students at all LCSC schools:

- **Persistence**: Student is able to persevere through challenges and problem-solve.
- **Respectfulness**: Students accepts and demonstrates service to others, possesses a positive attitude and communicates clearly.
- **Initiative**: Student is a self-starter and a critical thinker
- **Dependability**: Student is reliable and demonstrates responsibility and teamwork. Student also demonstrates academic readiness.
- **Efficiency**: Student is organized, punctual and demonstrates self- management.

English Language Arts Goal

Goal #1: 3 year Goal English/Language Arts
Students will increase the overall performance in ELA by 9% (from 45.7% to 54.7%) as measured by ILEARN in the spring of 2024.

Goal #1: 1 year Goal English/Language Arts
Students will increase the overall performance in ELA by 3% (from 45.7% to 48.7%) as measured by ILEARN in the spring of 2022.

English Language Arts Action Plan
Goal 1: School Action Plan for the 2021-2022 School Year

Focus Area: Reading		
Focus Area Goal: 67% of all Perry-Worth students will score into the 61st percentile or higher as measured by EOY NWEA Universal Screening in the spring of 2022. **Evidence**: Reports reflecting usage of technology resources and student data, PLC (Data Teams) notes and reflections		
Action Steps	**Required Resources/PD**	**Timeline**
• Continue to implement the usage of MindPlay for all students, differentiating and intensifying for at-risk learners and identified skill gaps	• iPad student devices • MindPlay platform	August-May, 5X a week for 20 minutes
• Review interim/benchmark assessments connected to reading to determine specific components of need and to identify individual skills students need to focus on growth	• NWEA Maps • NWEA Skills • Fountas and Pinnell • Observational Survey • MindPlay	September, November, January, February, May

• Data action plans will be used for all grade levels in tracking and determining progress towards grade level academic benchmarks in reading	• PLC (Data Teams) morning PD • Data Team Form	August-May, weekly PLC meetings
• Continue to implement guided reading groups into 90-minute Literacy Block to differentiate instruction that supports students in developing reading proficiency • Continue to target specific learning needs, provide appropriate scaffolding, and gradually reduce support to promote independence	• Use a lesson plan template that outlines the key components of an effective small guided reading group lesson	August-May
• Incorporate writing as a response to reading to enhance their interpretation of the text, and extend student's thinking within, beyond, and about the text	• Fountas and Pinnell Reader's Notebooks (K-5)	August – May
• Integrate Orton Gillingham explicit instruction for grades K-2 to target critical foundation literacy skills (phonological and phonemic awareness)	• Orton Gillingham PD (July) • Orton Gillingham materials	August-May
• Build effective classroom instruction on rigorous expectations with an emphasis on high-level questioning	• ICLE Rigor/Relevance Framework • ICLE Rigor Rubric • ICLE Bump It Up Template incorporated into Data Team forms • ICLE PD • Introduction and Overview (June/August) • All Day Site Visits for Instructional Coaching (September, November, February, March)	August-May, weekly PLC meetings

Focus Area: Language		
Focus Area Goal: 65% of all Perry-Worth students in grades 2-5 will score into the 61st percentile or higher as measured by EOY NWEA Universal Screening in the spring of 2022. **Evidence**: Reports of student data, PLC (Data Teams) notes and reflections		
Action Steps	**Required Resources/PD**	**Timeline**
• Implement Grammar and Writing Curriculum for grades 3-5	• Hake Publishing, Grammar and Writing curriculum and materials	August-May, 5X a week
• Continue to implement Daily Language Review to cement student learning	• Provide support to grade level teams wishing to rewrite this resource to be better aligned to Indiana Academic Standards	August-May, 5X a week
• Review interim/benchmark assessments connected to reading to determine specific components of need and to identify individual skills students need to focus on growth	• NWEA Maps • NWEA Skills	September, January, May
• Data action plans will be used for all grade levels in tracking and determining progress towards grade level academic benchmarks in language	• PLC (Data Teams) morning PD • Data Team Form	August-May, weekly PLC meetings

• Build effective classroom instruction on rigorous expectations with an emphasis on high-level questioning	• ICLE Rigor/Relevance Framework • ICLE Rigor Rubric • ICLE Bump It Up Template incorporated into Data Team forms • ICLE PD • Introduction and Overview (June/August) • All Day Site Visits for Instructional Coaching (September, November, February, March)	August-May, weekly PLC meetings
• Develop and implement quarterly writing as a response to English/Language Arts/Literacy assessments • Analyze from the point of teacher, student proficiency, and instructional responses	• Smarter Balanced Scoring Rubrics (Narrative, Opinion, Informative-Explanatory) • Provide time and support during LCSC PD designated days to grade levels to develop assessments to align to Indiana Academic Standards and State Assessments	September-May
• Continue to implement district common assessments • Analyze from the point of teacher, student proficiency, standards alignment, and instructional responses	• District Common Assessments for each grade level	August-May

Evidence-Based Interventions for Focus Area - E/LA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

MindPlay (LCSC: currently available K-8)
MindPlay ® is an effective online reading program that improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision. MindPlay Literacy automatically assesses each student's current reading level, then assigns the appropriate MindPlay curriculum to support targeted growth. Struggling readers and students with knowledge gaps receive direct, explicit, systematic reading instruction to bring them up to grade level. Strong readers receive systematic reading practice to increase speed and fluency while maintaining good comprehension. MindPlay includes the following components: universal screener, phonemic awareness, phonics, vocabulary, grammar for meaning, comprehension and fluency.

Professional Learning Communities, "Data Teams"

An ongoing process in which Perry-Worth educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. Our Professional Learning Communities (Data Teams) operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

W.I.N. (What I Need)

A daily dedicated 20 minute time scheduled in the school day for remediation and enrichment level of support in literacy and math instruction. Students in need of additional support will receive additional small group instruction focused at the point of need. Decisions regarding the need for a change in intervention or a change in the level of support is made through data analysis and progress monitoring discussed in PLCs (Data Teams).

TouchPhonics

TouchPhonics is a manipulative, multisensory instructional phonics system that is designed to help students build phonics knowledge. This system uses color-coded plastic tiles that are bumpy on one side and smooth on the other to help eliminate letter reversals. (Single consonants and digraphs are yellow. Vowels and vowel combinations are red. Beginning blends are blue. Ending blends are green. Silent combinations are yellow and white. Prefixes are orange and suffixes are purple.) Elements that make a single sound are connected. For example, digraphs such as /th/ are a single unit since they make a single sound. Students are able to move Touch-units to build words. Students often find TouchPhonics units more motivating to work with because it is more active than a paper/pencil activity. In order to evaluate students' mastery over target elements, a visual and auditory assessment are given weekly. Students who struggle with sound/symbol

relationships benefit from this intervention. Perry-Worth Elementary currently uses TouchPhonics with MTSS students, and students with special needs. Kindergarten teachers may also use this as a Tier 2 intervention.

Fountas & Pinnell LLI (Leveled Literacy Intervention)

LLI is an intervention that provides daily, small-group instruction to students who need intensive support in the area of literacy. LLI includes seven systems categorized by primary, intermediate, and middle/high school level. The systems include engaging leveled books and systemically designed lessons. Students are placed in a system based on their instructional reading level. LLI provides literature and lessons to build students reading strengths and needs in the areas of processing strategies, comprehension, and fluency. Perry-Worth Elementary currently uses LLI with MTSS students.

SLANT (Structured Language Training)

SLANT is a program utilizing multisensory instruction to build additional neural pathways. This program is based on the Orton-Gillingham approach and goes beyond phonics instruction. It includes phonemic awareness, phonics, vocabulary, and language structure. In Stages 1 & 2, teachers develop reading comprehension questions for stories including elements that have been previously taught. In Stages 3 and beyond, comprehension questions are included with materials. All components are taught for automaticity. Students are explicitly taught each component. Materials are systematic and cumulative. Perry-Worth Elementary currently has two special education teachers who have been certified to teach SLANT. We are using this approach with identified special education students.

OG (Orton-Gillingham)

The Orton-Gillingham approach utilizes evidence-based procedures and activities for phonics instruction to maximize the opportunities for students to apply and retain skills. OG delivers phonics instruction with an emphasis on instructional components that are systematic, explicit, synthetic, and multisensory.

Math Goal

Goal # 1: 3 year Goal Mathematics
Students will increase the overall performance in Math by 9% (from 56.3% to 65.3%) as measured by ILEARN in the spring of 2024.

Goal # 1: 1 year Goal Mathematics
Students will increase the overall performance in Math by 3% (from 56.3% to 59.3%) as measured by ILEARN by the spring of 2022.

Math Action Plan

Goal 2: School Action Plan for the 2021-2022 School Year

Focus Area: Math		
Focus Area Goal: 76% of all Perry-Worth students will score into the 61st percentile or higher as measured by EOY NWEA Universal Screening in the spring of 2022. **Evidence:** Reports reflecting usage of technology resources and student data, PLC (Data Teams) notes and reflections		
Action Steps	**Required Resources/PD**	**Timeline**
• Continue to implement Daily Math Review as a method to cement student learning	• Provide support to grade level teams to rewrite this resource to be better aligned to Indiana Academic Standards	August-May
• Develop and implement quarterly writing as a response to Math assessments • Analyze from the point of teacher, student proficiency, and instructional responses	• Smarter Balanced Scoring Rubrics • Provide time and support during LCSC PD designated days to grade levels to develop assessments to align to Indiana Academic Standards and State Assessments	September-May

• Continue to implement district common assessments • Analyze from the point of teacher, student proficiency, standards alignment, and instructional responses	• District Common Assessments for each grade level	August-May
• Continue to utilize the usage of computer based programs of Moby Max and Xtra Math for all students to develop and master math fact automaticity • Kindergarten will develop automaticity in number sense and progress into math fact automaticity	• iPad Student Device • Moby Max Platform • Xtra Math Platform • Number Sense Assessment Template	September-May, 5X a week
• Review interim/benchmark assessments connected to reading to determine specific components of need and to identify individual skills students need to focus on growth	• NWEA Maps • NWEA Skills • iReady	September, January, May
• Data action plans will be used for all grade levels in tracking and determining progress towards grade level academic benchmarks in math	• PLC (Data Team) morning PD • Data Team Form	August-May, weekly PLC meetings
• Build effective classroom instruction on rigorous expectations with an emphasis on high-level questioning	• ICLE Rigor/Relevance Framework • ICLE Rigor Rubric • ICLE Bump It Up Template incorporated into Data Team forms • ICLE PD • Introduction and Overview (June/August) • All Day Site Visits for Instructional Coaching	August-May, weekly PLC meetings

		(September, November, February, March)	

Evidence-Based Interventions for Focus Area - Math

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

i-Ready

i-Ready is an evidenced-based intervention, backed by research that qualifies it for federal and state grant programs. i-Ready includes a combination of online instruction, instructional reports and a student dashboard that encourages student involvement, ownership of learning and a growth mindset. i-Ready provides online lessons that motivate students to improve their math proficiency levels and increase their growth. The lessons are assigned based on i-Ready Diagnostic results. The instruction is tailored to meet the student learning needs as a whole class, in small groups or through individualized instruction. i-Ready is complemented by a variety of teacher resources enabling teachers to target specific skills areas as needed by individual students. i-Ready includes interactive learning games that are a fun and engaging way for students to strengthen understanding of mathematical concepts, improve fluency, and foster a positive relationship to struggle in the context of challenging standards.

IXL Math

IXL offers unlimited algorithmically generated questions, real-time analytical reports, and dynamic scoring to encourage mastery. There are more than 7,000 unique and challenging skills to master.

Professional Learning Communities, "Data Teams"

An ongoing process in which Perry-Worth educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. Our Professional Learning Communities (Data Teams) operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

W.I.N. (What I Need)

A daily dedicated 20 minute time scheduled in the school day for remediation and enrichment level of support in literacy and math instruction. Students in need of additional support will receive additional small group instruction focused at the point of need. Decisions regarding the need for a change in intervention or a change in the level of support is made through data analysis and progress monitoring discussed in PLCs (Data Teams).

Moby Max

MobyMax is an online program that meets students where they are, with personalized lessons in Math, ELA, Science, and Social Studies. The program automatically adapts based on student progress and responses. MobyMax has three components: Moby Learning which consists of finding and fixing learning gaps with adaptive, differentiated learning. Moby Quick Checker which pinpoints missing skills and clearly maps student progress with quick formative assessment from Quick Skill and deep summative assessments from Quick Benchmark. Moby Interactive which engages the entire class with Skills Review, Whiteboard Activities, and Printable Worksheets, which utilize half a million problems and manipulatives.

Using Results for Continuous Improvement

Description of Ongoing District Data Review Process

Lebanon Community School Corporation (LCSC) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

Description of Ongoing School Data Review Process

On-going review of district formative assessments and standardized summative assessments allows Perry-Worth Elementary staff to monitor core programs and MTSS progress on a continual basis. Perry-Worth Elementary teachers also participate in weekly Professional Learning Communities (Data Teams) to evaluate instructional effectiveness, best practices, and to have time, structure, and collaborative opportunities for student data analysis. The data analysis determines remediation

intervention necessary to close achievement gaps and enrichment for students who have surpassed academic expectations.

School Improvement Plan Timeline (NOTE: The submission deadlines included in this timeline have been determined based on current Indiana Code. In the past IDOE has provided extensions for the final submission of School Improvement Plans primarily because of adjustments in the timeline for releasing state assessment data results.)

School Improvement Plan (SIP) Timeline	Q1	Q2	Q3	Q4	Summer /Fall
Implement Updated 2020-2021 SIP		X	X	X	
Establish 2020-2021 SI Team	X				
Review and Develop Updated 2021-2022 SIP by SI Team 1st Submission Deadline: August 20, 2021		X	X	X	
Review of 2021-2022 SIP by Superintendent/Cabinet (including Title I Compliance) Return to Principals by August 27, 2021					X
Revisions of 2021-2022 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) Final Submission Deadline: September 10, 2021					X
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB					X
SIP Recommended to School Board (SB) for Approval September 21, 2021 School Board Meeting					X
SIP Submitted to IDOE by Principal October 8, 2021					X

Description of Curriculum
LCSC evaluates curriculum on an ongoing basis in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, LCSC has developed curriculum maps for the core academic areas of English/Language Arts, Math, Science, and Social Studies. Additionally, LCSC has been working to develop common assessments for use in all areas across the district. One component of the common assessments is an Assessment Year at a Glance designed to help teachers prioritize standards for instructional planning.

Career Awareness and Career Development Plan
- Grades 1-5: Career awareness models to introduce students to work values and basic employment concepts
    - o Grade 5: Junior Achievement – BIZ Town will be implemented during the school year. There are standards and crosswalks related to K-12 Career Awareness with ELA, Math and SS Standards.
- Grades 6-8: Initial career information models that focus on career choices as they related to student interest and skills
- Grades 9-10: Career exploration models that offer students insight into future employment options
- Grades 11-12: Career preparation models that provide job or further education counseling, including the following:
    - o Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees.
    - o Workplace orientation visits
    - o On-the-job experience exercises.

Perry-Worth Elementary incorporates guest speakers and designated "Career Dress-Up" days into the classroom experience. Guest speakers bring to the classroom a unique opportunity for students to learn from a professional about a lesson related topic. This helps students understand how what they are learning will be used in the world of work. On designated "Career Dress-Up" days, students are encouraged to come to school dressed as the career of their choice. Perry-Worth teachers designate a part of the day to have students talk about their careers and why they chose them.

Fifth Grade students in Lebanon Community School Corporation are all eligible to earn the district's Work Ethic Certification. Students are measured in areas of academic and work ethic competencies. Information is obtained from Skyward, our student management system, to indicate competency in the measurable areas listed below.

Academic Readiness: Fifth grade student has earned no grades lower than a "C" and has met criteria for promotion to grade six.

Community Service: Student has submitted documentation of a minimum of two hours of community service this school year by the set deadline. Students have many opportunities to complete their community service requirement for the Work Ethic Certification. The hours may be completed in the community at large or at school. Any activity where the student volunteers their time is acceptable, provided they receive no monetary compensation or a grade/credit if the activity occurs at school.

PRIDE Score: Student has an average PRIDE score of 2.25 or higher and received recommendation from building level PRIDE committee.

Reliability Attendance Rate: The total composite of student attendance is 98% or higher AND has four or fewer times tardy to school.
Responsibility: Student has no more than one discipline referral for the school year.

School Data

Perry-Worth Elementary									
	2018-2019			**2019-2020**			**2020-2021**		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Attendance									
Attendance Rate	97.14			97.92			97.92		
Student Enrollment	372			399			352		
Discipline									
Number of Suspensions	24			3			3		
Number of Expulsions	0			0			0		
IREAD-3									
I-READ 3 Final	98.53			n/a			98.3		
ISTEP+/ILEARN (Pass Rate Overall)									
ISTEP+/ILEARN E/LA	60.5			n/a			45.7		
ISTEP+/ILEARN Math	75.7			n/a			56.3		
NWEA (Percentage of students scoring %tile of 61+)									
NWEA Reading (K-5)	58	57	62	61	62	n/a	54	61	73
NWEA Math (K-5)	62	57	65	65	63	n/a	55	57	64
NWEA Language (2-5)	65	58	63	68	61	n/a	57	59	62

School Improvement and Professional Development
SIP Team Assurance Form
Principal/SIP Team Signatures

Corporation Number: 0665

Corporation Name: Lebanon Community School Corporation

School Name: Perry-Worth Elementary

School Number: 0534

The signatures listed below represent the members of the School Improvement Planning Team. By signing this form they are giving assurance that they participated in the school improvement planning process resulting in the newly revised plan for school improvement and the related plans for professional development.

Principal Name (Print): Amber Moore

Principal Signature: Amber Moore

Date Signed: 8/19/21

Teacher: _Katelyn S. Walters_	Date:	8/19/21
Teacher: _Megan Bushman_	Date:	8-19-21
Teacher: _Andrea Kincade_	Date:	8-20-21
Teacher: _Logan Alden_	Date:	8-20-21
Teacher: _Amy_	Date:	8-20-21
Teacher: _Krista Grider Knott_	Date:	8-20-21
Teacher: _Sarah Puckett SD_	Date:	8/20/21
Teacher: _Jason Korch (no longer employed psc)_	Date:	8/19/21
Asst. Principal _Mary Dickerson_	Date:	8/19/21

This assurance form must be included with the hard copy of the School Improvement Plan submitted to the LCSC Administration Center.