



1810 North Grant Street  
Lebanon, IN 46052  
Phone: 765-482-0380  
Fax: 765-483-3053  
www.leb.k12.in.us

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

## **School Improvement Plan 2021-22**

School Name: Central Elementary School  
School Address: 515 E. Williams Street, Lebanon, IN 46052  
School Phone Number: (765)482-2000  
School Fax Number: (765) 483-3059  
School DOE Number 0561  
School Corporation Number: 0665

---

Principal Signature, McKenzie Leckrone

Date 9/13/2021

*E. McKenzie Leckrone*

Superintendent Signature, Dr. Jon Milleman

Date 09-21-2021

*Jon Milleman*

---

School Board President Signature, Liz Keith

Date 09-21-2021

*Liz Keith*

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

Revised March 2021

# Table of Contents

\* Title I requirements

## Purpose and Direction

- Purpose
- District Mission
- District Vision

## School Improvement Team and Participation

- School Improvement Team
  - Members and Titles
  - Meeting Dates and Times
- \*Description of Parent Involvement and Participation to Support Goals
- \*Stakeholder Input Opportunities to Support Goals
- \*Description of Stakeholder Partnerships and Programs to Support Goals

## Comprehensive Needs Assessment

- Three-year Trend Data
  - Safe and Disciplined Learning Environment
  - Suspension/Expulsion By Sub-group
  - Demographic Data
    - Enrollment by Ethnicity
    - Free/Reduced/Paid Lunch
  - Attendance Data Monitoring and Goals
- Comprehensive Needs Assessment Summary
- Goal Summary and Decision Making Process
  - Goal Number and Statement
  - Cultural Competency
  - Decision Making Process

## School Improvement Plan

- English Language Arts Goal and Action Plan
  - Evidence-Based Interventions
- Math Goal and Action Plan
  - Evidence-Based Interventions
- Using Results for Continuous Improvement
  - Description of Ongoing Data Review Process
  - SIP Timeline
  - Description of Curriculum

## **Career Awareness and Career Development Plan**

**Definitions**

**School Data**

## **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.

### **Central Elementary Mission Statement**

Central Elementary will...

- ENGAGE all students in rigorous learning activities to support them in reaching their potential
- EMPOWER all students to set their own goals and discover their talents
- ENCOURAGE all students to find their voice and be confident leaders.

### **Central Elementary Vision Statement**

- Developing and inspiring student leaders to aim high/reach high.

## School Improvement Team and Participation

### School Improvement and School-wide Planning Team

KDG Teacher	Kristen Rissler
2 <sup>nd</sup> Grade Teacher	Haley Mishler
3 <sup>rd</sup> Grade Teacher	Jessica Frederick
4 <sup>th</sup> Grade Teacher	Chaleen Faulkner
5 <sup>th</sup> Grade Teacher	Keanna Stamm- maternity leave 08/01/21
Special Area Teacher	Nathan Marquis- left Central 06/01/2021
Special Education Teacher	Christy Fisher
Assistant Principal	Chad Salsman
Principal	McKenzie Leckrone

### Dates and Times of Meetings

September 2021, December 2021, January 2022, February 2022, August 2022

### \*Description of Parent Involvement and Participation to Support Goals

Central Elementary is very fortunate to have an active and supportive PTO. The PTO has offered their support in a variety of ways including purchasing materials to support students for educational programming and extracurricular activities. The PTO has also shown leadership in making our Central Fest, Walkathon, and Leader in Me successful. The engagement of families through PTO meetings, opportunities to volunteer, and the Spring Leader in Me Cookout, have helped families connect to Central Elementary. Their continued commitment and support of the Leader in Me Program helped our staff continue to grow, and maintain a positive culture.

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Night “Ice Cream Social”	Parents, Students, staff, principal, assistant principal, PTO	August 3,2021
Parent Information Night	Parents, staff, principal, assistant principal,	August 24,2021
Central Fall Fest	Parents, students, staff, PTO, principal, assistant principal, community members	September 17,2021
Walk-a-thon	Parents, Students, Staff, principal, assistant principal, community	October 2021

Muffins with Mom	Mothers/women in the lives of Central Elementary Students, principal/assistant principal	April 2022
Donuts with Dad	Fathers/men in the lives of Central Elementary students, principal/assistant principal	April 2022
Parent Chaperones/Volunteers *COVID 19 has postponed this opportunity	Parents/Family Members. All participants must have a current background check on file.	August 2021-May 2022 (Will revisit 2 <sup>nd</sup> Semester)
Family Cook Out	Parents/Family Members, students, staff, principal, assistant principal	May 2022

**\*Stakeholder Input Opportunities to Support Goals**  
**Central became a Leader in Me School in 2017, and acquired Lighthouse status in the spring of 2021. The Leader in Me framework is a comprehensive school wide process based on “7 Habits of Highly Effective People”. This system engages all stakeholders in the school improvement process. Students, teachers, support staff, parents, and administrators.**

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Executive Board/PTO General Meetings	Central Parents This groups meets monthly and collaborates with the principal and teacher representative to identity areas for financial support and program development	August 2020-May 2021 Monthly Meetings
Action Teams	Teachers and support staff participate in Action Teams to support the continual school improvement at Central. Their responsibilities, focus, and program development resided within Leadership, Culture, and Academics.	Monthly Meetings as needed
Teacher Lighthouse Team	The leadership team is made of teacher leaders from the Action Teams who lead their	Monthly Meetings

	designated area of Leadership, Culture, and Academics.	
Student Lead Leadership Teams	This group of students represents 1 <sup>st</sup> through 5 <sup>th</sup> grade and provides inspiration for school improvements and plans for quarterly academic celebrations for the entire student body. A part of this team is creating a philanthropic event that will support Lebanon families.	
Accountability Partners	This is a monthly meeting between two teachers that will hold each other accountable to classroom academic goals that are set in the classroom. These teachers meet monthly to talk about goals, roadblocks, successes, and to give guidance to one another.	Monthly Meetings

**\*Description of Stakeholder Partnerships and Programs to Support Goals**

Central Elementary continues to have establish and grow positive relationships with the community leaders within Lebanon and Boone County.

Community Day	Central annually hosts a Leadership Day that is the culmination of our growth as leaders. During this event community leaders and members will come and listen to the progress and growth in academic goal setting and leadership development. (This had been dependent on the current COVID regulations)
Community Literacy Day	Central is hosting a Literacy Day in Spring of 2022. Students will have the opportunity to meet, greet, and learn from community leaders throughout Lebanon Community Schools.

## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2018-2019	52	0
2019-2020	42	0
2020-2021	44	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	1	4
Hispanic	1	13	1
Multi-racial	0	0	0
White	51	28	39
Female	37	4	9
Male	37	38	35
IEP - YES	37	25	27
IEP - NO	15	17	17



**Demographic Data  
Enrollment by Ethnicity**

Year/Sub-Group	2018-2019	2019-2020	2020-2021
American Indian	0	0	0
Asian	2	2	2
Black	6	4	3
Hispanic	18	18	19
Multi-racial	6	6	6
White	338	330	317

**Free/Reduced/Paid Lunch**

Year/Sub-Group	2018-2019	2019-2020	2020-2021
Free Lunch	86	79	93
Reduced Lunch	24	27	14
Paid Lunch	257	260	238

**Attendance Data Monitoring and Goal**

Central Elementary 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
<b>Attendance Rate</b>	96.74	97.72	97.70
<b>Number of Unexcused Absences</b>	305.0	189.5	489.50

Lebanon High School will monitor the graduation rate of our students. We will monitor the graduation pathways of the entire school population as well as individual student pathways. We will utilize school personnel such as Student Services Counselors to work directly with students to ensure that graduation requirements are being met. Our goal is to maintain a graduation rate consistent with the IDOE guidelines and benchmarks.

### 3-Year Trend Data on Student Achievement by Cohort

		Grade 3							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	STATE ELA Proficient %
0561	Central 2020-21	5	15	17	18	35	55	63.6%	38.7%
0561	Central 2019-20								
0561	Central 2018-19	11	15	30	11	41	67	61.2%	46.3%
		Grade 4							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	STATE ELA Proficient %
0561	Central 2020-21	18	14	10	18	28	60	46.7%	39.6%
0561	Central 2019-20								
0561	Central 2018-19	14	18	19	15	34	66	51.5%	45.8%
		Grade 5							
School ID	School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %	State ELA Proficient %
0561	Central 2020-21	7	9	25	19	44	60	73.3%	39.5%
0561	Central 2019-20								
0561	Central 2018-19	12	11	22	5	27	50	54.0%	47.5%

Grade 3

School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0561	Central 2020-21	7	3	17	28	45	55	81.8%	48.7%
0561	Central 2019-20								
0561	Central 2018-19	9	14	19	25	44	67	65.7%	58.7%

**Grade 4**

School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0561	Central 2020-21	13	10	20	17	37	60	61.7%	43.7%
0561	Central 2019-20								
0561	Central 2018-19	9	9	24	24	48	66	72.7%	54.0%

**Grade 5**

School ID	School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %	State Math Proficient %
0561	Central 2020-21	5	15	19	21	40	60	66.7%	38.6%
0561	Central 2019-20								
0561	Central 2018-19	9	10	13	18	31	50	62.0%	47.8%

		Grade 3			
School ID	School Name	ELA & Math Total Proficient	ELA & Math Total Tested	ELA & Math Proficient %	State ELA & Math Proficient %
0561	Central 2020-21	33	55	60.0%	33.7%
0561	Central 2019-20				
0561	Central 2018-19	32	67	47.8%	41.1%
		Grade 4			
		ELA & Math Total Proficient	ELA & Math Total Tested	ELA & Math Proficient %	State ELA & Math Proficient %
0561	Central 2020-21	26	60	43.3%	32.1%
0561	Central 2019-20				
0561	Central 2018-19	32	66	48.5%	38.9%
		Grade 5			
		ELA & Math Total Proficient	ELA & Math Total Tested	ELA & Math Proficient %	State ELA & Math Proficient %
0561	Central 2020-21	35	60	58.3%	29.3%
0561	Central 2019-20				
0561	Central 2018-19	24	50	48.0%	36.9%

Class  
of

2030

2029

2028

2027

2026

### 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?
<b>Demographics</b>	See demographic data in report	Central's	
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Attendance remains steady and high, at 97.70, even during the COVID pandemic</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• COVID-19 could impact attendance in the 2021-2022 school year.</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Beginning MTSS process</li> <li>• Intervention Times and extra support are in place</li> <li>• Bi-Weekly Data Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking writing intervention</li> <li>• Getting MTSS protocols in place</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement evidence based practices</li> <li>• Continue to focus on differentiation in the classroom</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Continued implementation of leadership program, empowering teachers and students to be leaders in a multitude of ways</li> <li>• School Wide Procedures</li> <li>• Display of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and student members accountable for creating and working toward set goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing the leadership work to give all students and staff a voice at Central Elementary.</li> <li>• To continue to set and work towards important academic, behavioral, and social-</li> </ul>

	<ul style="list-style-type: none"> <li>• School wide, grade level, and classroom goals</li> </ul>		emotional goals.
<b>Staff Quality/Professional Development</b>	<ul style="list-style-type: none"> <li>• Highly qualified staff that excels in academic instruction, differentiation, and supporting a positive school culture.</li> <li>• Staff that are willing to explore new opportunities and grow in best practices in the classroom.</li> <li>• Ongoing PD, utilizing our language arts and technology educational coaches to further staff's knowledge and practice in the classroom.</li> <li>• Utilizing the Leader program for all staff to set personal and professional goals, and a pathway to obtain these goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff recognizing the importance of professional development to enhance their growth in best instructional practices.</li> <li>• Training for Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Primary and intermediate teams have bi-weekly data meetings to collaborate and discuss the needs of students in different classrooms and brainstorm best and new instructional strategies for academic and behavioral needs.</li> <li>• Continuing to build trust and positive relationships with all staff and students, while providing a supportive learning environment.</li> </ul>

<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>• District Curriculum Maps in Math, Reading, Language, and Social Studies</li> <li>• Implementation of Common Assessments in Reading, Language, and Math</li> <li>• Implementation of Expectations of Fountas &amp; Pinnell literacy curriculum, that provides a framework for literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Updating the Science curriculum map</li> <li>• New Social Studies materials to support social studies curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Data Team collaborations to continue growth in best instructional practices.</li> <li>• Peer observations to help support teacher growth in all areas of instructional practices</li> </ul>
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Central Parent Organization is extremely supportive to all staff with time and money to support the students of Central Elementary</li> </ul>	<ul style="list-style-type: none"> <li>• We have a lot of parental involvement but need a consistent leadership team for 2021-2022 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Administration will work closely with the PTO to help build a leadership team and continue open communication to support all students and staff at Central Elementary.</li> </ul>



<b>Technology</b>	<ul style="list-style-type: none"> <li>• 1:1 Technology Devices for all students at Central Elementary.</li> <li>• Technology Coach, Bethany Newsome, holding Tech Tuesday's monthly to hold professional development regarding utilizing education tech in the classroom. Bethany will then be at Central the remainder of the week to model in classrooms and coach teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual instruction</li> <li>• Creating engaging virtual lessons at every grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating engaging virtual lessons at every grade level. Our technology coach is available to coach and assist in modeling, planning, and implementing these lessons.</li> </ul>

## 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.

Student growth data will be tracked with the use of NWEA, MindPlay, and IReady. ILEARN and current NWEA data will provide insight into student strengths and areas of growth in literacy and math, the focus areas of Central's goals.

Throughout the school year, teachers will engage in weekly grade level team meetings and bi weekly Data Team for planning instruction, interventions, and collaborative conversations. Data Teams along with administration, instructional coach, and our special education team, will develop Tier 2 and Tier 3 plans for students with academic and behavioral needs beyond Tier 1 in the classroom. Progress monitoring and review of this data will happen throughout the year.

Goal #	Goal Statement
1	Math: Students will increase the overall proficiency performance in Math by 3% (from 69.7% to 72.7%) as measured by ILEARN in the spring of 2022
2	Reading: Students will increase their overall proficiency performance in ELA by 3% (from 61.1% to 64.1%) 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):** Students will increase their overall proficiency performance in ELA by 9% (from 61.1% to 70.1%) as measured by ILEARN in the spring of 2024.

**Goal #1 (1-year Goal):** Students will increase their overall proficiency performance in ELA by 3% (from 61.1% to 64.1%) 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: Literacy Skills		
<p><b>Focus Area Goal:</b> Students will increase their overall proficiency performance in ELA by 3% (from 61.1% to 64.1%) as measured by ILEARN in the spring of 2022.</p> <p><b>Evidence:</b> Student growth as measured by Spring 2022 ILEARN</p>		
Action Steps	Required Resources/PD	Timeline
<ul style="list-style-type: none"> <li>All grade levels will conduct a Fall/Winter/Spring NWEA assessment.</li> </ul>	NWEA	August 2021 January 2022 May 2022
<ul style="list-style-type: none"> <li>All grade levels will collaboratively look at NWEA fall data to determine a grade level goal. Teams will continue to meet throughout the year to review progress monitoring data (Mind Play, common classroom assessments) to guide Tier One instruction in the classroom.</li> </ul>	Data Team Meetings. During these meetings teachers will discuss data, instructional practices, and problem solve collaboratively. Mind Play Data NWEA data	Bi- Weekly

<ul style="list-style-type: none"> <li>Utilization of Mind Play in Grades K-5</li> </ul>	<p>Ongoing Staff PD on how to support this program and retrieve and utilize data for instruction</p>	<p>September and February</p>
<ul style="list-style-type: none"> <li>F &amp; P Expectations for Literacy Block. Teachers will utilize F&amp;P expectations to meet with strategy/guided reading groups on an average of 60 min per day to help meet the needs of all students.</li> </ul>	<p>Ongoing Staff PD on Guided Reading/Strategy Groups</p>	<p>August, October, January, March</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Reader’s Notebooks (K-5)</li> </ul>	<p>August 2021- May 2022</p>
<ul style="list-style-type: none"> <li>Build effective classroom instruction on rigorous expectations with an emphasis on high-level questioning</li> </ul>	<ul style="list-style-type: none"> <li>ICLE PD</li> <li>Instructional Coaching Visits ICLE (August, November, February, March)</li> </ul>	
<ul style="list-style-type: none"> <li>Data action plans will be used for all grade levels in tracking and determining progress towards grade level academic benchmarks in math</li> </ul>	<ul style="list-style-type: none"> <li>Data Team Forms</li> <li>Data Team PD</li> </ul>	

## 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)**

<https://mindplay.com/student-programs/virtual-reading-coach/>

Mind Play ® 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. Mind Play Literacy automatically assesses each student's current reading level, then assigns the appropriate Mind Play 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. Mind Play 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 educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they 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.

### **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. Central Elementary currently uses LLI with MTSS students.

### **Remediation Block**

A daily dedicated 30 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).

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

**Math Goal**

**Goal # 1 (3-year Goal):** Students will increase the overall proficiency performance in Math by 9% (from 69.7% to 78.7%) as measured by ILEARN in the spring of 2024.

**Goal # 2 (1-year Goal):** Students will increase the overall proficiency performance in Math by 3% (from 69.7% to 72.7%) as measured by ILEARN in the spring of 2022

**Math Action Plan**

**School Action Plan for the 2021-2022 School Year**

<b>Focus Area: Math Skills</b>		
<p><b>Focus Area Goal:</b> Students will increase the overall proficiency performance in Math by 9% (from 69.7% to 72.7%) as measured by ILEARN in the spring of 2022</p> <p><b>Evidence:</b> Student growth as measured by ILEARN in the spring of 2022</p>		
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>

<ul style="list-style-type: none"> <li>All grade levels will conduct a Fall/Winter/Spring NWEA assessment.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> </ul>	<p>August 2021 January 2022 May 2022</p>
<ul style="list-style-type: none"> <li>All grade levels will collaboratively look at NWEA fall data to determine a grade level goal. Teams will continue to meet throughout the year to review progress monitoring data (IReady, common classroom assessments) to guide Tier One instruction in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Data Team Meetings. During these meetings teachers will discuss data, instructional practices, and problem solve collaboratively. IReady Data</li> <li>NWEA data</li> </ul>	<p>Bi- Weekly</p>
<ul style="list-style-type: none"> <li>Utilization of I-Ready in Grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing Staff PD on how to support this program and retrieve and utilize data for instruction</li> </ul>	<p>August 2021- May 2022</p>
<ul style="list-style-type: none"> <li>Review interim/benchmark assessments connected to reading to determine specific components of need and to identify individual skills students need to focus on growth</li> </ul>	<ul style="list-style-type: none"> <li>NWEA Maps</li> <li>IReady</li> <li>Data Meetings</li> </ul>	<p>September 2021 January 2022 May 2022</p>
<ul style="list-style-type: none"> <li>Data action plans will be used for all grade levels in tracking and determining progress towards grade level academic benchmarks in math</li> </ul>	<ul style="list-style-type: none"> <li>Data Team PD</li> <li>Data Team Forms</li> </ul>	<p>August 2021-May 2022 weekly PLC meetings</p>



## 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.

<https://www.ixl.com/research/Impact-of-IXL-in-California.pdf>

<https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1203&context=maed>

### **Remediation Block**

A daily dedicated 30 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).

### **Professional Learning Communities, “Data Teams”**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they 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.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

### **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 Central Elementary staff to monitor core programs and MTSS progress on a continual basis. Central Elementary teachers also participate in bi-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.)

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

Central Elementary students have the opportunity to participate in extracurricular clubs including Robotics and STEAM Club that provide preliminary exposure to activities and skills that may connect to future careers in engineering, technology, or mathematics.

Central 5<sup>th</sup> grade students get to participate in Biz Town. After several weeks of classroom learning, Biz Town culminates in a day long visit to simulate a city that provides an experiential learning lab where students become adults for a day, leading their own business, and making decisions.

LSCS, including Central Elementary, utilizes the PRIDE program, in which students can earn Work Ethic Certificates.

[https://www.doe.in.gov/sites/default/files/news/june-21-hea-1002-career-awareness-and-career-development-plan-6-6.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.doe.in.gov/sites/default/files/news/june-21-hea-1002-career-awareness-and-career-development-plan-6-6.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

### **Highly Qualified Teachers and Paraprofessionals**

2021-22 Highly Qualified Teachers: All verification and supporting documents are filed at the LCSC Administration Center.

### **\*Highly Qualified Paraprofessionals**

2021-22 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

### **Definitions**

#### **School Assessment Measures – Definition**

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. Their correlation to state assessment proficiency or the district mission is the basis of the selection of the measures. The School Assessment Measures do not include routine teacher-designed classroom assessments.

#### **Goal Action Plan – Definition**

The Goal Action Plan section of the School Improvement plan asks principals to select research-based action steps and instructional strategies that will have a positive impact on student performance when implemented with fidelity. The principal should measure teacher capacity and level of fidelity in district selected action steps and strategies. The SIP team may select additional action steps.

**Focus Area Goal:** This section sets the level of deployment, fidelity, or level of classroom use for each goal.

**Action Steps –** Instructional strategies refer to the identified way of delivering instruction and facilitating student learning within a given framework. Action steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

**Resources/Professional Development Needed –** This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (i.e. online, face-to-face, group, individual, by coach or through a workshop).

**Target Date** – The SIP team should to set a goal for completion of the goal (i.e. by December of the school year, by the end of the first quarter, etc.)

**Evidence** – The SI team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use (i.e. classroom checklists, walkthrough checklist data, observation data from teacher evaluation data, reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD).

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

Corporation Number: 0665

Corporation Name: Lebanon Community School Corporation

School Name: Central Elementary

School Number: 0561

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): McKenzie Leckrone

Principal Signature: McKenzie Leckrone

Date Signed: 9/2/21

Teacher: <u>Nicole Mitchell Nicole Mitchell</u>	Date: <u>9-2-21</u>
Teacher: <u>Chaleen Crose Faulkner Chaleen Crose Faulkner</u>	Date: <u>9/2/21</u>
Teacher: <u>Kristen Rissler Kristen Rissler</u>	Date: <u>9/2/21</u>
Teacher: <u>Jessica Frederick Jessica Frederick</u>	Date: <u>9/2/21</u>
Teacher: <u>Christy Fisher Christy A. Fisher</u>	Date: <u>9/2/21</u>
Teacher: <u>Haley Mishler Haley Mishler</u>	Date: <u>9/2/21</u>
Teacher: <u>Heanna Stamm - maternity leave</u>	Date: <u>9/2/21</u>
Teacher: <u>Chad Salsman Chad Salsman</u>	Date: <u>9/2/21</u>
<u>Nathan Marquis no longer @ Central</u>	

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