

North Montgomery Community School Corporation



**Lester B. Sommer Elementary 6243**  
**Principal: Suzanne Gephart**

North Montgomery Community School Corporation

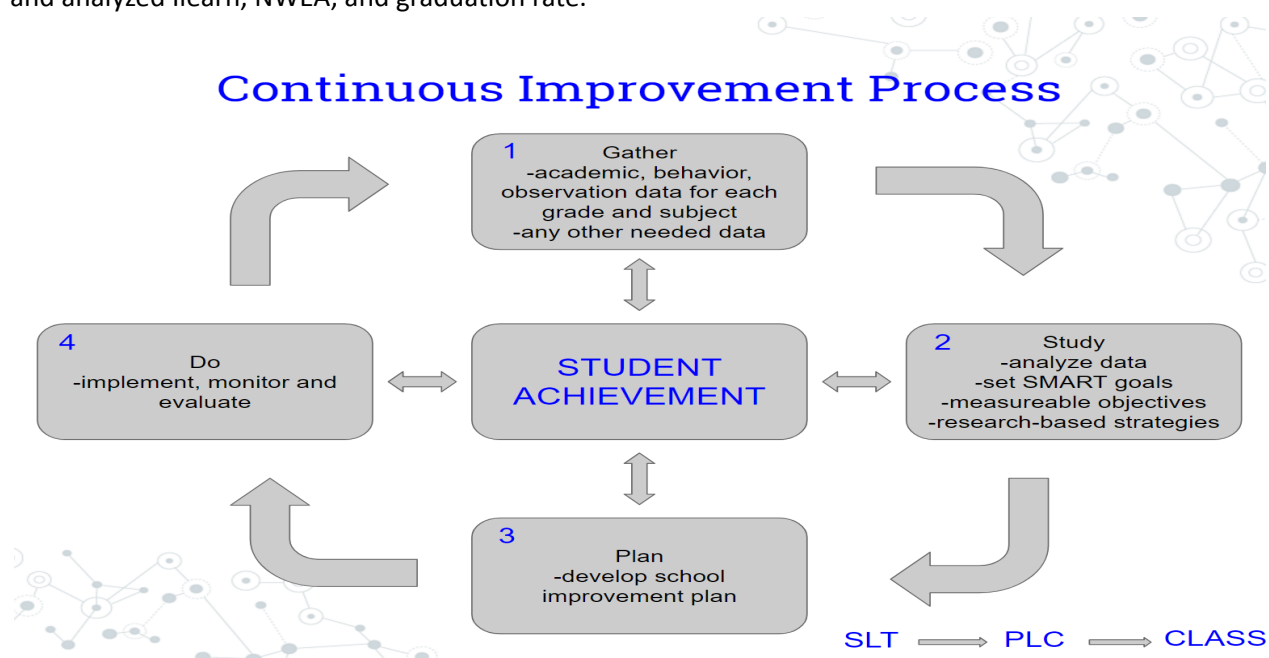
2022-2025 School Year  
3-Year Continuous Plan  
SCHOOL IMPROVEMENT PLAN

# North Montgomery Community School Corporation

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve its level of student achievement. School improvement plans are selective, strategic plans based on the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out how and when these changes will be made.

North Montgomery Community School Corporation (NMCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that North Montgomery Community School Corporation traveled through in the development of their plans. All the district's administrators gathered for two full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard which included the following data points: attendance, behavior, observation and academic. School teams dug through attendance data by trimester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspension, reviewed averages of classroom observations, and analyzed Ilearn, NWEA, and graduation rate.



After conducting the root cause analysis of the following 4 types of data, each school identified 3 smart goals in the areas of attendance, behavior, and academics. Once the smart goals were identified, school teams created objectives; data based rationales, strategies, activities, and target groups, and actions steps. Each action step identified person(s) responsible, evidence of success, possible obstacles and possible solutions. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders; it will increase learning and academic achievement for all the students of North Montgomery Community School Corporation.

# North Montgomery Community School Corporation

School: Lester B. Sommer Elementary				
June _2025 ____ MEASURABLE OUTCOME: An increase in proficiency of 9% on the State Assessment in English/Language Arts (3-5)				
<b>Objective</b>	Sommer Elementary will achieve an annual 3% increase in proficiency rates for English/Language Arts(3-5) 53% to 56% by the end of 2023 school year.			
<b>Data-Based Rationale</b>	In school year 2022 overall 56% proficiency rate 3-5, 3rd grade had a 59% proficiency rate, 4 <sup>th</sup> grade had a 47% proficiency rate and 5 <sup>th</sup> grade had a 52.6% proficiency rate.			
<b>Strategy</b>	1. Teachers are clear about student learning objectives. These objectives are specific, measurable, realistic, and timely and are aligned to the standard base curriculum.			
<b>Activity</b>	1. Administrative walk-through data 2. Informal/Formal classroom observations 3. Lesson Plans 4. Posted Lesson Objective 5. Professional Development	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
<b>Targeted Group</b>	Students scoring below the High Average below 60% of ELA portion of NWEA in K-3 Students scoring below the "At Proficiency" level on the ELA portion of the ILEARN State Assessment in grades 4-5			
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Monthly Data Analysis	Grade level teams, Instructional Coach, Special Services Teachers	NWEA growth Progress Monitoring growth	Matching classroom rigor and pace with the curriculum pacing guide	Monitoring pre and post testing of End of Unit exams
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Classroom Observation/Evaluation	Administrator, Instructional Coach	Documented Effective or Highly Effective marks in the RISE TER in Domain 1 and 2	Timing	Daily, Weekly, Monthly Observations
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
PD Plan Weekly PLC meetings	Administrator, Instructional Coach Leadership Team	Instructional Growth (RISE TER) PLC Meeting notes	Cost/Time	Create a specific Budget based on need

# North Montgomery Community School Corporation

School: Lester B. Sommer Elementary				
June _2025_____ MEASURABLE OUTCOME: An increase in proficiency of 9% on the State Assessment in Math				
<b>Objective</b>	Sommer Elementary will achieve an annual 3% increase in proficiency rates for Math 3-5) 56% to 59% by the end of 2023 school year.			
<b>Data-Based Rationale</b>	In school year 2022 overall 56% proficiency rate 3-5, 3rd grade had a 54% proficiency rate, 4 <sup>th</sup> grade had a 52% proficiency rate and 5 <sup>th</sup> grade had a 48% proficiency rate.			
<b>Strategy</b>	2. Teachers are clear about student learning objectives. These objectives are specific, measurable, realistic, and timely and are aligned to the standard base curriculum.			
<b>Activity</b>	6. Administrative walk-through data 7. Informal/Formal classroom observations 8. Lesson Plans 9. Posted Lesson Objective 10. Professional Development	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
<b>Targeted Group</b>	Students scoring below the High Average below 60% of Math portion of NWEA in K-3 Students scoring below the "At Proficiency" level on the Math portion of the ILEARN State Assessment in grades 4-5			
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Monthly Data Analysis	Grade level teams, Instructional Coach, Special Services Teachers	NWEA growth Progress Monitoring growth	Matching classroom rigor and pace with the curriculum pacing guide	Monitoring pre and post testing of End of Unit exams
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Classroom Observation/Evaluation	Administrator, Instructional Coach	Documented Effective or Highly Effective marks in the RISE TER in Domain 1 and 2	Timing	Daily, Weekly, Monthly Observations
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
PD Plan Weekly PLC meetings	Administrator, Instructional Coach Leadership Team	Instructional Growth (RISE TER) PLC Meeting notes	Cost/Time	Create a specific Budget based on need

# North Montgomery Community School Corporation

<b>School: Lester B. Sommer Elementary</b>				
<b>June 2024 MEASURABLE OUTCOME: 98.5 % Attendance Rate</b>				
<b>Objective</b>	<b>Sommer Elementary will achieve .5 % yearly increase in student attendance in school year 2022-23</b>			
<b>Data-Based Rationale</b>	<b>In school year 2021-22 Sommer Elementary had an average Attendance Rate of 95.04% For school year 2022-2023 Sommer Elementary will achieve 95.50% average Attendance rate.</b>			
<b>Strategy</b>	<b>1. Sommer Elementary will communicate the importance of student attendance and the effects of absences on student achievement. Sommer Elementary will provide a social/emotional network to support students and families.</b>			
<b>Activity</b>	<ol style="list-style-type: none"> <li><b>1. Monthly communication in newsletter about data on attendance.</b></li> <li><b>2. Provide community support to families that will ensure student attendance</b></li> <li><b>3. Create a greater desire for students to participate in school.</b></li> </ol>	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
<b>Targeted Group</b>	<b>The bottom 10% of absentee students in grades pre-k-5<sup>th</sup>.</b>			
Choose an item. <b>Action Steps</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Possible Obstacles</b>	<b>Possible Solutions</b>
Create a Focus Group based on past data	Administrator, School Nurse, School Secretary, grade level teachers	Attendance Rate increases	Time to collect data and analyze it	Plan for work time with specific dates
Choose an item. <b>Action Steps</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Possible Obstacles</b>	<b>Possible Solutions</b>
Making daily Attendance calls to absent students	Administrator, School Nurse, School Secretary	Attendance Rate increases	Time to make the calls	Delegate calls to different personnel
Choose an item. <b>Action Steps</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Possible Obstacles</b>	<b>Possible Solutions</b>
A system of support for students and families	Administrator, School Counselor, School Nurse, Grade level teachers, Community Programs Resource Officer	Attendance Rate increases	Support doesn't match the needs	Identify needs of focus group to better support

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This is the link to the School Data for Sommer SIP based on the stated goals:

[https://docs.google.com/spreadsheets/d/1E69j\\_pm2t7IWYwLZrqYN9ub9UnhqnyhwntybMTNpd\\_E/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1E69j_pm2t7IWYwLZrqYN9ub9UnhqnyhwntybMTNpd_E/edit?usp=sharing)

School: Lester B. Sommer Elementary	
Data Dashboard (Including information on attendance, behavior, assessment, and evaluations):	
Curriculum Location and Description	Educators in North Montgomery are created curriculum maps to link local curriculum to Indiana Academic Standards at each grade level and to articulate the skills and strategies that students needs as they move from one grade level to the next. Maps are available for staff and parents via school website. Additional information about our curriculum is available <a href="#">online</a> .
Assessment in Addition to ILearn	North Montgomery Community School Corporation uses NWEA in grades K-8 and 10 <sup>th</sup> in addition to ILEARN. Students are assessed three time a year in reading, language use, and mathematics.
Include Needs of all Learners	North Montgomery partners with the <a href="#">West Central Indiana Special Services Cooperative</a> to provide high-quality special education services to our students. <b>The purpose and intent of this joint service program is to operate programs to serve all children with disabilities as defined by Article 7 of the Indiana Department of Education. The administering school corporation is Crawfordsville Community Schools, and as administrative and fiscal agent for the joint service program, it maintains the Joint Service and Supply Fund and receives and disburses in accordance with the provisions of the written agreement. The Co-op provides administrative, psychological, consultative, and related services to the participating school districts.</b>
Opportunities for Parent Participation	Parents are encouraged to participate in school and corporation events through newsletters, Powerschool access, calendar events, and education tips.
Safe and Disciplined Learning Environment	All schools in North Montgomery Community School Corporation complete and update a School Safety Plan to ensure that all students, staff, and visitors come to a safe, equitable environment. Information about our safety requirements is available <a href="#">online</a> .
Technology Initiatives	North Montgomery is making great strides towards full technology integration. Our mission, vision, and action steps for this work are outlined in our <a href="#">Technology Page</a> .
Professional Development Program Narrative	Professional Development throughout NMCSC will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. As we continue to work to meet the needs of all students, our instructional coach and/or principal will meet with grade levels monthly and provide training based on teacher evaluations and progress monitoring data. Grade level teams of general education teachers, teachers of exceptional learners, and paraprofessional aides meet weekly to review data and plan instruction and intervention. PLC communities are part of the improvement plan.
Cultural Competencies	NMCSC serves a diverse and varied population. All school stakeholders are trained to support the following subgroups: ELL, special needs, F/R lunch, and high ability. Students are provided both pull-out and push-in support at the school and classroom level. Additionally, each school encourages positive student behavior through selected experiences, trainings, and programs that support the “whole” child.

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<p>Career Awareness and Career Development Plan</p>	<p>North Montgomery is committed to promoting and creating work based experiences infused into daily instruction (k-12). All elementary schools are implementing Second Step curriculum (prek-5) and grades 6-12 use Naviance to support career pathways. Elementary counselors are providing career-focused classroom lessons.</p>
<p>Early Learning Education</p>	<p>The Lester B. Sommer Early Learning Academy will strive to provide educational, quality child care and learning opportunities for every child. Through discovery learning and play, each child can grow and learn at their own rate. By providing a culture of care and a staff trained in appropriate early childhood foundations, we will provide a learning environment where children feel safe to explore and learn through discovery.</p> <p>North Montgomery is working towards a Level 3 in Paths to QUALITY™, Indiana’s voluntary quality rating and improvement system. In addition to creating an environment that promotes children’s learning, we are using a planned curriculum to meet each child’s learning needs. In order to reach Level 3 we have committed to improve program quality for early learners by:</p> <ul style="list-style-type: none"><li>•planning activities that lead to Kindergarten readiness</li><li>•participating in additional training and education</li><li>•inviting families to be part of program activities</li><li>•evaluating and improving our program to provide the best care and learning environment for each child.</li></ul>