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

School Improvement Plan
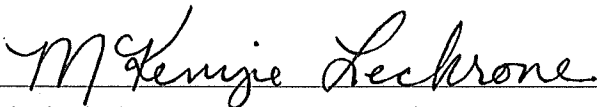# 2024-25

School Name: Central Elementary
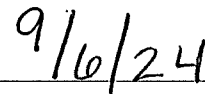School Address: 515 East Williams Street Lebanon, Indiana 46052
School Phone Number: 765.482.2000
School Fax Number: 765.482.
School DOE Number 0561
School Corporation Number: 0665
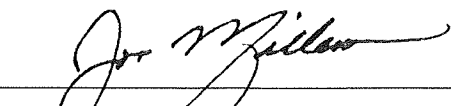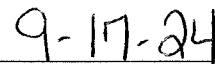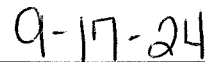
Principal Signature, McKenzie Leckrone	9/6/24 — Date
Superintendent Signature, Dr. Jon Milleman	9-17-24 — Date
School Board President Signature	9-17-24 — Date

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

Revised: 2/16/2024

Table of Contents

       o Description of Ongoing Data Review Process
       o SIP Timeline
       o Description of Curriculum

Using Result for Continuous Improvement
- Description of Ongoing District Data Review Process
- Description of Ongoing School Data Review Process
- School Improvement Plan Timeline
- Description of Curriculum
- Career Awareness and Career Development Plan

Career Awareness and Career Development Plan

Definitions

School Improvement Team Assurance Form

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 ensure 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

McKenzie Leckrone	Principal
Gwen Bell	Assistant Principal
Christy Fisher	SPED teacher
Nicole Mitchell	1st grade teacher
Abby Warren	KDG teacher
Kimberly Lahrman	5th grade teacher
Jayna Wagner	Instructional Coach
Haley Payton	Instructional Coach
Lydia Sturm	2nd Grade teacher
Amanda Hall	4th Grade teacher

Dates and Times of Meetings

August 2024
November 2024
January 2025
March 2025
May 2025

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2021-2022	71	0
2022-2023	21	0
2023-2024	40	0

Suspensions by Sub-group

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	0	0	0
Black	3	0	1
Hispanic	0	1	1
Multi-racial	0	0	4
White	68	20	34
Female	0	0	5

Male	0	0	15
IEP - YES	27	10	3
IEP - NO	44	11	37

Demographic Data
Enrollment by Ethnicity

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	4	5	4
Black	3	4	5
Hispanic	13	16	13
Multi-racial	3	9	9
White	315	303	269

Free/Reduced/Paid Lunch

Year/Sub-Group	2021-2022	2022-2023	2023-2024
Free Lunch	56	82	77
Reduced Lunch	15	9	12
Paid Lunch	225	218	202

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.

	2021-2022	2022-2023	2023-2024
Attendance Rate	94.21	95.36	94.8
Number of Unexcused Absences	600	576.50	412

3-Year Trend Data on Student Achievement by Cohort

		Grade 3		Grade 4		Grade 5		School Total	
School ID	School Name	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %
	24 State	81779	38.6%	82893	41.8%	81242	40.3%	493624	41.0%
	23 State	82145	39.7%	80453	40.3%	81840	40.2%	491961	40.7%
	22 State	79916	40.7%	81003	41.1%	81101	41.0%	492536	41.2%
	21 State	79376	38.7%	78964	39.6%	80280	39.5%	485818	40.5%
0665	24 LCSC	275	39.6%	271	44.6%	265	40.0%	1631	42.2%
0665	23 LCSC	265	38.9%	256	37.1%	281	39.9%	1577	38.6%
0665	22 LCSC	248	35.9%	271	41.7%	245	37.1%	1540	40.5%
0665	21 LCSC	257	42.0%	236	31.8%	251	45.4%	1516	40.1%
0561	24 Central ES	57	50.9%	58	65.5%	48	58.3%	163	58.3%

School ID	School Name	Grade 3		Grade 4		Grade 5		School Total	
0561	23 Central ES	61	62.3%	53	50.9%	56	53.6%	170	55.9%
0561	22 Central ES	56	51.8%	57	52.6%	63	47.6%	176	50.6%
0561	21 Central ES	55	63.6%	60	46.7%	60	73.3%	175	61.1%

School ID	School Name	Grade 3		Grade 4		Grade 5		School Total	
		Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %
	24 State	81736	52.4%	82851	48.0%	81204	40.8%	493272	40.7%
	23 State	82115	53.1%	80450	48.8%	81819	41.1%	491741	40.9%
	22 State	79945	51.9%	80992	47.5%	81081	40.8%	492283	39.4%
	21 State	79319	48.7%	78906	43.7%	80225	38.6%	485424	36.9%
0665	24 LCSC	275	49.8%	271	50.9%	265	34.3%	1629	41.2%
0665	23 LCSC	265	52.1%	256	44.1%	281	39.9%	1577	41.8%
0665	22 LCSC	248	58.1%	271	52.0%	245	47.3%	1540	45.3%
0665	21 LCSC	257	53.3%	237	46.4%	254	40.9%	1514	41.1%
0561	24 Central ES	57	64.9%	58	70.7%	48	62.5%	163	66.3%
0561	23 Central ES	61	70.5%	53	75.5%	56	75.0%	170	73.5%
0561	22 Central ES	56	66.1%	57	73.7%	63	66.7%	176	68.8%
0561	21 Central ES	55	81.8%	60	61.7%	60	66.7%	175	69.7%

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	See Demographics Needs in report		
Attendance	• Families responsive to attendance MTSS • Attendance rate maintained	• Monitor unexcused and excused absences following new attendance law for K-6.(Indiana Senate Bill 282) • Inform all staff members and families of new law • Continue to work with Boone County prosecutor's office to address needs of families with unexcused absences • Continue to communicate the definitions of excused/unexcused absences with families	• Working with families with chronic absenteeism • Communication regarding absences • Implement MTSS attendance plans for students with chronic absenteeism
Student Achievement	• Intervention times and extra support from special area teachers • Data Meetings • MTSS (Multi-Tiered System of Supports)	• Continued understanding and implementation of MTSS process • Use of instructional assistant in the classroom	• Implementation of new literacy program (CKLA), focusing on science of reading • Continue to use data to drive instruction
School Culture and Climate	• Implementation of leadership programs, empowering teachers and students to be	• Continuing to hold all staff members accountable for creating and working toward set goals.	• Continuing leadership work to give all students and staff a voice at Central

	leaders in a multitude of ways. • School wide procedures • School wide, grade level, and classroom goals and actions plans to achieve these goals • Display of student work and goals • Teacher leaders creating opportunities for all students to grow in their leadership		• Continue to set and work towards important academic, behavioral, and social-emotional goals.
Staff Quality/Professional Development	• Highly qualified staff that excel in academic instruction, differentiation and supporting a positive school culture • Ongoing professional development utilizing our literacy and math coaches to further staff's knowledge of science of reading and best practices in the classroom	• Training instructional assistants on best practices in the classroom • Professional development based on data and teacher needs	• Continuing to build trust and positive relationships with all staff and students, while providing a supportive learning environment • Data driven professional development
Curriculum, Instruction, Assessment	• Utilization of Smekens writing resource in all K-5 classrooms to build common	• Peer observations to help support teacher growth in all areas of instructional practices	• Utilizing the newly created year at a glance and curriculum maps

	language with written response • Implementation of literacy block expectations in all K-5 classrooms • District curriculum maps in math, science, reading, language, and social studies	• Using data to drive our curricular and instructional needs • Understanding of the ILEARN check point assessment data, utilized in grades 3-5	• Data team collaborations to continue growth in best practices and assess needs of students
Family and Community Involvement	• Central Parent Organization (PTO) is extremely supportive to all staff with time and money to support students and staff • Opportunities for parents to come in to Central to volunteer classroom, grade level, and school wide	• Engaging community partnerships throughout the school	• Administration and PTO work closely to engage, inform, and learn from the community in regards to how the community can enhance the education experience
Technology	• 1:1 technology devices for all students and staff • Tech Tuesday's held monthly on how to best utilize educational technology in the classroom • Use of CANVAS in all grade levels and classrooms	• Creating engaging virtual lessons at every grade level that can be used for E-Learning Days • On-going learning on how to use technology to enhance lessons, not replace	• Utilizing technology in all subjects to enhance learning and engaging students

Goal Summary and Decision-Making Process

ACADEMIC GROWTH + OPPORTUNITY

PreK-12 Curriculum, Instruction, and Assessment - Special Programming- Graduation Pathways

		Key Performance Indicators (KPIs)
WHAT	?	Numbers that track the operation of your business
FOUNDATION		Based on past results or future goals
DIRECTION		Monitors the "steady-state" and benchmarks
TRIGGERS		Actions are prompted when numbers are off track
DURATION		Measured on an ongoing basis
LIFESPAN		May be the same from quarter to quarter, year to year

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Goal #	Goal Statement- One Year Goals
1	Reading: Students will increase the overall proficiency performance in ELA by 3% (59% to 62%) as measured by ILEARN in the spring of 2025
2	Math: Students will increase the overall proficiency performance in Math by 3% (66% to 69%) as measured by ILEARN in the spring of 2025

Goal #	Goal Statement- Three Year Goals
1	Reading: Students will increase the overall proficiency performance in ELA by 9% (59% to 68%) as measured by ILEARN in the spring of 2025
2	Math: Students will increase the overall proficiency performance in Math by 9% (66% to 75%) as measured by ILEARN in the spring of 2027

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**: Students are able to persevere through challenges and problem-solve.
- **Respectfulness**: Students accept and demonstrate service to others, possess a positive attitude and communicate 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**: Students are organized, punctual and demonstrate self-management.

English Language Arts Goal

Goal 1: 1-year Goal English/Language Arts
Reading: Students will increase the overall proficiency performance in ELA by 3% (59% to 62%) as measured by ILEARN in the spring of 2025

English Language Arts Action Plan
Goal 1: School Action Plan for the 2024-2025 School Year

Focus Area: Literacy Skills		
Focus Area Goal: Reading: Students will increase the overall proficiency performance in ELA by 3% (59% to 62%) as measured by ILEARN in the spring of 2025 **Evidence:** Student growth as measured by Spring 2025 ILEARN		
Action Steps	**Required Resources/PD**	**Timeline**
Kindergarten, first, and second grade completing Fall/Winter/Spring NWEA assessment	NWEA	August 2024 December 2024 May 2025

Third, fourth, and fifth grade completing ILEARN three ILEARN checkpoints	ILEARN	September 2024 December 2024 February 2025
All grade levels will collaboratively look at data gathered from NWEA, ILEARN checkpoints, and classroom data to determine grade level goals. Teams will continue to meet throughout the year to review progress monitoring data to guide Tier One instruction in the classrooms	Weekly Professional Learning Communities	Weekly throughout the 2024-2025 school year
Use of Boost (CKLA-Amplify) in K-5.	Placement tests and ongoing discussions to retrieve and utilize this data for instruction	Utilized throughout the 2024-2025 school year
NWEA Diagnostic (approved Dyslexia Screener) Grade K-2 and new students to LCSC	Utilize this data to determine some or at risk students and get a plan in place	August/ September/ October 2024
Use of Smeken's Writing resource and common language in all classrooms	PD and coaching throughout the year	September 2024 December 2024 February 2025
Building effective literacy classrooms, focusing on range and qualify of text in each classroom and responsive teaching	SPN (Successful Practices Network) rubric SPN professional development Coaching visits	Monthly during 2024+2025 school year
Incorporate writing as a response in all subject areas to enhance students' interpretation of the text and extend students' thinking within, beyond, and about the text	CKLA (resource), response journals coaching	Monthly during 2024-2025 school year

MTSS team and meetings to build a plan of strategies for students in the need of Tier 2 or Tier 3 services in language arts	MTSS PD MTSS structure MTSS meetings	Sept 2024-April 2025

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:

CKLA

Core Knowledge Language Arts (CLKA), published by Amplify, is the leading early literacy curriculum grounded in the science of reading. By combining knowledge-building and research-based foundational skills, the instructions guide teachers in developing strong readers, writers, and thinkers.

Orton-Gillingham

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

The Approach is so named because of the foundational and seminal contributions of Samuel T. Orton and Anna Gillingham. Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As

early as 1925 he had identified the syndrome of dyslexia as an educational problem. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Encouraged by Dr. Orton, she compiled and published instructional materials as early as the 1930s which provided the foundation for student instruction and teacher training in what became known as the Orton-Gillingham Approach.

The Orton-Gillingham Approach is most often associated with a one-on-one teacher-student instructional model. Its use in small group instruction is not uncommon. A successful adaptation of the Approach has demonstrated its value for classroom instruction. Reading, spelling and writing difficulties have been the dominant focus of the Approach although it has been successfully adapted for use with students who exhibit difficulty with mathematics.

The Orton-Gillingham Approach always is focused upon the learning needs of the individual student. Orton-Gillingham (OG) practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically.

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. Professional learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Math Goal

Goal 2: 1-year Goal Mathematics
Math: Students will increase the overall proficiency performance in Math by 3% (66% to 69%) as measured by ILEARN in the spring of 2025

Math Action Plan
Goal 2: School Action Plan for the 2024-2025 School Year

Focus Area: Application of Math Skills		
Focus Area Goal: Math: Students will increase the overall proficiency performance in Math by 3% (66% to 69%) as measured by ILEARN in the spring of 2025 **Evidence:** Student growth as measured by ILEARN in Spring of 2025		
Action Steps	**Required Resources/PD**	**Timeline**
Kindergarten, first, and second grade completing Fall/Winter/Spring NWEA assessment	NWEA	August 2024 December 2024 May 2025
Third, fourth, and fifth grade completing three ILEARN checkpoints	ILEARN	September 2024 December 2024 February 2025
Utilization of RedBird/Aleks as an online component for math enrichment and remediation	RedBird Aleks	August 2024-May 2025
All grade levels will collaboratively look at data gathered from NWEA, ILEARN checkpoints, and classroom data to determine grade level goals. TEams will continue to meet throughout the year to review progress monitoring data to	Professional Learning Community (PLC) meetings Math coach utlization	Monthly throughout the 2024-2025

guide Tier One instruction in the classrooms		
Professional Development delivered by Math Instructional coach, based on best practices and math curriculum/program implementation	Math Instructional Coach PD Meetings	September 2024-April 2025
MTSS team and meetings to build a plan of strategies for students in the need of Tier 2 or Tier 3 services in math	MTSS PD MTSS structure MTSS meetings	Sept 2024-April 2025

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:

Reveal Math
Reveal Math™ is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

Professional Learning Communities
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. Professional learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Goal Summary and Decision-Making Process

COMMUNITY ENGAGEMENT

Communication - Service - Community Partnerships

		Objectives and Key Results (OKRs)
WHAT	?	Action-orientated goals and measures
FOUNDATION		Mission-based, aspirational and directional
DIRECTION		Audacious and bold, tied to mission
TRIGGERS		Actions are taken as issues arise
DURATION		Time-bound, often quarterly
LIFESPAN		Change from quarter to quarter, year to year

The following is a summary of **Community Engagement** objective(s) encompassed in this plan for the 2024-25 school year. *Identify at least one Objective Statement and Key Result(s), for each Objective – (add or reduce rows accordingly).*

Objective #	Objective Statement(s)
1	Increase community involvement

Key Result #	Key Result Statement(s)
1	Community partnerships present at Central and Central Parent-Teacher Organization meetings
2	Community involvement in Central Leadership Days
3	Community Engagement through action teams

Key Result Statement 1: Community partnership presentations at Parent Teacher Organization Meetings		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Central will have 6 community partnership presentations	Agenda of community meetings	April 2025

Key Result Statement 2: Community involvement in Central leadership days.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Central will have 10 different community partnerships for leadership days	Community Sign Up Form	March 2025

HIGH-PERFORMING + ENGAGED WORKFORCE

Recruitment - Efficacy - Retention - Staff Leadership -Professional Development

Objectives and Key Results (OKRs)

WHAT	?	Action-orientated goals and measures
FOUNDATION		Mission-based, aspirational and directional
DIRECTION		Audacious and bold, tied to mission
TRIGGERS		Actions are taken as issues arise
DURATION		Time-bound, often quarterly
LIFESPAN		Change from quarter to quarter, year to year

The following is a summary of **High-Performing + Engaged Workforce** objective(s) encompassed in this plan for the 2024-25 school year. *Identify at least one Objective Statement and Key Result(s), for each Objective – (add or reduce rows accordingly).*

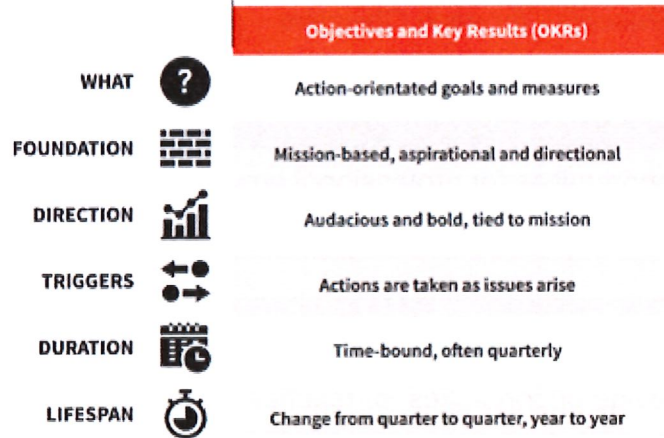| Objective #	Objective Statement(s)
1	Opportunities for professional growth to build teachers leadership skills

Key Result #	Key Result Statement(s)
1	Provide opportunities for teacher led professional development
2	Create a collaborative list of each teacher strengths to enable other educators to observe and learn from areas where they seek growth

Key Result Statement 1:		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Teachers will create professional development that will be presented at PLC's and professional development days	Teacher Data Form	September 2024 through April 2025
Teachers will share area of strength, while observing others in their area of growth	Area of strength teacher form Feedback forms	October 2024-May 2025

EFFICIENT + EFFECTIVE DISTRICT AND SCHOOL OPERATIONS

Fiscal Viability - Strategic Alignment of Resources - Safety, Security, and Wellness

		Objectives and Key Results (OKRs)
WHAT	?	Action-orientated goals and measures
FOUNDATION		Mission-based, aspirational and directional
DIRECTION		Audacious and bold, tied to mission
TRIGGERS		Actions are taken as issues arise
DURATION		Time-bound, often quarterly
LIFESPAN		Change from quarter to quarter, year to year

The following is a summary of **Efficient + Effective District and School Operations** objective(s) encompassed in this plan for the 2024-25 school year. *Identify at least one Objective Statement and Key Result(s), for each Objective – (add or reduce rows accordingly).*

Objective #	Objective Statement(s)
1	Grow teacher efficacy in school safety protocols

Key Result #	Key Result Statement(s)
1	Targeted training and ongoing support in implementation of safety protocols

Key Result Statement 1:		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Building administrators will hold 6 safety table talks at staff meetings	Agenda Meeting	September 2024 November 2024 December 2024 January 2025 February 2025

		March 2025
Teachers/staff members lead safety table talks 2nd semester	Agenda Meeting	January 2025 March 2025
All certified staff trained in de-escalation strategies utilizing Crisis Prevention Institute (CPI)	Sign up data for CPI	May 2025

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

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
Implement Updated 2024-2025 SIP		X	X	X
Establish 2024-2025 SI Team		X		
Review and Develop Updated 2024-2025 SIP by SI Team 1st Submission Deadline: August 15, 2025		X	X	
Review of 2023-2024 SIP by Superintendent/Cabinet Return to Principals by August 22, 2025			X	
Revisions of 2023-2024 SIP Completed by SI Team (including SI				X

Team Teacher Representative Signature Form) **Final Submission Deadline: September 2, 2025**				
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				X
SIP Recommended to School Board (SB) for Approval **September 16, 2025 School Board Meeting**				X
SIP Submitted to IDOE by Principal **October 3, 2025**				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:
    - 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.

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 details 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 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).

SIP Team Assurance Form

School District: Lebanon Community School Corporation   District Number: 0665

School Name: Central Elementary   School Number: 0561

Principal Name (Print): McKenzie Leckrone

Principal Signature: _McKenzie Leckrone_   Date: _8/30/24_

The signatures below represent teacher representatives 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 any related plans for professional development.

Teacher: Christy Fisher

Christy A. Fisher   Date: _8-30-24_

Teacher: Nicole Mitchell

Nicole Mitchell   Date: _8-30-24_

Teacher: Abby Warren

Abby Warren   Date: _8/30/24_

Teacher: Kimberly Lahrman

Kim Lahrman   Date: _8-30-24_

Teacher: Jayna Wagner

Jayna Wagner   Date: _8-30-24_

Teacher: Haley Payton

No longer at Central   Date: _____

Teacher: Lydia Sturm

Lydia Sturm   Date: _8/30/24_

Teacher: Amanda Hall

Amanda Hall   Date: _8/30/24_

Teacher: Gwen Bell

Gwen Bell   Date: _8/30/24_