LEBANON
COMMUNITY SCHOOL CORPORATION

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
2024-25

School Name: Harney Elementary School
School Address: 1500 N. Garfield Street
School Phone Number: 765.482.5940
School Fax Number:
School DOE Number 0565
School Corporation Number: 0665

Dr Janet L Dye — 9-6-2024
Principal Signature, Dr. Janet L. Dye — Date

Jon M Milleman — 9-17-24
Superintendent Signature, Dr. Jon Milleman — Date

[signature] — 9-17-24
School Board President Signature — Date

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

Revised: 11/17/2022

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Using Result for Continuous Improvement

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Career Awareness and Career Development Plan

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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 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

Principal	Janet Dye
Assistant Principal	Pam Davis
Special Education Teacher	Michelle Walton
Special Area Teacher	Tracey Hammel
Title 1 Home School Liaison	Brooke Carlson
ELA (English Language Arts) Coach	Shelby Boling
Math Coach	Haley Payton
Technology Integration Specialist	Bethany Newsom
KDG	Madeline McClure
1st	Brianne Steele
2nd	Stacy Hovermale
3rd	Anne Wachtor
4th	Brianna Storms
5th	Debbie Boggess

Dates and Times of Meetings

August 30, 2023, 8:00-8:45 a.m.
September 14, 2023, 8:00-8:45 a.m.
October 31, 2023, 8:00-8:45 a.m.
November 9, 2023, 8:00-8:45 a.m.
December 7, 2023, 8:00-8:45 a.m.
January 11, 2024, 8:00-8:45 a.m.
January 25, 2024, 8:00-8:45 a.m.
February 1, 2024, 8:00-8:45 a.m.
February 15, 2024, 8:00-8:45 a.m.
April 25, 2024, 8:00-8:45 a.m.
May 2, 2024, 8:00-8:45 a.m.
Email communications June – July 2024

*Description of Parent Involvement and Participation to Support Goals

Harney Elementary has an active and supportive PTO. The PTO has offered support in many ways including purchasing materials to support students for educational programming and extracurricular activities. The PTO has planned, supported, and implemented Fall Festival, Glow Party, Field Day, Kindy500, teacher appreciation activities, School Clubs, Grade 5 celebration, and Welcome Back Pool Party. Families connect to our school through these activities and monthly PTO Meetings.
Harney Elementary also hosts monthly convocations led by our student Ambassadors. Students prepare for lchool value essons they teach to our classrooms. Parents and community are invited into our convocations which also include Veterans Day Program, Talent Show, Winter Program, Field Day, and school clubs.

Stakeholder Input Name & Description	Who Participates	Timeline
Harney Family Pool Party at Seashore Water Park	Families, students, staff, administration, PTO	July 26, 2024
GQC Movie Theatre – theatre movie INSIDE OUT 2	Staff Retreat	July 30, 2024
Back to School Supply Drop Off, Meet the Teacher Night	Families, students, staff, administration, PTO	August 5, 2024
Title 1 Parent Meetings	Families, students, staff, administration	September 2024
PTO monthly meetings	Families, students, staff, administration, PTO	August 2024-May 2025
Ambassador Convocations	Community members, students, staff, administration,	September 2024-April 2025
Harney Fall Festival	Families, students, staff, administration, PTO	October 2024
Chess Club Tournament	Families, students, staff, administration, PTO	2x/ year
Robotics Club Tournament	Families, students, staff, administration, PTO	2x/year
Glow Party	Community members, students, staff, administration,	March 2025

Family Movie Night	Families, students, staff, administration, PTO	May 2025
Kindy500	Kindergarten, students, staff, administration, PTO	May 2025
Parent Chaperones/Volunteers	Families	August 2024-May 2025
Family Literacy/STEM nights	Families, community members, students, staff administration	December 2024, April 2025

***Stakeholder Input Opportunities to Support Goals**

Stakeholder Input Name & Description	**Who Participates**	**Timeline**
PTO Executive Board/PTO	Harney parents and staff meet monthly and collaborate with the principal to identify areas for financial support, volunteer support and program development.	Monthly meetings during school year
Professional Learning Communities	Teachers meet 2x/month to talk about goals, challenges, successes, and to develop action plans when needed for student support. The administration and coach teams also participate.	2x/Monthly meetings during school year
Family/Community Time	Teachers, students, and support staff participate in student meetings to support the LCSC PRIDE Lessons.	Monthly meetings during school year
Teacher Leadership Teams	School/Culture Improvement Teams, Instructional Coaches Meetings with teachers, Department leaders work with Instructional Assistants	1-2x/monthly meetings during the school year

Student Leadership Teams	This group of students represents Grade 4-5 as Ambassadors, Student Council, Field Day Captains, and WHETV	Weekly and monthly during the school year

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

Community Leadership – Service	Harney Ambassadors, Field Day Captains, and Student Council host many opportunities to serve the community. Whether it is a clean-up day, making Veteran's Day Cards, a visit to the Senior Assistive Living Home, to demonstrate their leadership skills.
DARE/LPD	Harney 5th graders receive the DARE curriculum from our Lebanon Police Department. This curriculum is designed to equip elementary students with appropriate skills to resist harmful actions and grow relationships with first responders in the community.
Community Day	Harney Kindergartners travel to a community park and meet with first responders, community businesses, community utilities, and other community workers to learn about different roles in the community and how they connect with Harney.
Witham Health Services	Financial contributions to support student health and wellness.
Boone County Mentoring	Provides mentors and will support a Grade 3 reading tutoring program – READ UP, which relies on community employers to provide 1 hour/week of reading tutoring to our students.
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 from pre-school to 6th grade. One of the sites is at Harney Elementary. Students are invited to do schoolwork, crafts, participate in games (gym and outside), play board games with friends, and have free time in the gym as well as outside. This gives participating students an opportunity to develop social skills by engaging in activities with friends.
Integrated Wellness	Provides school-based therapy and life skills specialist for our students along with training and support for our staff.
Knights of Columbus	Provides books for current and future students.

Hussey-Mayfield Memorial Public Library	Provides digital resources and access for students and staff.
Cummins Behavioral Health	Provides school-based therapy and life skills specialist for our students along with training and support for our staff.
Freedom Church	Provides staff and students to promote school culture, student support and stability.
Sylvia's Place	Provides students with body awareness and safety.
Indiana Prevention for Youth Abuse and Suicide	Supports adolescent students.
Junior Achievement – BizTown	Provides Grade 5 students in economic knowledge and development.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2020-2021	44	0
2021-2022	71	0
2022-2023	21	0
2023-2024	139	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	7
Multi-racial	0	0	2
Native Hawaiin	0	0	0
White	68	20	126

Female	3	4	15
Male	57	60	124
IEP - YES	27	10	27
IEP - NO	44	11	97

Demographic Data
Enrollment by Ethnicity

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	1
Asian	4	5	4
Black	3	4	21
Nat Hawaiian	0	1	46
Hispanic	13	16	17
Multi-racial	3	9	0
White	315	303	443

Free/Reduced/Paid Lunch

Year/Sub-Group	2021-2022	2022-2023	2023-2024
Free Lunch	148	82	252
Reduced Lunch	36	9	34
Paid Lunch	254	218	258

Attendance Data Monitoring and Goal

Harney 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 Officer, Home School Liaison, 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 (Indiana Department of Education) definition of "model" or "persistent" attendance.

	2021-2022	2022-2023	2023-2024
Attendance Rate	94.21	95.36	95.4
Number of Unexcused Absences	600.00	576.50	2958

	2021-2022	2022-2023	2023-2024
Graduation Rate	**0**	**0**	**0**

3-Year Trend Data on Student Achievement by Cohort

	Grade 3						
School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %
24 State	32549	17665	19170	12395	31565	81779	38.6%
23 State	32336	17228	19219	13362	32581	82145	39.7%
22 State	30771	16648	19278	13219	32497	79916	40.7%
24LCSC	108	58	75	34	109	275	39.6%
23 LCSC	106	56	66	37	103	265	38.9%
22 LCSC	107	52	61	28	89	248	35.9%
24 Harney	27	15	14	6	20	62	32.3%
23 Harney	35	17	11	7	18	70	25.7%
22 Harney	43	16	13	2	15	74	20.3%

	Grade 4						
School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %
24 State	29878	18383	18899	15733	34632	82893	41.8%
23 State	30154	17851	17649	14799	32448	80453	40.3%

22 State	29885	17800	17473	15845	33318	81003	41.1%
24 LCSC	84	66	78	43	121	271	44.6%
23 LCSC	93	68	62	33	95	256	37.1%
22 LCSC	83	75	63	50	113	271	41.7%
24Harney	26	15	20	8	28	69	40.6%
23 Harney	28	25	14	2	16	69	23.2%
22 Harney	27	27	19	12	31	85	36.5%

	Grade 5						
School Name	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %
24 State	30882	17609	21916	10835	32751	81242	40.3%
23 State	31258	17697	21868	11017	32885	81840	40.2%
22 State	29679	18198	22540	10684	33224	81101	41.0%
24 LCSC	98	61	83	23	106	265	40%
23 LCSC	89	80	73	39	112	281	39.9%
22 LCSC	95	59	66	25	91	245	37.1%
24 Harney	26	19	16	3	19	64	29.7%
23 Harney	35	29	17	6	23	87	26.4%
22 Harney	26	18	20	4	24	68	35.3%

	Grade 3						
School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
24State	23935	14963	23234	19604	42838	81736	52.4%
23 State	23650	14876	23482	20107	43589	82115	53.1%
22 State	23624	14843	23116	18362	41478	79945	51.9%
24 LCSC	81	57	76	61	137	275	49.8%
23 LCSC	68	59	80	58	138	265	52.1%
22 LCSC	63	41	84	60	144	248	58.1%
24 Harney	16	10	21	15	36	62	58.1%
23 Harney	23	22	14	11	25	70	35.7%
22 Harney	25	16	26	7	33	74	44.6%

Grade 4

School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
24 State	27108	16010	23998	15735	39733	82851	48.0%
23 State	25542	15687	23631	15590	39221	80450	48.8%
22 State	26252	16236	23674	14830	38504	80992	47.5%
24 State	82	51	99	39	138	271	50.9%
23 LCSC	80	63	79	34	113	256	44.1%
22 LCSC	73	57	81	60	141	271	52.0%
24 Harney	22	10	26	11	37	69	53.6%
23 Harney	30	22	13	4	17	69	24.6%
22 Harney	31	20	28	6	34	85	40.0%

	Grade 5						
School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
24 State	28855	19214	17827	15308	33135	81204	40.8%
23 State	28762	19428	17899	15730	33629	81819	41.1%
22 State	28585	19397	18469	14630	33099	81081	40.8%
24 LCSC	92	82	58	33	91	265	34.3%
23 LCSC	101	68	57	55	112	281	39.9%
22 LCSC	69	60	67	49	116	245	47.3%
24 Harney	23	20	18	3	21	64	32.8%
23 Harney	46	24	12	5	17	87	19.5%
22 Harney	21	22	17	8	25	68	36.8%

Comprehensive Needs Assessment Summary

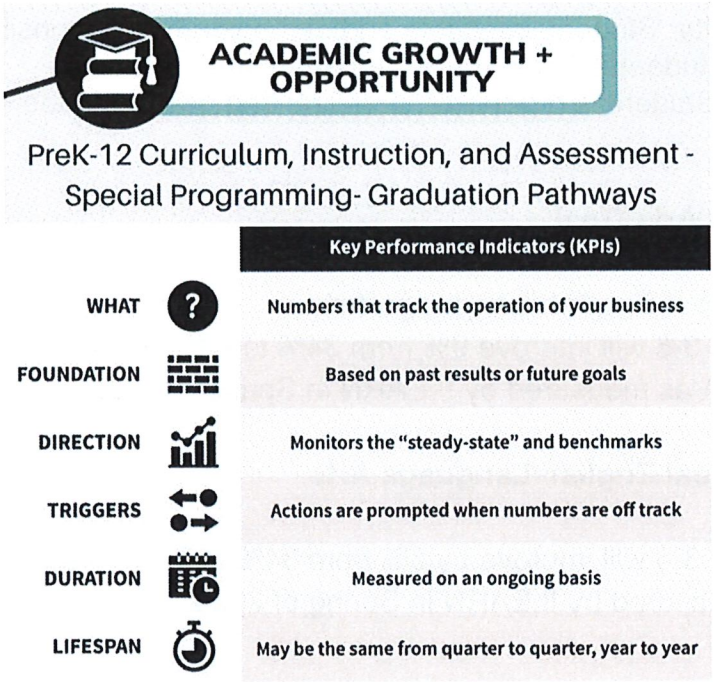
Area of Review	Summary of Strengths	Summary of Needs What were the identified needs?	Priorities

	What were the identified strengths?		What are the priorities for your school?
Demographics	We are becoming more diverse in ethnicity and race.	Overall white males are suspended more often. Increase of behavior in girls. Students accepting free and reduced lunches are higher than those with paid lunch.	• Train staff on NVCI verbal de-escalation skills • Train staff on Zones of Regulation • Use of common system approach to behavior (4 Level System) • Use of Raptor for behavior at Level 3 and Level 4. • Involve parents at all levels through all modes of communication
Attendance	Most Harney Elementary students have acceptable attendance	• Families that were habitually or chronically absent were also failing.	• Working with families with chronic absenteeism • Communication regarding absences • Train staff and inform parents of the district attendance procedure and state attendance law
Student Achievement	• Intervention times and extra support from special education and	• Written response to Literature • Written response to	• Data Meetings with review from NWEA and Checkpoints

	Title 1 staff during this time • MTSS (Multi-Tiered System of Supports) process	Math problem solving • Understanding the standards and what is expected for introduction, mastery, review • Stated learning objectives • Real world application	• Review of Standards' Frameworks • Involvement of the Director of Elementary Curriculum • Working with our Culture Survey Findings
School Culture and Climate	• Staff collaboration • Creation of common procedures • Staff events and celebrations • SPN Coach • Ambassador • Zones of Regulation	Disproportion of discipline referrals and consequences between gender and disabilities.	Integrate hallway greetings, morning messages, community meetings, and agendas within each classroom. Integrate the common language of NVCI and Zones of Regulation
Staff Quality/Professional Development	• Literacy, Math, and Technology Coaches • Smekens Training -6+1 Traits for Writing • Zones of Regulation and Nonviolent Crisis Intervention and Prevention. Student engagement and social	NVCI Zones of Regulation SMEKENS 6 Traits for Writing Development and creation of rubrics	Development of students as writers, readers, and problem solvers.

	emotional awareness • SPN for Achievement, and Culture		
Curriculum, Instruction, Assessment	• Access to a full-time Literacy Coach • Access to a Math Coach • Access to a Technology Integration Specialist • Common Planning time • Common PLC times	• Understanding the IN-State Standards • Use real world application • Write and state learning objectives	• IN Frameworks • SPN Resources • Assist teachers with how to integrate content areas and assess/grade students • Project Based Learning
Family and Community Involvement	• Provide many activities to get students and families involved and engaged with Harney.	• Increase the number of family/student educational nights	• Offer gratitude notes to staff, community and family members that donate goods, services, and time to our students and school.
Technology	• Access to a Kiosk of apps for students and staff (CANVA, EPIC) • Tech Time for Staff Learning • In class demonstrations by Technology Integration Specialist	• Increase integration of technology for higher engagement and real-life application.	• Highlight staff that integrate technology as an interactive and engaging tool for real world applications.

Goal Summary and Decision-Making Process



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
1	Students in Grades 3-5 will improve by 3% from 34% to 37% overall proficiency performance in ELA as measured by ILEARN in Spring of 2025.
2	Students in Grade 3-5 will improve by 3% from 48% to 51% overall proficiency performance in Math as measured by ILEARN in Spring of 2025.

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 can 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. Students also demonstrate academic readiness.
- **Efficiency**: Student is organized, punctual and demonstrates self- management.

English Language Arts Goal

Goal #1: 3-year Goal English/Language Arts
Students in Grades 3-5 will improve 9% from 34% to 43% overall proficiency performance in ELA as measured by ILEARN in Spring of 2027.

Goal #1: 1-year Goal English/Language Arts

Students in Grades 3-5 will improve by 3% from 34% to 37% overall proficiency performance as measured by ILEARN in Spring of 2024.

English Language Arts Action Plan
Goal 1: School Action Plan for the 2024-25 School Year

Focus Area: Reading		
Focus Area Goal: 43% of Harney Students in K-2 will score at or above 61st percentile as measured by NWEA Reading Diagnostic by May 2025. Focus Area Goal: 50% of Harney students in 3-5 will score at the proficiency level as measured by ILEARN Reading Checkpoints given 3x/year.		
Action Steps	**Required Resources/PD**	**Timeline**
Literacy Coach and Administrators monitor the Implementation of Science of Reading and CKLA Reading Adoption Program	CKLA Literacy Coach Administrator	Aug. - May

2x/month Grade level Data meetings to review Reading Data and Instructional strategies	Grade level NWEA data Data Analysis/Reflection Form Administrator to attend meetings and provide input/feedback Literacy Coach visits and training	Aug – review data cards Sept NWEA BOY Oct. -Dec. Instruction and Progress Monitoring Data Jan-NWEA Feb-Apr. Instruction and Progress Monitoring Data

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: **Recommended increase Literacy Blocks for K-3 from 90 minutes to 120 minutes.** **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 identified dyslexia syndrome 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 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 Approach's dominant focus, although it has been successfully adapted for use with students who show 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: 3-year Goal Mathematics
Students in Grades 3-5 will improve by 9% from 48% to 57% overall proficiency performance in Math as measured by ILEARN in Spring of 2027.

Goal # 2: 1-year Goal Mathematics

Students in Grades 3-5 will improve by 3% from 48% to 51% overall proficiency performance in Math as measured by ILEARN in Spring of 2025.

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

Focus Area: MATH		
Focus Area Goal: 45% of Harney students in grades K-2 will score at or above 61st percentile as measured by NWEA Math Diagnostic Assessment by May 2025. **Focus Area Goal: 50% of Harney students in 3-5 will score at the proficiency level as measured by ILEARN Math Checkpoints given 3x/year.**		
Action Steps	**Required Resources/PD**	**Timeline**
Students will complete their REVEAL MATH Pathways with 70% accuracy.	REVEAL (Redbird or ALEK) Pathways	45-60 min/week

2x/Monthly Grade level Data meetings to review Math data and instructional strategies (engagement and questioning)	Teacher/grade level NWEA data, checkpoint data, pre and post diagnostic assessments Data Analysis/Reflection Form Administrators attend meetings and provide input/feedback Math Coach Visits and training	Aug – review data cards and ILEARN Sept. NWEA BOY, Oct. -Dec. Instruction and Progress Monitoring Data Jan-NWEA Feb-Apr. Instruction and Progress Monitoring Data

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 is an evidenced-based intervention, backed by research that qualifies it for federal and state grant programs. Reveal Math includes a combination of online instruction, instructional reports and a student dashboard that encourages student involvement, ownership of learning and a growth mindset. Reveal Math provides online lessons that motivate students to improve their math proficiency levels and increase their growth. The lessons are assigned based on NWEA Diagnostic results. The instruction is tailored to meet the student learning needs in small groups or through individualized instruction. Reveal is complemented by a variety of teacher resources enabling teachers to target specific skills areas as needed by individual students.

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.

INTERVENTION AND INCLUSION BLOCK
A daily 30-minute intervention block for Math were added to the schedule to ensure that support is given as supplemental support

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, school, and classroom, teacher, and student level must align their collaborative efforts with the parents and community to achieve high success over time.

Description of Ongoing School Data Review Process

All Teachers and administrators at Harney Elementary use a data review process twice per month to review the collective data from district and state assessments. Once per month, the SIP/SPN Team will review the data and plan for updates for professional development for staff. Teachers will display classroom data within an area of Math, Reading, or Writing. Student goal setting is encouraged to build a culture of achievement in academic areas. Teachers are responsible for recognizing student needs and accessing school resources through our MTSS process. Teachers present the student data to the team, then collaborate to develop Tier 2 and/or Tier 3 intervention plans. Our Title 1 Plan, School Improvement Plan, and Reading Plan are all integrated into our school action plan to serve students that need social, emotional, and academic support. We use the data from assessments and climate/culture surveys to develop and support staff and students. Our School Improvement Team also divides tasks based on results to communicate with staff and garner feedback for intervention,

school procedures, and school schedule. School decisions are made with input and consensus to move forward with positive improvement for our school community.

Goal Summary and Decision-Making Process

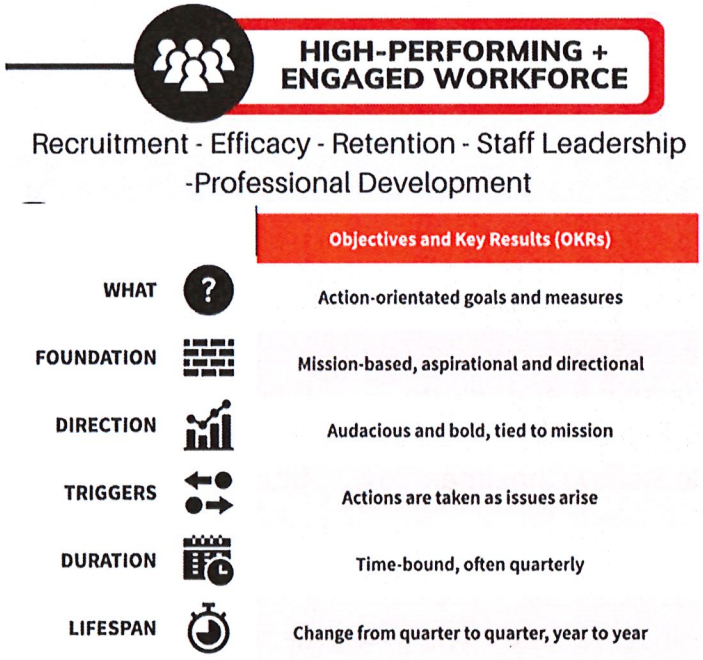
The following is a summary of **Community Engagement** objective(s) encompassed in this plan for the 2023-24 school year

Objective #	Objective Statement(s)
1	Increase community involvement

Key Result #	Key Result Statement(s)
1	Student Leadership groups will connect and do projects with Autumn Trace Senior Living Center.
2	Harney Elementary will host one Title 1 Community Resource Evening for Parents which is separate from the mandatory parent information meetings held before October.

Key Result Statement 1: Community Partnership presentations at Parent-Teacher Organization Meetings		
Objectives and Key Results (OKR)	**Data Source**	**Timeline**
Harney student leadership teams will do 2 service projects with Autumn Trace Senior Home and the Myrtle Bailey Christmas Toy Drive.	Field Trip Requests, Social Media, Student Reflections	2x/year - 1 per semester

Key Result Statement 2: Community Involvement in Harney Leadership Days		
Objective and Key Results (OKR)	**Data Source**	**Timeline**
Title 1 Family Resource Night	Community Involvement Sign Up Chart	Spring 2025



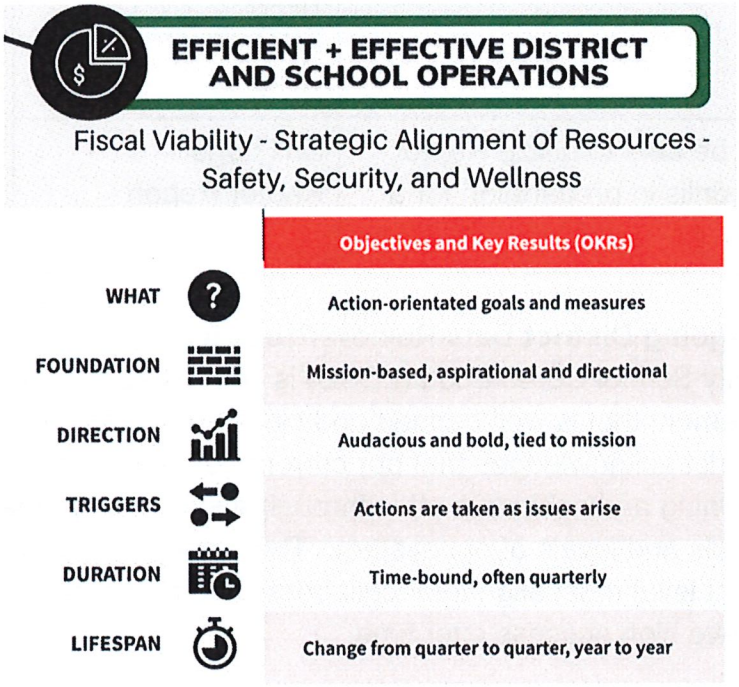
The following is a summary of **High-Performing + Engaged Workforce** objective(s) encompassed in this plan for the 2024-25 school year.

Objective #	Objective Statement(s)
1	Foster professional growth for Harney Elementary staff by assigning 2 webinars during the 2024-2025 school year based on demographic and survey data.

Key Result #	Key Result Statement(s)
1	Provide teachers and staff with two professional development opportunities during the 2024-2025 school year.

Key Result Statement 1: Teacher directed professional development

Key Performance Indicator (quantifiable)	Data Source	Timeline
100% of Harney Teachers will complete 2 professional development sessions – Zones of Regulation and Nonviolent Crisis Verbal De-escalation techniques.	Teacher Data Form as requested for PGP (Professional Growth Points), survey of feedback, along with an in-person staff conversation.	August 2024 - May 2025



The following is a summary of **Efficient + Effective District and School Operations** objective(s) encompassed in this plan for the 2024-25 school year.

Objective #	Objective Statement(s)
1	Grow 100% staff efficacy in school safety protocol.

Key Result #	Key Result Statement(s)
1	All Staff are prepared with strategies during any type of safety interruption during the school day.

Key Result Statement 1:		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
100% of Staff will be knowledgeable of the SRP (Standard Response Protocol) framework	Staff Mtg. Review SRO (School Resource Officer) video SRO classroom visits	September/October 2024
100% of Staff will be able to utilize Raptor during scheduled drills in preparation for a reunification event	Drill Logs Raptor Report	August 2024 to 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, school, and classroom, teacher, and student level must align their collaborative efforts with the parents and community to achieve high success over time.

Description of Ongoing School Data Review Process

Harney Elementary continually reviews school, classroom, and student data through monthly data team meetings. These data team meetings include instructional coaches, administration, teachers, and any relevant staff. These collaborative data reviews help all students move forward in their learning.

School Improvement Plan Timeline (NOTE: The submission deadlines included in this timeline have been determined based on the 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 2023-2024 SIP		X	X	X
Establish 2023-2024 SI Team		X		
Review and Develop Updated 2023-2024 SIP by SI Team 1st Submission Deadline: August 16, 2024	X			
Review of 2023-2024 SIP by Superintendent/Cabinet Return to Principals by August 23, 2024	X			
Revisions of 2023-2024 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) Final Submission Deadline: September 3, 2024	X			
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				
SIP Recommended to School Board (SB) for Approval September 17, 2024, School Board Meeting	X			
SIP Submitted to IDOE by Principal October 4, 2024		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. Also, LCSC has been working to develop common assessments for use in all district areas. One component of the common assessments is an Assessment Year at a Glance designed to help teachers prioritize standards for instructional planning.

The Core 40 Diploma is the default diploma at Lebanon High School. Students must earn 47 credits including coursework in English, science, math, social studies, physical education, health, technology, and speech. They may also choose from electives in

world language, fine arts, computer, and career areas. Students must pass the state graduation exam to earn the Core 40 diploma.

Lebanon High School encourages and supports all students to earn a Core 40, Academic Honors Diploma or Technical Honors Diploma by providing students with an alternative school setting, when necessary, access to online coursework, remedial and/or enriched courses, and/or summer school.

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.

Strategies to Retain Highly Qualified Teachers and Paraprofessionals

2023-2024 Highly Qualified Teachers: All verification and supporting documents are filed at the LCSC Administration Center.

2023-2024 Highly Qualified Paraprofessionals; All verification and supporting documents are filed at LCSC Administration Center.

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 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 (Professional Learning Community) notes and reflections, meeting logs, feedback from PD).

School Improvement and Professional Development

SIP Team Assurance Form

Principal/Team Signatures

Corporation Number: 0665

Corporation Name: Lebanon Community School Corporation

School Name: Harney Elementary

School Number: 0565

The signatures 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): Janet L. Dye

Principal Signature: Janet L Dye Date: 9-6-2024

Teacher: Shelby Boling Date: 9-9-24

Teacher: Madeline McClure Date: 9-9-24

Teacher: Michelle Walton Date: 9/9/24

Teacher: Ashley Carlson Date: 9-9-24

Teacher: Ane Wachtor Date: 9/9/24

Teacher: Stacey Hammel Date: 9/9/24

Teacher: Brianna Storms Date: 9/9/24

Teacher: Brianna Steele Date: 9/9/24

Teacher: Haley Payton Date: 9/9/24

Teacher: Debbie Boggess Date: 9/9/24

Teacher: Stacy Havermale Date: 9/9/24

Teacher: Pamela Harris Date: 9/9/24

Teacher: Date: