



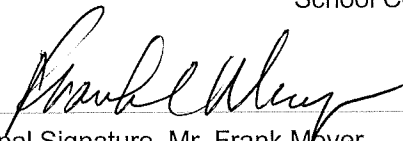
LEBANON
COMMUNITY SCHOOL CORPORATION

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

School Improvement Plan 2024-25

School Name: Lebanon High School
School Address: 510 Tiger Way, Lebanon, IN 46052
School Phone Number: 765-482-0400
School Fax Number: 765-482-3040
School DOE Number 0553
School Corporation Number: 0665


Principal Signature, Mr. Frank Meyer

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

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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

Mr. Frank Meyer	Principal
Mr. William Gee	Asst. Principal
Mr. Jeremy Rodibaugh	Asst. Principal
Mrs. Kristen Scott	Asst. Principal
Mrs. Carmen Cannon	Special Education Teacher
Mrs. Megan Lewis	Director of Student Services
Ms. Holli Decker	World Language Teacher
Mrs. Jill Morelock	Math Teacher
Mrs. Kendra Whipkey	World Language Teacher
Mr. David Ferrell	Social Studies Teacher
Mr. Blake Froedge	Language Arts Teacher

Dates and Times of Meetings

March 12, 2024 (3:00-4:15)
April 22, 2024 (3:00-4:15)
April 29, 2024 (3:00-4:15)
May 6, 2024 (3:00-4:15)
August 16, 2024 (email meeting)
August 27, 2024 (email meeting)

*Description of Parent Involvement and Participation to Support Goals

Lebanon High School is fortunate to have parents who take an active interest in their children's academic and social growth. There are several ways we can improve our communication with parents to enhance their understanding of LHS and how the staff supports their students' development and preparation for life after high school.

Stakeholder Input Name & Description	Who Participates	Timeline
Tiger Days	Students, parents, staff, administration	July 26 & July 29, 2024
Freshman Parent Night	Parents of 9 th graders, administration, student services	July 30, 2024
Building open house	Parents, students, administration	August 5, 2024
Meet the Teacher Night	Parents, staff, administration	August 22, 2024
Monthly newsletter from Principal via ParentSquare	Parents, staff, administration	September 2024-May 2025
Parent information nights -Financial Aid -Scheduling -8 th grade parent night -Academic/Dept. Showcases	Parents, students, student services, staff, administration	October 2024-April 2025
Meet the Teacher Night	Parents, staff, administration	February 2025

*Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Professional Learning Communities (PLCs)	Staff and administration work departmentally to ensure the four essential questions in a PLC are addressed: 1) What do we want students to learn? 2) How do we know they've learned it? 3) What do we do if they have not learned it? What do we do if they have learned it?	Bi-weekly during the school year

Department Chair Meetings	Department chairs and administration. Together this pairing is the leadership team and voice for their respective departments on operational as well as general curricular philosophy of the school.	Monthly during the school year; late summer department chair retreat
Tiger Leadership Team (TLT)	Teachers and administration. This group focuses on climate/culture concerns and ensures that strategies are implemented to promote teacher retention, recruitment, and voice. This is also the planning team for teacher-led professional development.	Quarterly or as needed Summer retreat
Building-level discussions	Good faith effort between the union and administration to ensure quality working conditions that supports teacher efficacy and student learning	Monthly
Student leadership teams (clubs, athletics)	All student groups provide positive modeling of behavior and achievement and offers ways to build and improve student engagement.	Tuesdays/Thursdays during SST throughout the school year

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

Juvenile Detention Alternatives Initiative (JDAI)	Relationship with JDAI assists in supporting the needs of students who may violate community norms. The school and JDAI members can learn from each other regarding negative trends (drugs, violence, theft, etc.) among our youth to create programs to prevent and minimize these behaviors which may impact student success at school and in the community.
InWell/Aspire/Cummins	In a partnership with InWell/Aspire/Cummins to provide mental health services to students during the school day.
Community partnerships for student internships	Our district CTE coordinator along with our varied CTE teachers have worked, and continue to work, to create partnerships with over 120

	community organizations. These organizations work with our staff to create internship opportunities for our students on a specific career path or simply for exploratory experiences. These partnerships are of considerable value to our school and we will have a dedicated individual on the administrative team to maintain these relationships.
Lebanon Education Foundation (LEF)	Provides financial support for educational programs in LCSC and partners with LCSC teachers to support student learning
Indiana Prevention for Youth Abuse & Suicide	Teen Lures Body Safety Program
College and Career Partnerships	Working in conjunction with community employers and colleges/universities from throughout the state to engage in an annual College and Career fair. Small group or 1:1 meeting opportunities for students to meet with these organizations to help determine a path following high school.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2021-2022	158	33
2022-2023	162	43
2023-2024	243	29

Suspensions by Student Group

Year/Student Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	2
Asian	1	0	0
Black	6	3	16
Hispanic	2	7	19

Multi-racial	11	10	11
White	138	142	195
Female	71	54	104
Male	87	108	139
IEP - YES	50	45	25
IEP - NO	108	73	218

Demographic Data
Enrollment by Ethnicity

Year/Student Group	2021-2022	2022-2023	2023-2024
American Indian	2	4	1
Asian	6	7	10
Black	27	45	67
Nat Hawaiian	3	1	0
Hispanic	89	94	100
Multi-racial	36	44	36
White	847	840	824

Free/Reduced/Paid Lunch

Year/Student Group	2021-2022	2022-2023	2023-2024
Free Lunch	152	386	373
Reduced Lunch	53	92	77
Paid Lunch	461	558	588

Attendance Data Monitoring and Goal

Lebanon High School will monitor the attendance of our students utilizing a team approach between school counselors and administrators. Improved communication with parents and coordination with the school resource officer, graduation coach is a primary objective so that interventions can begin early to ensure students are present for learning. We will monitor

the overall attendance rate of the school population as well as individual student attendance rates and patterns. Our goal is to maintain a school attendance rate that minimizes the number of students considered habitually truant at LHS. With the increased importance of attendance, specifically named in the new GPS Diploma offerings, LHS which had an attendance rate of 94.2% in 22-23 and an 93% in 23-24. LHS will achieve an attendance rate of 96% or higher during the 24-25 school year.

	2021-2022	2022-2023	2023-2024
Attendance Rate	91.2%	94.2%	93%
Number of Unexcused Absences	2015	2115	2062

Graduation Rate 3-Year Trend Data High School Only

Lebanon High School will monitor the graduation progress of our students utilizing a team approach between school counselors and administrators to look at each child holistically to ensure they are receiving the academic and socio-emotional supports and interventions needed to earn credits and meet all requirements of an Indiana diploma. Our goal is to maintain a graduation rate consistent with the IDOE guidelines and benchmarks.

	2021-2022	2022-2023	2023-2024
Graduation Rate	93.56%	94.76%	96.12%

3-Year Trend Data on Student Achievement by Cohort

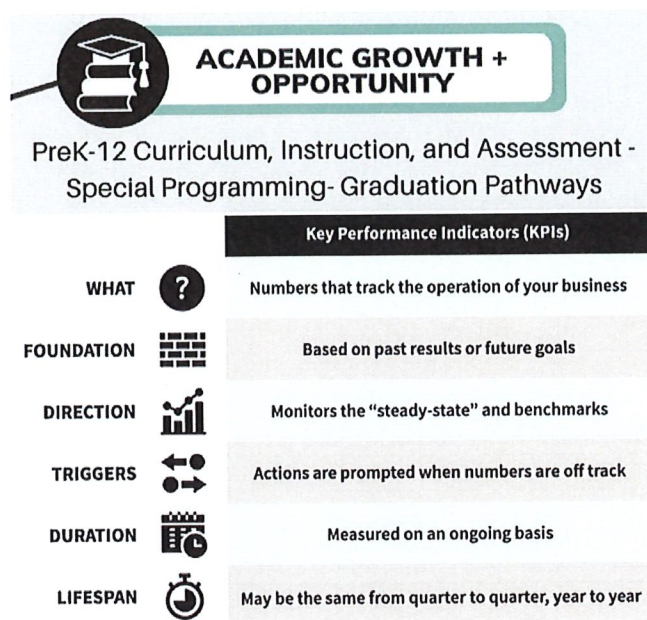
School ID	School Name	School Total		
		Both EBRW & Math At Benchmark	Both EBRW & Math Total Tested	Both EBRW & Math Benchmark %
	State Cohort 2025	19468	80672	24.1%
	State Cohort 2024	22261	78243	28.50%
	State Cohort 2023	22040	76474	28.80%
0553	Lebanon Senior High School Cohort 2025	70	252	27.8%
0553	Lebanon Senior High School Cohort 2024	73	219	33.3%
0553	Lebanon Senior High School Cohort 2023	91	256	35.50%

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	LHS has a wide range of student learners which allows us to offer a variety of programs—co- and extra-curricular.	As our population increases in diversity, we are committed to increasing our awareness of inclusion, diversity, and equity within our school community.	We desire to provide a learning environment in which our students and staff feel safe to grow, succeed, and are valued.
Attendance	LHS attendance rate is strong but must improve annually to move the academic needle.	Improved communication with parents and an awareness for students and parents of consequences for missed days that go beyond lost time on task.	Develop a plan with parents/guardians and the community resources, such as the prosecutor's office, to address chronic tardies and absences.
Student Achievement	LHS consistently achieves above state average on standardized tests; however, the margin of comparison has decreased during the last three years as can be seen on the SAT-SD results.	Teaching staff needs to work through the PLC process to determine learning gaps and address them with engaging lessons in the classroom using the most effective teaching strategies, which may include a staff focus on literacy across all disciplines.	PLC teams meeting bi-weekly to ensure we can answer and address the four critical questions of a PLC.
School Culture and Climate	LHS makes culture and climate a priority. We place value on relationships within our school and within the community. We are intentional about planning events to promote interaction among staff and students. The TLT will be a major contributor and designer of these activities.	We believe all students are capable of learning at high levels, but none of that can happen without strong relationships built through positive interactions with adults.	Positive behavior supports for students so that when they make a mistake academically or behaviorally, we find ways to teach rather than (or in addition to) punishment.
Staff Quality/Professional Development	In addition to PD days embedded in the district calendar, LHS will meet	Focus work on PLCs and literacy strategies that	Implement instructional strategies and

	monthly for 30-minutes with staff in a 10/10/10 format—10-minutes culture/10-minutes operations/10-minutes instructional practice.	can be used across the curriculum.	techniques learned through professional development to directly impact classroom instruction, student engagement, and learning.
Curriculum, Instruction, Assessment	A need to map curriculum to current standards then follow the curriculum mapping in the classroom is a must have to improve conversations regarding the quality and success of our GVC. Lack of clarity regarding what we want students to learn or how to assess it is a weakness for which LHS has plans to improve through PLCs and curriculum teams.	Focus on curriculum mapping, PLCs and literacy strategies that can be used across the curriculum.	Ensure we understand what we want students to really learn, how we will assess it, and what we will do if they have learned or have not learned.
Family and Community Involvement	LHS is making an attempt to be more invitational to parental involvement through open houses, information nights, phone contact, ParentSquare. Achieving a higher level of engagement with parents will increase student engagement and purpose.	Increase parental awareness in academic options available for their child, specifically in the areas of student learning, graduation requirements, career pathways and post-secondary opportunities.	Increase parental engagement in the multiple platforms to provide important, timely, and relevant information to parents.
Technology	LHS has a wide range of technology available for staff and students. Students have take-home devices to assist their learning. Our classrooms are equipped with up-to-date instructional technology.	Students and faculty will utilize the iPads for learning that will be more engaging and, hopefully, more creative and thoughtful.	Teacher comfort with iPad technology and support for students is vital to students utilizing the tool to become proficient in life after high school.

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	Goal 1: 3-Year Goal: Evidence-Based Reading and Writing (EBRW) There should be no regression on EBRW benchmarks for cohorts beyond 2026 as we will begin using PSAT 8/9 as data gathering and diagnostic tool to guide student learning. Along with no regression, the goal is to widen the gap between the passing average of LHS to that of the state average by 1-2% each year.
2	Goal 2: 3-Year Goal: Mathematics There should be no regression on Math benchmarks for cohorts beyond 2026 as we will begin using PSAT 8/9 as data gathering and diagnostic tool to guide student learning. Along with no regression, the goal is to widen the gap between the passing average of LHS to that of the state average by 1-2% each year.

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 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:** Student is organized, punctual and demonstrates self- management.

Evidence-Based Reading and Writing (EBRW) Goal

Using the Fall 2023 PSAT Data as a baseline, 50% or more of the 2026 cohort will achieve or surpass the EBRW benchmark for the Fall 2024 PSAT and then 55% or more will achieve or surpass the EBRW benchmark on the 2025 SAT-School Day Assessment.

Goal 1: 3-Year Goal: Evidence-Based Reading and Writing (EBRW)

There should be no regression on EBRW benchmarks for cohorts beyond 2026 as we will begin using PSAT 8/9 as data gathering and diagnostic tool to guide student learning. Along with no regression, the goal is to widen the gap between the passing average of LHS to that of the state average by 1-2% each year.

Goal 1: 1-year Evidence-Based Reading and Writing (EBRW)

Evidence-Based Reading and Writing (EBRW) Plan

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

Focus Area: Improved literacy across the curriculum	
<p>Focus Area Goal: By the end of the academic year, implement and assess at least three cross-curricular literacy strategies in each subject area to enhance students' reading comprehension, writing skills, and subject-specific vocabulary acquisition.</p> <p>This goal aims to:</p> <ol style="list-style-type: none">1. Address literacy improvement across all subjects2. Encourage collaboration between departments3. Focus on key literacy skills: reading comprehension, writing, and vocabulary <p>Evidence: Options</p> <ul style="list-style-type: none">• Strategy implementation logs: teachers should document when and how they use each literacy strategy in their lessons.	

<ul style="list-style-type: none"> • Student work samples: Collect and analyze student work that demonstrates the use of new literacy strategies. This can be done during PLCs • Classroom observations: Conduct peer or administrative observations focused on the implementation of literacy strategies. • Cross-curricular projects: Assess students' ability to apply literacy skills across multiple subjects through integrated projects. • Track changes in standardized test scores, grades, and other academic indicators that might be influenced by improved literacy skills. 		
Action Steps	Required Resources/PD	Timeline
Training for teachers using specific, high-yield literacy strategies.	8 literacy strategies	Staff PD Days and during Monthly Staff meetings
PLC meetings for teachers to share best practices, successes, and to discuss challenges of implementation	PLC time carved out of schedule	Bi-weekly PLCs
Ensure College Board vocabulary is included across the curriculum through learning targets, assessments, and content-level language.	Cross-curricular evaluation and revision of CFAs and CSAs where applicable to incorporate College Board vocabulary	August-May

Evidence-Based Interventions for Focus Area - EBRW

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:

Professional Learning Communities (PLCs)

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 analysis of student learning and job-embedded learning for educators. This is the work consistently improving Tier 1

instruction and its efficacy as measured by CFAs and CSAs, and, what, if any Tier 2 or Tier 3 interventions may be necessary for individual students.

Literacy Strategies

Using high-leverage literacy strategies which have an effect size above 0.40 in Hattie's research, we will focus on [8 literacy strategies](#) that can be used across the curriculum. This focus on Tier 1 instruction will be integral within PLC teams when analyzing CFA and CSA data.

Multilingual Support

Students who qualify for services from WIDA scores are provided instruction based on the number of minutes of services required by the state. The focus of instruction is based on listening, speaking, reading, and writing. Students may earn up to eight credits over the course of their high school career.

Problem-Solving Team

LHS has a problem-solving team that develops Tier 2 and Tier 3 interventions. Students are often paired with a general education teacher to provide strategies. These are sometimes based around task lists and completion of assignments. Tier 3 interventions include small groups to increase student productivity. This team typically leads to positive progress, reconvening and adjusting student goals, or to a multi-disciplinary team evaluation. This is part of the MTSS protocol and referrals to this team will come through analysis of student achievement and behavioral data gathered from teachers and PLC teams.

Mathematics Goal

Using the Fall 2023 PSAT Data as a baseline, 32% or more of the 2026 cohort will achieve or surpass the MATH benchmark for the Fall 2024 PSAT and then 40% or more will achieve or surpass the MATH benchmark on the 2025 SAT-School Day Assessment.

Goal 2: 3-Year Goal: Mathematics

There should be no regression on Math benchmarks for cohorts beyond 2026 as we will begin using PSAT 8/9 as data gathering and diagnostic tool to guide student learning. Along with no regression, the goal is to widen the gap between the passing average of LHS to that of the state average by 1-2% each year.

Goal 2: 1-year Goal Mathematics

Math Action Plan

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

Focus Area: Improve skill development in all math courses.

Focus Area Goal:

By the end of the academic year, integrate mathematical literacy and problem-solving strategies across all subject areas, with a focus on improving students' ability to interpret, communicate, and apply mathematical concepts in diverse contexts.

This goal aims to:

1. Develop mathematical skills beyond the math classroom
2. Enhance students' ability to understand and use mathematical language
3. Improve problem-solving skills in various contexts
4. Promote the integration of math and literacy across the curriculum
5. Encourage interdisciplinary connections

Evidence:

Options

- Pre- and post-assessments: Conduct mathematical literacy assessments at the start and end of the year
- Cross-curricular projects: Evaluate students' ability to apply math skills in non-math subjects
- Classroom observations: Conduct peer or administrative observations focused on math integration
- Teacher collaboration logs: Track interdisciplinary planning and implementation of math strategies
- Standardized test analysis: improvements in math-related questions across all subject tests
- Mathematical writing rubrics: Assess the quality of students' written explanations of mathematical concepts

Action Steps	Required Resources/PD	Timeline
Real-World Problem Solving	<ul style="list-style-type: none">• PLC Work and teacher-led• Develop interdisciplinary projects that require mathematical skills• Encourage teachers in all subjects to incorporate data analysis and interpretation	PD Days and monthly staff meetings
Mathematical Writing	<ul style="list-style-type: none">• Implement "math journals" where students	PD Days and monthly

	explain their problem-solving process • Assign written explanations of mathematical concepts in science, social studies, etc.	staff meetings
Evaluate and adjust curriculum Map for the primary 3 course sequence of high school math.	CIESC Support	CIESC
Ensure College Board vocabulary is included across the curriculum through learning targets, assessments, and content-level language.	Cross-curricular evaluation and revision of CFAs and CSAs where applicable to incorporate College Board vocabulary	August-May
PLC meetings for teachers to share best practices, successes, and to discuss challenges of implementation	PLC time carved out of schedule	Bi-weekly PLCs
Provide a Tier 2 intervention for students struggling in the Tier 1 Core, specifically in Algebra 1	Algebra I lab	August-May

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:

Professional Learning Communities (PLCs)

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 analysis of student learning and job-embedded learning for educators. This is the work consistently improving Tier 1 instruction and its efficacy as measured by CFAs and CSAs, and, what, if any Tier 2 or Tier 3 interventions may be necessary for individual students.

Literacy Strategies

Using high-leverage literacy strategies which have an effect size above 0.40 in Hattie's research, we will focus on [8 literacy strategies](#) that can be used across the curriculum. This focus on Tier 1 instruction will be integral within PLC teams when analyzing CFA and CSA data.

Multilingual Support

Students who qualify for services from WIDA scores are provided instruction based on the number of minutes of services required by the state. The focus of instruction is based on listening, speaking, reading, and writing. Students may earn up to eight credits over the course of their high school career.

Problem-Solving Team

LHS has a problem-solving team that develops Tier 2 and Tier 3 interventions. Students are often paired with a general education teacher to provide strategies. These are sometimes based around task lists and completion of assignments. Tier 3 interventions include small groups to increase student productivity. This team typically leads to positive progress, reconvening and adjusting student goals, or to a multi-disciplinary team evaluation. This is part of the MTSS protocol and referrals to this team will come through analysis of student achievement and behavioral data gathered from teachers and PLC teams.

Goal Summary and Decision-Making Process



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	To increase the engagement of parents in the selection of courses, pathways, and preparation for their child's life after high school

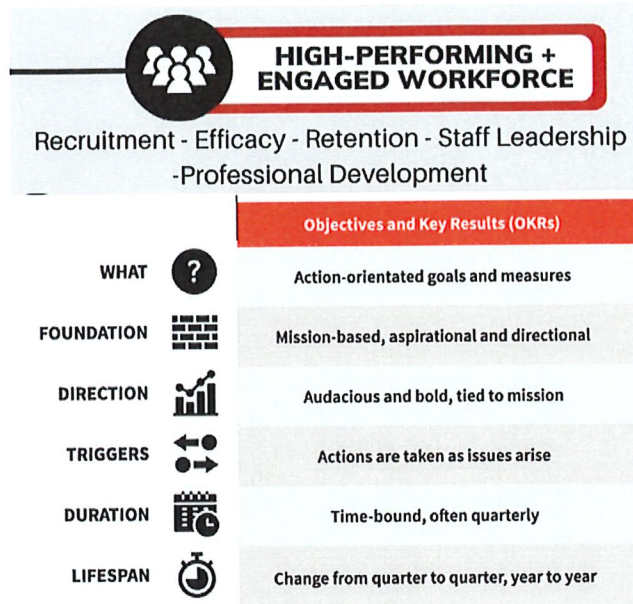
Key Result #	Key Result Statement(s)
1	Intentional inclusion of families by student services for course selection and four-year plans
2	Families and students will gain a better understanding of requirements for graduation and what opportunities these requirements afford a student after high school

Key Result Statement 1: Student services will provide opportunities for parents to meet with school counselors and student in the development and maintenance of the student's four-year plan

Key Performance Indicator (quantifiable)	Data Source	Timeline
Counselor/administrator teams will communicate with each student and family on their caseload at least twice throughout the year	Logs	Fall 2024 Spring 2025 during scheduling
Counselors will provide active (not passive) resources to parents to assist in the conversation with students through information nights	Presentation slides, parent surveys	3 per year: November 2024 January 2025 March 2025
Department Showcase		November 2024 or January 2025

Key Result Statement 2: Students and families will understand the number of credits (and which credits) are required for completion at each grade level to ensure on-time graduation and for their specific diploma selection.

Key Performance Indicator (quantifiable)	Data Source	Timeline
Counselors will be tasked with increasing the number of students who graduate with an AHD/THD diploma by 3-5%.	Skyward tracking	Continuous monitoring
Students will not "opt-out" of AHD/THD diplomas in the senior year.	Skyward tracking	Continuous monitoring
Students will be on pace for graduation entering each year of matriculation: <ul style="list-style-type: none"> • 12+ credits complete by end of 9th grade • 24+ credits complete by end of 10th grade • 36+ credits complete by end of 11th grade 	Skyward tracking	Continuous monitoring



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	Enhance the Professional Learning Community (PLC) work that teachers are doing so that the focus is on student learning.

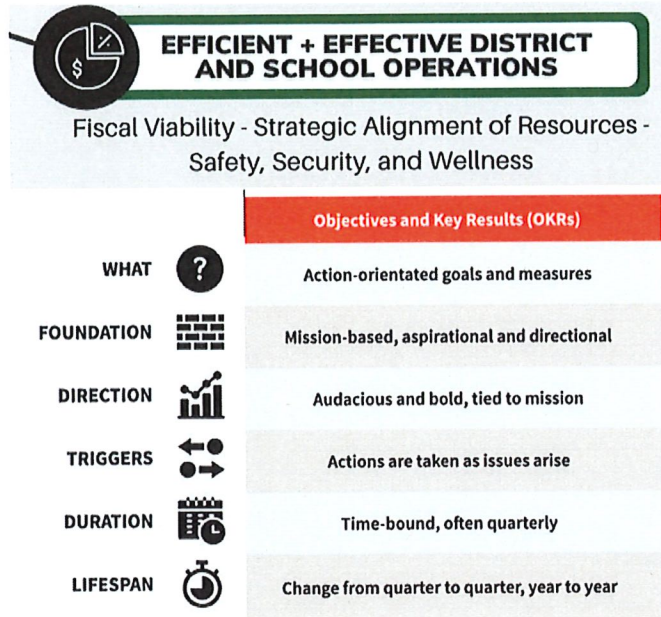
Key Result #	Key Result Statement(s)
1	Teachers will record and track trend data for formative assessments to ensure success on summative assessments; this measurement will be an increase in summative scores and a decrease in the number of Fs so to avoid the need for students to repeat classes.
2	Teachers will understand the true purpose and function of PLCs
3	Student success and improved achievement will increase teacher efficacy thereby enhancing teacher purpose and sense of belonging to something larger than themselves—in short, the work will be rewarding and lead to teacher satisfaction and retention.

Key Result Statement 1: Student learning will improve along with fidelity of instruction among teachers in content areas.

Key Performance Indicator (quantifiable)	Data Source	Timeline
The number of failures will decrease from last year, specifically in the core classes.	Quarterly report cards; we will compare the quarterly reports with those from the 2023-24 school year	Entire school year
The course guide will demonstrate matriculations that ensure students are in courses which provide opportunity for students to choose paths.	Scheduling requests	Jan-Mar 2025

Key Result Statement 2: Teachers will understand the efficiencies that can be created in planning as well as improved student learning from PLCs

Key Performance Indicator (quantifiable)	Data Source	Timeline
Formative assessment data improvement which can lead to improved summative assessment results, specifically on SAT-SD and PSAT	CFA; summative assessment data and SAT-SD and PSAT trend data will help inform this	ongoing
Common instructional strategies used within department and, perhaps, cross-curricularly	Teacher leadership and PD	ongoing



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	Ensure the proper placement of teaching resources to meet student-driven programming needs

Key Result #	Key Result Statement(s)
1	Administration along with department chairs and student services staff will align student requests with proper teaching staff to ensure equity of student access to learning across disciplines.
2	The building principal will be critically involved in the hiring of all certified personnel

Key Result Statement 1: Administration along with department chairs and student services staff will align student requests with proper teaching staff to ensure equity of student access to learning across disciplines.		
Key Performance Indicator (quantifiable)	Data Source	Timeline

Students will self-select into core and elective courses based upon interest and quality of academic background or potential.	Pre-enrollment	Spring 2025 during scheduling
Scheduling decisions will be based upon student need not teacher desire or convenience.	Pre-enrollment	Spring 2025 during scheduling

Key Result Statement 2: The building principal will be critically involved in the hiring of all certified personnel

Key Performance Indicator (quantifiable)	Data Source	Timeline
Each certified applicant who is selected for potential hire will engage in an initial behavioral interview screening process conducted by the building principal	Principal interview	Ongoing as needed
Each certified applicant who progresses beyond the initial screening will meet with a committee comprised of the building principal, the evaluating administrator, department chair, and one or more teachers at which time a more traditional interview will be conducted.	Team interview	Ongoing as needed

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 16, 2024		X	X	
Review of 2023-2024 SIP by Superintendent/Cabinet Return to Principals by August 22, 2024			X	
Revisions of 2023-2024 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) Final Submission Deadline: September 2, 2024				X
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				X
SIP Recommended to School Board (SB) for Approval September 16, 2024 School Board Meeting				X
SIP Submitted to IDOE by Principal October 3, 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. 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.

Core 40 and Academic Honors (LHS Only)

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.

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).

SIP Team Assurance Form

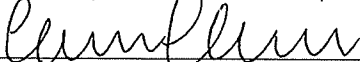
School District: Lebanon Community School Corporation District Number: 0665

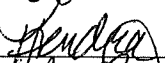

School Name: LEBANON HIGH SCHOOL School Number: 0653

Principal Name (Print): FRANK L. MEYER

Principal Signature:  Date: 8/27/24

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:  Date: 8/27/24

Teacher:   Date: 8/29/24

Teacher:  Date: 8/29/24

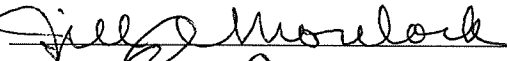
Teacher:  Date: 9/3/24

Teacher: Megan Reus Date: 9/3/24

Teacher: Brian Froese Date: 9/3/24

Teacher:  Date: 9/3/24

Teacher: Krista Satt Date: 9/3/24

Teacher:  Date: 9/3/24

Teacher:  Date: 9/4/24

Teacher: _____ Date: _____

Teacher: _____ Date: _____

Teacher: _____ Date: _____

Teacher: _____ Date: _____

Teacher: _____ Date: _____

Teacher: _____ Date: _____

Teacher: _____ Date: _____