LEBANON
COMMUNITY SCHOOL CORPORATION

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

School Improvement Plan
2024-25

School Name: Perry-Worth Elementary School
School Address: 3900 E. 300 South, Lebanon, IN
School Phone Number: 317.769.3286
School Fax Number: 317.769.5236
School DOE Number 0534
School Corporation Number: 0665

_____   9-3-24
Principal Signature,   Date

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

_____   9-17-24
School Board President Signature   Date

Table of Contents

Purpose and Direction
- Purpose
- District Mission
- District Vision

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

Revised: 11/17/2022

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

Comprehensive Needs Assessment
- Three-year Trend Data
  - Safe and Disciplined Learning Environment
  - Suspension/Expulsion By Sub-group
  - Demographic Data
    - Enrollment by Ethnicity
    - Free/Reduced/Paid Lunch
  - Attendance Data Monitoring and Goals
  - 3-year Trend Data on Student Achievement by Cohort
- Comprehensive Needs Assessment Summary
- Goal Summary and Decision-Making Process **Key System: Academic Growth + Opportunity**
  - Goal and Goal Statement
  - Cultural Competency
    - PRIDE

School Improvement Plan
- English Language Arts Goal and Action Plan
  - Evidence-Based Interventions
- Math Goal and Action Plan
  - Evidence-Based Interventions
- Goal Summary and Decision-Making Process
  - **Key System: Community Engagement**
  - **Key System: High-Performing + Engaged Workforce**
  - **Key System: Efficient + Effective District and School Operations**
- Using Results for Continuous Improvement
  - Description of Ongoing Data Review Process
  - SIP Timeline
  - 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

Principal	Joel Larrison
Assistant Principal	Mary Dickerson
Special Education Teacher	Sarah Puckett
Special Area Teacher	Ashley Fasel
Kindergarten Teacher	Megan Bushman
1st Grade Teacher	Andrea Kincade
2nd Grade Teacher	Logan Mikesell
3rd Grade Teacher	Jamie Carter
4th Grade Teacher	Andy Fox
5th Grade Teacher	Ryan Christopher
Literacy Coach	Sharon Pelley
Math Coach	Jayna Wagner

Dates and Times of Meetings
August 2024
November 2024
January 2025
March 2025
May 2025

***Description of Parent Involvement and Participation to Support Goals**
Perry-Worth utilizes parent involvement to support the achievement of the Academic Standards. Parent volunteers work with small groups of students who need reinforcement on a particular standard. Parents are kept informed of what is taking place in the classroom using newsletters, email, phone calls, secure web pages, and student database/management program (Skyward and ParentSquare). Parents are encouraged to supplement target skills with their children using books, educational websites, and take-home bags. Perry-Worth has supportive parents who will take care of concerns brought to them by the school staff. Perry-Worth has a high level of parent participation in parent-teacher conferences. The school has several parents who volunteer to help create materials needed for the classroom or attend field trips as needed.

Perry-Worth Elementary is fortunate to have a very active and supportive PTO. All money raised by the PTO to support our school is raised through events and experiences for Perry-Worth students, staff, and families. All funds raised during these events are in turn, provided to Perry-Worth staff through needed materials or financial backing for projects or classroom events.

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Night Ice Cream Social	Students, Families, Staff, Administration, PTO Officers, and Parent Volunteers	August 2024
Book Fairs	Students, PTO Officers, and Parent Volunteers	October 2024 March 2025
Distance for Dollars Walk-a-thon	Students, Staff, Administration, PTO Officers, and Parent Volunteers	September 2024
Dine to Donate Nights	Students, Families, PTO Officers, and Parent Volunteers	Monthly, August 2024-May 2025
Donuts with Dads	Students, Families, Staff, Administration, PTO Officers, and Parent Volunteers	September 2024
Holiday Shop	Students, PTO Officers, and Parent Volunteers	December 2024
Literacy Night	Students, Families, Staff, PTO Officers, and Parent Volunteers	October 2024
Movie Nights	Students, Staff, PTO Officers, and Parent Volunteers	October 2024

Muffins with Moms	Students, Staff, PTO Officers, and Parent Volunteers	May 2025
PTO monthly meetings	Students, Families, Staff, Administration, PTO Officers	Monthly, August 2024-May 2025
Veteran's Day	Students, Families, Staff, Administration	November 2024
Welcome Wednesdays from Men of Perry-Worth	Students, Staff, Men of Perry-Worth parent volunteers	Monthly, August 2024-May 2025
Parent Chaperones and Volunteers	Parents and family members may participate throughout the school year as chaperones for field trips and special events. All participants must have a current Volunteer Criminal History and signed Anti-Bullying form on file to participate.	August 2024-May 2025
Skate Park	Students, Staff, Families, Administrators	November 2024

*Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Executive Board	Perry-Worth parents assume the roles and responsibilities of PTO President, Co-Vice President, Treasurer, Secretary, Parent Advisor, Social Media Coordinator, Communications Coordinator, and Men of Perry-Worth Coordinator. This group meets monthly and collaborates with the Principal, Assistant Principal, teacher representatives, and families to identify areas for family engagement, financial support, and continued program development to improve the student educational experience.	Monthly meetings during school year
Action Teams	Monthly meetings between grade level teams, administration, and instructional coaches to hold each other accountable to the classroom academic goals that have been set. These teams meet weekly to talk about goals, roadblocks, successes, and to give guidance.	Weekly meetings during school year
Teacher Leadership Teams/School Improvement Planning Team	This leadership team represents administrators and teachers from all grade levels, Literacy Coaches, Special Education, and Special Areass. This team provides input on school-wide actions to improve key systems of Community Engagement, Academic Growth and	Monthly meetings during the school year

	Opportunities, High-Performing and Engaged Workforce, Efficient and Effective District and School Operations.	
Student Leadership Team/Student Services Team	This group of students consists of fourth and fifth graders and provides inspiration for school improvements and facilitates different ways to help our community.	Monthly meetings during the school year

*Description of Stakeholder Partnerships and Programs to Support Goals

Boone County Mentoring Partnerships	Boone County Mentoring provides students with 1:1 mentor who can develop the life skills and educational achievements of our students by ensuring they are connected with a caring and supportive adult.
Community Day	Perry-Worth 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 Perry-Worth.
Hussey-Mayfield Public Library	The Hussey-Mayfield Public Library provides online resources accessible to students and teachers.
Integrated Wellness	Inwell is a client-centered practice providing outpatient and school-based services. The Lebanon Community School Corporation has allowed InWell clinicians to be based at each Lebanon School. This allows clinicians to support students in the school setting. Both therapy and skills training are available in the school setting. This helps facilitate communication and collaboration between the clinician and the teacher, to support students in finding improved success. In addition, the behavioral therapy and skills training helps address behavioral issues that arise in the classroom, emotional needs from family changes and live changes that can create the

	need for additional support. InWell clinicians ensure that frequent communication occurs with the parent and scheduling family sessions.
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 Perry-Worth 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. The Young Scholars Preparatory Pre-K is a program with a strong academic focus, a play-based and hands on approach as well as a strong outdoor learning philosophy. One of the sites is located at Perry-Worth Elementary and services students that live in the Perry-Worth school district. In addition to the academic component of YSPP, one of the main goals is kindergarten readiness in an actual school environment. The young scholars are learning and practicing school procedures such as eating lunch in the cafeteria, learning how to line up and walk quietly in the hallways and how to learn in a classroom setting with their peers. YSPP works on social, behavioral, and emotional needs for s successful entry into kindergarten.
Sylvia's Place Indiana Center for Prevention of Youth, Abuse, and Suicide	Indiana law requires public schools to provide all children in grades K-12 with body safety programming. Collaboration between educators, parents and guardians, child advocates, the medical community, law enforcement, and our communities-at-large can proactively protect our children before abuse ever happens. Sylvia's Place and Indiana Center for Prevention of Youth, Abuse, and Suicide together provides our students relevant, balanced, and proven prevention strategies to families and children, increases awareness and knowledge of how to recognize, interrupt, stop, and prevent child abuse. The body safety curriculum, *Think First and Stay Safe* for elementary students is presented to all students.
Junior Achievement BizTown	Fifth Grade students in Lebanon Community School Corporation are all given the opportunity

	to attend a Study Trip to JA BizTown. The JA BizTown program provides educators with lessons and resources to effectively integrate financial literacy and work and career readiness into the elementary school classroom. The program supports critical thinking skills and student engagement, and helps students connect the dots between what they learn in school and the real world. JA BizTown consists of 12-inclass teacher-led sessions prior to the simulation and one in-class session following the simulation, with a culminating 4-5 visit to a hands-on simulated community.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2021-2022	18	0
2022-2023	33	0
2023-2024	56	0

Suspensions by Sub-group

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	1	0	0
Black	0	3	10
Hispanic	0	6	3
Multi-racial	1	2	1
White	16	22	8
Female	5	2	4

Male	13	18	22
IEP - YES	6	31	6
IEP - NO	0	2	20

Demographic Data
Enrollment by Ethnicity

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	2
Asian	5	6	15
Black	34	53	110
Hispanic	19	35	51
Multi-racial	14	17	25
White	304	319	322
Native Hawaiian	1	0	1

Free/Reduced/Paid Lunch

Year/Sub-Group	2021-2022	2022-2023	2023-2024
Free Lunch	68	144	177
Reduced Lunch	14	37	32
Paid Lunch	312	334	317

Attendance Data Monitoring and Goal

Perry-Worth 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 (Indiana Department of Education) definition of "model" or "persistent" attendance.

	2021-2022	2022-2023	2023-2024
Attendance Rate	94.916	99.83	94.8
Number of Unexcused Absences	716.5	28.50	1167

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	38.60%
23 State	32336	17228	19219	13362	32581	82145	39.70%
22 State	30771	16648	19278	13219	32497	79916	40.70%
24 LCSC	108	58	75	34	109	275	39.60%
23 LCSC	106	56	66	37	103	265	38.90%
22 LCSC	107	52	61	28	89	248	35.90%
24 Perry Worth	31	21	30	11	41	93	44.10%
23 Perry Worth	23	15	21	13	34	72	47.20%
22 Perry Worth	19	12	23	15	38	69	55.10%

	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	41.80%
23 State	30154	17851	17649	14799	32448	80453	40.30%
22 State	29885	17800	17473	15845	33318	81003	41.10%
24 LCSC	84	66	78	43	121	271	44.60%
23 LCSC	93	68	62	33	95	256	37.10%
22 LCSC	83	75	63	50	113	271	41.70%
24 Perry Worth	22	24	26	13	39	85	45.90%
23 Perry Worth	24	22	24	14	38	84	45.20%
22 Perry Worth	12	19	14	17	31	62	50.00%

School Name	Grade 5						
	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	40.30%
23 State	31258	17697	21868	11017	32885	81840	40.20%
22 State	29679	18198	22540	10684	33224	81101	41.00%
24 LCSC	98	61	83	23	106	265	40.00%
23 LCSC	89	80	73	39	112	281	39.90%
22 LCSC	95	59	66	25	91	245	37.10%
24 Perry Worth	26	27	36	14	50	103	48.50%
23 Perry Worth	13	19	22	13	35	67	52.20%
22 Perry Worth	15	11	19	6	25	51	49.00%

School Name	Overall						
	ELA Below Proficiency	ELA Approaching Proficiency	ELA At Proficiency	ELA Above Proficiency	ELA Total Proficient	ELA Total Tested	ELA Proficient %
24 State	176394	114621	119894	82715	202609	493624	41.00%
23 State	174812	116766	120092	80291	200383	491961	40.70%
22 State	171971	117449	121871	81245	203116	492536	41.20%
24 LCSC	536	407	457	231	688	1631	42.20%
23 LCSC	541	427	392	217	609	1577	38.60%
22 LCSC	509	407	407	217	624	1540	40.50%
24 Perry Worth	79	72	92	38	130	281	46.30%
23 Perry Worth	60	56	67	40	107	223	48.00%
22 Perry Worth	46	42	56	38	94	182	51.60%

School Name	Grade 3						
	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
24 State	23935	14963	23234	19604	42838	81736	52.40%
23 State	23650	14876	23482	20107	43589	82115	53.10%
22 State	23624	14843	23116	18362	41478	79945	51.90%
24 LCSC	81	57	76	61	137	275	49.80%
23 LCSC	68	59	80	58	138	265	52.10%
22 LCSC	63	41	84	60	144	248	58.10%
24 Perry Worth	29	19	30	15	45	93	48.40%
23 Perry Worth	11	15	27	19	46	72	63.90%
22 Perry Worth	6	8	25	30	55	69	79.70%

School Name	Grade 4						
	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	48.00%
23 State	25542	15687	23631	15590	39221	80450	48.80%
22 State	26252	16236	23674	14830	38504	80992	47.50%
24 LCSC	82	51	99	39	138	271	50.90%
23 LCSC	80	63	79	34	113	256	44.10%
22 LCSC	73	57	81	60	141	271	52.00%
24 Perry Worth	20	25	33	7	40	85	47.10%
23 Perry Worth	18	25	28	13	41	84	48.80%
22 Perry Worth	14	9	18	21	39	62	62.90%

	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	40.80%
23 State	28762	19428	17899	15730	33629	81819	41.10%
22 State	28585	19397	18469	14630	33099	81081	40.80%
24 LCSC	92	82	58	33	91	265	34.30%
23 LCSC	101	68	57	55	112	281	39.90%
22 LCSC	69	60	67	49	116	245	47.30%
24 Perry Worth	32	36	23	12	35	103	34.00%
23 Perry Worth	11	20	14	22	36	67	53.70%
22 Perry Worth	6	12	16	17	33	51	64.70%

	Overall						
School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
24 State	182716	109616	110824	90116	200940	493272	40.70%
23 State	181569	109243	110302	90627	200929	491741	40.90%
22 State	185394	112801	110188	83900	194088	492283	39.40%
24 LCSC	549	409	394	277	671	1629	41.20%
23 LCSC	533	385	388	271	659	1577	41.80%
22 LCSC	481	362	402	295	697	1540	45.30%
24 Perry Worth	81	80	86	34	120	281	42.70%
23 Perry Worth	40	60	69	54	123	223	55.20%
22 Perry Worth	26	29	59	68	127	182	69.80%

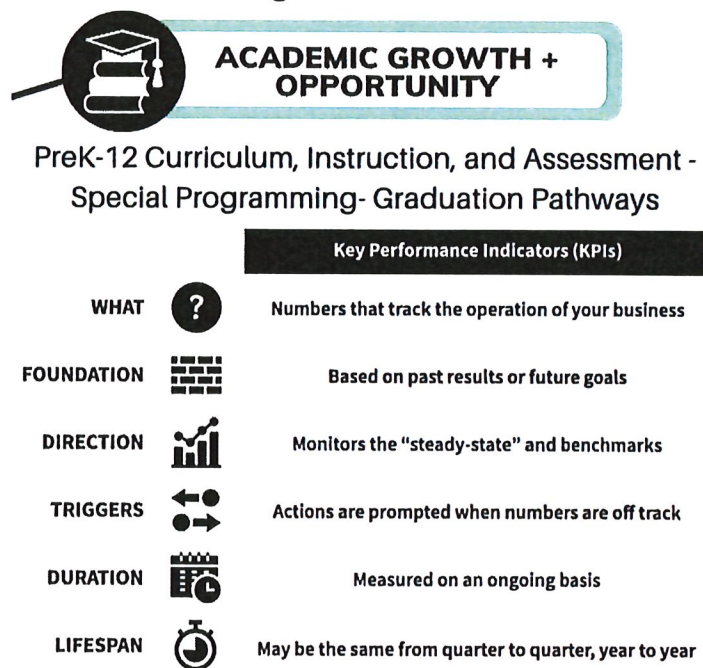## Comprehensive Needs Assessment Summary

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	Population continues to grow in diversity Population continues to be economically diverse	Continue to teach our students to appreciate diversity and value differences	Collaborate with PTO to promote diversity and inclusion through family events Exposing students and providing students the opportunity to access learning materials that represent a diverse set of backgrounds
Attendance	Significant decrease in student attendance	Monitor unexcused absences Continue to work with Perry-Worth's SRO (School Resource Officer) and the Boone County prosecutor's office to address needs of families with unexcused absences Continue to communicate the definitions of excused/unexcused with families	Working with families with chronic absenteeism Communication regarding absences
Student Achievement	Intervention times and extra support from special area teachers during this time W.I.N. Meetings	Gaps in achievement and underperforming on local and state assessments Understanding the data behind ILEARN SENS	Continue to focus on learning objectives and differentiate instruction

		(Standards in Essential Need of Support)	Implement evidence-based practices Continue to use data to drive instruction Identify key priority ILEARN SENS standards to focus on in the classroom and ongoing progress monitoring to ensure student success
	MTSS (Multi-Tiered System of Supports) process Working with Dr. Jordan and SPN Rubric to work on growing teacher efficacy in all content areas		
School Culture and Climate	School-Wide Positive Behavior Support (P.R.I.D.E) P.R.I.D.E Tiger Paws Staff Shout-Outs where staff members recognize their colleagues in a positive light School-Wide Procedures Display of student work Staff Dress-Up days to build team unity and togetherness	Creating and sustaining a supportive classroom community where students feel they belong, lead to academic growth and increase student well-being	Utilization of Zones of Regulation to build common language and to integrate evidence-based social emotional learning strategies that are quick, targeted, effective, and easy to integrate into everyday classroom practice
Staff Quality/Professional Development	Variety of professional development opportunities offered both in-person and virtual	Training for instructional assistants on best practices in the classroom Continue to provide mentor opportunities and peer observations to	Teacher driven professional development Continued Reveal Math PD to grow in best academic math instructional

	Ongoing PD, utilizing our instructional coaches and technology integration specialist to further staff's knowledge and practice in the classroom Utilizing our Mentor Teacher to build connections for and among classroom teachers	help support teacher growth in all areas of instructional practices	practices and assess needs of students Continue to provide mentor opportunities and peer observations to help support teacher growth in all areas of instructional practices
Curriculum, Instruction, Assessment	Utilizing extended writing response questions to enhance student learning Continued implementation of Orton-Gillingham explicit instruction for grades K-2 to target ciritical foundation literacy skills (phonological and phonemic awareness)	School-wide grade level goals and action plans to achieve these goals	Action Team meetings for teachers, instructional coaches and administration to collaborate on school-wide grade level goals and action plans to achieve these goals
Family and Community Involvement	Supportive Parent Teacher Organization (PTO) High Parent/Teacher Conference Attendance	Increase in family events and parent involvement to attend these events held by school	Increase in events and opportunities for represented groups

Technology	Continuation of 1:1 devices for all students and staff Technology Instructional Specialist, holding monthly Tech meetings on how to utilize educational technology in the classroom	Utilizing technology as a tool to enhance learning and instruction, not to replace instruction in the classroom	Utilizing technology as a tool in literacy and math blocks to enhance learning and instruction, not to replace instruction in the classroom

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
1	Reading: Students will increase their overall proficiency performance in ELA by 6% (from 46% to 52%) as measured by ILEARN in the spring of 2024.
2	Math: Students will increase the overall proficiency performance in Math by 6% (from 42% to 48%) as measured by ILEARN in the spring of 2024.

Cultural Competency

LCSC believes all students need to master work ethic skills in order to reach their full potential. The goal of PRIDE is to build students of strong character who will strengthen our school district and positively impact the community.

PRIDE describes the fundamental expectations of students at all LCSC schools:

- **Persistence**: Student is able to persevere through challenges and problem-solve.
- **Respectfulness**: Students accepts and demonstrates service to others, possesses a positive attitude and communicates clearly.
- **Initiative**: Student is a self-starter and a critical thinker
- **Dependability**: Student is reliable and demonstrates responsibility and teamwork. Student also demonstrates academic readiness.
- **Efficiency**: Student is organized, punctual and demonstrates self- management.

English Language Arts Goal

Goal 1: 3-year Goal English/Language Arts
Reading: English/Language Arts students will increase their overall proficiency performance in ELA by 12% (from 48% to 60%) as measured by ILEARN in the spring of 2025.

Goal 1: 1-year Goal English/Language Arts
Reading: Students will increase their overall proficiency performance in ELA by 6% (from 46% to 52%) as measured by ILEARN in the spring of 2024.

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

Focus Area: Literacy Skills and Application of Literacy Skills	
Focus Area Goal: Reading: Students will increase their overall proficiency performance in ELA by 6% (from 46% to 52%) as measured by ILEARN in the spring of 2024. **Evidence:** Student Growth as measured by Spring 2024 ILEARN.	

Action Steps	Required Resources/PD	Timeline
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
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	CKLA (resource), response journals coaching	Monthly during

students' thinking within, beyond, and about the text		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/Action 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.

W.I.N. (What I Need)
A daily dedicated 20 minute tie scheduled in the school day for remediation and enrichment level of support in literacy and math instruction. Students in need of

additional support will receive additional small group instruction focused at the point of need. Decisions regarding the need for a change in intervention or a change in the level of support is made through data analysis and progress monitoring discussed in grade level meetings.

Math Goal

Goal 2: 3-year Goal Mathematics
Math: Students will increase their overall proficiency performance in Math by 12% (from 55% to 67%) as measured by ILEARN in the spring of 2025.

Goal 2: 1-year Goal Mathematics
Math: Students will increase their overall proficiency performance in Math by 6% (from 42% to 48%) as measured by ILEARN in the spring of 2024.

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

Focus Area: Math Skills and Application of Skills		
Focus Area Goal: Students will increase the overall proficiency performance in Math by 6% (from 42% to 48%) as measured by ILEARN in the spring of 2024. **Evidence:** Student growth as measured by ILEARN in the Spring of 2024		
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	October 2024 February 2025 April 2025

Utilization of RedBird and Aleks as an online component for math enrichment and remediation	RedBird Platform Aleks Platform	August 2024-May 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
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	Professional Learning Community (PLC) meetings Math coach	Monthly throughout the 2024-2025
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
Providing learning opportunities that require students to work independently and with others to actively read and write to analyze and evaluate complex information to construct meaning by asking questions, thinking critically, and conducting relevant research	SPN (Successful Practices Network) rubric SPN Professional Development Coaching Visits Ongoing weekly coaching from administrators and instructional coaches	August 2024-May 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 (Action 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.

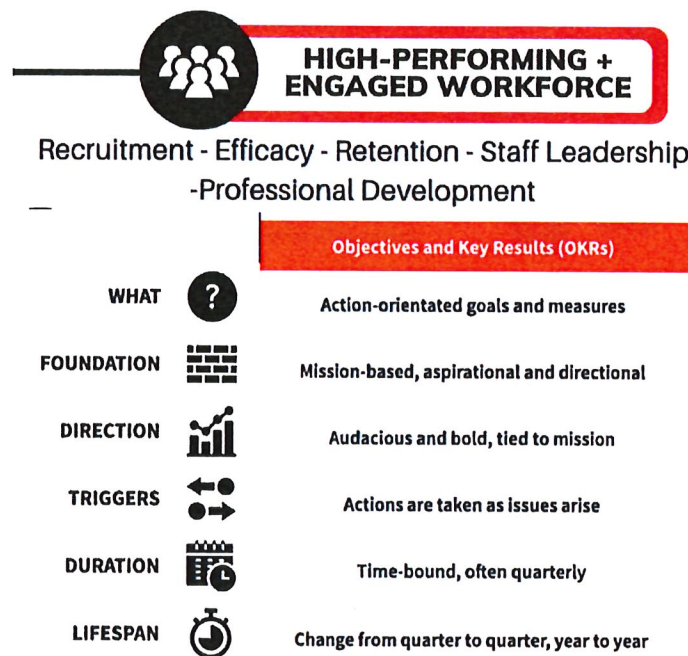## Goal Summary and Decision-Making Process

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 2024-2025 school year

Objective #	Objective Statement(s)
1	Increase family involvement

Key Result #	Key Result Statement(s)
1	At least 75% of our families will participate in each parent-school activity held throughout the school year

Key Result Statement 1: At least 75% of our families will participate in each parent-school activity held throughout the school year		
Key Performance Indicator (quantifiable)	Data Source	Timeline
Perry-Worth will have 4 family events at the school.	Event Parent Involvement Sign-Up Chart	August 2024 May 2025

HIGH-PERFORMING + ENGAGED WORKFORCE

Recruitment - Efficacy - Retention - Staff Leadership -Professional Development

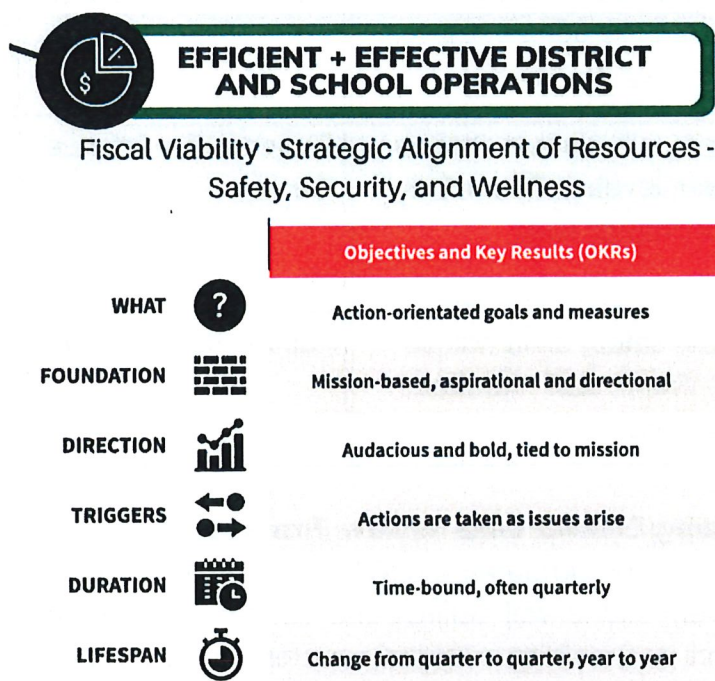| Objectives and Key Results (OKRs)	
WHAT	Action-orientated goals and measures
FOUNDATION	Mission-based, aspirational and directional
DIRECTION	Audacious and bold, tied to mission
TRIGGERS	Actions are taken as issues arise
DURATION	Time-bound, often quarterly
LIFESPAN	Change from quarter to quarter,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

Objective #	Objective Statement(s)
1	Foster professional growth for Perry-Worth Elementary staff in teacher efficacy and self-care.

Key Result #	Key Result Statement(s)
1	Provide professional development related to new trauma-informed teaching strategies

2	Provide professional development around self-care

Key Result Statement 1: Foster professional growth for Perry-Worth Elementary Staff		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Teachers will complete feedback forms sharing how they have implemented their selected professional development	Teacher Data Form	August 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.

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

Key Result #	Key Result Statement(s)

1	100% of all Perry-Worth staff members will have access to Raptor and understand of when to use the school issued radios versus when to use Raptor Alert.

Key Result Statement 1: 100% of all Perry-Worth staff members will have access to Raptor and understand of when to use the school issued radios versus when to use Raptor Alert		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Decrease in non-school safety issues currently communicated via school radios and instead utilized via Raptor Alert.	Raptor Alert System	September 2024 – May 2025
Conduct regular surveys to assess teachers' self reported confident levels in their ability to utilize and execute Raptor Alert effectively.	Teacher Confidence Survey	October 2024 January 2025 May 2025
Two (2) of our monthly safety drills will be executed by a Perry-Worth staff member, outside of an administrator.	Raptor Alert System	November 2024 March 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

Ongoing review of district formative assessments and standardized summative assessments allows Perry-worth Elemetnary staff to monitor core programs and MTSS progress on a continual basis. Perry-Worth Elementary teachers, instructional coaches, and administration also participate in weekly Professional learning Communities (Action Teams) to evaluate instructional effectiveness, best practices, structure, and collaborative opportunities for student data analysis. The data analysis determines

remediation inventervention necessary to close achievement gaps and enrichment for students have surpassed academic expectations.

School Improvement Plan Timeline (NOTE: The submission deadlines included in this timeline have been determined based on current Indiana Code. In the past IDOE has provided extensions for the final submission of School Improvement Plans primarily because of adjustments in the timeline for releasing state assessment data results.)

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	X	X	X	
Review of 2024-2025 SIP by Superintendent/Cabinet			X	
Revisions of 2024-2025 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form)				X
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				X
SIP Recommended to School Board (SB) for Approval				X
SIP Submitted to IDOE by Principal				X

Description of Curriculum

LCSC evaluates curriculum on an ongoing basis in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, LCSC has developed curriculum maps for the core academic areas of English/Language Arts, Math, Science, and Social Studies. Additionally, LCSC has been working to develop common assessments for use in all areas across the district. One component of the common assessments is an Assessment Year at a Glance designed to help teachers prioritize standards for instructional planning.

Career Awareness and Career Development Plan
- Grades 1-5: Career awareness models to introduce students to work values and basic employment concepts
- Grades 6-8: Initial career information models that focus on career choices as they related to student interest and skills

- Grades 9-10: Career exploration models that offer students insight into future employment options
- Grades 11-12: Career preparation models that provide job or further education counseling, including the following:
    - Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees.
    - Workplace orientation visits
    - On-the-job experience exercises.

Perry-Worth Elementary incorporates guest speakers and designated "Career Dress-Up" days into the classroom experience. Guest speakers bring to the classroom a unique opportunity for students to learn from a professional about a lesson related topic. This helps students understand how what they are learning will be used in the world of work. On designated "Career Dress-Up" days, students are encouraged to come to school dressed as the career of their choice. Perry-Worth teachers designate a part of the day to have students talk about their careers and why they chose them.

Fifth Grade students in Lebanon Community School Corporation are all given the opportunity to attend a Study Trip to JA BizTown. The JA BizTown program provides educators with lessons and resources to effectively integrate financial literacy and work and career readiness into the elementary school classroom. The program supports critical thinking skills and student engagement, and helps students connect the dots between what they learn in school and the real world. JA BizTown consists of 12-inclass teacher-led sessions prior to the simulation and one in-class session following the simulation, with a culminating 4-5 visit to a hands-on simulated community.

Fifth Grade students in Lebanon Community School Corporation are all eligible to earn the district's Work Ethic Certification. Students are measured in areas of academic and work ethic competencies. Information is obtained from Skyward, our student management system, to indicate competency in the measurable areas listed below.

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

SIP Team Assurance Form

School District: Lebanon Community School Corporation   District Number: 0665

School Name: Perry-Worth Elementary   School Number: 0534

Principal Name (Print): Joel Larrison

Principal Signature: _____   Date: 9/3/24

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.

Assistant Principal Mary Dickerson: _____   Date: 9/3/24

Literacy Coach Sharon Pelley: _____   Date: 9/3/24

Math Coach Jayna Wagner: _____   Date: 9/3/24

Teacher Sarah Puckett: _____   Date: 9/3/24

Teacher Ashley Fasel: _____   Date: 9-3-24

Teacher Megan Bushman: _____   Date: 9-3-24

Teacher Andrea Kincade: _____   Date: 9-3-24

Teacher Logan Mikesell: _____   Date: 9-3-24

Teacher Jamie Carter: _____   Date: 9-3-24

Teacher Andy Fox: _____   Date: 9-3-24

Teacher Ryan Christopher: _____   Date: 9-3-24

34