LEBANON
COMMUNITY SCHOOL CORPORATION

1810 North Grant Street

Lebanon, IN 46052
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In Accordance with Public Law 221 and Indiana Code 20-31-5

School Improvement Plan
2024-25

School Name: Lebanon Middle School
School Address: 1800 N. Grant St. Lebanon, IN 46052
School Phone Number: (765) 482-3400
School Fax Number: (765) 483-3049
School DOE Number: 0557
School Corporation Number: 0665

Principal Signature,	Date 9/6/2024
Superintendent Signature, Dr. Jon Milleman	Date 9-17-24
School Board President Signature	Date 9-17-24

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

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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 challenges everyone, every day to reach a new best.

Lebanon Community School Corporation – Who We Are

Lebanon Community School Corporation encompasses South-Central Boone County, proudly representing the communities of Lebanon and Whitestown. We serve approximately 3,500 students and employ more than 400 professional educators. Our four elementary schools, one middle school, and one high school are consistently recognized for performance and growth. From state-of-the-art science laboratories to student lounges, community spaces to greenhouses, our updated facilities are spacious, safe, and designed to support student success. We provide rigorous, high-quality curriculum aligned to the Indiana Academic Standards for college and career readiness. With our wide variety of specialized programs and services, we are committed to meeting the needs of every student.

School Improvement Team and Participation

School Improvement and School-wide Planning Team

Doyle Dunshee	Principal
Mark Butler	Assistant Principal
Jim McCune	Assistant Principal
Lauren Huff	Assistant Principal
Deborah Brandt	Teacher
Charles Fisher	Teacher
Deanna Hood	Teacher
Laura McKinley	Teacher
Wendy O'Rourke	Teacher
Michele L. Shultz	Teacher

Peggy Ross	Teacher
Nancy Dennis	Teacher

Dates and Times of Meetings

Monthly meetings on Thursday mornings (7:15-7:45am).
Virtual meetings as needed via email.

Description of Parent Involvement and Participation to Support Goals

Stakeholder Input Name & Description	**Who Participates**	**Timeline**
PTO	Parents, teachers, administrators	Monthly meetings
Meet the Teacher Night	Teachers, students, parents, administrators	August
Student Led Conferences	Teachers, parents, students, administrators	October
SWELL PLC Fundraiser	Teachers, community members	Fall
Dodgeball Tournament	Students, parents, teachers, administrators	February/May
Walk-a-thon	Students, parent volunteers, teachers, administrators	Fall
Concerts	Students-band/choir, teachers, parents/families/spectators, administrators	Fall/Winter/Spring
Sporting Events	Athletes, coaches, parents/spectators, teachers, administration	All Year
End of Year Teacher Auction	Teachers, administrators, community	May
World's Fair	Students, parents/spectators, teachers, administrators	Spring
Meals for teachers for conferences	Parents, teachers, administrators	October
Canvas, Skyward, ParentSquare/StudentSquare communication	Teachers, parents, students	Daily
Tipline	Parents, students, teachers, administrators, community	As needed
Awards Day	Students, parents, teachers, administration, community	May (live via YouTube)

School Board Meetings	Open to anyone-parents, teachers school board members, admin, community members	Monthly
8th grade trip meetings	2 meetings for the D.C. trip for all parents with students going on the trip	Yearly
Fifth Grade Visit/Parent Night	Students, sixth grade teachers, parents, administrators	May
5th Grade SPED Transition Meeting	Students, sixth grade SPED teachers, parents, administrators	May

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	**Who Participates**	**Timeline**
Back to School Night	PTO, Department Chairs, Administration, Teachers, Guidance Counselors	August
Teaming Approach	Administration, Department Chairs, Teachers, Guidance Counselors	August - May Weekly
PTO	Parents, Principals, Teachers	August -May Monthly
Club/Sports Sponsors	PTO, Parents, Principals Teachers, Guidance Counselors, Community Members	August- May
Student-Led Conferences	Parents, Teachers, Students	October
Honors Day	Parents invited to the celebration honoring/recognizing LMS Students	May (live via YouTube)
PBIS (Student Groups)	Teachers, Students, Principals, and PTO	August- May
World's Fair- Themed unit for 7th grade students	7th grade students, Parents, students, teachers and community members	May
Academic Teams	Students and Teachers	December – May
Field Trips	Students, Principals,	October/May

	School Nurse, Teachers and Guidance Counselors and IA's	
Walk-a-Thon	Students, All LMS staff, parents, administration, community members	September
Dodge-ball Tournament	Students, All LMS staff, parents, administration	February/May

Description of Stakeholder Partnerships and Programs to Support Goals

Boone County Mentoring Partnership	• The Boone County Mentoring Partnership provides adult mentors to help students develop the life skills, ensuring that they are connected with a caring and supportive adult who can help them realize their dreams and potential.
Social Service Organizations: • InWell, Integrated Wellness, LLC • Cummins Behavioral Health Systems, INC • Lifelines Suicide Awareness	• Clinicians provide individual therapy sessions to students and when appropriate, life skills coaching during the school day. School based therapists offer evening appointments for family sessions with school-based clients.
Kiwanis	• Kiwanis sponsors Lebanon Middle School's Builders Club to develop student leadership through service projects, to foster development of strong moral character, and to encourage loyalty to school, community, and nation.
JA JobSpark	• JA JobSpark is a coalition of educators and industry leaders, led by Junior Achievement of Central Indiana. Students receive hands-on experience designed by individual industry teams to align with what that industry will need from its employees in the near future.

Appian Tours	• Appian Tours schedules, organizes, and leads student field trip experiences to Washington DC and for 8th grade students, as well as Cincinnati for 7th grade. Student tours focus on subject matter relating to CORE and exploratory classes.
Local Restaurants • Dairy Queen, Titus Bakery, Lebanon Milky Way, Ice Cream Paradise, Starbucks, Chick-fil-a, Culvers, etc.	• Restaurants provided gift cards for 8th grade SWAG team students as a "graduating" gift to compensate for a difficult end of the school year.
• CPR- Creating Positive Relationships	• Guest speakers from community organizations that present students with information about having positive relationships with friends and significant others.
• Stay Sharp	Guest speakers from a Boone County organization that speak about their life stories and challenges to 7th grade students.
• LEF (Lebanon Education Foundation)	Community organization that enables teachers to fund different programs or equipment to increase learning.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2021-2022	350	4
2022-2023	445	7
2023-2024	398	7

Suspensions by Sub-group

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	0	5	0
Black	2	19	69
Hispanic	10	27	24
Multi-racial	5	12	26
Native Hawaiian	0	0	0
White	33	382	271
Female	130	117	122
Male	220	223	276
IEP - YES	127	275	82
IEP - NO	223	170	316

Demographic Data
Enrollment by Ethnicity

Year/Sub-Group	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	5	7	10

Black	21	43	74
Hispanic	67	32	77
Multi-racial	30	74	40
Native-Hawaiian	0	1	0
White	667	650	633

Free/Reduced/Paid Lunch

Year/Sub-Group	2021-2022	2022-2023	2023-2024
Free Lunch	255	355	348
Reduced Lunch	66	68	61
Paid Lunch	469	407	425

Attendance Data Monitoring and Goal

Lebanon Middle School will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will utilize school personnel such as School Resource Officers and administration to work directly with parents and students when a child's lack of attendance is impacting his/her ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of "model" or "persistent" attendance.

	2021-2022	2022-2023	2023-2024
Attendance Rate	92.64	95.72	94.5
Number of Unexcused Absences	994	1176	1119

3-Year Trend Data on Student Achievement by Cohort

ELA	Grade 6		Grade 7		Grade 8		Grades 6-8	
	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %
24 State	82558	41.1%	82151	41.8%	83001	42.6%	493624	41.8%
23 State	81611	40.8%	82341	39.5%	83571	43.8%	491961	41.4%
22 State	82181	39.0%	83345	42.4%	84990	43.1%	492536	41.5%
21 State	81590	39.9%	83006	41.1%	82602	43.9%	485818	41.6%
24 LMS	295	45.1%	257	43.6%	268	39.9%	820	42.9%
23 LMS	249	38.6%	263	39.5%	263	37.6%	775	38.6%
22 LMS	250	46.0%	262	41.2%	264	40.9%	776	42.7%
21 LMS	256	41.0%	251	39.4%	265	40.4%	772	40.3%

MATH	Grade 6		Grade 7		Grade 8		Grades 6-8	
	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %
24 State	82518	38.1%	82052	33.9%	82911	31.4%	493272	34.4%
23 State	81554	38.3%	82283	32.9%	83520	31.4%	491741	34.2%
22 State	82105	35.5%	83262	31.9%	84898	29.8%	492283	32.4%
21 State	81546	33.0%	82883	30.5%	82545	27.8%	485424	30.4%
24 LMS	293	37.9%	257	40.5%	268	33.6%	818	37.3%
23 LMS	249	45.0%	263	34.6%	263	35.4%	775	38.2%
22 LMS	250	43.6%	262	35.1%	264	36.0%	776	38.1%
21 LMS	256	38.3%	248	35.1%	262	33.2%	766	35.5%

ELA & MATH	Grade 6		Grade 7		Grade 8		Grades 6-8	
	ELA & Math Total Tested	ELA & Math Proficient %	ELA & Math Total Tested	ELA & Math Proficient %	ELA & Math Total Tested	ELA & Math Proficient %	ELA & Math Total Tested	ELA & Math Proficient %
24 State	82436	29.9%	81945	28.0%	82805	26.7%	247186	28.2%
23 State	81481	30.0%	82140	26.6%	83364	26.7%	246985	27.8%
22 State	82000	28.0%	83097	27.0%	84723	25.5%	249820	26.8%
21 State	81301	26.6%	82580	25.7%	82196	24.4%	246077	25.6%
24 LMS	293	30.0%	257	31.5%	268	29.1%	818	30.2%
23 LMS	249	30.5%	263	28.1%	263	27.8%	775	28.8%
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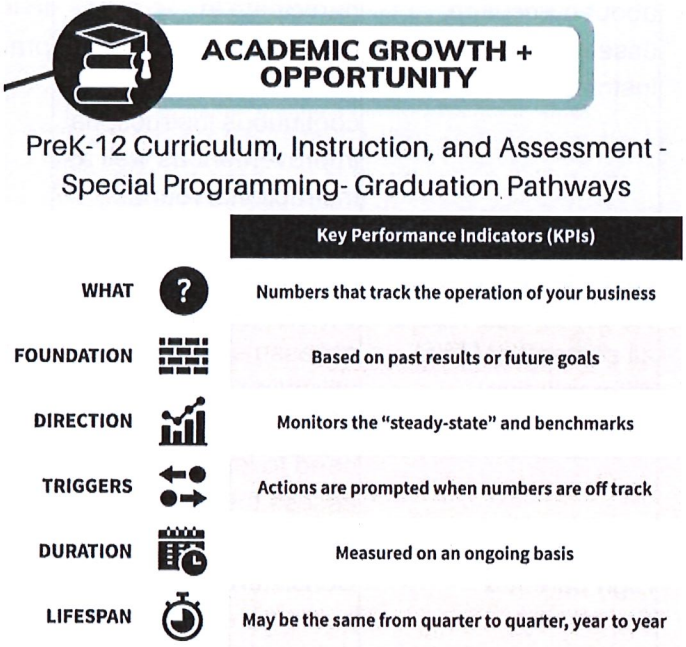
21 LMS	256	27.3%	248	29.8%	262	26.0%	766	27.7%

Comprehensive Needs Assessment Summary

Area of Review	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for your school?
Demographics	The demographics are changing due to an influx of industry. This would include a variety of people from other countries as well as socio-economic status. We do an excellent job of providing for the physical, social and emotional needs of this growing diverse population.	Families in lower socio-economic levels as well as those from other countries need more support in offering more parent education services as well as other services to help their children be successful.	The priority is to provide needed support services to families at a lower socio-economic level and those from other countries.
Attendance	The attendance rate of 94.5% is strong.	Target students with chronic tardiness and absences.	Utilize School Resource Officer /Truancy Officer to contact families of students with chronic tardiness and absences.
Student Achievement	Strategies such as student goals, ILEARN checkpoints, and i-Ready are being utilized to improve needed growth in ELA and Math.	Focus on establishing strong base in ELA by utilizing double block in 6th grade while double blocking math in 7th grade to maintain growth. I-Ready available throughout the entire student body at LMS.	Continue to make i-Ready as well as all growth tools available throughout the entire student body at LMS.
School Culture and Climate	LMS does a good job of reaching each student for social equity, ensuring the needs of each student are met and each has equal access to all opportunities	LMS needs to make more effort to recruit and secure a culturally/linguistically diverse staff	Continue to make efforts to meet the needs of all students to ensure social equity

Staff Quality/Professional Development	Teachers collaborate in making decisions about curriculum, assessments, and instructional methods.	Staff needs more time, & opportunities to participate in professional learning communities for continuous instructional improvement as well as instructional rounds.	Devoting time for collaboration with colleagues to improve standards-based practices.
Curriculum, Instruction, Assessment	Staff unity on common assessments and a variety of supports for all students (MTSS, differentiation)	More meaningful feedback needs to be utilized for each assessment, more utilization of STEM instruction; students need to learn how to assess their own & others' work	Implementation of STEM staff training & activities, implementation of student training in assessments
Family and Community Involvement	High parent & community involvement in various activities (e.g. athletics, arts, conferences, etc.)	Consistently reaching out to parents & stakeholders to actively invite them into the LMS culture, activities, and engagements	Continue to increase involvement of parents and community stakeholders
Technology	One-to-One initiative, high utilization of Canvas as a learning platform, consistent evaluation of technology effectiveness for students and use in the classroom	Teacher training /support in upcoming technology Incorporate STEM activities in all disciplines	Continue evaluation of technology to ensure appropriate use.

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	LMS will increase ELA pass rate on ILEARN by 2% in each cohort.
2	LMS will increase Math pass rate on ILEARN by 2% in each cohort.

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.

English Language Arts Goal

3-Year Goal

LMS will have a 6% increase in pass rate for ILEARN testing over a 3-year period by cohort.

3 - Year ELA Stretch Goal	
Cohort	**2027 Goal**
2031	46.0%
2030	51.1%
2029	49.6%

1-Year Goal

LMS will have a 2% increase in pass rate for ILEARN testing over a 1-year period by cohort.

1- Year ELA Goal		
Cohort	**2024 Proficiency (Last Year)**	**2025 Goal**
2031	40.0%	42.0%
2030	45.1%	47.1%
2029	43.6%	45.6%

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

Focus Area: ILEARN checkpoints.
Focus Area Goal: Increased performance on the 2nd attempt of each ILEARN checkpoint for those who participate. Specific amount of improvement dependent upon checkpoint scoring. Proficiency level improvement from Spring 2024. **Evidence: 2nd ILEARN checkpoint will be compared to 1st checkpoint and individual student goals for those who take 2nd attempt. Checkpoint results will be compared to Spring 2024 results to predict growth.**

Action Steps	Required Resources/PD	Timeline
ILEARN Data review	Data Team	August 2024
Determine students' last ILEARN score and 1st checkpoint score to use as a baseline.	Teacher	August-October 2024
Data analysis and goal setting for students.	Teacher Student	September - October 2024
Focused writing instruction to address the prevalent weaknesses found in ILEARN and NWEA data.	Teacher	Monthly, throughout 2024/2025 year
Writing will be assessed using common assessments/rubrics at least two times per grading period.	Teacher	Twice a grading period 2024-2025
ILEARN ELA checkpoints and data review.	Teacher	As needed throughout 2024/2025
Cohort ILEARN Data review	Admin	May/June 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:

NWEA

NWEA is a research-based, mission-driven organization that supports students and educators worldwide by creating assessment and learning solutions that precisely measure growth and proficiency—and provide trustworthy insights to help tailor instruction

Orton-Gillingham

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

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

The Approach is so named because of the foundational and seminal contributions of Samuel T. Orton and Anna Gillingham. Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as 1925 he had identified the syndrome of dyslexia as an educational problem. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Encouraged by Dr. Orton, she compiled and published instructional materials as early as the 1930s which provided the foundation for student instruction and teacher training in what became known as the Orton-Gillingham Approach.

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

The Orton-Gillingham Approach always is focused upon the learning needs of the individual student. Orton-Gillingham (OG) practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent

readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically.

Professional Learning Communities/Data Teams
An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Math Goal

3-Year Goal

LMS will have a 6% increase in pass rate for ILEARN testing over a 3-year period by cohort.

3 - Year MATH Stretch Goal	
Cohort	**2027 Goal**
2031	40.3%
2030	43.9%
2029	46.5%

1-Year Goal

LMS will have a 2% increase in pass rate for ILEARN testing over a 1-year period by cohort.

1 - Year MATH Goal		
Cohort	**2024 Proficiency (Last Year)**	**2025 Goal**
2031	34.3%	36.3%
2030	37.9%	39.9%
2029	40.5%	42.5%

Math Action Plan

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

Focus Area: ILEARN Checkpoints.		
Focus Area Goal: Increased performance on the 2nd attempt of each ILEARN checkpoint for those who participate. Specific amount of improvement dependent upon checkpoint scoring. Proficiency level improvement from Spring 2024. **Evidence: 2nd ILEARN checkpoint will be compared to 1st checkpoint and individual student goals for those who take 2nd attempt. Checkpoint results will be compared to Spring 2024 results to predict growth.**		
Action Steps	**Required Resources/PD**	**Timeline**
Determine students' last ILEARN score and 1st checkpoint score to use as a baseline.	Teacher	August-October 2024
Beginning year NWEA diagnostic	Teacher	August/September 2024
Data analysis and goal setting for students.	Teacher Student	September - October 2024
Usage data by grade level in i-Ready 6th – 10 lessons / 9 weeks 7th – 8 lesson by end of 9 weeks 8th 10 lessons / 9 weeks	Teacher input and Team Leader usage guidelines	October 2024
Mid-Year Diagnostic (iReady/NWEA as needed for data review)	Teacher	January/February 2025
Cohort i-Ready Data review (8th)	Teachers Admin Team leaders	February/March 2025
Targeted instruction via i-Ready in areas of deficiency for those that did not show proficiency on 1st, 2nd & 3rd ILEARN checkpoints	Teachers	February – April 2025
ILEARN ELA & Math checkpoints and data review.	Teacher	As needed throughout 2024/2025
Cohort ILEARN Data review	Admin Team leaders	May/June 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:

NWEA

NWEA is a research-based, mission-driven organization that supports students and educators worldwide by creating assessment and learning solutions that precisely measure growth and proficiency—and provide trustworthy insights to help tailor instruction

i-Ready (Gr. 6-8)

i-Ready is an evidenced-based intervention, backed by research that qualifies it for federal and state grant programs. i-Ready includes a combination of online instruction, instructional reports and a student dashboard that encourages student involvement, ownership of learning and a growth mindset. i-Ready provides online lessons that motivate students to improve their math proficiency levels and increase their growth. The lessons are assigned based on i-Ready Diagnostic results. The instruction is tailored to meet the student learning needs as a whole class, in small groups or through individualized instruction. i-Ready is complemented by a variety of teacher resources enabling teachers to target specific skills areas as needed by individual students. i-Ready includes interactive learning games that are a fun and engaging way for students to strengthen understanding of mathematical concepts, improve fluency, and foster a positive relationship to struggle in the context of challenging standards.

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Goal Summary and Decision-Making Process

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).*

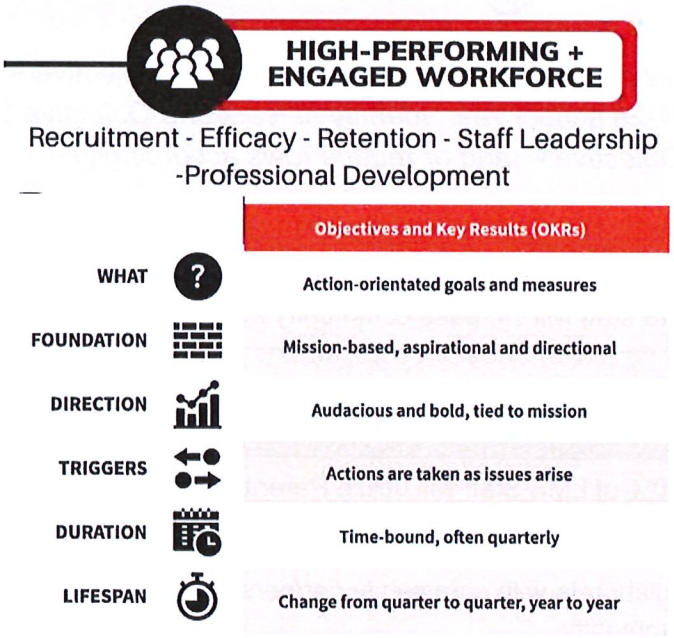
Objective #	Objective Statement(s)
1	LMS staff will increase community awareness/involvement

Key Result #	Key Result Statement(s)
1	100% of LMS Staff will utilize Parent Square, Canvas, and/or Skyward to increase effective communication.
2	Collaborate with community partners to engage students/families with the community.

Key Result Statement 1: 100 % of LMS Staff will utilize Parent Square, Canvas, Skyward to increase effective communication.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**

Track number of Parent Square users: parents and staff	Parent Square – 75% usage rate	January 2025
Provide up to three opportunities for Parent Square PD as needed for new and experienced staff.	Technology PLC	24/25

Key Result Statement 2: Collaborate with community partners to engage students/families with the community.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
Teachers will make at least one positive contact home per student.	Teachers	August – December 2024
PLCs work with community partners to provide incentives and engaging activities for all and to celebrate student goals that will be created and monitored during homeroom.	PLCs / Homeroom Teachers	August – May 2024/25



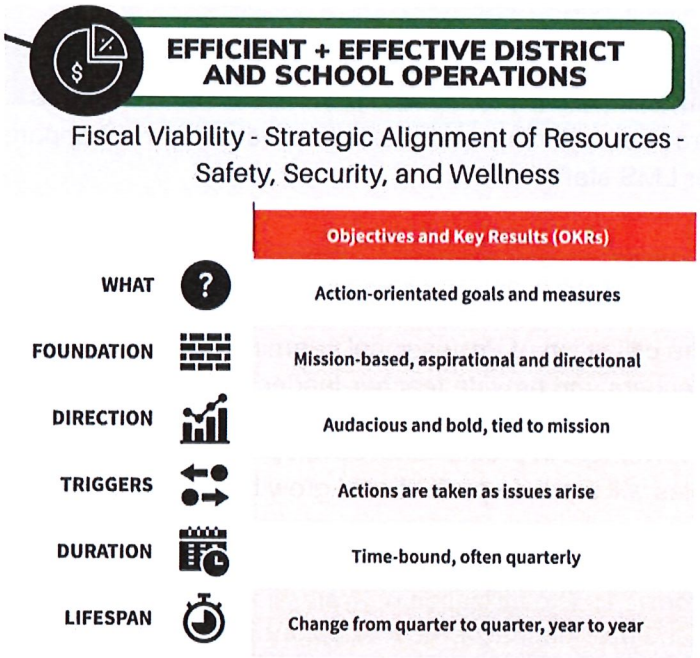
The following is a summary of **High-Performing + Engaged Workforce** objective(s) encompassed in this plan for the 2024-25 school year. *Identify at least one Objective Statement and Key Result(s), for each Objective – (add or reduce rows accordingly).*

Objective #	Objective Statement(s)
1	Provide leadership and professional development opportunities and support for LMS staff.

Key Result #	Key Result Statement(s)
1	The utilization of Professional Learning Communities (PLCs) will engage all teachers and provide teacher-leader opportunities.
2	Involvement in professional development opportunities and teacher-leader roles will produce professional growth within and among our staff.

Key Result Statement 1: The utilization of Professional Learning Communities (PLCs) will engage all teachers and provide teacher-leader opportunities.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
PLC Participation at least one time per month for 100% of staff	Admin/Teacher attendance	Monthly throughout 24/25 school year
Multiple PLC opportunities (Connections, Data, SWELL, Book Study, Technology)	Admin	Monthly throughout 24/25 school year
Teacher auction, breakfasts, pitch-ins, holiday treats.	SWELL PLC, Social Committee, Teams, Admin	Monthly throughout 24/25 school year

Key Result Statement 2: Involvement in professional development opportunities and teacher-leader roles will produce professional growth within and among our staff.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
PD requests	Admin	24/25
Leadership volunteers at staff meetings and/or PD days	Admin (once per quarter)	24/25



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	LMS will maintain a fiscally responsible approach to funding classroom textbooks, resources and supplies.

Key Result #	Key Result Statement(s)
1	Continuous monitoring of copying practices.
2	Strategic review of all classroom spending on supplies and resource materials.

Key Result Statement 1: Continuous monitoring of copying practices.

Key Performance Indicator (quantifiable)	Data Source	Timeline
Monthly report to department heads on copy spending.	Admin	24/25 monthly
Quarterly review with department heads on copy needs and review of practices	Admin/Dept. Heads	24-25 quarterly
End of year review of copy totals and uses	Admin/Dept. Heads	May 2025

Key Result Statement 2: Strategic review of all classroom spending on supplies and resource materials.		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
BOY – Budget review session w/Dept. Heads (procedures and appropriations)	Admin/Secretary/ Dept. Heads	Aug/Sept 2024
MOY – Establish new supply/resource budgets. Monitor usage of adopted resources.	Admin/Secretary/ Dept. Heads	Dec 2024/Jan 2025
EOY – Review supply and resource/textbook cost breakdown. Forecast 2025 expenditures	Admin/Secretary/ Dept. Heads	May 2025

Description of Ongoing District Data Review Process

Lebanon Community School Corporation (LCSC) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

Description of Ongoing School Data Review Process

LMS will continue their quarterly review of data based upon i-Ready and ILEARN Checkpoints. Teams, Team Leaders, and Admin will discuss trends identifying areas of need and areas of strength. Organizational structures will be a key part of the discussion and decision-making process. Cohort data will be utilized to maximize program effectiveness.

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

School Improvement Plan (SIP) Timeline	Q1	Q2	Q3	Q4
Implement Updated 2024-2025 SIP		X	X	X
Establish 2024-2025 SI Team		X		
Review and Develop Updated 2024-2025 SIP by SI Team 1st Submission Deadline: August 15, 2025		X	X	
Review of 2023-2024 SIP by Superintendent/Cabinet Return to Principals by August 22, 2025			X	
Revisions of 2023-2024 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) Final Submission Deadline: September 2, 2025				X
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				X
SIP Recommended to School Board (SB) for Approval September 16, 2025 School Board Meeting				X
SIP Submitted to IDOE by Principal October 3, 2025				X

Description of Curriculum

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

Career Awareness and Career Development Plan

- Grades 1-5: Career awareness models to introduce students to work values and basic employment concepts

- Grades 6-8: Initial career information models that focus on career choices as they related to student interest and skills
- Grades 9-10: Career exploration models that offer students insight into future employment options
- Grades 11-12: Career preparation models that provide job or further education counseling, including the following:
    - 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.

Highly Qualified Teachers and Paraprofessionals

2024-25 Highly Qualified Teachers: All verification and supporting documents are filed at the LCSC Administration Center.

Highly Qualified Paraprofessionals

2024-25 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Strategies to Retain Highly Qualified Teachers

To recruit and retain highly qualified teachers and administrators, the district uses a comprehensive approach. We invest significant time in the interview process, attending university recruitment fairs to attract and interview potential candidates. We also provide professional development for new teachers that is specifically tailored to their needs. Additionally, we believe that outstanding teachers deserve fair compensation, so we work hard to offer a competitive salary and benefits package.

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 Middle School School Number: 0657

Principal Name (Print): Doyle Dunshee

Principal Signature: Doyle Dunshee Date: 8/22/2024

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: Deanna M Hood Date: 8/22/24

Teacher: Peggy Ann Ross Date: 8/22/24

Teacher: Wendy O'Rourke Date: 8/22/24

Teacher: Emily Santin Date: 8/22/24

Teacher: Michele Shultz Date: 8/22/24

Teacher: Laura McKinley Date: 8/22/24

Teacher: Casey Dennis Date: 8/22/24

Teacher: Johnny Brandt Date: 8/22/24

Teacher: [signature] Date: 8/26/24

Teacher: Date:

Teacher: Date:

Teacher: Date:

Teacher: Date:

Teacher: Date: