LEBANON
COMMUNITY SCHOOL CORPORATION

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

Title 1 Schoolwide Program Plan
School Improvement Plan
2025-2026

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

Janet L. Dye — 6/18/25
Principal Signature, Dr. Janet L. Dye — Date

Kari J. Ottinger — 06/18/25
LEA Representative Signature, Dr. Kari Ottinger — Date

Jon Milleman — 06/18/25
Superintendent Signature, Dr. Jon Milleman — Date

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

Revised: 11/17/2022

Title 1 Schoolwide Plan
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Title I-A Schoolwide Plan (SWP)	
ESEA Required Components:	**Page Reference**
• 1. A comprehensive needs assessment of the whole school.	Pages 12 - 18
• 2. Implementation of schoolwide reform strategies that: ◦ A) Provide opportunities for all children to meet proficient and advanced levels of student academic achievement. ◦ B) Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program. ◦ C) Increases the amount of learning time. ◦ D) Includes strategies for serving underserved populations. ◦ E) Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards. ◦ F) Address how the school will determine if those needs of the children have been met. ◦ G) Are consistent with and are designed to implement state and local improvement plans, if any.	Pages 13, 15 Pages 18 - 36 Page 8 - 38
• 3. Appropriately licensed and certificated teachers.	Page 39 - 40
• 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals.	Page 21 Page 23 - 30 Page 35 - 36

• 5. Strategies to attract high-quality teachers to this school.	Page 41
• 6. Strategies to increase parental involvement (ex: literacy services). • A) Description how the school will provide individual academic assessment results to parents. • B) Strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Pages 8 - 11 Page 22 Pages 32 - 33 Pages 42 - 43
• 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Page 41
• 8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Pages 6 - 7 Page 13 Pages 19 - 20 Pages 23 - 30 Pages 36 - 37
• 9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Pages 6 - 7 Page 13 Pages 19 - 21 Pages 23 - 30 Pages 32 - 33 Pages 36 - 37
• 10. Explanation of coordination and integration of Federal, State, and local funds; and resources, such as in-kind services and program components. • If applicable: List of programs that will be consolidated under the schoolwide plan.	Not Applicable

School Improvement Plan
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- Using Results for Continuous Improvement
- Description of Ongoing Data Review Process
- SIP Timeline
- Description of Curriculum

Using Results for Continuous Improvement

- Description of Ongoing District Data Review Process
- Description of Ongoing School Data Review Process
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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 challenges everyone, every day to reach a new best.

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 and Schoolwide Planning Team and Participation

***School Improvement and School-wide Planning Team**
(SWE Component #8 and #9)

Principal	Janet Dye
Assistant Principal	Pam Davis
Special Education Teacher	Michelle Walton
Special Area Teacher	Tracey Hammel
Title 1 Home School Liaison	Ashley Brooke Carlson
ELA (English Language Arts) Coach	Shelby Boling
Math Coach	Rebekah Warren
KDG	Madeline McClure
Grade 1	Natalee Benavides
Grade 2	Stacy Hovermale
Grade 3	Stacy Johnson
Grade 4	Brianna Storms
Grade 5	Allison Rogers

***Annual School Improvement Plan and Schoolwide Planning Input Process**
(SWP Component #8 and #9)

The Harney Elementary School Improvement Committee met at the below dates and times to give input on this plan. The committee determined goals based on our school data from ILEARN, IREAD, district assessments, school and district surveys. The staff was asked to give input on this plan via their team leader on the committee. Components, needs, and data were shared during staff meetings, common collaboration meetings, and data review meetings. Our team and staff will continue to meet throughout the school year to analyze the student achievement data toward our goals and monitor professional development identified to assist teachers in meeting the needs of our students.

*Dates and Times of Meetings

(SWP Component #8 and #9)

August 30, 2024, 8:00-8:45 a.m.
September 13, 2024, 8:00-8:45 a.m.
October 31, 2024, 8:00-8:45 a.m.
November 8, 2024, 8:00-8:45 a.m.
December 6, 2024, 8:00-8:45 a.m.
January 17, 2025, 8:00-8:45 a.m.
January 31, 2025, 8:00-8:45 a.m.
February 14, 2025, 8:00-8:45 a.m.
February 28, 2025, 8:00-8:45 a.m.
March 14, 2025, 8:00-8:45 a.m.
April 11, 2025, 8:00-8:45 a.m.
April 25, 2025, 8:00-8:45 a.m.
May 9, 2025, 8:00-8:45 a.m.

Decision Making Process

(SWP Component #8)

The staff at Harney Elementary have a variety of opportunities for involvement in the decision-making process in regards to instructional strategies and student achievement. We have many teams at the school, district, and community level that help guide our improvement efforts. The decision to implement instructional practices is derived from district and school initiatives such as: MTSS (Multi-Tiered System of Supports) teams, a district and school PBIS (Positive Behavior Intervention Supports) team, a district and school district technology integration team, and School Improvement Team. Harney

Elementary Teachers collaborate formally 2x mornings each month to discuss student data, instructional practices, Tier 2/3 interventions. We use this data to inform instruction, create interventions and intervention schedules to provide students with additional support.

The Parent Teacher Organization, Local Community Groups, and Community Partners collaborate with staff in making decisions regarding community involvement and funding of instructional needs. The following events were developed and promoted by these groups as sponsors, funding contributors, and volunteers. In addition, these supporters also fund instructional needs in the form of supplies, donations, books, and other learning experiences.

*Description of Parent Involvement and Participation to Support Goals

(SWP Component #6 and #9)

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Pool Party	Parents, Staff, Students, PTO	July
Back to School Open House	Parents, Staff, Students, PTO, Scouts, B.A.S.E., Boys and Girls Club	August
Parent/Teacher Meetings	Parents, Classroom Teachers	September
Title 1 Parent Meeting	Parents, Title 1 Staff, Administration	August/September
United Way – READ UP	Grade 3 Students, Staff, Community and Parent Volunteers	August – April (3 days/week)
WHETV – Student Newscasters	Staff, Students, Student Newscasters, Video announcements made through school social media site	August-May
HE STEM Club (Robotics)	Staff, Students, Parent Volunteers, Community Sponsors	Fall/Spring
Cub Connection Leadership Club	Grade 4-5 Students, Staff Community Sponsors	August - March
Cub Connection Convocations	Students, Staff, Parents of Cub Connection Leaders	September-March 1x Convo
PTO Meetings	Parents, Staff	August – May, 1x month
HE Running Club	Students, Staff	Spring

Literacy/BookFair Night	**Families, Staff, Students, Community Members**	**October**
Veteran's Day Program	**Families, Students, Staff, Veterans**	**November**
Winter Music Program	**Families, Staff, Students**	**December**
Student Leadership Read-A-Thon	**Families, Staff, Gr 4-5 Students, Community Organization, PTO**	**December**
WinterFest	**Families, Staff, Students, Community, PTO**	**January**
STEAM Family Night	**Families, Staff, Students, Community, PTO**	**March**
HE Juggling Club	**Students, Staff**	**April**
HE Field Day Captains – Leadership Club	**Students, Staff, PTO, Parents**	**March - May**
HE Running Club	**Students, Staff, PTO**	**April-May**
Kindy500 (STEM, Art, Music, Physical Education)	**Kdg students, Grade 4 Students Create Floats, WHETV Field Reporters, PTO, Spectators, Staff, Students**	**May**
HE Field Day	**Staff, Students, PTO, Community Volunteers, Parent Volunteers**	**May**
HE Variety Show	**Families, Staff, Students**	**May**

*Stakeholder Input Opportunities to Support Goals

(SWP Component #6 and #9)

Stakeholder Input Name & Description	**Who Participates**	**Timeline**
PTO Executive Board/PTO	Harney parents and staff meet monthly and collaborate with the principal to identify areas for financial support, volunteer support and program development.	Monthly meetings during school year
Professional Learning Communities	Teachers meet 2x/month to discuss goals, challenges, successes, and then develop action plans when needed for student support. The	2x/Monthly meetings during school year

	administration and coach teams also participate.	
Family/Community Time	Teachers, students, and support staff participate in student meetings to support the LCSC TIGER Lessons.	Monthly meetings during school year
Teacher Leadership Teams	School/Culture Improvement Teams, Instructional Coaches Meetings with teachers, Department leaders work with Instructional Assistants	1-2x/monthly meetings during the school year
Student Leadership Teams	This group of students represents Grade 4-5 as Cub Connection Leaders, Student Council, Field Day Captains, and WHETV Reporters	Daily, weekly and monthly during the school year

***Description of Stakeholder Partnerships and Programs to Support Goals**
(SWP Component #6 and #9)

Community Leadership – Service	Harney Cub Connection Leaders, Field Day Captains, and Student Council host many opportunities to serve the community. Students demonstrate their leadership skills by hosting a clean-up day, making Veteran's Day Cards, a visit to the Senior Assistive Living Home, and collecting funds for a local Christmas Gift Drive, and Local Food Pantry.
DARE/LPD	Harney 5th graders receive the D.A.R.E. curriculum from our Lebanon Police Department. This curriculum is designed to equip elementary students with appropriate skills to resist harmful actions and grow relationships with first responders in the community.
Community Day	Harney Kindergartners travel to a community park and meet with first responders, community businesses, community utilities, and other community workers to learn about different roles in the community and how they connect with Harney.
Witham Health Services	Financial contributions are welcomed to support student health and wellness.
Boone County Mentoring	Provides mentors and will support a Grade 3 reading tutoring program – READ UP, which relies

	on community employers to provide 1 hour/week of reading tutoring to our students.
Mental Health America of Boone County	B.A.S.E. is a before and after school enrichment program partnering with LCSC as the designated latchkey program to offer all children a safe, inviting, and engaging atmosphere for children from pre-school to 6th grade. One of the sites is at Harney Elementary. Students are invited to do schoolwork, crafts, participate in games (gym and outside), play board games with friends, and have free time in the gym as well as outside. This gives participating students an opportunity to develop social skills by engaging in activities with friends.
Integrated Wellness	Provides school-based therapy and life skills specialist for our students along with training and support for our staff.
Knights of Columbus	Provides free books for current and future students.
Hussey-Mayfield Memorial Public Library	Provides digital resources and access for students and staff.
Cummins Behavioral Health	Provides school-based therapy and life skills specialist for our students along with training and support for our staff.
Freedom Church	Provides for staff and students to promote school culture, student support and stability.
Sylvia's Place	Provides students with body awareness and safety program.
Indiana Prevention for Youth Abuse and Suicide	Supports adolescent students.
Junior Achievement – BizTown	Provides Grade 5 students in economic knowledge and development.
Fluor Corporation	Provided 3 Engineers to lead our Robotics Team in a collaboration activity. They also volunteered at our Spring Family STEAM/Movie Night. They provided our school with a $1000 donation for our Family Steam Night.
Meyer Najem Construction	Provided a Construction Superintendent who led our Grade 5 students in an engineering bridge design project during their STEM class.
Eli Lilly – LEAP Project	Provides continuous STEM support through resources and funding opportunities for our STEM programs.

*Comprehensive Needs Assessment

(Title 1 SW Component #1)

State and District Assessment Descriptions – Elementary

LCSC Elementary Assessment Calendar 25-26				Harney Dates	
Aug 7- Sept 12	NWEA			K & 3- 8/26, 8/27 4 & 5- 8/28, 8/29 1 & 2- 9/2, 9/3	
	Dyslexia Universal Screener	NWEA MAP Reading Fluency	2nd	Sept. 9, 10, 11	
	Dyslexia	MARF Level 1	2nd	Sept. 15-19	
Aug. 7-Sept. 19	KOI	High Ability	All grades	Week 1: 8/25 Week 2: 9/2 Week 3: 9/8 Week 4: 9/15	
Sept 15- Nov 14	ILEARN	Checkpoint 1	3rd-5th	ELA 3: 9/29 4: 9/30 5: 9/22	Math 3:10/14 4: 10/1 5:9/23
Sept 29- Oct 15			5th and move-ins	Oct. 8 - 5th grade and Move-ins	
	Dyslexia Universal Screener	NWEA MAP Reading Fluency	1st	Oct. 7, 8, 9, 10	
	Dyslexia	MARF Level 1	1st	October 13-17	
	Dyslexia Universal Screener	NWEA MAP Reading Fluency	KDG	Oct. 28, 29, 30, 31	
	Dyslexia	MARF Level 1	KDG	Nov. 3-7	
Nov 10- Nov 26	OLSAT		Kinder & LMS move ins	Nov. 10-14	
Nov	IRead 3 practice #1			2nd & 3rd- 11/18, 11/19	
Nov 24- Jan 9	NWEA			K & 3- 12/2, 12/3 4 & 5- 12/4, 12/5 1 & 2- 12/9, 12/10	
Nov 17- Feb 6	ILEARN	Checkpoint 2		ELA 3: 1/13 4: 1/13 5: 1/13	Math 3: 1/27 4: 1/27 5: 1/27
Jan 12-Feb 27	WIDA			Jan 20-Feb 12	
Feb	IRead Practice Test #2			2nd & 3rd- 2/3, 2/5	
Feb 9- April 10	ILEARN	Checkpoint 3		ELA 3: 2/18 4: 3/17 5: 2/24	Math 3: 3/24 4: 3/24 5: 3/24
March 2-March 13	IREAD		2nd and 3rd	3rd- 3/3, 3/4 2nd- 3/5, 3/6	
April 13- May 8	ILEARN		Grades 3-8	4/14, 4/15, & 4/16- ELA 3-5 4/21 & 4/22- Math 3-5	
April 27- May 28	NWEA			1 & 2- 5/5, 5/6 K & 3- 5/7, 5/8 4 & 5- 5/12, 5/13	
May 11- June 26	Summer Iread 3			2nd & 3rd- 5/12, 5/13	

IDOE assessment calendar 25 26

***Description of Ongoing Data Review Process**
(SWP Component #2, #8, #9)

Data teams comprised of the building level administrative team, grade level teacher, Title 1 Home School Liaison, Instructional Coaches, and special education teachers meet monthly to analyze and identify specific academic needs as they review grade level LCSC state and district-level assessment data (IREAD, ILEARN Checkpoints, ILEARN, WIDA, NWEA CKLA Assessments, REVEAL Math exit tickets. During these collaborations teachers, coaches, and administration discuss trends and error patterns that have been identified as areas of growth. Teachers are engaged and reflective in our conversations regarding the impact of core instruction relating to student achievement. Instructional strategies are then shared and discussed with other grade levels, interventionists, and coaches to align their instruction directly to the needs of the students they serve.

School administration, District administration, and coaches meet monthly to discuss school progress. Grade level teachers, coaches and school administration disaggregate their individual class data to determine the number of students performing significantly above, at, below, and at-risk in reading and math based on NWEA results. Collectively the teams work to determine which students are in need of intervention support based on our MTSS model. Students currently receiving interventions through Title 1 reading or math are progress monitored to ensure that the interventions are addressing the identified areas of academic need. Grade level teachers update their data spreadsheets to ensure that the data for all students receiving intervention services clearly conveys their current tier level.

We ensure that our instructional time is focused and purposeful in order to best meet our needs of all students. All staff and teacher teams collaborated and achieved a comprehensive building schedule that allows for common planning time, student intervention block, increased instructional reading blocks. To accommodate for assessment schedules and school events, the school leadership teams created a schedule for 2-hour delays and convocations so that instructional blocks of reading and math are the focus on these days.

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2022-2023	21	0
2023-2024	139	0
2024-2025	73	0

Suspensions by Sub-group

Year/Sub-Group	2022-2023	2023-2024	2024-2025
American Indian	0	0	0
Asian	0	0	0
Black	0	1	9
Hispanic	1	7	0
Multi-racial	0	2	5
Native Hawaiian	0	0	0
White	20	126	59
Female	4	15	19
Male	60	124	54
IEP - YES	10	27	32
IEP - NO	11	97	41

Demographic Data

Enrollment by Ethnicity

Year/Sub-Group	2022-2023	2023-2024	2024-2025
American Indian	0	1	1
Asian	5	4	9
Black	4	21	19
Nat Hawaiian	1	46	1
Hispanic	16	17	49
Multi-racial	9	0	18
White	303	443	348

Free/Reduced/Paid Lunch

Year/Sub-Group	2022-2023	2023-2024	2024-2025
Free Lunch	82	252	224
Reduced Lunch	9	34	12
Paid Lunch	218	258	187

*Attendance Data Monitoring and Goal

(SWP Component #2)

Harney Elementary will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will utilize school personnel such as School Resource Officer, Home School Liaison, School Nurse, 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) expectations.

	2021-2022	2022-2023	2023-2024	2024-2025
Attendance Rate	94.21	95.36	95.4	95.14
Number of Unexcused Absences	600.00	576.50	2958	580

	2021-2022	2022-2023	2023-2024	2024-2025
Graduation Rate	**0**	**0**	**0**	**0**

3-Year Trend Data on Student Achievement by Cohort
*Current data in TIDE has not been released as final.

	Grade 3						
School Name	**ELA Below Proficiency**	**ELA Approaching Proficiency**	**ELA At Proficiency**	**ELA Above Proficiency**	**ELA Total Proficient**	**ELA Total Tested**	**ELA Proficient %**
*25 State Prelim Data	32200	16900	19100	13800	32900	87968	40%
24 State	32549	17665	19170	12395	31565	81779	38.6%
23 State	32336	17228	19219	13362	32581	82145	39.7%
*25 LCSC Prelim Data	122	75	69	30	99	293	34%
24 LCSC	108	58	75	34	109	275	39.6%
23 LCSC	106	56	66	37	103	265	38.9%
*25 Harney Prelim Data	28	27	26	3	29	84	35.0%
24 Harney	27	15	14	6	20	62	32.3%
23 Harney	35	17	11	7	18	70	25.7%

	Grade 4						
School Name	**ELA Below Proficiency**	**ELA Approaching Proficiency**	**ELA At Proficiency**	**ELA Above Proficiency**	**ELA Total Proficient**	**ELA Total Tested**	**ELA Proficient %**
*25 State Prelim Data	30200	16700	16800	16200	33000	79884	41%
24 State	29878	18383	18899	15733	34632	82893	41.8%
23 State	30154	17851	17649	14799	32448	80453	40.3%

*25 LCSC Prelim Data	108	65	66	43	109	282	39%
24 LCSC	84	66	78	43	121	271	44.6%
23 LCSC	93	68	62	33	95	256	37.1%
*25 Harney Prelim Data	23	27	13	14	27	37	40%
24 Harney	26	15	20	8	28	69	40.6%
23 Harney	28	25	14	2	16	69	23.2%

	Grade 5						
School Name	**ELA Below Proficiency**	**ELA Approaching Proficiency**	**ELA At Proficiency**	**ELA Above Proficiency**	**ELA Total Proficient**	**ELA Total Tested**	**ELA Proficient %**
*25 State Prelim Data	31500	16600	21200	11800	33000	81113	41%
24 State	30882	17609	21916	10835	32751	81242	40.3%
23 State	31258	17697	21868	11017	32885	81840	40.2%
*25 LCSC Prelim Data	113	67	72	27	99	279	35%
24 LCSC	98	61	83	23	106	265	40%
23 LCSC	89	80	73	39	112	281	39.9%
*25 Harney Prelim Data	35	11	17	5	22	68	32%
24 Harney	26	19	16	3	19	64	29.7%
23 Harney	35	29	17	6	23	87	26.4%

	Grade 3						
School Name	**Math Below Proficiency**	**Math Approaching Proficiency**	**Math At Proficiency**	**Math Above Proficiency**	**Math Total Proficient**	**Math Total Tested**	**Math Proficient %**
*25 State Prelim Data	24500	15300	23200	18900	42100	81944	51%
24 State	23935	14963	23234	19604	42838	81736	52.4%
23 State	23650	14876	23482	20107	43589	82115	53.1%
*25 LCSC Prelim Data	95	68	85	45	130	293	44%
24 LCSC	81	57	76	61	137	275	49.8%
23 LCSC	68	59	80	58	138	265	52.1%
*25 Harney Prelim Data	21	16	34	13	47	84	56%
24 Harney	16	10	21	15	36	62	58.1%
23 Harney	23	22	14	11	25	70	35.7%

	Grade 4						
School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
*25 State Prelim Data	25700	14900	22800	16500	93300	79867	49%
24 State	27108	16010	23998	15735	39733	82851	48.0%
23 State	25542	15687	23631	15590	39221	80450	48.8%
*25 LCSC Prelim Data	88	51	98	45	143	282	51%
24 State	82	51	99	39	138	271	50.9%
23 LCSC	80	63	79	34	113	256	44.1%
*25 Harney Prelim Data	17	9	23	18	41	67	61%
24 Harney	22	10	26	11	37	69	53.6%
23 Harney	30	22	13	4	17	69	24.6%

	Grade 5						
School Name	Math Below Proficiency	Math Approaching Proficiency	Math At Proficiency	Math Above Proficiency	Math Total Proficient	Math Total Tested	Math Proficient %
*25 State Prelim Data	29200	18500	17000	16500	33500	81126	41%
24 State	28855	19214	17827	15308	33135	81204	40.8%
23 State	28762	19428	17899	15730	33629	81819	41.1%
*25 LCSC Prelim Data	98	67	80	34	114	279	41%
24 LCSC	92	82	58	33	91	265	34.3%
23 LCSC	101	68	57	55	112	281	39.9%
*25 Harney Prelim Data	26	27	19	6	25	68	37%
24 Harney	23	20	18	3	21	64	32.8%
23 Harney	46	24	12	5	17	87	19.5%

***Comprehensive Needs Assessment Summary**
(SWP Component #1, #2, #4, #6, #8, #9)

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 *(SWP Component #1)*	• More diverse population that	• Achievement gaps and disparities	• Implement culturally responsive

	enriches the school community. • Access to demographic data for analysis.	among different demographic groups. • Challenges in meeting the diverse needs of all learners. • Impact of socioeconomic factors on student learning and well-being.	teaching training for all staff. • Utilize disaggregated data to identify and address achievement and opportunity gaps. • Ensure equitable access to resources and opportunities for all student groups.
Attendance *(SWP #2, #8)*	• High daily attendance for most students. • Effective communication system for planned absences. • Positive school clubs and events that encourages coming to school.	• High chronic absenteeism rate for students represented by low socioeconomic and ML. • New state protocols for addressing unexcused absences. • Limited understanding of root causes for chronic absenteeism among families. • Insufficient incentives or recognition for good attendance.	• Implement a tiered intervention system for chronic absenteeism. • Develop a consistent communication plan with families regarding attendance that includes teachers, Home School Liaison, Nurse, Administrators. • Provide resources and support to families facing attendance barriers. • Establish a school-wide attendance recognition program.
Student Achievement *(SWP Component #2, #8, #9)*	• Improved performance in core subjects for many students. • Dedicated teachers committed to student success.	• Achievement gaps present among white, low socioeconomic, males with disabilities	• Maintain a data-driven instruction model to inform teaching practices. • Provide differentiated instruction and enrichment

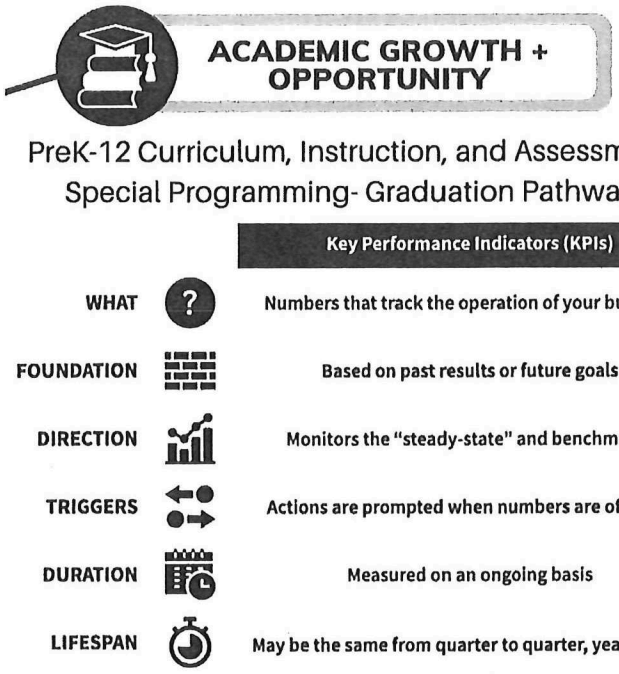
	• Use of formative assessments to guide instruction. • Targeted Interventions for students performing below grade level. • Implementation of MTSS (Multi-Tiered System of Supports). • Implementation of PLCA and data to drive instruction. • Pacing Curriculum Guide for Year 2 of CKLA Reading. • Increased Reading blocks of instruction for K-3 (120 minutes).	• Lack proficiency growth of Students identified as high ability in reading and math. • Insufficient differentiation for advanced learners. • Need for varied instructional resources in Math and ELA.	opportunities for all learners. • Focus on literacy and numeracy foundational skills across all grades. • Use assessment data to monitor student progress and identify areas for growth. • Continue to use the Math and Reading Adoption Materials.
School Culture and Climate *(SWP Component #2, #4, #6, #9)*	• Welcoming and inclusive environment for students and families. • Strong sense of community among staff. • Positive student-teacher relationships. • Opportunities for student voice and leadership • Low rates of major student disciplinary incidents. • Clear school-wide behavior and procedure expectations (PBIS,NVCI,Zones)	• Need for increased staff collaboration across grade levels. • Inconsistent application of behavior expectations across grade levels and staff. • Limited resources for student with significant behavioral challenges.	• Conduct school climate surveys for students, staff, and families to identify areas for improvement. • Implement PBIS practices. • Enhance efforts to promote diversity awareness. • Strengthen Schoolwide Positive Behavioral Interventions and Supports (PBIS) implementation. • Continue to enhance a tiered-intervention support system for students for students with

			escalating behavioral needs. • Provide ongoing professional development on effective behavior management and SEL Strategies.
Staff Quality/Professional Development *(SWP Component #2, #4)*	• Highly qualified and dedicated teaching staff. • Collaborative Spirit among many staff members. • Regular staff meetings and staff notification for updates and information sharing. • Low staff turnover. • Instructional Coaches provided.	• Need for targeted professional development in differentiated instruction for ELA/Math, technology integration for real world applications. • Enhanced teacher mentor process • Inconsistent use of data driven decision-making among all staff.	• Provide ongoing, job-embedded professional development aligned with School Improvement Goals to Teachers and IA's. (MTSS, Zones of Regulation, PBIS, PLCs, Engagement, Technology Integration, Curriculum Adoption PD) • Create opportunities for teacher leadership roles and peer coaching. • Maintain a system for staff to regularly analyze and use data to inform instruction.
Curriculum, Instruction, Assessment *(SWP Component #2, #4, #8, #9)*	• Aligned with state academic standards. • Instructional Coaches provided. • Dedicated teachers willing to learn and consistently employ quality instruction.	• Inconsistent implementation of student-student, student-teacher, student-self engagement strategies. • Need for more culturally responsive and diverse	• Ensure alignment between written, taught, and assessed curriculum. • Provide targeted professional development on research-based instructional strategies (student engagement, explicit instruction,

	• Access to some high-quality instructional material. • Teacher utilize a variety of teaching strategies. • Positive and supportive classroom environments. • Use of small group instruction for targeted support. • Use of standardized assessments to measure student growth. • Teachers regularly use informal assessments (observations). • Established protocols for regular data analysis meeting to inform instructional decisions.	curriculum materials. • Inconsistent instruction using higher-order thinking skills development for all learners. • Need for more effective strategies to address diverse learning styles and exceptionalities. • Limited student involvement in the assessment process (goal setting, self-assessment).	differentiation, higher order thinking skills). • Enhance the use of assessment data to inform and adjust instruction in real-time. • Empower students to engage in self-assessment and personal learning goals based on data.
Family and Community Involvement *(SWE Component #6)*	• Provide many activities to get students and families involved and engaged with Harney. • Information and celebrations shared in a timely fashion using Parent Square, email, Facebook.	• Use multiple means of communication to reach all of our families (Language line, Parent Square, etc.)	• Offer gratitude notes to staff, community and family members that donate goods, services, and time to our students and school. • Ensure that teachers are responsive and communicative to parents related to

	• Robust district/school website		student attendance, progress, celebrations, and behavioral needs.
Technology *(SWP Component #2, #4, #6)*	• Access to a Kiosk of apps for students and staff (CANVA, EPIC, ReadWorks) • Access to basic technology infrastructure. • Tech Time for Staff Learning • In class demonstrations by Technology Integration Specialist	• Inconsistent integration of technology for instruction across classrooms. • Some teachers can and do integrate technology	• Highlight staff that integrate technology as an interactive and engaging tool for real world applications. • Provide continued relevant PD and involvement with our Tech Integration Specialist and in house teacher leaders related to effective and engaging implementation of instructional technology in core subjects.

Goal Summary and Decision-Making Process
(SWP Component #2, #4, #8, #9)



The following is a summary of the goals encompassed in this plan for the 2025-2026 school year. The details of each goal are available in the next section.

Goal #	Goal Statement
1	Students in Grades 3-5 will improve by 3% from 36% to 39% overall proficiency performance in ELA as measured by ILEARN in Spring of 2026.
2	Students in Grade 3-5 will improve by 3% from 52% to 55% overall proficiency performance in Math as measured by ILEARN in Spring of 2026.

English Language Arts Goal

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

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

Students in Grades 3-5 will improve by 3% from 36% to 39% overall proficiency performance as measured by ILEARN in Spring of 2026.

English Language Arts Action Plan

Goal 1: School Action Plan for the 2025-2026 School Year

Focus Area: Reading		
Focus Area Goal: Students in Grades 3-5 will improve by 3% from 36% to 39% overall proficiency performance as measured by ILEARN in Spring of 2026. **Evidence:** Student growth as measured by Spring 2026 ILEARN.		
Action Steps	**Required Resources/PD**	**Timeline**
Kindergarten, Grade 1 and Grade 2 will complete Fall/Winter/Spring NWEA Assessment	NWEA Accommodation Support Test Security Training	August, December, May
NWEA diagnostic (approved Dyslexia Screener) for Grades K-2 and new students to LCSC	NWEA diagnostic data to determine some or at-risk students to develop a plan for support	August, September, October
Grade 3-5 students will complete Fall/Winter/Spring NWEA Assessment	NWEA Accommodation Support Test Security Training	August, December, May
Grade 3-5 students will complete three ILEARN Checkpoints	ILEARN Accommodation Support Test Security Training	August - April
BOOST (CKLA-Amplify) in K-5	Placement tests and ongoing discussions to retrieve and utilize this data for instruction	August, September, October

Grade K-5 Students with English as a new Language will complete WIDA Assessment	WIDA Accommodation Support Test Security Training Instructional Coaches Administrators Special Education Staff	January-February
Instructional Coaches and Administrators monitor the Implementation of Science of Reading and CKLA Reading Adoption Program	CKLA Instructional Coaches Administrator Coaching Mentoring Peer Collaboration PD	Aug. - May
Provide intervention Tier 2 and Tier 3 Support for Literacy using UFLI, MA Rooney(OG), Heggerty for K-5 students.	UFLI Heggerty OG Instructional Coaches PD on intervention, progress monitoring	September - May
Incorporate writing as a response in all subject areas to enhance students' interpretation of the text and extend students' thinking within, beyond and about the text.	CKLA (resource), Response journals Instructional Coaches	August - May
Professional Development delivered by Instructional Coaches, based on best practices and curriculum/program implementation	Instructional Coaches PD Meetings (School and District)	August - April
MTSS Team and meetings to build a plan of strategies for students in need of Tier 2 or Tier 3 services in language arts.	MTSS PD MTSS structure MTSS meetings	September-April

2x/month formal Grade level Data meetings to review Reading Data and Instructional strategies Weekly informal collaboration between Teachers and Interventionists.	Grade level NWEA and Checkpoint data Data Analysis/Reflection Administrator, coaches, teacher, Interventionists Instructional Coach observes, models and trains	August-May

Evidence-Based Interventions for Focus Area - E/LA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Recommended increase Literacy Blocks for K-3 from 90 minutes to 120 minutes.

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

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

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

UFLI – University of Florida Literacy Institute
UFLI integrates spelling instruction with reading in a systematic, explicit manner. The program emphasizes the connection between phonemic awareness (understanding of speech sounds) and orthographic knowledge (understanding of spelling patterns). Students learn to: Segment words into individual sounds.

Heggerty

Is a phonemic awareness process to teach students how sounds work in words.

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

Math Goal

Goal # 2: 3-year Goal Mathematics
Students in Grades 3-5 will improve by 9% from 52% to 61% overall proficiency performance in Math as measured by ILEARN in Spring of 2027.

Goal # 2: 1-year Goal Mathematics

Students in Grades 3-5 will improve by 3% from 52% to 55% overall proficiency performance in Math as measured by ILEARN in Spring of 2026.

Math Action Plan
Goal 2: School Action Plan for the 2025-2026 School Year

Focus Area: MATH		
Focus Area Goal: Students in Grades 3-5 will improve by 3% from 52% to 55% overall proficiency performance in Math as measured by ILEARN in Spring of 2026. **Evidence: Student growth as measured by ILEARN in Spring of 2026.**		
Action Steps	**Required Resources/PD**	**Timeline**
Kindergarten – Grade 5 will complete Fall/Winter/Spring NWEA Assessment	NWEA Accommodation Support Test Security Training	August, December, May

Grade 3-5 students will complete three ILEARN Checkpoints	ILEARN Accommodation Support Test Security Training	August - April
Teachers and Intervention Staff will use exit tickets to progress monitor students.	REVEAL and Standard Based exit tickets.	Pre, during, post instruction and intervention.
2x/month formal Grade level Data meetings to review Math Data and Instructional strategies Weekly informal collaboration between Teachers and Interventionists.	Grade level NWEA and Checkpoint data Data Analysis/Reflection Administrator, coaches, teacher, Interventionists Instructional Coach observes, models and trains	August-May
Professional Development delivered by Instructional Coaches, based on best practices and math curriculum/program implementation	Instructional Coaches PD Meetings (School and District)	August - April

MTSS Team and meetings to build a plan of strategies for students in need of Tier 2 or Tier 3 services in language arts.	MTSS PD MTSS structure MTSS meetings	September-April
Utilization of RedBird/Alek as an online component for math enrichment and remediation	RedBird Alek	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:

REVEAL MATH

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

Professional Learning Communities

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

Cultural Competency

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

TIGERS describes the fundamental expectations of students, staff, and parents at all LCSC schools:

- **Teamwork**
- **Integrity**
- **Growth Minded**
- **Empowered**
- **Responsible**
- **Supportive**



The following is a summary of **Community Engagement** objective(s) encompassed in this plan for the 2025-2026 school year

(SWP Component #2, #6, #9)

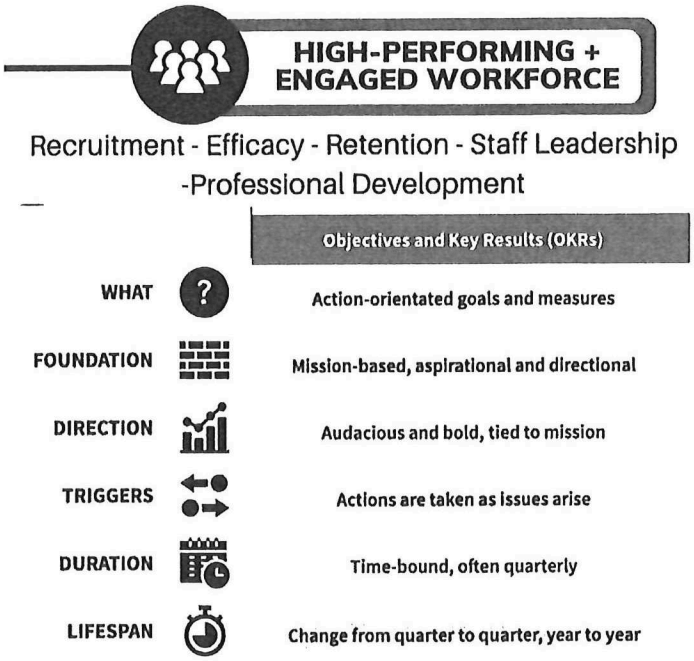
Objective #	Objective Statement(s)

1	Increase parent/student/community/staff involvement.

Key Result #	Key Result Statement(s)
1	Student Leadership groups will connect with community, parents, and staff to create a Read-a-Thon as a fundraiser for The Myrtle Bailey Christmas Toy Drive.
2	Harney Elementary will host a Family Literacy Night and a Family STEM Night.

Key Result Statement 1: Community Partnership presentations		
Objectives and Key Results (OKR)	**Data Source**	**Timeline**
Harney student leadership teams will initiate a school/community fundraiser to collect money to purchase toys for the local Myrtle Bailey Christmas Toy Drive. Students and staff sponsors will then use the funds to purchase toys and present them to the family of Myrtle Bailey.	Social Media, Student Reflections	1x/year

Key Result Statement 2: Community, Parent, School Involvement Evening Programs		
Objective and Key Results (OKR)	**Data Source**	**Timeline**
Harney Elementary will work with local community partners, parents, and staff to host a Family Literacy Night and a Family STEM Night.	Community Volunteer Involvement Sign In social media	Fall/Spring 2025

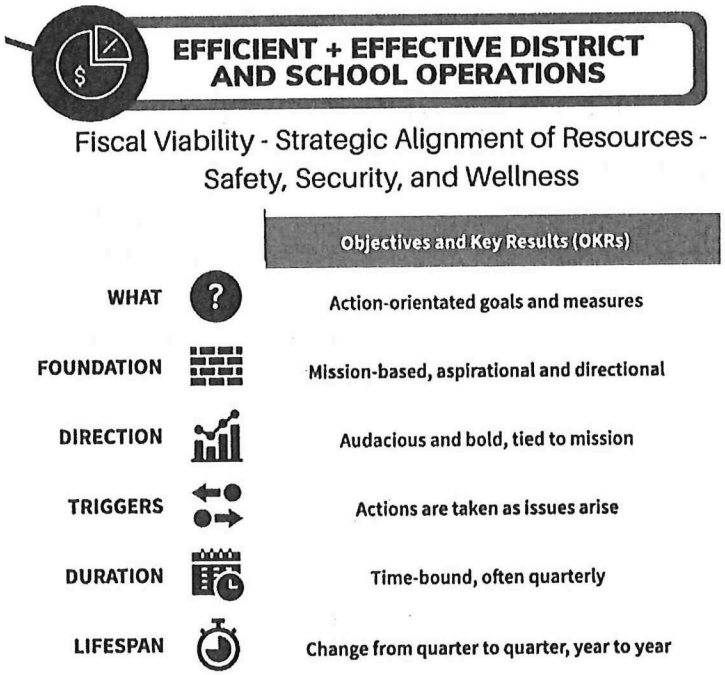


The following is a summary of **High-Performing + Engaged Workforce** objective(s) encompassed in this plan for the 2025-2026 school year.
(SWP Component #2, #4)

Objective #	Objective Statement(s)
1	Harney teachers and staff will participate in the Positive Behavior Intervention Supports Rewards Professional Development Training during the 2025-2026 school year.

Key Result #	Key Result Statement(s)
1	Harney teachers and staff will be involved in training and demonstrate they understand by supporting students in the PBIS Rewards program.

Key Result Statement 1: Teacher directed professional development		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
100% of Harney teachers and staff will complete the required PBIS Rewards Training.	Teacher Data Form as requested for PGP (Professional Growth Points), survey of feedback, along with an in-person staff conversation.	August 2025 - May 2026



The following is a summary of **Efficient + Effective District and School Operations** objective(s) encompassed in this plan for the 2025-2026 school year.
(SWP Component #2, #4, #8, #9)

Objective #	Objective Statement(s)
1	100% of Harney Learning spaces will have a reflection calm down corner for students. Each space will have sensory items, seating,

	and other forms of sensory necessary items for students to decompress and return to learning.

Key Result #	Key Result Statement(s)
1	All Staff are prepared with strategies on how to implement reflection calm down corners with their students. Students will learn coping strategies while accessing the calm corners.

Key Result Statement 1:		
Key Performance Indicator (quantifiable)	**Data Source**	**Timeline**
100% of Harney staff will be knowledgeable of the research and strategies for utilizing the reflection calm down corners for students.	• Staff Mtg. Review • PBIS District/School Team Updates • PBIS District/School Team classroom visits • Observation	August 2025-May 2026

Goal Summary and Decision-Making Process

Description of Ongoing District and School Data Review Process

(SWP Component #8, #9)

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

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

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

School Improvement Plan (SIP) and Schoolwide Plan Timeline	**Q1**	**Q2**	**Q3**	**Q4**
Submit Title 1 Schoolwide Plan June 30, 2025				
Implement Updated 2025-26 SIP/Schoolwide Plan		X	X	X
Establish 2025-2026 SIP/Schoolwide Team		X		
Review and Develop Updated 2025-206 SIP/Schoolwide Plan by SIP Team 1st Submission Deadline: August 15, 2025	X			
Review of 2025-2026 SIP/Schoolwide Plan by Superintendent/Cabinet Return to Principals by August 22, 2025	X			
Revisions of 2025-2026 SIP/Schoolwide Plan Completed by SIP Team (including SIP Team Teacher Representative Signature Form) Final Submission Deadline: September 2, 2025	X			
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to School Board (SB)				
SIP/Schoolwide Plan Recommended to School Board (SB) for Approval September 16, 2025, School Board Meeting	X			
SIP/Schoolwide Submitted to IDOE by Principal October 3, 2025		X		

***Description of Curriculum**
(SWP Component #2)

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

Lebanon High School's standard diploma is now the Indiana College and Career Ready Diploma (ICCRD), requiring a minimum of 42 credits. This new diploma emphasizes a personalized learning approach, allowing students more flexibility in elective coursework, particularly in their junior and senior years. To further prepare students for their post-high school journeys, Lebanon High School strongly encourages and supports students in earning one or more of the new Indiana Readiness Seals. These seals, similar to previous honors diplomas, are offered in three main categories—Enrollment, Employment, and Enlistment—each with an "Honors" and "Honors Plus" tier. Students can earn these seals by completing specific requirements that demonstrate their readiness for higher education, entry into the workforce, or military service. Lebanon High School provides various resources, including alternative school settings, online courses, remedial and enriched programs

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 Teacher and Paraprofessionals**

(SWP Component #3)

Certified Teacher	School Level	License Area	Expiration Date
Benavides, Natalee	Elementary	Elementary Generalist	6/14/29
Boggess, Debra	Elementary	Grades 1-6, 7/8	2/28/33
Boggess, Debra	Elementary	Language Arts 1-9	2/28/33
Boggess, Debra	Elementary	Reading 1-9	2/28/33
Boyett, Suzanne	Elementary	General Elementary 1-6, 7/8	6/28/29
Boyett, Suzanne	Elementary	Kindergarten	6/28/29
Burtron, Sydney	Elementary	Elementary Generalist K-6	6/30/25
Carlson, Ashley	Elementary	Kindergarten/Primary	10/5/28
Crosby, Maggie	Elementary	Early Childhood Education P-3	7/7/25
Davis, Pamela	All Schools	Building Level Administrator	5/17/29
Downer, Amy	All Grades	Communications Disorders P-12	8/7/28
Dye, Janet	Elementary	Elementary Administration and Supervision	5/23/29
Dye, Janet	Elementary	General Education 1-6 7/8	3/19/29
Dye, Janet	Elementary	Reading 1-6 7/8	3/19/29
Dye, Janet	Elementary	Superintendent	5/23/29
Eimen, Chassidy	Elementary	Elementary Generalist K-6	5/19/27
Farrell, Matthew	Elementary	Early Childhood Education P-3	5/28/29
Farrell, Matthew	Elementary	Elementary Generalist	5/28/29
Farrell, Matthew	Elementary	Elementary STEM	5/28/29
Gunter, Brittany	Elementary	Early Childhood P-3	3/6/27
Gunter, Brittany	Elementary	Mild Intervention P-12	3/6/27
Hammel, Tracey	All Grades	P.E. Grades K-12	4/21/26
Hovermale, Stacy	Elementary	Elementary Primary/Intermediate	2/9/29
Hovermale, Stacy	Elementary	Reading Elementary Primary/Intermediate	2/9/29
Huckstep, Cynthia	All Grades	Mild Intervention (Alternative License)	5/20/27
Johnson, Stacy	Elementary	Elementary Generalist K-6	4/22/29
Lakomek, Julie	All Schools	Music General	3/10/26
Lakomek, Julie	All Schools	Music Instrumental	3/10/26
Lamar, Kathryn	Elementary	Elementary Generalist K-6	7/17/28
Lamar, Kathryn	Elementary	Mathematics	7/17/28
McClure, Madeline	Elementary	Elementary Generalist K-6	6/14/27

Mendoza, Daryl	Elementary	Elementary Generalist K-6 (Emergency Permit)	6/30/25
Nguyen, Rachel	Elementary	Visual Arts	5/24/28
Parker, Carol	Elementary	General Elementary 1-6, 7/8	5/11/32
Riner, Bailey	Elementary	Elementary/Intermediate Generalist	2/24/27
Riner, Bailey	Elementary	Elementary/Primary Generalist	2/24/27
Riner, Bailey	Elementary	Reading Elementary/Intermediate	2/24/27
Riner, Bailey	Elementary	Reading Elementary/Primary	2/24/27
Rodgers, Allison	Elementary	Elementary Generalist (Emergency Permit)	6/30/25
Smith, Skylar	Elementary	Elementary Generalist	4/25/29
Smith, Skylar	Elementary	Reading	4/25/29
Steele, Susan	Elementary	Elementary Generalists K-6	7/16/28
Storms, Brianna	Elementary	Elementary Generalist	3/4/28
Storms, Brianna	Elementary	High Ability Education	3/4/28
Toole, Jada	Elementary	Elementary Generalist	6/30/25
Wachtor, Anne	All Grades	Building Level Administrator	2/5/26
Wachtor, Anne	Elementary	Elementary Generalist	3/4/34
Walton, Michelle	Elementary	Elementary Generalist K-6	5/24/29
Walton, Michelle	Elementary	Mild Intervention P-12	5/24/29
Warren, Rebekah	Elementary	Elementary Primary/Intermediate	5/30/28
Warren, Rebekah	Elementary	Reading Primary/Intermediate	5/30/28
Williams, Casey	Elementary	Elementary/Intermediate Generalist	1/29/29
Williams, Casey	Elementary	Elementary/Primary Generalist	1/29/29

Classified Staff Member Name	Para Pro/Degree/College Credit Hours/Teaching License
Brandenburg, Ashley	Parapro
Cool, Elisabeth	License
Grant, Sue	College Credit Hours
Green, Tammi	College Credit Hours
Jeffrey, Kasey	Parapro
Johnson, Danna	College Credit Hours
Julien, Breanna	Parapro
Selmier, Alexandria	Parapro
Stevens, Jessica	Parapro
Zore, Melinda	Teaching License

*Strategies to Retain Highly Qualified Teachers and Paraprofessionals

(SWP Component #5)

To recruit and retain highly qualified teachers and administrators, LCSC 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 benefit package.

*Transition Plan

(SWP Component #7)

All new students are welcomed to Harney Elementary and offered tours, introductions, and supplies upon parent request. Our PTO sponsors a Back to School Pool Party for our Harney families and staff before school starts. We host a Supply Drop Off, Principal on the Playground, Open House the day before school starts for our students so they can visit and meet staff. We have on-line registration and a day in person for parents to be supported in registering their children.

We partner with Boone County Head Start program during the year. Our Kindergarten Teachers and Home School Liaison provide students, PK teachers and directors, and parents an opportunity to tour and experience a shortened Kindergarten Day that usually involves small group table activities and experiencing a school playground.

LCSC Developmental Preschool students and parents attend our Kindergarten Round Up in the Spring. Parents, administrators, teachers, and special education staff meet in a case conference to ensure that the IEP is completed prior to their entry into our Kindergarten program in the fall.

We provide all incoming Kindergarten students and their parents with a meeting and opportunity for teachers to observe and complete a quick screener to help prepare class lists. Parents are provided time with the principal and secretary to answer any questions and provide information on what our school day and expectations are for students. They receive a community packet, school and district information, important dates, and begin the process for enrollment.

Parents of incoming, new, and returning students are provided with information through our PTO and Harney Elementary Facebook pages, our District/school website, and via our online communication system.

*Program Statement

(SWP Component #6)

Harney Elementary has operated as a Title 1 Targeted Assisted School for more than twenty years. We are moving towards submission of consideration to become Title 1 Schoolwide School. All required components related to the Title 1 Schoolwide Checklist has been reflected in this document. Harney Elementary will provide every family with a copy of our School-Parent Compact for the 2025-2026 School Year. Families and schools must work together to help students achieve high academic standards. Parents and teachers have agreed upon the following roles and responsibilities that we as partners will carry out to support student success in school and in life. Signatures from all invested patrons: student, parent and teacher are required for each School-Parent Compact. Additionally, parents will be provided reports, progress, and school achievement information throughout the year utilizing conferences (in-person, phone, video), email, and district communication systems.

*Parent Compact

(SWP Component #6)



HARNEY ELEMENTARY SCHOOL
Dr. Janet Dye

TITLE 1 SCHOOL-PARENT-STUDENT COMPACT
2025-2026

School Responsibilities:

- Create a welcoming and positive learning environment for students and parents.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, Title I Site Plan, and school improvement plan.
- Hold an annual meeting to inform parents of the school's participation in Title I criteria, program, and parent involvement and other parent involvement/training activities. These meetings will be held at convenient times, based on input from parents, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I and will encourage them to attend. Should there be a school shutdown, there will be alternate meeting accommodations (i.e. video link, PowerPoint, online meeting).
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically.
- Provide opportunities for parents to participate in decisions about the education of their child.
- Classroom teacher will give each parent an individual student report about the performance of their child on the state and district assessments in math and reading.
- Ensure that all certified and classified Title I staff are highly qualified.

Parent and Family Responsibilities:

- Make sure that my child is on time and strives for 95% or better attendance.
- Establish a time and place for my child to study and complete schoolwork.
- Monitor the amount of screentime my child watches and ensure that my child gets enough sleep each night.
- Attend conferences and Title I family nights, review student progress, and call the school as needed to monitor my child's progress.
- Check with my child daily or LCSC/Harney Elementary electronic messaging forums for information sent home from school, read it, and respond, if necessary.

Student Responsibilities:

- Come to school each day ready to learn.
- Ask questions when I need help.
- Complete my schoolwork on time.
- Take breaks from technology, video games, television after school.
- Give my parents (or the adult who is responsible for me) all papers and information sent home with me from the school.

_____	_____	_____
(Teacher)	(Parent/Guardian)	(Student)
_____	_____	_____
(Date)	(Date)	(Date)

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Definitions

School Assessment Measures – Definition

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. Their correlation to state assessment proficiency or the district mission is the basis of the selection of the measures. The School Assessment Measures do not include routine teacher-designed classroom assessments.

Goal Action Plan – Definition

The Goal Action Plan section of the School Improvement plan asks principals to select research-based action steps and instructional strategies that will have a positive impact on student performance when implemented with fidelity. The principal should measure teacher capacity and level of fidelity in district selected action steps and strategies. The SIP team may select additional action steps.

Focus Area Goal: This section sets the level of deployment, fidelity, or level of classroom use for each goal.

Action Steps – Instructional strategies refer to the identified way of delivering instruction and facilitating student learning within a given framework. Action steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

Resources/Professional Development Needed – This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (i.e., online, face-to-face, group, individual, by coach or through a workshop).

Target Date – The SIP team should set a goal for completion of the goal (i.e., by December of the school year, by the end of the first quarter, etc.)

Evidence – The SIP 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).