



School Improvement Plan - 2020-2021

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Central Elementary School

Lawrenceburg Community School Corp
Lawrenceburg, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>.

The plan was developed with assistance from the:



American Student Achievement Institute
2600 S Henderson, #205
Bloomington, IN 47401

Phone: 812-349-4142
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American Student Achievement Institute. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Schoolwide

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team

- Amber Cornett - Parent
- Staci Knigga - Principal
- Jared Leiker - Principal
- Jamie Lorton - Teacher
- Patti McCreanor - Parent
- Kevin Mollaun - Economic Development
- Angela Schmarr - School Counselor
- Angela Swinney - Teacher

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

School Improvement Council

- Brandon Abdon - Teacher
- Karey Ahaus - Parent
- Sally Baker - Teacher
- Jennifer Barrett - Parent
- Michelle Bates - Parent
- Michelle Berglund - Teacher, Parent
- Maureen Brayton - Teacher, Title 1 School Director/Coordinator
- Renee Caldwell - Teacher
- Jacquie Cendro - Parent
- Aimee Clark - Parent, Instructional School Support Staff Person
- Alicia Clyde - Parent
- Nikki Cornett - Parent, Youth service organization representative
- Erin Edwards - Parent, Instructional School Support Staff Person
- Chris Hall - Other
- Jennifer Hanneken - Teacher
- Erich Hayman - Administrator
- Amy Heinsman - Instructional School Support Staff Person
- Sherry Hennies - Teacher
- Tia Holderby - Teacher, Parent
- Eric Hostetler - Teacher
- Shelby Hoyng - Teacher
- Katelyn Huffman - Teacher
- Allison Johnson - Parent
- Heidi Jones - Teacher
- Robyn Kirchgassner - Other
- Ashley Kirchgessner - Teacher
- Staci Knigga -

- Amber Lansing - Teacher
- Jared Leiker - Administrator
- Valerie Linkmeyer - Parent
- Jamie Lorton - Teacher
- Katherine Magalski - Teacher
- Michelle Mattox - Teacher
- Amy McAdams - Parent
- Amanda McCarty - Teacher
- SARAH MCCONNELL - Parent
- Cyndie McKee - Other
- Christina McMahan - Parent
- Kennedy McNaughton - Teacher
- Kennedy McNaughton - Instructional School Support Staff Person
- Ashlie Moore - Parent
- Matt Mulcahey - Parent
- Amy Myers - Other
- Matt Nelson - Parent
- Natalie Noppert - Parent
- Joy Offutt - Teacher
- Joy Offutt - Teacher, Parent
- shana opatry hughes - Parent
- Amy Payne - Parent
- Denise Postallian - Parent
- Kay Pritchett - Other
- Laura Pruitt - Instructional School Support Staff Person
- Brandi Richardson - Parent
- Shelby Rindler - Teacher
- Lyndsey Rohrer - Teacher
- Mariel Rush - Teacher, Parent
- Allyson Schleicher - Non-Instructional School Support Staff Person
- Angela Schmarr - School Social Worker
- gretchen schmidt - Parent, Instructional School Support Staff Person
- Kristen Schmitz - Teacher
- Heather Scribner - Teacher, Parent
- Kacey Seymour - Teacher
- Jeremy Shull - Parent
- Lindsey Sirosky - Teacher, Title 1 School Director/Coordinator
- Erin Soller - Teacher
- Emily Sparks - Parent
- Trisha Strahan - Parent
- Victoria Stuard - Teacher
- Angela Swinney - Teacher
- Darla Thompson - Teacher
- Carolyn Vuko - Parent
- Melissa Watkins - Parent, Business representative
- Alex Whiteford - Teacher
- Lauren Whiteford - Teacher

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement

Discussion 2: Common Vision for High Student Success

Discussion 3: Data Analysis & Achievement Goals

Discussion 4: Data Analysis & Root Causes

- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help

- Student guidance
- Learning environment

Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2020-2021 school year. Questions about the School Improvement Plan should be directed to the building principal.

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

a safe, comfortable and positive learning environment at school and at home. We believe that all students deserve a structured classroom where the educator is adequately trained and continually presents a positive attitude. We believe that all students deserve up-to-date curriculum that prepares them for a well rounded education. We believe that all students deserve to observe, experience, and inhabit the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. We believe that all students deserve for their feelings to be heard, understood and considered by the adults and fellow students at school. We believe that all students deserve parent or guardian interaction with school staff. We believe that all students deserve extra help when needed, as well as ongoing assessments offered in a variety of formats. We believe all students deserve to have their basic health, safety and livelihood needs met, at home and at school. We believe that all students deserve to dream and imagine what life might be like in their futures. We believe that all students deserve the best possible efforts of all adults that come in contact with them.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

all stakeholders in the community believe that education should be held in the highest regard. They make it their passion to be life-long-learners and walk-the-talk. All teachers, parents, and community members will be positive role models for the students by being polite, well-mannered, and leading by example. Teachers will use data to drive their instruction that is tied to the standards. Teachers communicate clear expectations educationally and behaviorally for all students with consistent and fair consequences. All teachers show students their dedication to their job by being energized upon entering the building and enthusiastic while teaching. Teachers challenge all students to work to their fullest potential while providing extra support for those that need it to be successful. Teachers tie in life learning and real applications into student learning while assessing achievement. Parents will be welcomed into our building as volunteers, and will keep communication lines open with the teacher and school. In turn, teachers and school will keep communication lines open with parents through newsletter contact, phone calls, classdojo, social media, and e-mails.

In this environment where all adults are living by their core convictions, all students:

are goal oriented and believe in their potential, despite any environmental disadvantages. Because the students are goal oriented, they arrive ready to learn and are actively engaged in their learning. Students are able to self-monitor and are serious about their learning. This helps foster a positive learning atmosphere in and out of school. Students show respect to adults and other students and are supportive of one another in the learning experience.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP Social Studies: 100%
- % of students who pass ISTEP Science: 100%
- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are not at risk on AIMSweb assessment: 100%
- % of students who are on grade level for reading/comprehension: 100%
- % of students who show improvement on assessments(AIMSweb, Acuity, IREAD/3rd gr.: 100%
- % of students who master grade level standards: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

Description of the Gaps Identified between the Vision and the Achievement Data Report:

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (Math; 3, 4, 5)

Description:

We want to focus on students being proficient in math. We want students to have basic computation skills to allow them to be able to do upper level math once they are in middle school and high school.

Specific Achievement Data:

General Education Math 67% vs Special Education Math 30%

Free/Reduced passing in ILEARN Math is 47% but paid lunch passing in ILEARN Math is 69%.

Key Takeaways:

We want to increase the level of passing for our special education students as well as our free and reduced students.

SMART GOALS:

At or above proficiency on Math ILEARN (Grade 3; All Students)

Grade:	3									
Demographics:	All Students									
Benchmark:	At or above proficiency on Math ILEARN									
Completion date:	June 30, 2021									
Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020	
	Month:	May	May	May	May	May	May	May	May	
	%:	80%	79%	65%	60%	60%	79%	69%	72%	100%

External Expectations: This SMART Goal has students who have not met AMO as the student group

At or above proficiency on Math ILEARN (Grades 3, 4, 5; Free/Reduced)

Grades:	3, 4, 5									
Demographics:	Free/Reduced									
Benchmark:	At or above proficiency on Math ILEARN									

Completion date: June 30, 2021

Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020		
	Month:	May	May	May	May	May	May	May	May		
	%:	75%	76%	61%	53%	53%	55%	47%	50%	100%	

External Expectations: This SMART Goal has students who have not met AMO as the student group

At or above proficiency on Math ILEARN (Grade 4; All Students)

Grade:

4

Demographics:

All Students

Benchmark:

At or above proficiency on Math ILEARN

Completion date:

June 30, 2021

Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020		
	Month:	May	May	May	May	May	May	May	May		
	%:	79%	86%	67%	71%	64%	63%	66%	69%	100%	

External Expectations: This SMART Goal has students who have not met AMO as the student group

At or above proficiency on Math ILEARN (Grade 5; All Students)

Grade:

5

Demographics:

All Students

Benchmark:

At or above proficiency on Math ILEARN

Completion date:

June 30, 2021

Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020		
	Month:	May	May	May	May	May	May	May	May		
	%:	93%	88%	75%	67%	66%	54%	46%	50%	100%	

External Expectations: This SMART Goal has students who have not met AMO as the student group

At or above proficiency on Math ILEARN (Grades 3, 4, 5; Special Ed - IEP)

Grades:

3, 4, 5

Demographics:

Special Ed - IEP

Benchmark:

At or above proficiency on Math ILEARN

Completion date:

June 30, 2021

Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	2018	2019	2020		
	Month:	May	May	May	May	May	May	May		
	%:	64%	35%	35%	38%	39%	30%	35%	100%	

External Expectations: This SMART Goal has students who have not met AMO as the student group

FA 2: Student Proficiency (Pass Rate) (English / Language Arts; 3, 4, 5)

Description:

We want to focus on students being proficient in reading. In order for students to be successful they need to be able to read. It is important for our students to be able to read to learn.

Specific Achievement Data:

General Education ELA 57% vs Special Education ELA 20%

Free/Reduced 38% Paid is 60%

Key Takeaways:

It is important we are able to increase the reading proficiency of our special education and free and reduced population.

External Expectations:

This FA aligns with English / Language Arts

SMART GOALS:

At or above proficiency on ELA ILEARN (Grade 3; All Students)

Grade:	3									
Demographics:	All Students									
Benchmark:	At or above proficiency on ELA ILEARN									
Completion date:	June 30, 2021									
Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020	
	Month:	May	May	May	May	May	May	May	May	
	%:	87%	87%	78%	74%	76%	79%	53%	60%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6

At or above proficiency on ELA ILEARN (Special Ed - IEP)

:												
Demographics:	Special Ed - IEP											
Benchmark:	At or above proficiency on ELA ILEARN											
Completion date:	June 30, 2021											
Data:			Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:		2012	2013	2014	2015	2016	2017	2018	2019	2020	
	Month:		May	May	May	May	May	May	May	May	May	
	%:		43%	42%	57%	44%	33%	38%	31%	20%	26%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

At or above proficiency on ELA ILEARN (Grade 4; All Students)

Grade:	4									
Demographics:	All Students									
Benchmark:	At or above proficiency on ELA ILEARN									
Completion date:	June 30, 2021									
Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020	
	Month:	May	May	May	May	May	May	May	May	
	%:	79%	87%	79%	76%	67%	63%	52%	56%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6

At or above proficiency on ELA ILEARN (Grade 5; All Students)

Grade:	5									
Demographics:	All Students									
Benchmark:	At or above proficiency on ELA ILEARN									
Completion date:	June 30, 2021									
Data:		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	2018	2019	2020	
	Month:	May	May	May	May	May	May	May	May	
	%:	85%	82%	72%	74%	71%	65%	47%	51%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6

At or above proficiency on ELA ILEARN (Grades 3, 4, 5; Free/Reduced)

Grades:	3, 4, 5									
Demographics:	Free/Reduced									
Benchmark:	At or above proficiency on ELA ILEARN									
Completion date:	June 30, 2021									

Data:		Actual	Actual	Actual	Actual	Actual	Target	Vision
	Year:	2015	2016	2017	2018	2019	2020	
	Month:	May	May	May	May	May	May	
	%:	71%	66%	59%	57%	38%	42%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

home environment: lack of parental support/involvement, in terms of homework completion and high expectations.

SMART Goal: At or above proficiency on Math ILEARN (Grade 3; All Students)

Root Causes

Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goal: At or above proficiency on ELA ILEARN (Grade 3; All Students)

Root Causes

Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

SMART Goal: At or above proficiency on Math ILEARN (Grades 3, 4, 5; Free/Reduced)

Root Causes

Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goal: At or above proficiency on ELA ILEARN (Special Ed - IEP)

Root Causes

Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

SMART Goal: At or above proficiency on Math ILEARN (Grade 4; All Students)

Root Causes

Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goal: At or above proficiency on Math ILEARN (Grade 5; All Students)

Root Causes

Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goal: At or above proficiency on ELA ILEARN (Grade 4; All Students)

Root Causes

Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

SMART Goal: At or above proficiency on ELA ILEARN (Grade 5; All Students)

Root Causes

Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

SMART Goal: At or above proficiency on Math ILEARN (Grades 3, 4, 5; Special Ed - IEP)

Root Causes

Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goal: At or above proficiency on ELA ILEARN (Grades 3, 4, 5; Free/Reduced)

Root Causes

Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance

Attendance Policy

Attendance: Punctuality Lawrenceburg Community Schools Attendance Policy - Next to student effort in the classroom, regular attendance is the most important thing students can do to assure optimum academic achievement. Parent/Guardian must assume primary responsibility for student attendance. Parent/Guardian must communicate a high level of expectation regarding attendance and notify the school whenever the child is absent. Business and industry both require regular attendance and punctuality from employees, so it shall be the policy of Lawrenceburg Community Schools to train students to those same high standards.

In those situations where the parent/guardian chooses to ignore their responsibilities in demanding good student attendance and punctuality, school officials will intervene.

All students are expected to attend school and be on time for class in order to receive maximum benefit from instructional programs and to develop habits of self-discipline and responsibility. The goal of the attendance policy is to encourage good attendance and develop good work habits.

Attendance: Procedures for Reporting Absences When a student is absent from school, a parent/guardian must call or send a DOJO message to the attendance officer at the school during the morning of the student's absence. The phone number is 537-7279. If we do not get a call from the parent/guardian by 9:00 AM, the LCSC's automated system will call all listed numbers to verify the absence. If calling in is not possible, a written excuse from the parent(s)/ guardian(s) must be presented to the principal or designee within one (1) school day of the student's return.

Excused absences are defined as missing class or school for one of the following reasons: State excused absences (excused by state law). Personal injury or illnesses that leave a student mentally or physically unfit for school attendance. This provision includes absences due to medical, dental, or eye appointments. You must provide written documentation. (Appointments should be scheduled before or after school.) Children are released for days of religious observance upon request of their parents. A note signed by the parent/guardian must be presented prior to the day of observance and must be approved by the principal or her designee. If a student is sent home with a communicable disease/ head lice – the day the school sent the student home is excused. Bereavement Leave. The school will allow five (5) calendar days for a member of the immediate family. Immediate family is mother, father, brother, or sister. Two (2) days will be allowed for other family members. If more days are needed, a parent/guardian must contact the school principal or designee. Court, Division of Family and Children, and mental health appointments. Written documentation must be provided to the school to be considered an excused absence. The school will allow a parent/guardian to call a student in ill or send a note eight (8) times a school year. After the eight (8) parent calls or notes have been used up for the school year semester, the parent/guardian must provide a doctor's excuse or other legal documentation as to why the student was absent. If no legal documentation is provided, the absence will be unexcused. Unexcused absences are defined as missing school under the following circumstances: Without an excused reason (see above list). Any absence which has not been verified. Absences which require approval and prior approval had not been obtained.

Attendance: Make-Up Work Students will be encouraged to complete all missed work as to stay current with the content covered. The amount of time necessary to complete all make-up work will be left to the discretion of each individual teacher.

Attendance: Student Attendance Record Absences will be classified on attendance summaries as follows: (ADM) - official medical verification of illness (AE)- telephone call or note from parent(s)/guardian(s) or responsible adult, prior approval from school officials (Pre-arranged Absence Form approved by the Principal). (AU)- no verification or parental contact concerning absence. Tardies - Tardiness is defined as being late to school. All lost time, as a result of tardies will be made up at the discretion of the teacher. School begins at 8:35 AM each day. Any student arriving at school after 8:35 AM will be considered tardy and documented in school attendance records. Any student leaving before 3:00 PM will be documented in school attendance records

Attendance: Notification to Parents/Contract In order to keep parent(s), guardian(s) informed as to their child's absences, the school will notify them upon the four (4th) absence from school during each semester of the school year. This will be done by an automated/personal phone call, home visit, or letter and may be documented in the child's attendance file.

Upon administrative review, students who have missed more than 8 days and/or been tardy 7 times per semester may be subject to an attendance meeting with a building administrator, guardian and student to establish an attendance contract. If we have no contact from the parent about the attendance meeting, a referral may be made to the Juvenile Probation Department. Also, if the student's attendance fails to show marked improvement a referral may be made to the Juvenile Probation Department. Once attendance has been referred to the probation department, all other absences must have a doctor's excuse or the absence is unexcused. Severe cases of poor attendance will be prosecuted under Indiana's compulsory school attendance laws.

Attendance: Review Due Process Any student, who misses in excess of eight (8) days of the school year, will be considered a candidate for retention in that grade, pending appeal by the parent(s)/guardian(s). The principal, teacher, and attendance officer/designee will determine the status of the student. Factors which may be considered are: academic status of the circumstances of the absences and situations pertinent to the involved student, parents(s), guardian(s), and/or school.

Attendance: Extended Prearranged Absences Parent(s)/guardian(s) wishing to remove their children from school for an extended period of time (three (3) days or more) must notify the building principal by completing and submitting the "Extended Absence Request" form and meeting (in person or by phone) with the building principal prior to removing their child(ren) from school. CES does not encourage prearranged absences for vacations, but rather emergency or special circumstances.

Homework Completion and High Expectations

We will provide Homework Help for our students. Teachers will recommend students based on their level of support from home. Those with the greatest need will be selected first. Students who are struggling the classroom with homework completion and mastery. We have two to three teachers daily work with these students to complete work and standards. Parents are communicated with on their progress as well as with Powerschool. We will pay for this out of the City Grant.

Math Curriculum

Utilize concepts from Eureka Math that are aligned with Indiana College and Career Readiness Standards to set forth a mathematical foundation that encompass the content and process standards. Teachers will collaborate as grade levels as well as vertically align with grade levels above and below. Chromebooks will be used during math class and RTI. Teachers will use Study Island and Zearn to enrich, maintain, and remediate students in math. Teachers will use XtraMath to practice math facts. High Ability Students will be accelerated one grade level ahead in math. Theses students focus on the standards of the next grade level. During collaboration teachers will have professional development on pacing to make sure we are addressing all power standards.

Notify parents if teacher or paraprofessional is not Highly Qualified

All parents will be notified by letter if teachers or paraprofessionals aren't highly qualified. We currently have all of our teachers who are Highly Qualified as certified by the State of Indiana and approved by the Lawrenceburg Community School District. All of our paraprofessionals are highly qualified.

Reading Plan

Central Elementary School follows the IDOE Reading Plan. It includes the following: core reading program used to guide Tier I instruction, intervention outside the 90-minute reading block, reading block minutes, assessment plan and goals by grade level, professional development for the core program, parent/guardian communication, remediation structure (for students not demonstrating proficiency on IREAD-3. Students who are identified as High Ability receive 45 minutes of instruction from the High Ability Teacher. All students receive RTI to remediate, maintain, or enrich for an additional 25 minutes outside core reading instruction. We have ongoing PD during collaboration in the five elements of reading, explicate writing instruction, scope and sequence as well as testing with NWEA and AIMSweb Pluse.

Transition

As a Title 1 school we have transition process for students in second grade coming over from Lawrenceburg Primary School to Central Elementary as well as fifth graders going to Greendale Middle School. The second graders come over for a Character Counts Award Ceremony and receive a tour from our 5th Grade Leadership Team. Fifth grade students tour Greendale Middle School. Principal and Guidance counselor from GMS talked to all 5th graders about scheduling. GMS hosted a parent night in the spring. At the beginning of each year the night before school we have a Title 1 Transition night for all of our third graders and any new students to CES. This night is for students and their families. We address expectations for the upcoming school year. We discuss programs such as Homework Help, Title 1 Tutoring, Standardized Testing, Academic Programs, and School Wide DOJO Behavior Plan.

Writing Curriculum

Teachers will follow the Writing Scope and Sequence of My View reading adoption. In the master schedule teachers have a devoted 50 minute writing block each day. Students in the computer lab will be learning how to properly type on a keyboard to develop the stamina so they may type their writing essays. Teachers have continuing professional development in explicate writing instruction.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Math Curriculum

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
NWEA	Auditory	✓	Wed, Aug 19, 2020				✓
NWEA and AIMSweb Mid-Year	Visual	✓	Wed, Jan 13, 2021				✓

Intervention: Writing Curriculum

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Writing Curriculum Alignment with My View	Visual	✓	Wed, Sep 16, 2020			✓	

Intervention: Reading Plan

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
AIMSweb Plus	Kinesthetic	✓	Wed, Sep 16, 2020			✓	
My View Reading	Auditory	✓	Wed, Sep 16, 2020			✓	

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Fri, Jul 31, 2020	Homework Completion and High Expectations	Funding	Homework Help Grant	Angie Schmarr
Wed, Aug 19, 2020	Math Curriculum	Professional Development	NWEA	Staci Knigga
Wed, Sep 16, 2020	Writing Curriculum	Professional Development	Writing Curriculum Alignment with My View	Staci Knigga
Wed, Jan 13, 2021	Math Curriculum	Professional Development	NWEA and AIMSweb Mid-Year	Staci Knigga, Jared Leiker
Mon, May 10, 2021	Transition	Resources	2nd Grade Tour	Jared Leiker
Mon, May 17, 2021	Transition	Resources	5th Grade Tour of GMS	Staci Knigga
Fri, May 28, 2021	Math Curriculum	Evaluation	Collect Follow Up Data	Staci Knigga
Fri, Jun 25, 2021	Writing Curriculum	Evaluation	Collect Follow Up Data	Jamie Lorton

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: home environment: lack of parental support/involvement, in terms of homework completion and high expectations.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Homework Completion and High Expectations
- Transition

Root Cause: Math Curriculum: continue rigor and adjust pacing to meet the new Indiana College and Career Readiness Standards

SMART Goals Influenced by this Root Cause

- At or above proficiency on Math ILEARN (Grade 3; All Students)
- At or above proficiency on Math ILEARN (Grades 3, 4, 5; Free/Reduced)
- At or above proficiency on Math ILEARN (Grade 4; All Students)
- At or above proficiency on Math ILEARN (Grade 5; All Students)
- At or above proficiency on Math ILEARN (Grades 3, 4, 5; Special Ed - IEP)

Interventions to Impact This Root Cause:

- Math Curriculum

Root Cause: Writing Curriculum: aligns with new reading curriculum series that incorporates best practices

SMART Goals Influenced by this Root Cause

- At or above proficiency on ELA ILEARN (Grade 3; All Students)
- At or above proficiency on ELA ILEARN (Special Ed - IEP)
- At or above proficiency on ELA ILEARN (Grade 4; All Students)
- At or above proficiency on ELA ILEARN (Grade 5; All Students)
- At or above proficiency on ELA ILEARN (Grades 3, 4, 5; Free/Reduced)

Interventions to Impact This Root Cause:

- Writing Curriculum

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2019-2020

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2019-2020	Office and LCSC website
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) <ul style="list-style-type: none"> Identify the specific statute and and/or rule you wish to waive. Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. Explain the benefit to student achievement. Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2019-2020	N/A
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2019-2020	Yes End of Year Awards fro Perfect and Excellent Attendance
D	List the titles of the assessment instruments that are used in addition to ILEARN, IREAD-3, and ISTEP. Give a brief description of each. (PL221) Please use data from 2019-2020	NWEA- an adaptive computerized test for Reading, Language Arts, and Math given three times per year. Students are assessed on standards for each of the three areas. Teachers use the data to plan instruction. AIMSweb+ assessment, data management, and reporting system for kindergarten through grade 12. AIMSweb supports tiered assessment and instruction (RTI). It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, and mathematics.

Title I SW & TAS

E	List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2019-2020	Stakeholder survey, observation, parent conferences, and staff meetings.
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Title I - Schoolwide

F	TITLE I SW ONLY: List the programs that will be consolidated under the school-wide plan. If not consolidating programs, please explain why not. Please use data from 2019-2020	Title 1 Tutoring Tuesday and Thursday RTI (Response to Instruction) Push in/Pull out
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Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 2 for the 2019-2020 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	Update 1	Update 2	Update 3
Aug		Begin Implementation of Interventions	Begin Implementation of Interventions	Begin Implementation of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			