



# Central Elementary School Improvement Plan

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## Central Elementary

Central Elementary has a rich history of high academic standards and excellence in education within the Lebanon community. Through the years our student population has continued to evolve and the needs of our students have increasingly become more diverse. There has been an ebb and flow of student enrollment numbers over the last decade at Central Elementary. The 2019-20 enrollment total stands at approximately 366.

### Mission Statement

Central Elementary will...

**ENGAGE ALL STUDENTS** in rigorous learning activities that support them in reaching their potential.

**EMPOWER ALL STUDENTS** to set their own goals and discover their talents.

**ENCOURAGE ALL STUDENTS** to find their voice and be confident leaders.

### Vision Statement

Central Elementary is Developing and Inspiring Student Leaders to Aim High \*  
Reach High!

### Curriculum

Faculty at Central Elementary use the Indiana Academic Standards to plan instruction. It is an expectation that Central Elementary staff engage in best instructional practices and utilization of differentiated instructional strategies to meet the diverse academic needs of students.

Curriculum maps have been developed by teacher teams across the district and are utilized to provide a framework of instructional programming in the content areas of: Science, English Language Arts, Math and Social Studies. The continued development and implementation of common assessments throughout the core content areas is a goal across the Lebanon Community School district.

### Instructional Strategies

Central Elementary teaching staff implement instructional strategies that support a broad range of academic needs with the goal of helping all students reach their academic potential. Instructional staff are routinely engaged in student data collection throughout the school year to accurately assess the academic levels of each student. Instructional decisions are connected to this

progress monitoring data that in turn drives lesson planning as well as the teaching strategies selected.

Grade level teams meet weekly to analyze student data and work collaboratively in their instructional planning. Together teachers problem solve academic and behavior issues of students and create support plans to meet the needs of their students. All grade level teams work cooperatively to develop and implement differentiated instructional strategies within their classrooms that best support all students.

The current textbook resources for core content areas are as follows:  
Language Arts – Fountas & Pinnell Literacy Curriculum; Math – Ready Math;  
Social Studies – McGraw Hill (K-5); Science – ISI – Indiana Science Initiative.

## **Assessment**

The Central Elementary Instructional team have fully participated in the professional development workshops with Karen Bailey, Educational Consultant since January 2016.

Our Central faculty continues to dedicate time and effort in learning the process of building quality summative assessments as instructed by Karen Bailey. Our Central instructional team has worked collaboratively with their grade level peers across the district in creating Math common assessments, and are engaged in developing common assessments for Language.

## **Technology Resources**

All Lebanon Community School Corporation elementary schools have implemented a 1:1 initiative with iPad computers. Teachers in Kindergarten through 5<sup>th</sup> grade integrate technology into their lesson planning to enhance instruction and support the curriculum across all contents.

We have the support of a LCSC Technology Integration Specialist for Central Elementary that works with all district elementary schools in providing professional development and support in technology integration.

An evaluation of the current technology applications used in the building is an ongoing process as we seek to identify appropriate apps that provide the greatest enhancements to academic instruction. Teacher leaders have also contributed to the exploration and understanding of computer applications suitable for iPad technology that will offer the greatest benefit to our students.

Reading A to Z, iReady, iStation, xtramath.org, Readworks.org, Pebble Go are a few of the technology tools that our instructional team utilizes to support learning enrichment and remediation.

We also have a Technology Team of teachers who have training and technology skills that provide support and leadership to our grade level teams and work in cooperation with our Technology Integration Specialist.

### **RTI (Response to Intervention) & Multi-Tiered Support System (MTSS)**

Our Central faculty continues to grow in supporting those students who struggle academically and behaviorally with academic intervention plans designed to meet their skill deficits. Grade level teams review student data on a routine basis to assess and determine the needs of their students and apply interventions (Tier 1, 2, or 3) that will assist to close the academic and behavioral gaps.

Staff members submit referrals and meet with their grade level review team to problem solve and focus on identifying the growth areas to be addressed. Intervention strategies are put in place to help student academic performance improve to grade level standards. Intervention plans are reviewed every 6-8 weeks to review progress monitoring data and assess the success of the interventions assigned to the student.

### **Central Elementary: A LEADER IN ME SCHOOL**

Central Elementary launched our participation in The Leader in Me program in August 2017. Central Elementary is the first school in Boone County to implement this student leadership program. Year 1 of our journey focused on teaching students how to apply the “7 Habits of Highly Effective People” and build their leadership capacity. The “7 Habits” include: 1. Be Proactive, 2. Begin With The End In Mind, 3. Put First Things First, 4. Think Win-Win, 5. Seek First to Understand, Then To Be Understood, 6. Synergize, 7. Sharpen The Saw.

Our Central instructional team completed training in “7 Habits”, “Launching Leadership”, and “Creating Culture” in Year 1 of The Leader in Me process. During our first year of implementation, Central teachers worked diligently to create a school culture that empowered our students to find their strengths and discover their personal gifts of leadership.

Training continued for our instructional team in July 2018, focusing on “Aligning Academics”. Our staff and students learned how to identify a “Wildly Important Goal” (WIG) and created an accountability plan to achieve it based on

“The 4 Disciplines of Execution” by Chris McChesney, Sean Covey and Jim Huling, using the formula “X to Y by When”.

“Empowering Instruction” was the third phase of training completed by our instructional staff in July 2019. This phase of “The Leader in Me” training focused on Empowering Paradigms that equal Empowered Learning. The following components are emphasized to achieve the greatest impact on student learning:

1. Building Trusting Relationships with students
2. Support Student-Led Learning and encourage students setting “Wildly Important Goals” (WIG’s) for their learning
3. Collaborative Planning & Reflection among teachers

Our Student and Teacher Lighthouse teams provide leadership for ongoing school improvements throughout the year. The Teacher Lighthouse team comprised of teacher leaders in our building, meet weekly to discuss, strategize, and plan next steps for the vision and future of our school.

With the leadership of the Lighthouse Team, and input from our entire faculty, we determine a school wide goal for all grade levels, Kindergarten through 5<sup>th</sup> grade, to grow and build our students’ Reading proficiency.

Annually our school sets a school-wide goal for academic improvement. Using NWEA data as a measure of growth of student skills, our team has set a Wildly Important Goal (WIG) for improvement in Reading proficiency for students at Central Elementary during the 2019-2020 school year.

**WIG Goal Statement:** *The percentage of Central students in the average and above average range on the Reading NWEA test will grow from 72% in the Fall 2019 to 80% in the Spring 2019.*

### **LEADER IN ME: Action Teams**

All Central instructional staff serve on an Action Team to support The Leader in Me initiative. Our Central Elementary instructional team provide leadership in the following areas:



### **LEADERSHIP: Teach Leadership Principles**

- Professional Learning Action Team
- Student Learning Action Team
- Family Learning Action Team

### **CULTURE: Create a Leadership Culture**

- Leadership Environment Action Team
- Shared Leadership Action Team
- Leadership Events Action Team

### **ACADEMICS: Align Academic Systems**

- Aligning School Goals Action Team
- Student-Led Academics Action Team
- Empowering Instruction Action Team

Action Teams meet regularly as determined by the Action Team Leader. Each Action Team has a focused purpose and role within the framework of “The Leader in Me” program. All Action Teams will be *synergizing* this fall to plan for our upcoming second annual LEADERSHIP DAY to share our student led programming with other school teachers and administrators across the state of Indiana.

Our Central staff believes in the leadership potential of ALL of our Central students. Through “The Leader in Me” process we strive to support our students in building cooperative relationships, nurture self-confidence and create critical thinkers who are goal oriented and leaders of their own learning!

“The Leader in Me” framework is endorsed by CASEL (The Collaborative for Academic, Social, and Emotional Learning) as a process that supports the social and emotional well-being of children and positively affects student engagement and academic achievement in the classroom. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students’ ability to be successful in their school and personal lives.

Research says that SEL not only improves achievement by an average of 11 points, but is linked to an increase of prosocial behaviors including collaboration and kindness among peers, reduces stress, and supports positive relationships within the classroom environment.

## Professional Development

The faculty of Central Elementary routinely participates in professional development workshops throughout the school year featuring a variety of topics that support and enrich the instructional practices of our professional educators. Providing meaningful professional learning opportunities is essential to continued improvement of the academic programming delivered to Central students with the goal of continuous and increased improvement in our student academic outcomes as measured by accountability testing.

Central Elementary professional educators are committed to providing their students with an optimal educational experience. Each school year our faculty has the opportunity to participate in professional development workshops designed to support their classroom instruction.

- **Literacy Instruction** – Teacher leaders have attended and presented to faculty information on “6 + 1 Writing Traits”, Vocabulary instruction, Close Reading, Writer’s Workshops, Literacy Stations, Literacy Mini-Lessons. A teacher resource library is available to all teachers to support writing instruction as well.
- **Karen Bailey Assessment Workshops** – Central faculty have been engaged in all Assessment workshops by Karen Bailey and are currently collaborating with district grade level teams to develop LCSC common assessments in Language.
- **High Ability Workshops**- Staff have opportunities throughout the year to attend workshops to support the needs of our High Ability students. Funding for these conferences are coordinated with our district director of High Ability.
- **The Leader in Me training process** –Phase 1 (July 2017) “7 Habits Training, Leadership & Culture”, Phase 2 (July 2018) “Aligning Academics”, and Phase 3 (July 2019) “Empowering Instruction” was completed by our instructional team. Our Central staff is engaged in implementing a system of empowered learning that focuses on building trusting relationships, collaborative planning and reflection with teacher peers and grade level teammates, and development of student-led learning.
- **Curriculum Mapping** – Teacher Leaders from Central have contributed to the district’s work on curriculum maps.
- **Technology Training** – Our Central staff has participated in iPad training with trainers from Apple. The instructional team continues to grow in our integration of technology in the classroom with the support of workshop

training and support from our Technology Integration Specialist for LCSC elementary schools.

Our Central Elementary Staff engaged in a book study featuring “BOLD School” by Weston Kieschnick last fall to support the transition to 1:1 iPads in the classroom.

- **eLearning & CANVAS** – LCSC will be participating in eLearning during “Emergency Days” such as “Snow Days” due to inclement weather conditions. LCSC teachers across the district will be preparing student lessons for electronic access by our students on CANVAS, the learning management system used by all district schools.
- **Model Schools: International Center for Leadership in Education (ICLE)** - In August 2019, Weston Kieschnick, an educational consultant from the International Center for Leadership in Education (ICLE), presented a professional development program for all LCSC educators. During a day filled with instructional strategies and inspirational stories, Kieschnick stressed the importance of building positive relationships and modeled instructional strategies that will have a high impact on the academic achievement of our students.
- **Peer Coaching** – Central Elementary staff are encouraged to collaborate with their teaching peers in order to increase their instructional proficiency and growth as professional educators. Opportunities are made available for teachers to model their best practices allowing for teachers to reflect and coach each other in impactful classroom practices that impact academic achievement for their students.

## School Culture

Central Elementary staff supports a positive school-wide culture for our students. The faculty collaborated on defining expectations for our students that support a school-wide positive behavior support system (PBIS) aimed at increasing positive behaviors and grooming student leadership.

Central Elementary also supports the LCSC Tiger P.R.I.D.E. initiative (Persistence, Respectfulness, Initiative, Dependability, Efficiency), a Positive Behavior Intervention Support program for our students in Kindergarten through 12<sup>th</sup> grade.

Central Elementary School has experienced successful implementation of a school-wide behavior plan which includes positive behavior incentives. Positive Behavior Intervention Support (PBIS) posters are located throughout the building that display student behavioral expectations. Our Central staff recognizes positive leadership and citizenship by awarding students with “Tiger PAWS”, a



ticket reward system that features a prize menu to earn rewards for positive behavior. Each month, teachers celebrate students by naming a classroom “Leader of the Month” award that recognizes outstanding student leadership and citizenship in applying the “7 Habits” at school.

Each quarter exceptional academic achievement is celebrated as well as the honor of “Leader of the Month”. Teachers also select students that have exhibited exceptional practice of one of the 7 Habits.

Central Elementary staff have provided outstanding leadership in growing and expanding additional extracurricular programming for our students. Current opportunities for student involvement include: Student Lighthouse Team, Safety Leadership Team, Recycle Team, Primary & Intermediate Running Clubs. Officer Wayne Loney, School Resource Officer for Central Elementary, also leads a team of Junior SRO’s at Central Elementary to support our students and staff.

Thanks to the awesome efforts of our Teacher Leaders within the Central staff, the following extracurricular academic programs have expanded to support the academic interests of our Central students:

- Spell Bowl
- M.A.T.H. Bowl
- Hands on Algebra
- STEM Club for primary students
- LEGO Robotics Club for 5<sup>th</sup> graders
- Chess Club
- Math Pentathlon

Having Central Elementary represented by two Academic Teams at the IASP regional competitions (Spell Bowl and M.A.T.H. Bowl) continues to be a real highlight for our school. Our Academic coaches do an outstanding job and have performed well in the regional contests through the years, winning top honors in their division in 2017 in the M.A.T.H. Bowl.

Celebration of Literacy Day – It has become an annual tradition at Central to host guest readers at Central to celebrate literacy and the love of reading. Community leaders visit our classrooms and bring along their favorite books to share with our Central Tiger Cubs.

## **Parent Involvement**

Building positive relationships with our parent community is a key component to success within Central Elementary school. We begin each school year with a

Back to School Social that provides students and their families an opportunity to visit their new classrooms and meet their teachers. A Parent Information Open House is scheduled two weeks after school opens. During this informational night, teachers share their classroom expectations and plans for the academic year.

Central Elementary is very fortunate to have an active and supportive PTO. The Central Parent Teacher Organization has offered their support in a variety of ways at Central including equipment purchases for classrooms and student support for extra-curricular programming, as well as family fun nights and the PTO fall festival. The fourth annual CentralFest was held in September 2019 and was very well attended by our Central students and their families.

Our Central PTO also sponsors an annual Walk-a-thon fundraising event that involves all of our Central students each fall. The funds generated by the Walk-a-thon helps support a variety of activities throughout the year for our Central students and staff.

Parents are encouraged and welcome to volunteer at Central Elementary. Our volunteers chaperone field trips, work in our teacher workroom, facilitate small groups in classrooms, provide individual tutoring for students, and support teacher needs within their classrooms. Parents are invited to visit our school for special events throughout the year including “Muffins with Moms”, “Donuts with Dads” and “Leader in Me Family Night” in the spring.

The Watch D.O.G.S. (Dads of Great Students) program is a great asset and is specifically designed to involve fathers as volunteers at Central Elementary. Dads have the opportunity to help out in the classroom, on the playground, in the café, and any duties as assigned by the teacher. The social gatherings of “Pizza Night” and “Donuts with Dads” are favorites for our students and their dads.

## **Safe Learning Environment**

Central Elementary School conducts emergency preparedness drills during the school year. These drills include: fire, tornado, earthquake, violent intruder, and evacuation. The Central Elementary School building has a secure entrance and all visitors are required to enter through the front office via an intercom system where identification is verified, and a visitor pass is given when entering the building. All persons who volunteer within Central Elementary are required to have an approved criminal history background check on file, and complete a viewing of the Bullying video.

The Lebanon Community School Corporation Police Department are available throughout the school day to assist each school building. We are very pleased to have Officer Wayne Loney serving as School Resource Officer (SRO) for Central Elementary. Officer Loney provides leadership and guidance in our safety drill preparation and implementation.

LCSC schools utilize the Safety Response Protocol (SRP) and the A.L.I.C.E. system. A LCSC Safety Management Team meets periodically throughout the year to review and improve on current safety procedures and protocols.

## **Data Analysis**

Data Analysis is necessary to determine the effectiveness of core instruction and to determine interventions that will match the skill deficits in order to close the achievement gaps. Central's instructional staff utilize the following assessments to evaluate skills and obtain data to effectively plan instruction to meet the diverse needs of students.

## **Assessments**

Accountability Assessments include:

### **ILEARN, IREAD**

**Brigance** – Assessment of Kindergarten readiness, administered in the spring during Kindergarten Round-up

**NWEA** – assessment administered three times per year and utilized as a universal screening tool (BOY – August/September, MOY – December/January, EOY – April/May)

**Fountas & Pinnell Benchmark (K-5) and Dyslexia Screener Assessments (K-2), iREADY Math Diagnostic Assessments**

## **Identification of Strengths & Needs**

Central Elementary third graders have shown a strong performance in the past five years of IREAD assessments. Students who do not pass the IREAD assessment receive remediation support by their classroom instructor on the skill deficits that were identified in the assessment. Students also have the opportunity to attend Sumer School providing additional instruction and support in preparation for the re-take of the exam.

## IREAD ASSESSMENT

Year	Pass Percent
2018-19	90.9%

### Goal setting for 2019-20:

- 95% of students in Grade 3 will pass the IREAD Assessment

## ILEARN Assessment & Goal Setting

It is a unified goal of the Central Elementary School Improvement team and instructional staff that we continue to strive to increase our state standardized achievement scores to meet and exceed the Indiana Department of Education standards. Through our continued school improvement efforts it is our goal to return to a letter grade “A” pertaining to the IDOE A-F Accountability model.

### 2019-2020 ILEARN GOAL STATEMENT:

Central Elementary students in grades 3 through 5 will improve pass percentages of ILEARN Math and Reading standardized assessments by an increase of 10%.

### 2018-2019 ILEARN Scores & Goals for Growth and Improvement in 2019-20

ELA	Grade 3	Grade 4	Grade 5
ELA 2018-19	62%	50%	51%
ELA 2019-2020 Percent Improvement Goal	Increase Percent Passing by 10%	Increase Percent Passing by 10%	Increase Percent Passing by 10%

MATH	Grade 3	Grade 4	Grade 5
MATH 2018-19	67%	72%	58%
MATH 2019-2020 Percent Improvement Goal	Increase Percent Passing by 10%	Increase Percent Passing by 10%	Increase Percent Passing by 10%