



# **PERRY-WORTH**

**ELEMENTARY SCHOOL**

## **PUBLIC LAW 221 SCHOOL IMPROVEMENT PLAN**

**Three Year Action Plan for:**

**2017-2018**

**2018-2019**

**2019-2020**

# Table of Contents

<b>Section</b>	<b>Page Number(s)</b>
Membership Page	3
Mission & Vision	4
Introduction	5-6
Classroom & School Culture	6-7
Successful Practices	7-9
Key Concepts	9-11
Achievement Data	11-13
Goals, Benchmarks, & Data Analysis	13-14
Action Plan	14-15
Areas of Immediate Concern	15
Statutes to be Waived	15
Assurance Form	16

### **School Improvement Steering Team Committee Members**

Amber Targgart	Principal
Mary Dickerson	Assistant Principal
Sarah Puckett	Special Needs Teacher
Patricia Nesbitt	Kindergarten Teacher
Andrea Kincade	First Grade
Kurt Waywood	Second Grade
Krista Grider	Third Grade
Jason Lorch	Fourth Grade
Katelyn Myers	Special Area Teacher

### **School Improvement Team Members**

Megan Bushman	Kindergarten Teacher
Alisha Owens	Kindergarten Teacher
Angela Becker	First Grade Teacher
Lynn Oliver	First Grade Teacher
Courtney Henry	Second Grade Teacher
Allison VanPatten	Second Grade Teacher
Logan Mikesell	Third Grade Teacher
Alisha Reeves	Third Grade Teacher
Andy Fox	Fourth Grade Teacher
Hannah Reese	Fourth Grade Teacher
Trey Mendenhall	Fifth Grade Teacher
Lowell Miller	Fifth Grade Teacher
Ashley Fasel	Art Teacher
Peg Rabb	P.E. Teacher
Stacie Swartz	Speech Therapist
Kathie Riley	Community Representative
Tricia Acton	Parent Representative

## **MISSION STATEMENT**

The Perry-Worth community is dedicated to engaging and challenging students in the learning process, allowing them to achieve to their fullest potential.

## **VISION STATEMENT**

The Perry-Worth community is committed to developing well-rounded, confident, productive members of society.

## **BELIEF STATEMENTS**

We believe...

- all children can learn and succeed.
- all children can rise to the academic challenge we place before them.
- all children deserve an atmosphere of mutual respect.
- all children are unique and able to accept each other's diverse characteristics.
- all children can be responsible for their own actions.
- all children will take risks in learning when given a safe and secure learning environment.
- all children can become productive members of society.
- all children with a positive self-image can be successful.
- all children deserve the opportunity to optimize their potential.

## **GUIDING PRINCIPLES**

### **Life Goals:**

1. Do the right thing.
2. Treat people right.

### **Pride Pledge:**

I promise to

- Use **P**ut-ups only
- To **R**espect others
- To **I**nsist upon my best
- To **D**iscuss and listen actively
- To **E**xpect and give trust.

## **INTRODUCTION**

Perry-Worth Elementary is located in a small community in rural Boone County. The school is about three miles southeast of the city of Lebanon, Indiana, and is part of the Lebanon Community School Corporation. The student enrollment is currently 370 students and 26.3% qualify for free and/or reduced lunch and textbook fee assistance. Minority students comprise about 19% of our student population. Our attendance area includes the growing town of Whitestown, small town of Fayette as well as students living in Perry, Worth, and Center Townships.

The renovation completed in 1996 provided a very building-friendly learning environment. The classrooms are arranged in groups of four around a central larger group instruction area, often referred to as the “pod area.” This area includes access to the playground and storage for teacher supplies as well as a teacher workroom/small group instruction room. Special area classes, the cafeteria, and a community room are located on the east side of the building and can be secured for community events. The school property of nine acres includes a wetlands outdoor educational laboratory with a shelter and storage facility, surrounded by wind breaks of white pine and spruce trees. Further, there is an open area for students’ physical activities and three large pieces of playground equipment. A fully equipped science lab and greenhouse within the building completes the environmental laboratory.

Technology: There are approximately 330 computers in active use in the building. Each teacher has his/her own laptop in the classroom equipped with software for grade/data management, email, interactive tools for learning, and word processing. A computer lab with 32 computers allows teachers the opportunity to integrate technology into the curriculum and to assess student progress throughout the yearly benchmark assessment series. Students are in the lab regularly for computer classes. The teachers also have access to the lab for their students when it is not being used for special area classes. Kindergarten and first grade each have one set of 30 laptops for their students. Second through fifth grade have one-to-one computers which stay at school.

Counseling: Cummins Mental Health and Integrated Wellness, both community agencies, provide a counselor who works in our building with students/families identified to need more support through wrap-around services.

Media Center: Students visit the Media Center each week as part of their special area class schedule. They have a Computer Lab class and a Media Skills class. The curriculum for these classes follows the state curriculum guide for elementary age students in media skills and the Lebanon Community School Corporation guide to technological skills. The media assistant supports and encourages student participation in Read Across America and 100 Book Club.

Special Education: Our full-time inclusion/resource teacher and two instructional assistants serve approximately 40 special needs students. The program serves MIMD, OHI, Autism Spectrum Disorder, DHH, ED, and SLD students. Our Resource Room uses the Crane/Reynolds behavior management system.

Literacy Program: Teachers will use various reading strategies to teach students to read purposefully and critically. Teachers will work toward developing a Comprehensive Literacy approach in their classroom to include the teaching of all language skills. Teachers utilize a variety of resources centered on the frameworks of Fountas and Pinnell’s Guided Reading and Boushey and Moser’s Daily 5.

Curriculum: The Lebanon Community School Corporation’s curriculum for elementary students is organized into curriculum maps using the Indiana Academic Standards as a foundation. A list of

standards by grade level and subject area may be found at: <http://www.doe.in.gov/standards>. The Lebanon Community School Corporation has utilized and will continue to utilize the process of Curriculum Mapping in the areas of Science, Social Studies, Math, and Language Arts. The Department of Education has also worked to provide essential maps in the areas of Math and Language Arts.

Assessments: Teachers will use a variety of assessment tools to document student proficiency and growth. NWEA MAPS tests serve as universal screening benchmark assessments in math, language, and reading skills for grades 2-5. Kindergarten and first grade students participate in the MAPS for Primary Grades in the areas of reading and math. These are administered in each grade level during the fall, winter, and spring benchmarking windows. The Lebanon Community School Corporation has participated in significant work over the past two years to develop district common summative assessments in the area of Math. This work will continue and the next subject area will be Language Arts. As this work is taking place, teachers are using formative assessments to guide learning. These assessments include, but are not limited to the assessments printed by publishers of our adopted textbooks, the Reading Recovery Observation Survey, Running Records, and the Fountas and Pinnell Benchmark Assessment. The WIDA is another assessment tool used to assess ELL students in the corporation to understand the language proficiency level of a student. In order to identify high-ability students, the school district uses a set criteria including the assessment results of the OLSAT, Kingore Observation Inventory, and NWEA.

Cultural Competency: Perry-Worth's population is growing in diversity. About 2% of our student population qualifies for ESL instruction. The ethnic diversity has grown from 8% non-white students in 2011 to 19.8% in 2016.

Perry-Worth's population is also economically diverse. Some families are at the poverty level while others range on the high and low ends of the middle class.

The teachers at Perry-Worth purposefully work to teach young students to appreciate diversity and value differences. Our PRIDE Pledge is a school-wide commitment made by each individual student and staff member. All staff members are expected to model these positive behaviors, not only to our students but to each other as well. The PRIDE Pledge is recited at the beginning of each day immediately following the Pledge of Allegiance.

## **CLASSROOM & SCHOOL CULTURE**

Listening: We will use "Give Me 5" when asking students to stop and listen. The "5 things" are eyes on the speaker, lips closed, ears listening, stand up/sit up straight, and hands and feet quiet. During convocations, we will not excuse students to visit the restroom unless it is an emergency. There will be no getting up and down, and all students need to sit on their pockets. When an adult/speaker appears or speaks in front of a group, all students need to get silent as the teacher models "Give Me 5!"

Hallway Expectations: Students will walk quietly anytime they are in the hallways. Adult supervision has been established for when students enter/exit the building. Further, an Enter/Exit Procedure was created for all students to follow.

It includes four simple steps to remember:

1. Quiet voices used and only if necessary
2. Keep body, hands, and belongings to yourself
3. Please walk instead of skipping or running
4. Respect is given to ALL adults at ALL times.

Respect: Showing respect is of utmost importance at Perry-Worth, and it is modeled in a variety of ways. This includes taking care of our school and school equipment, and more specifically, materials, books, games, computers, etc. It also includes hallway and classroom walls and displays, furniture, restrooms, cafeteria, and playground. The staff at Perry-Worth also understands that respect is a reciprocal practice. We hold ourselves to the highest standard that we hold our students.

All staff members are expected to teach respect in the following ways:

- Verbal praise for the use of the lifelines
- integrate the PRIDE Pledge and monthly lifeline into school curriculum and instruction
- The use of Give Me 5!
- understand and accept others and their differences
- use energizers throughout the day
- Model, model, model!

School-Wide Positive Behavior Support: The PRIDE Pledge is the core of our expectations of good citizenship at Perry-Worth. In response and reinforcement of this, we recognize students who go above and beyond to follow these expectations with a High 5. When any adult in our school sees a child putting forth great effort to practice our PRIDE Pledge, he/she may present that child with a paper handprint, or High 5. The child then is able to come to the office to sign our High 5 binder and receive a sticker. The next day, all children who earned a High 5 will be celebrated on the morning announcements and their signature will be posted in the entry of our school on a giant handprint for his/her grade level. At the end of the month, all handprints are entered into a grade level drawing for an extra special thank you for doing the right thing.

Anti-Bullying Policy: As stated in the LCSC Handbook, "Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, or harm the other student through overt, repeated acts or gestures including verbal or written communication transmitted, and/or physical acts committed, or any other similar behavior as interpreted by the student being bullied, is prohibited." The handbook also states that bullying behavior will be dealt with appropriately when it occurs. Professional development opportunities on bullying and/or character education are attended in an effort to continually improve the climate and safety of Perry-Worth Elementary.

## **SUCCESSFUL PRACTICES**

Balanced Literacy Program: At all grades, students read in leveled books based on their instructional reading level in guided reading groups. Students also participate in shared reading and independent reading. Writing is an important component, including shared writing, process writing time through writing block, etc.

"Buddy" Classes: Many classrooms work with another classroom from a different grade level. Student pairs work on reading skills or math facts. Older students can help younger students and solidify their own skills at the same time.

Crane-Reynolds Behavior Management System: Used in the Special Needs Resource Room.

Equipped Science Lab: Exploratorium enables teachers to do experiments and/or cooking activities in an appropriate setting. The atrium area has been arranged with plants, benches and is an excellent spot for some peaceful silent reading.

Fine Arts Experiences: Such as our music room being equipped with a broad range of Orff instruments for use during class, our annual music program and the school-wide Talent show are part of our students' educational experience.

High Ability Services: Every spring all students are reviewed academically to determine those in need of gifted services. Students meeting initial screening benchmarks such as IQ scores, reading levels, achievement test scores, teacher nominations, parent nominations, etc. are put into an identification pool. More information about students in the pool is then gathered. A committee reviews these students and then makes a final decision about which students are exhibiting high-ability characteristics and are in need of services.

Inclusion: Placing students with a variety of special needs into the general education classroom for all or a portion of their day. Students are supported with regard to grade level standards as well as their individual IEP goals and objectives.

Learning Targets: Teachers post daily learning targets in the areas of Reading, Math and Science to ensure student understanding of expected learning.

Multi-Tiered System of Support: When a child fails to meet academic benchmarks, the teacher refers the student to the MTSS Team. This team has been very successful in implementing a team approach to helping a teacher find ways to assist a struggling student to be successful. At this point, the MTSS process is initiated by the homeroom general education teacher. Future MTSS meetings are scheduled as the student is potentially taken through Tier One, Tier Two, and Tier Three.

Reading Incentive Programs: 100 Book Club and BOOK IT are reading incentive programs used to foster the love of reading outside of the school day.

Science Fair: All students may participate. (K-5). 4<sup>th</sup> grade students are required to participate as they are the students who are assessed in this content area on the ISTEP+.

Skyward: Student management program has allowed for quick access of information and for maintaining grades efficiently. This system provides parents current information regarding grades, discipline, and attendance.

Student Services: 5<sup>th</sup> grade students write an essay explaining why they want to be in the student services group. A committee selects students who will be responsible and can handle extra responsibilities. Our Student Services group collects recycling, reads daily announcements to the school, and selects monthly spirit days (favorite team day, crazy sock day, etc.). These students also help collect food and toy drive contributions, honor teachers, and discuss methods to better our school.

Weekly Parent Correspondence: Teachers send newsletters home as a way to communicate with parents. Most teachers are sending newsletters through email and providing paper copies to those without email access. Some teachers have started using Class Dojo, Shutterfly, or Facebook to create classroom web pages and share information with parents within a secure resource.

Well-Equipped Media Center and Computer Lab: Provides students an opportunity to grow and learn a range of skills. Skills include the fundamentals of computer navigation, internet basics, digital ethics, and Microsoft Office. Intermediate students are instructed through the research process using the internet and media center resources.



Wetlands and the Shelter: Allow for outdoor education experiences for teachers and their classrooms, as well as for Scout and 4-H groups.

## **KEY CONCEPTS – PROS & CONS**

Professional Development: Professional development is a key to increasing teachers' knowledge of best practices and current trends. Teachers are often able to re-energize their teaching by participating in professional development opportunities. Professional development is well thought out and planned so that time is not wasted. Teachers who have attended conferences or trainings can share information with our staff in an effort to benefit as many as possible. Upon their return to the building, teachers can try new approaches and activities. It is beneficial to hear what is happening among grade levels or at different schools, as well as interact with colleagues from other places.

One downfall of professional development is that it may equate to time away from classrooms. Teachers may find some professional development opportunities overwhelming. Also, time to prepare for implementation or materials needed may not be provided. Sometimes it seems we jump on new things without opportunities for follow up training or contact sources if problems ensue. If the training is district or building level, professional development may break down into "gripe sessions" if not properly structured. Special area teachers are often forced to select a grade level to attend for breakout sessions geared to a particular grade instead of their area of instruction. Frequently, new information is more helpful at the beginning of the year, rather than mid-year or at the end of the year. Another issue is that instructional assistants are not able to attend district professional development opportunities.

During this current school year, the corporation has adapted the teacher contract to include four full-day sessions of professional development. This will enable intense focus on areas of need with the time to fully develop a plan with ongoing progress monitoring.

Parent Involvement: Perry-Worth utilizes parent involvement to support the achievement of the Academic Standards. Parent volunteers work with small groups of students who need reinforcement on a particular standard. Parents are kept informed of what is taking place in the classroom through the use of newsletters, email, and student database. Parents are encouraged to supplement target skills with their children through the use of books, homework, and take-home bags. Perry-Worth has supportive parents who will take care of concerns brought to them by the school staff. Perry-Worth has a high level of parent participation in parent-teacher conferences which has not fallen below 97% in the last 6 years. The school has several parents who volunteer to help create materials needed for the classroom or attend field trips as needed. However, not all parents take an active role in their child's education. As students progress through school, parents seem to become less involved.

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

Cultural Competency: Perry-Worth is a rural community school with an 81% white student population. The free and reduced rate for lunch is at 26.3%. Although Perry-Worth consists of low ethnic diversity, the teaching staff incorporates learning opportunities for tolerance and diversity. Special area teachers are also trained at implementing a curriculum that includes cultural diversity.

Safe and Disciplined Learning Environment: Perry-Worth is located in a rural and isolated location. The staff has developed and implemented a series of action plans that provide a safe and secure environment for those in the building. The corporation is continually upgrading and installing emergency

and safety equipment (i.e. television monitors, emergency lighting, security cameras, and locked doors). The current security system includes thirty-nine surveillance cameras. All exterior doors are locked and the public is only able to access our school through the front office. Monthly safety drills are executed and updated. The staff has been trained using the Standard Response Protocol. A common language has been established as well as methods to process the emergency.

Procedures are posted inside and outside of the classroom. Teachers worked together to create school-wide procedures for hallways, bathrooms, cafeteria, playground, etc. Monitoring and modeling of these rules by the school staff fosters a culture of respect for all.

High Ability Instruction: The needs of our high-ability students are met in a number of ways. The school's reading program utilizes guided reading, which meets the reading levels and abilities of all students at their individual instructional level. Teachers differentiate student lessons in math by using pretests and the I-Ready online resource. Several teachers have had training in high ability instruction in order to support our high ability cluster model. Professional development for teachers of high ability has increased over the past year. State conferences are offered to anyone who wants to attend.

Technology: Technology is a crucial learning tool for educators to utilize in teaching the content of our curriculum maps based on the Indiana Academic Standards. Many aspects of technology are being used on a regular basis in the school. The media specialist meets weekly with all classes in the school's computer lab. Word processing skills, typing fluency, internet research skills, and math computation games are some of the activities covered in the computer lab. Teachers are also utilizing computers in the individual classrooms and nearby pods for Compass Learning, Spelling City, iReady, educational websites, Microsoft Office, and many other tools to enrich student learning. 100% of general education classrooms include a technology package of a Mimio, laptop, document camera, and mounted projector to use both for teaching and learning. Our next goal is to increase student response systems in classrooms. While all of the technology mentioned is helpful, more technology is necessary to keep up with our ever growing and changing world.

Differentiation: Differentiating instruction is key to increasing student achievement. Through the use of differentiation, teachers can better meet the needs of their students. There are a wide variety of ways for teachers to differentiate, such as, guided reading, shared reading, peer tutoring, independent reading, workstations, buddy classes, and inclusion of special needs children into the general education classroom along with support from the resource room staff. MTSS is also helping teachers with differentiating instruction for individual students. Although the teachers know many ways to differentiate instruction, there are also some downfalls. The biggest downfalls for teachers are the lack of manpower and time. Other schools within our corporation have more support staff because of other funding or Title grant money. Another concern is the lack of time teachers have to successfully differentiate instruction. Teachers already feel their plates are full. Teachers would like to have additional training and technology to make differentiating successful. Although the inclusion of special needs students into the general education classroom is a plus, it may put additional pressure on the general education teacher to differentiate for those students as well. Continuous training to include students with more significant special needs is needed to provide appropriate, instructional-level learning within the general education classroom.

Instructional Strategies: Using a variety of instructional strategies is important in teaching the Indiana Academic Standards. Teachers use a variety of these strategies in all subject areas and are continually modeling this for the students. One of the main strategies used is Balanced Literacy. This includes guided reading, shared reading, independent reading, read aloud, shared writing, interactive writing, and independent writing. These not only can be used to teach reading, but also language, writing, science, and social studies. Along with the above strategies, teachers use different resources to

supplement language arts. These include classroom libraries, school leveled book library, etc. Teachers are being trained in the comprehensive approach but have a concern with the MTSS format which emphasizes support in isolation of skills and standards. It is important to remember that new teachers may not be properly trained in the use of these strategies, including by not limited to balanced literacy and Ready Math. Instructional strategies that are used to teach math include benchmark testing, Daily Math Review, hands on activities, and iReady. Trying to successfully differentiate instruction for each student can be very difficult.

In order to better meet the needs of today's learners, flexible ability learning blocks have been established at grade level and vertically through our school. Resource inclusion support is sent in to support low achievers to close gaps and build understanding.

## **Achievement Data**

Year	AYP/ Grade	Total Passing ELA	White Passing ELA	F/R Meals Passing ELA	Sp. Ed. Passing ELA	Total Passing Math	White Passing Math	F/R Meals Passing Math	Sp. Ed. Passing Math
2017	NA	No released data.				No released data.			
2016	B	73.5				70.7			
2015	A	66.7	83.9	55.6	37.1	69.2	92.4	63.0	45.7
2014	A	83.4	83.9	73.3	60.6	92.4	92.4	86.7	70.6
2013	A	79.6	78.9	67.3	50.0	87.5	86.5	77.6	84.6
2012	C	77.6	75.2	62.7	40.9	90.5	91.5	84.3	77.3
2011	Y	77.3	79.1	71.1	40.0	92.9	93.8	92.5	70.0
2010	Y	84.5	84.6	71.4	50.0	94.6	95.1	90.5	77.3
2009		No AYP Determination				ISTEP+ Switched from Fall to Spring			
2008	Y	79.9	79.0	64.2	55.6	85.7	85.6	75.5	66.7
2007	N	83.2	82.6	80.0	45.7	82.7	82.1	75.6	54.3
2006	Y	81.6	81.7	76.6	48.9	81.6	81.7	76.6	48.9
2005	Y	84.0	83.8	76.5	40.0	86.7	86.5	82.4	57.5
2004	Y	80.5	80.3	69.6		79.9	79.8	58.7	
2003	Y	71.3	71.9	61.9		79.5	80.2	66.7	
2002	N	84.9	84.9			77.4	77.4		

## **Perry-Worth Elementary School: ISTEP+ Scores Summative History**

Year	SES Status	SES Net Gain	Number Students Tested	ELA Pass	ELA Net Gain	ELA Median Growth	Math Pass	Math Net Gain	Math Median Growth	Letter Grade
2016	26.3	-2.2%	181	73.5	+6.8	48	70.7%	+1.5	56	<b>B</b>
2015	28.5	+1.2%	170	66.7	-16.7	36	69.2	-23.2	28	<b>A</b>
2014	27.3	+5.5%	169	83.4	+3.8	47.5	92.4	+4.9	47.5	<b>A</b>
2013	26.8	-5.2%	152	79.6	+2	56	87.5	-3	49	<b>A</b>
2012	32	-2.7%	156	77.6	+/-0	41.5	90.5	-2	52	<b>C</b>
2011	34.7	+1.7%	147	77.6	-5.1	31	92.5	-1.7	53.5	<b>B</b>
2010	33	+6.1%	138	82.7	+3.6	43	94.2	+5.7	68	Exemplary Progress "A"
2009	26.9	-1.1%	129	79.1	-5.6	52.5	88.5	+4.3	73.5	No Grade Available

## **STUDENT ACHIEVEMENT GOALS, BENCHMARKS, & DATA ANALYSIS**

### **Goal #1: Language Arts:**

- Spring of 2018 - **85%** of all P-W students will pass the ELA Portion of ISTEP+
- Spring of 2019 - **87%** of all P-W students will pass the ELA Portion of ISTEP+
- Spring of 2020 - **90%** of all P-W students will pass the ELA Portion of ISTEP+

### **Goal #2: Reading:**

- Spring of 2018 - **87%** of all P-W students will be reading on grade level as measured by EOY NWEA Universal Screening.
- Spring of 2019 - **90%** of all P-W students will be reading on grade level as measured by EOY NWEA Universal Screening.
- Spring of 2020 - **92%** of all P-W students will be reading on grade level as measured by EOY NWEA Universal Screening.

### **Goal #3: Math:**

- Spring of 2018 - **87%** of all P-W students will pass the Math Portion of ISTEP+
- Spring of 2019 - **90%** of all P-W students will pass the Math Portion of ISTEP+
- Spring of 2020 - **92%** of all P-W students will pass the Math Portion of ISTEP+

## **ACTION PLAN**

### **Goal #1 & #2: Language Arts & Reading**

#### **Intervention #1: Reading Comprehension**

- Action Steps: Year 1
  1. August 8<sup>th</sup>: Tanny McGregor will assist in increasing our understanding and practices surrounding reading comprehension in whole group.
  2. January 8<sup>th</sup>: Tanny McGregor will increase our understanding of reading comprehension and build on the knowledge and practice both in whole group, small group, and individually.
- Action Steps: Year 2
  1. Review data connected to reading comprehension to determine next steps in understanding and guiding reading comprehension. Look for specific components of need. Examples may include: inferencing and identifying theme.
  2. Review grade level practices and results.
- Action Steps: Year 3
  1. Monitor achievement within this indicator area, while also looking for other areas of need connected to reading comprehension or next steps in increasing literacy performance over all.

### **Goal #3: Math**

#### **Intervention #1: Better utilize data to differentiate instruction.**

- Action Steps: Year 1
  1. Better utilize Ready Math to intervene with skill deficits.
  2. Increase parent understanding of the resources provided by the Ready Math resource.
  3. Continue Daily Math Review as a method to cement student learning. Provide support to grade level teams wishing to rewrite this resource to be better aligned to IN Academic Standards.
  4. Implement district common summative assessments. Analyze from the point of teacher, student proficiency, standards alignment, and instructional responses.
- Action Steps: Year 2

1. Reflect on practices using district curriculum maps, summative assessments, and iReady math resources to ensure commitment for horizontal and vertical consistency.
  2. Assist students in taking ownership of proficiency levels, points of strength, and areas of improvement.
- Action Steps: Year 3
    1. Reflect on practices using data and revise where necessary.

## **AREAS OF IMMEDIATE CONCERN**

Consistency: As staff changes and increases it is important to re-examine instruction to ensure consistency. In recent staff meetings and vertical team meetings, we have discovered significant inconsistency with student behavior, expectations, academics, assessments, and resources. We have collectively embraced a handful of techniques, but the follow-through has not been consistent. The above interventions will be initiated immediately to ensure the success of all students.

New Staff Support: Eight general education classroom teachers (47%) have joined the Perry-Worth staff in the last two years. Mentor connections need to be established and monitored. There is a lot that these individuals need to take in, both from our school standpoint as well as the district and state. Creating a culture of support that allows initial practitioners the ability to ask questions, admit weaknesses, and grow as educators who are part of a team, is essential for immediate success and future development.

## **STATUTES AND RULES TO BE WAIVED**

None at this time.



# School Improvement and Professional Development SIP Team Assurance Form Principal/SIP Team Signatures

Corporation Number: 0665

Corporation Name: Lebanon Community School Corporation

School Name: Perry-Worth Elementary

School Number: 0534

The signatures listed below represent the members of the School Improvement Planning Team. By signing this form they are giving assurance that they participated in the school improvement planning process resulting in the newly revised plan for school improvement and the related plans for professional development.

Principal Name (Print): Amber Targgart

Principal Signature: 

Date Signed: 7/31/17

Teacher: Sarah Puelbert

Date: 7/31/17

Teacher: Danay Dickerson

Date: 7/31/17

Teacher:  (Kara Wayward)

Date: 7/31/17

Teacher: Andrea Kingade

Date: 7-31-17

Teacher: 

Date: 7-31-17

Teacher: Patricia Nesbitt

Date: 8-2-17

Teacher: 

Date: 8-4-17

Teacher: Kati Myers

Date: 8-4-17

This assurance form must be included with the hard copy of the School Improvement Plan submitted to the LCSC Administration Center.