Strategic and Continuous School Improvement Plan

for

Lynhurst 7th and 8th Grade Center

5222

for the period of

July 1, 2017 to June 30, 2020

3-year timeline with annual review
IC 20-31-5-1, Sec. 1.(a)(1)(2)

On behalf of the School Improvement Committee

Submitted by:

Dan Wilson

Principal

August 18, 2017

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NOTE: Those components, designated by Section 3 of 511 IAC 6.2-3-3 as **required** in a Strategic and Continuous School Improvement Plan, are underlined.

Certification of Compliance with School Improvement Plan Submission Timelines Established by IC 20-31-5-3

March 1 – IC 20-31-5-3, Sec.3.(a)

The committee comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the superintendent by March 1 of the school year before the year of implementation.

_____ _____

Signature of School Principal *Date of Submission for Superintendent Review*

April 1 – IC 20-31-5-3, Sec.3.(a)(1)(2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations; and may make written recommendations of modifications to the plan to ensure alignment; and shall return the plan and any recommendations to the committee by April 1 of the school year before the year of implementation.

_____ _____

Signature of Superintendent *Date of Return*

Summary of Superintendent's Recommendations per IC 20-31-5-3, Sec.3.(a)(2):

Written recommendations to ensure alignment with the school corporation's mission statement, goals/objectives, and expectations.

May 1 – IC 20-31-5-3, Sec.3.(b)(c)(1)(2)

A committee may modify the plan to comply with recommendations made by the superintendent under subsection (a). A committee shall submit the plan and the written recommendations of the superintendent to the governing body by May 1 of the school year before the year of implementation.

_____ _____

Signature of School Principal *Date of Submission for School Board Review*

June 1 – IC 20-31-5-3, Sec.3.(d)

An initial plan must be established by June 1 of the school year before the year of implementation by approval of the governing body.

Resolution of the Board of Education to Adopt the Strategic and Continuous School Improvement Plan

This resolution is adopted by the Board of Education for the Metropolitan School District of Wayne Township, Marion County, Indiana.

WHEREAS a three-year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for

_____ as required by IC 20-31-5-1 and
School

WHEREAS the Superintendent of Schools has, as required by IC 20-31-5-3, reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS the governing body is required under IC 20-31-5-3 to review said plan, and

WHEREAS the governing body reviewed this plan at the Office of the Superintendent of Schools, 1220 South High School Road, Indianapolis, Indiana 46241.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-6 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

Approved this _____ day of _____, 20_____.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the Wayne Township Classroom Teachers' Association

As required by 511 IAC 6.2-3-3, I, as a representative of the Wayne Township Classroom Teachers' Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for

_____
School

_____
Signature of a representative of the Wayne Township Classroom Teachers' Association

_____
Printed name of a representative of the Wayne Township Classroom Teachers' Association

_____
Date

Documentation of Compliance

Context

Lynhurst 7th and 8th Grade Center
2805 S. Lynhurst Dr.
Indianapolis, IN 46241

Dan Wilson
Principal

Damon Black
Assistant Principal

Dominic Day
Assistant Principal

SCHOOL MOTTO: "Expect Excellence"

School Mission Statement:

For students to access their fullest potential and prepare themselves for lifelong success. Lynhurst strives to create a safe, student centered environment that nurtures collaboration among students and staff, believes that positive student-teacher relationships are vital, honors access for all to a guaranteed and viable curriculum, and maintains clear and purposeful current reality through combined efforts to reach our vision.

School Vision Statement:

Lynhurst 7th and 8th Grade Center will produce students who are fulfilling their potential by achieving 95% attendance, 80% students passing both Math and Language Arts, 100% of students creating a College and Career Readiness Plan while serving a community with 85% poverty.

School Belief Statements

We Believe:

- That our primary mission is learning for all.
- That all students can learn.
- That learning occurs best in a respectful, nurturing, and positive environment.
- That achievement requires the commitment of staff, students, family, and community.
- That learning is a life-long process.
- That high expectations lead to greater accomplishments.
- That students learn in different ways.

School Demographics Profile:

IC 20-31-5-6, sec. 6 (a): IC 20-31-5-6, Sec. 6 (a)(8); IC 20-31-5-6, Sec. 6. (a) (7)
(Include a narrative description of the school and community; parental participation in the plan development; technology initiatives; and the plan to maintain a safe and disciplined environment.)

OUR SCHOOL:

Lynhurst 7th& 8th Grade Center school campus is located near the Park Fletcher Industrial Business Park and I-70 at Sam Jones Expressway. Housing consists of single-family dwellings, apartment complexes, and mobile homes, all located on the southernmost half of the township.

The diverse student body consists of approximately 1,12 students in grades in grades 7 and 8. From the 2016-17 school year about 39% of the students are Caucasian, 21% African American, 31% Hispanic, 7% multi-racial

and <1% Asian. Approximately 79% of the students receive free and reduced lunch, 16% of the students are identified as special needs and 10% are English New Language Learners.

The school has a full contingent of inclusion classes for students with an IEP. Some self-contained classes exist for reading, math and English as a New Language. The philosophy of Lynhurst is to include students to ensure access to the district's challenging curriculum. Lynhurst continues to make significant strides in reducing the number of students in self-contained classes.

SCHOOL SCHEDULE and PROGRAM:

The daily student schedule is an *alternating-day, modified 8-block* schedule. Students begin each school day at 9:20 a.m. in their homeroom. This time is used for the students to eat breakfast, get announcements and start the day off in a consistent manner. Each team may have specific days to for homework time, and current events.

All students attend four classes daily. Most Classes are 75 minutes in length. Language Arts and Math see their students every day. All other classes meet on alternating days. The lunch periods are 30 minutes. The school day ends at 4:10 p.m.

Students are organized by Core Interdisciplinary Teams. Core Teams consist of Language Arts, Math, Science, and Social Studies teachers. There are three 7th grade teams, three 8th grade teams, and one 7th/8th combined team. Each team, except the 7th/8th-combined team has approximately 180 students.

In addition to their core classes, 7th graders participate in elective classes (Encore). They receive a semester of physical education with health integrated, and choices between 9 weeks of industrial technology education, visual arts, general music, and computer technology instruction. 7th grade students also have the ability to choose a semester of choir to balance their semester of physical education. They also select their choice of a year-long performance music class; band or orchestra.

8th graders have a similar schedule of Encore courses with "proficient" students receiving more choices. Year-long courses include world language (Spanish or French), band, choir, or orchestra. Semester-long course choices include visual arts; general music; computer technology instruction; technology education; or physical education with health integrated.

Programs are available for gifted/talented students, special education students, and English as a New Language (ENL) students. Many of the programs that we offer are designed to meet the diverse needs of our student population.

Title I Schoolwide Component 7: Transition

Sixth Grade into Seventh Grade

In November of each school year the Guidance Director contacts the principals of the six elementary feeder schools. Each elementary school will schedule two dates. The first will occur in January when the Lynhurst counselors come and speak to each individual sixth grade class. Sixth graders will also choose elective classes at this time. The second date occurs in May. Students from the elementary schools will come to Lynhurst for a tour of the building and a presentation including a performance by one of the Lynhurst Musical groups.

In the spring, sixth graders will come after school, with their parents, to choose an instrument, if they have chosen to participate in Band or Orchestra.

At the end of May, students will receive a list of the classes they have chosen. Students and parents will have an opportunity to make class changes at this time.

In July, students will receive their class schedules in the mail along with information about Orientation Day. A few days before school starts students will be able to come to school, meet some of their teachers, try their lockers, and follow the schedule they received in the mail. Teachers and Counselors will be there to help with this Orientation Day.

Eighth Grade into Ninth Grade

In December, eight grade students will be meeting with their respected Guidance Counselor to create four year plans for the high school. Students will organize their core class selections, and determine which diploma track they would like to pursue.

Eighth graders will have several opportunities to investigate their choices for High School. In late January all eighth graders will be transported to Ben Davis University for a tour of the facility and a presentation.

In late January, all eighth grade Students will be shown a video provided by the Ninth Grade Center. This video outlines the opportunities, for students, in each academic Academy, offered at the Ninth Grade Center. In mid-January, a Ninth Grade Center Guidance Counselor will come to Lynhurst to schedule their elective classes with the students.

The Ninth Grade Center offers a Student/ Parent Academy night in early February to introduce parents and students to the Ninth Grade Center and the Academic Academies offered.

All eighth graders will be transported to the Ninth Grade Center for a tour and presentation in February.

Title I Schoolwide Component #6: Increasing Parental Involvement

PARENTAL AND COMMUNITY INVOLVEMENT:

We actively seek parental and community involvement and consider Lynhurst a family-oriented school. For the last ten years Lynhurst has a Fall Open House for our Student Led Conferences. For the ninth year in a row we reached our goal of one-hundred percent of our parents participating in their child's student-led conference.

A specific outreach to involve parents is our Parent Teacher Organization (P.T.O.). P.T.O meets the first Monday of most months. P.T.O. manages the profits from the concession stand. Many of the school's extracurricular activities or some team extracurricular activities are partly funded by the P.T.O. We have a parent liaison funded through Title I.

Parents and community volunteers support the school by chaperoning dances and field trips, supporting our homerooms with rewards, mentoring and tutoring students, and participating in schoolwide events. In addition, parents are very involved in our athletic events. They run the concession stands, provide the athletes Saturday lunches, and serve as coaching assistants.

In order to increase communication to parents, progress reports are emailed every 2 weeks and sent home with students or mailed to students' homes mid-quarter. Parents also have access to Skyward via the Internet which provides a weekly update of their child's grades. To provide addition access, Lynhurst Center has a Parent Welcome Center where parents can view Skyward and track progress and plan for future success.

Parents and community leaders contribute to our PTO, Title I, Textbook Selection Committees, School Dress Code Committee, as well as numerous other district committees.
IC 20-10.2-3-5 (a)(5)

Title I Schoolwide Component #9: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance

Title I School-wide Component #2: Implementation of School-wide Reform Strategies

PROGRAMS:

AVID (Advancement Via Individual Determination)

AVID is a program for students who have their eyes & hearts set on going to college and are motivated to work hard to get there. AVID is a program to help you get into college and be prepared for success once you get there. AVID teaches strategies and skills to help students to be successful in high school and beyond. All AVID students carry a binder to help improve organizational skills. AVID students take Cornell Notes in their classes to learn note taking and study skills. AVID students participate in Tutorial sessions in order to gain a deeper understanding of their classes while collaborating with fellow classmates and tutors. In order to be in the AVID program, students must apply and complete an interview process. AVID interviews take place during the 2nd semester. All 7th grade students are invited to an informational session to learn about the AVID program and benefits.

LAP (Language Assistance Program)

The Language Assistance Program (LAP) supports language minority students and their families transition into academic studies in Wayne Township. The program follows state and federal guidelines in servicing students that are Limited English Proficient, and provides families with guidance on how to support their students as they progress in the language acquisition process. Students that are identified will be evaluated to determine their eligibility for services. Supports include: small group instruction, use of native language support when possible, modifications to classroom assignments/assessments, and translation or use interpretation services. All students enrolled in the Language Assistance Program will have access to services until they exit the program, and it is determined that a language instruction educational program is no longer needed.

HORIZONS and Honors

Junior high Horizons offers an accelerated and enriched curriculum in math, science, and social studies. Students in the program are academically strong in all four subjects. In contrast, the Honors program offers students a more rigorous program in the four subjects of math, science, social studies, and language arts. Research supports a set of specific procedures for identifying students with high abilities in an equitable, fair, valid, and defensible way. High ability manifests itself in different ways in different cultures or socioeconomic groups. Multiple criteria are used including student achievement, student ability, and parent and teacher observations. Our students who are receiving an honors curriculum have the opportunity to just advance in the content they show the most interest. The students who are more academically minded in a specific content have the opportunity to take more rigorous courses for the classes they show a relative strength in.

TITLE I

The mission of Title I is to provide a continuum of services and resources that enrich curriculum and instruction, promote interaction and coordination of supplementary services and resources, and result in excellence and high expectations for educators and students. By obtaining Title I grants, the Lynhurst Center has been fortunate to hire four additional certified Language Arts educators to co-teach with Language Arts teachers already in the building. This effort will enable teachers to reach at-risk students and the entire student body by lowering the student:teacher ratio at Lynhurst. By lowering the ratio with data driven decisions, instruction will become more effective and efficient in the Language Arts classrooms.

IMPACT

Impact is a 25-minute period in the morning that consists of resource time, remediation time, the Lynhurst Center Character Education program, Wayne Habits of Success, and other enrichment-type/academic activities predetermined by teams.

Flexible 25-minute Interdisciplinary Acceleration Time

This time is during 2nd block. Each team has 25 minutes to use to remediate, enrich, and strengthen core content standards and skills. Students are purposely placed into groups and specific targets are addressed.

Habits of Success

The Habits of Success will be a system for thinking, creating, and living; one that is woven within the tapestry of our overall school culture. Our students will leave us being *intellectual thinkers* who are *reflective and thoughtful* . They will *maximize their potential* both academically, behaviorally, and personally. Our students will have the skills to be *successful and productive citizens* and achieve overall happiness.

In-class Intervention

To increase individual and school academic results, our data indicates the need to carve out time to deliver individualized learning in Language Arts and Math. Within our 75 minute blocks, 20 minutes of individualized learning is delivered from three avenues: Title I, Special Education, and English Language Learners (ELL)

Time will be given to be utilized to challenge students that are already proficient at the pretests, differentiate instruction for specific deficits of students in varying performance strands, and remediate students not proficient at the posttest. There is other time for special educators to work with students on IEP goals, progress monitor, and provide services to students involved in RtI. Title I will also use this time to support students in their program and provide progress monitoring for their students. Also during this time, our ELL population, more specifically students labelled at levels 1, 2, or 3 receive sheltered instruction and push in to classrooms with support from paraprofessionals to more effectively access classroom instruction. While students are involved in either of these three strands, no new content will be delivered as all students are either being enriched, remediated, or given important practice activities.

S.T.E.A.M

The Lynhurst S.T.E.A.M. (Science Technology Engineering Art & Mathematics) Initiative is geared toward developing students' understanding of how S.T.E.A.M. coursework relates to future careers. Teachers facilitate S.T.E.A.M. learning through hands-on inquiry and exploration by designing student work that addresses real social, economic, and environmental situations in the local and global communities. Students will develop the ability to collaboratively identify and integrate concepts and skills from various content areas in order to understand and solve complex problems through cross-curricular Project-Based Learning experiences and collaborative team learning tasks.

Summer School

Summer School: Powered by S.T.E.A.M. engaged students with the use of creative lesson plans, guest speakers, and field trips that highlighted occupations in S.T.E.A.M fields. The curriculum was student driven, S.T.E.A.M. powered, and guided by the Indiana State standards. The courses were **S**cience, **T**echnology, Clay **E**ngineering, Language **A**rts, and **M**ath. Teachers delivered mini-lessons that emphasized specific Indiana State standards that align with the S.T.E.A.M. theme. The lessons were so exciting that we had record breaking attendance during our 2017 Summer School Program for LHC. One hundred and ninety-five students attended at least one day of summer school, with an average daily attendance of approximately 145 students. This cross-

curricular model of lesson design made summer school both a fun and powerful learning experience for students and teachers.

Our students completed a survey on the last day of summer school. The results revealed that 94.1% of students rated Summer School: Powered by S.T.E.A.M as good, very good, or excellent (39% excellent). Fifty-three percent of student said that the classes were challenging, but fun. Guest speakers and field trips, such as Sub Zero, Eli Lilly, Bio-Response, AMACO Clay, Jameson Camp, and Robert Dixon, all enriched the experience for students. Of course, 78.8% of students chose Sub Zero as their favorite guest speaker because ice cream came along with the presentation.

Overall, this summer school experience justifies the power of opportunity. Students were give choices throughout the curriculum, many hands-on experiences, insights to occupations, and access to new experiences through field trips. They rose to the challenges and appreciated the time they spent at LHC, as reflected in their comments on the open-ended final survey question. One student wrote that what he/she enjoyed most about Summer School: Powered by S.T.E.A.M was "that I met new people and got to make a face jug, build a robot, make a board game, and make a glider. But the best thing was being here with a bunch of wonderful teachers." Another student reflected by saying that he/she enjoyed "the opportunity to be able to pick our career early and be intelligent children."

INSTRUCTIONAL STRATEGIES:

At Lynhurst, teachers strive to find new instructional strategies to meet the ever-changing needs of our student population. While teachers are encouraged to use the instructional strategies that match their teaching style and individual students' needs, there are some strategies that have been proven to be effective and are considered school-wide initiatives.

Lesson Design

Teachers will plan and implement lessons utilizing the Lesson Design template. This includes: Introduce, Teach and Engage, Practice, and Transfer. Teachers will develop their lessons to contain the following parts of the above categories: anticipatory set, activating prior knowledge, input, model, check for understanding, guided collaborative, guided practice, independent practice, and transfer/closure.

RIGOR

In addition to content, we are concerned with students' thinking skills and mental processes. Higher level thinking allows students' minds to be used effectively. Teachers are expected to facilitate active student discussion and promote discovery learning. Using higher order thinking allows for debate and regular student interaction. Teachers at Lynhurst are expected to use a minimal amount of direct instruction. By using higher level questioning techniques, teachers challenge student thinking. Questions are expected to be answered with explanations rather than yes or no responses. Students are encouraged to use complete sentences in their oral and written responses. Teachers evaluate students based on depth of thought and expect complete, concise and coherent responses.

Project-Based Learning

Project-Based Learning has proven to be very effective at Lynhurst. Students have risen to the challenge of addressing real-world problems. This type of discovery learning allows for increased student ownership and demonstrates mastery of standards. Teachers have been diligent in creating opportunities for students. In addition, teachers are enhancing the experience by partnering with community members to provide authentic partnerships and authentic audiences.

Cooperative Learning Structures

All staff members have been trained in cooperative teaching structures. Cooperative learning structures are designed to engage every student. As students interact with their peers and with the curriculum, they learn more. A principle of cooperative learning is that activities should require every student to participate frequently and approximately equally. Cooperative learning closes the achievement gap by not allowing passive participation for struggling students. In addition, high achievers are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is a better way to reach and teach all students. In addition, teachers are expected to utilize ESR (every student response) techniques to engage all learners regularly. Kagan Cooperative Learning strategies are also utilized by teachers in the building.

Title I Schoolwide Component #8: Opportunities and expectations for teachers to be included in decision-making related to use of academic assessment results leading to the improvement of student achievement.

ASSESSMENTS:

A variety of formative and summative assessments are used at Lynhurst. Teachers use assessments to determine the student understanding, guide instruction and gauge the effectiveness of instructional strategies. Teachers utilize formal and informal assessments to maximize instructional practices and gauge student mastery. Formal Assessments include ISTEP+, Mastery Connect, benchmarks and quarterly constructed response assessments. ISTEP+ is administered in two sessions: the applied skills section is administered in March, and the multiple-choice section is administered in May. The results are used to determine student grade-level mastery and instructional effectiveness. Mastery Connect is given as a readiness indicator throughout the school year. The results show student mastery of various standards. Teachers use disaggregated Mastery Connect data to drive instruction and provide students opportunity to practice skills. Based on the results, teachers can provide online practice for students based on individual needs. Benchmarks are formative assessments used to determine instructional effectiveness. Teachers are expected to use benchmark results to compress or extend instruction and address individual student needs. The quarterly constructed response assessments are a school-wide initiative designed to be a snapshot of student reading comprehension and written communication skills. They are administered in all content areas and the results are disaggregated in common assessment teams. Teachers identify error patterns and adjust instruction accordingly.

In addition to these formal common assessments, teachers use a variety of classroom assessments. Instructional and assessment practices are discussed weekly in grade-level CASTs*. All grading is standards-based and represents the level of student mastery. Teachers participate in collaborative grading to ensure objective grading practices. All grades are based on the following scale: A - Exemplary, B – Proficient, C – Progressing and F – Little or no progress.

DATA TEAMS:

All instruction decisions at Lynhurst are expected to be data-driven. Data teams have been created for both grade levels and all subject areas. Time is set aside each week to discuss what data will be collected and how it will be used. Data teams are encouraged to address both student and teacher data. Information presented in CAST meetings should inform future instruction and address individual student needs.
The findings of the data teams are presented to the leadership team to help determine school improvement initiatives. The results are critical in defining effective instructional practice and eliminating ineffective practices. Since instructional leaders and teachers are now trained in the data team process, our efforts are now focused on teacher implementation of instructional strategies and how they affect student success. We are intensely focused on implementing data effectively and efficiently.

CASTS:

Our CASTs are split into 7th & 8th grade. Teachers review data and go through the data team process to work together to improve students' learning. All teachers are responsible for not only reporting data but also for

contributing to data team discussions and suggestions. Individual members bring up their own strengths and weaknesses, and then teachers find ways to utilize and address those as a whole group. Teachers share lessons, strategies, and examples to help improve the overall school body data.

Leadership Team:
Our leadership team meets once per week on Monday mornings. The leadership team consists of interdisciplinary team leaders, department chairs, SIP chair, athletic director, guidance director, special education director, and principals. Here, these individuals focus on improving school data and maintaining our school culture.

TECHNOLOGY INITIATIVES:
The primary purpose of technology use at our school is to increase student engagement through active learning and ultimately increase student learning and achievement. Lynhurst Center is dedicated to providing our students with the skills necessary to be responsible, digital citizens and excel in the global 21st Century world.

Each classroom has been equipped with a Dukane projector and most classrooms have an interactive Promethean Board with ActivInspire software, which allows for the creation of interactive lessons. In addition, those classrooms equipped with the Promethean Board have the use of a Promethean Slate. The slate allows teachers and students to interact and control the computer from any area of the room. Teachers also have a set of hand-held devices called Promethean ActivExpressions which allow students to have immediate feedback on formative and summative classroom assessments. Teachers also have access to Promethean ActiView Document Cameras. These cameras allow instructors and students to place anything under the camera and view it in color on the screen. They also can edit and draw on the image using their boards. Another feature of the document camera is to record and play back demonstrations and instruction given by teachers or students.

Student access to technology has increased rapidly. Students have access to PCs in two project labs, two business labs, two technology education labs, our media center, and our student support center.

The 7th & 8th grade student body will continue using ChromeBooks for instruction, communication, and learning. Students are expected to have their ChromeBooks with them in each and every class. Students take these ChromeBooks home to further connect the classroom and home. Teachers can assign homework, remediation, and enrichment using Google Drive, various ChromeBook Applications, and other internet-based learning tools. Students can check out a Mi-Fi (a personal internet hotspot to create internet-connectivity anywhere) from the Media Center if they do not have internet access at home.

In addition to access of technology, we have increased the use of instructional software used to enhance student achievement. Students' learning is supported with the use of BrainPop, NewsELA, Mastery Connect, and IXL. Math teachers also enhance student learning through the use of Khan Academy. We are continually adding new software to meet the needs of our digital native students. We are dedicated to training our students and staff to ensure appropriate and effective use of technology and software. We updated our school website in 2016 to make it more user-friendly and easier to find information.

Lynhurst students now have access to digital textbooks via HMH, Pearson, and McGraw-Hill.

The staff uses Skyward software to record and report grades. Technology is integrated to enhance the teaching of reading, writing and math across the curriculum. Teachers, students and parents can track student progress through the use of Skyward. The system allows secure access to grades, assessments, attendance, discipline and other pertinent student data.

IC 20-10.2-3-5 (a)(8)

OUR SAFE and DISCIPLINED LEARNING ENVIRONMENT:

We currently use several methods to ensure a safe, nurturing and orderly learning environment. Each staff member has a daily P.O.D (position of duty) to supervise halls, restrooms and busses. These are adjusted as needs are identified. In addition, Lynhurst uses the Ident-A-Kid system to register all visitors in the building. All visitors enter through the main office, sign in and wear a computer-generated nametag that includes a name and picture.

Habits of Success has been created by a team of teachers, teaching a variety of proactive and reactive strategies for students to thinking create, and live in a healthy, manageable lifestyle. The program is tied directly to Wayne Westside Values of the month. Teachers teach Habits of Success during the flexible 25-minute interdisciplinary acceleration time. This will allow our students to have the strategies needed to be successful and productive citizens and achieve overall happiness.

Each team has its own rewards system to recognize students that are leading by example. Some teams use a punch card system to acknowledge students who consistently make good choices. The team rewards these students with a special treat such as a pizza party, field day, or movie block.

The Honors Club recognizes honor roll students. Students that receive a 4.0, 3.5 and 3.0 or higher are recognized for their achievement. In addition, students receive honorable mention for achieving a 2.5. Our school provides luncheons/breakfasts for students with straight A's and other outstanding achievements throughout the year. An Honors Breakfast is held at year's end to recognize exceptional achievements of students and volunteers.

We also provide guest speakers and convocations to our staff and students. A range of topics includes motivation and goals, college planning, gang involvement, drug education, security and crisis intervention. Guest speakers have connected their messages to the importance of reading, writing, and problem-solving skills. Staff utilizes a school-wide, 4-level discipline system based on the best practices for middle school classroom management. *IC 20-10.2-3-5 (a)(7)*

The CyberCafe is a reward for students during their lunch block. It is an area off our main cafeteria built as an incentive for students. Teams are allowed 10 students a day to eat lunch in the CyberCafe. Here, students can enjoy lunch in booth-style or raised countertop seating while using their Chromebooks or playing video games on our big TV. Students work to earn these special passes to enjoy lunch in the CyberCafe through high ISTEP scores, Mastery Connect results, good behavior, etc.

Title I Schoolwide Component #4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals

PROFESSIONAL DEVELOPMENT:

Professional development at Lynhurst takes many forms. We pride ourselves on being a community of learners that are continually perfecting our trade. Current professional development initiatives focus on Literacy, technology integration, learning styles, student engagement, classroom management, Lynhurst basics, AVID, and new teacher mentoring.

Professional Development at Lynhurst will be broken into 3 quarters with 5 sessions per quarter. Staff members choose what course they would like to take at the beginning of each quarter. This will give staff members the opportunity to take three different classes with a focus in different areas. A break in 4th quarter allows staff to

finish off the year strong using the strategies they have learned throughout their year in Professional Development.

Data from student performance, classroom walk-through observations, instructional audits, and staff need surveys are used to determine the effectiveness of professional development programs, as well as to determine the ongoing needs of teachers.

Title I Schoolwide Component #3: Provide instruction by highly qualified teachers AND paraprofessionals

Strategies for Attracting Highly-Qualified Personnel:

Wayne Township believes that its employees are the most important resource for providing a quality educational program for the students of our community. In recognizing this, the Human Resources Department goal is:

- To recruit and select the very best candidate available for each vacancy in the district.
- To allocate the district's human resources in order to have the greatest impact on the instructional program.
- To promote a climate in which optimal staff performance and job satisfaction are achieved.
- To develop and utilize personnel evaluation processes which contribute to the improvement of staff performance and ultimately the instructional program.

Lynhurst works closely with the district to attract such professionals. Candidates selected participate in a group interview consisting of administration and teachers. Once selected we augment district new teacher support which consists of 30 hours of professional development in their first two years by providing specific training in regard to Lynhurst's vision and mission and support them through assigning a mentor.

Name	Core Content Area	Qualification Method
Angelov, Jimmy	Foreign Language	PRX
Aspaas, Andy	Athletic Director/AVID	PRX
Bennett, Emily	Social Studies	Pending
Benson, Misha	Vocal Music	Pending
Birdsall, Olivia	Math	PRX
Black, Damon	ADM	NA
Blythe, Lisa	Special Ed	NTE
Brashear, Shane	Language Arts	PRX
Britton, Andy	Special Ed	NTE
Buchman, Jennifer	Science	PRX
Burks, Kali	Language Arts	PED
Cole, Cassandra	Language Arts	PRX
Cole, Patrick	Math	PED
Collins, Julia	Title I	PRX
Copple, Tracey	Science	NTE
Cottrell, Cynthia	Math	NTE
Cragen, Robert	Business	PRX
Currier-Ramsey, Mary	Foreign Language	NTE
Czada, Melanie	Language Arts	PRX
Davis, Candace	Title I	PRX
Davis, Emily	Science	PRX

Day, Dominic	ADM	PRX
Eckerley, Beth	Math	PRX
Ennis, Randi	Special Education	PRX
Ewing, Trevor	Title I	NTE
Faber, Susanne	Language Arts	NTE
Farrell, Dana	Language Arts	PRX
Fine, Nicholas	ENL	NTE
Ford, Jennifer	Special Education	HOU
Fox, Gina	Special Education	PRX
Gordon, Tim	Math	PED
Grafe, Trey	General Music	PRX
Gray, Jeremiah	Language Arts	PRX
Grimes, Carmel	Special Ed	PRX
Haverly, Billy	Physical Education	NTE
Hendren, Ryan	Tech Ed	PRX
Iannarelli, Dawn	Physical	PED
Johnson, David	Math	PRX
Johnston, Autumn	Language Arts	Pending
Jones, Anna	SLP	PRX
Jones, Dan	Special Education	NTE
Kelly, Katrina	Math	PRX
Kimble, Kameron	Special Education	PRX
Lebario, Lollie	Business	HOU
Marshall, Diashamar	Band	PRX
Masters, Tamara	Science	PRX
May, Patrick	Science	PRX
McAfee, Anita	OCC	NA
McCall, Alesha	Social Studies	NTE
Meyer, Matt	Math	HOU
Moore, Megan	Language Arts	PRX
Moore, Michael	Social Studies	PRX
Muhler, Monika	Math	PRX
Murty, John	PSY	PRX
Ortiz, Camelia	Art	PED
Parsons, Tami	Language Arts	PRX
Pelkey, Robert	Social Studies	PRX
Pepelea, Ashley	Science	PRX
Petrie, Simone	Language Arts	PRX

Reeser, Lana	Media Specialist	PRX
Rhoderick, Shawn	Counseling	NA
Sardinas, Nicole	Language Arts	PRX
Shaw, Nikki	Counseling	PRX
Siereveld, Steve	Math	PRX
St. John, Carly	Special Education	PED
Stone, Janise	Counseling	N/A
Stovall, Amy	Visual Arts	PRX

Taylor, Audrey	Social Studies	PRX
Teagardin, John	Tech Ed	PRX
Tedford, Christine	Math	PRX
Thompson, Jessica	Title I	PRX
Trumble, Clare	Language Arts	NTE
Tucker, Emily	Social Studies	PED
Vance, Kristen	Orchestra	NTE
Veprinski, Marina	ENL	PRX
Vogel, Troy	Math	NTE
Watson, Ashley	Band	PED
Watson, Sean	Special Education	PRX
Whitlow, Hannah	Math	PRX
Wildauer, Vanessa	Math	PRX
Wilson, Dan	ADM	NTE
Wilson, Vicki	Social Studies	NTE
Wingert, Brooke	Language Arts	PRX
Wise, Josh	Language Arts	PRX

Name	**Paraprofessional Area**	**Qualification Method**
Abney, Lyndze	Emotional Disabilities Para	ParaPro
Davis, Jamie	Inclusion Para	ParaPro
Gipson, Tim	Inclusion Para	ParaPro
Gomez, Fernando	ENL Para	ParaPro
Maxey, Angela	Inclusion Para	Post-Secondary Degree
McKinney, Ashley	Inclusion Para	Praxis
Nikolaus, Pam	ENL Para	Post-Secondary Degree
Robinson, LaToya	Lifeskills Para	ParaPro
Schlautman, Chelsea	Inclusion Para	Post-Secondary Degree
Stoppel, Renata	ENL Para	Post-Secondary Degree
White, Tabitha	Lifeskills Para	Post-Secondary Degree
Wilson, Demarise	ENL Para	Post-Secondary Degree
Wilson, Dominque	In-School Suspension Supervisor	Praxis

Cultural Competency:

IC 20-31-6-2 as added by P.L.1-2005, SEC. 15
(Include a narrative description of the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student populations)

Lynhurst Center is fortunate to have a diverse staff and student body. At Lynhurst cultural competence begins by forming positive relationships between teachers and students. We strive to understand our differences and see how they make us unique. The school provides the staff professional development opportunities to strengthen cultural competence.

Students have many opportunities to think about and develop their cultural competence. The topic is discussed and addressed during Habits of Success. Students have Habits of Success lessons during the flexible 25-minute interdisciplinary acceleration time. In addition, teams address cultural competence during their team "family" meetings.

Many programs have been added to increase Lynhurst's cultural competence. Brothers of Another Color is a group that develops leadership and understanding for a select, diverse group of male students. The group provides a safe learning environment and an opportunity to interact with peers. They have presented at a national conference and also assist in a panel discussion for pre-service teachers.

One more program offered at Lynhurst Center is the International Festival. Designed to create a global cultural awareness, the International Festival at Lynhurst invites students, staff, and the community to the school to experience global cuisine, sports, arts, crafts, music, and food. An annual event, this evening-long happening is supported by the Lynhurst student body and staff. Also presenting at this festival were the Lynhurst Dance Team, the Lynhurst Jazz Band, and various other local groups interested in sharing cultural identities.

Title I Schoolwide Component #10: Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. Those funds include:

- Title II-Part A
- Title II- Part D
- Title IV- Part A
- Title V- Part A
- IDEA- Individuals with Disabilities Act

Title I Schoolwide Component #1: Comprehensive Needs Assessment of the whole school

Every year, Lynhurst conducts a data survey to either students, parents, or teachers. During 2016-2017 school the MSD of Wayne Township asked all secondary students to complete a Student Climate Survey. After taken at the district level, Lynhurst went a step further and conducted a Student Climate Survey on each interdisciplinary team. In the 2017-18 school year, Lynhurst will conduct a climate survey for parents. In the 2018-19 school year, Lynhurst will conduct a climate survey for teachers.

The Student Climate Survey from the 2016-2017 school assessed the students' feelings on safety of school, ability to learn, teacher effectiveness to students, and student relationships at school. The data from the Student Climate Survey from the 2016-17 school year places Lynhurst better than the district average in 34 of the 36 areas questioned. Out of the 2 areas that were not above district average, one was at the district average, and one was below district average. The area below district average was that some students felt bullied at school. Lynhurst has worked to provide a bully awareness program, and provided safe places for students to talk with Guidance Counselors and staff if they are being bullied.

Curriculum and Instruction

Strengths	Needs
Lynhurst staff believe that we have created our curriculum to be standards-based. Math has standards based grading. Language Arts curriculum is driven by the standards, and has data benchmarks to assess mastery by students.	Lynhurst staff would like to improve in formalized, structured time for remediation is needed in LA and Math to challenge students already proficient according to data team's pre-test, and to remediate students not proficient at the post-test.

Lynhurst staff believe that we a collaborative school. We designed our prep time by department which allows for teachers in the same content to collaborate and create instructional materials.	Lynhurst staff would like to improve in formalized enrichment for students who have mastered the content prior to the post-assessment.
Lynhurst staff has designed curriculum to apply 21st century skills. Students have a one-to-one device (Chrome books) with wireless internet provided at school, which allows students access to various web based instruction.	

Professional Development

Strengths	Needs
100% of Lynhurst Certified Staff is involved in a Yearly professional development program.	Lynhurst staff would like to incorporate verbal articulation opportunities with elementary school teachers in Wayne Township to share with them strategies to incorporate in the elementary school to help students be successful when they come to middle school.
100% Lynhurst and other Wayne Township staff are in charge of facilitating the 10 classes on offer for Lynhurst Professional Development.	Lynhurst staff would like to incorporate verbal articulation opportunities with high school teachers in Wayne Township to discuss what we strategies we can incorporate to help students be successful in high school.
Lynhurst Professional Development allows for certified and classified staff to change classes quarterly allowing for a variety of learning experiences.	

Family and Community

Strengths	Needs
Lynhurst staff believe that we do a great job of bringing in families and the community through the Lynhurst International Festival and Athletic and Artistic Events.	Lynhurst would like to increase the number of parent participation in PTO. In past years, we have seen limited parental involvement, with teachers primarily serving as officers on PTO.
Lynhurst staff believe that we are involved in our community through groups such as: L.E.A.P (Lynhurst Environmental Action Posse) and LHC Ambassadors.	
In the past ten years, Lynhurst has had 100% completion of Student-Led Conferences (same as parent/teacher conferences, except Student-Led).	

Lynhurst staff believe we do a great job of communicating with parents using 21st century skills such as: Skyward (our gradebook software), Remind, and various methods of Social Media (Twitter).	

School Context and Organization

Strengths	Needs
Lynhurst staff believe that our school culture is a strength. Staff cares about our students and are here for our students. Staff does a fantastic of making students a priority, as opposed to what staff just wants.	Lynhurst staff believe that we need maintain and improve consistency and discipline and behavior expectations across the building as opposed to just teams.
Lynhurst staff believe that we are structured and are able to maintain order throughout the school day.	Lynhurst In-school suspensions have increased by 82 people from the 2015-2016 to the 2016-2017 school year. Lynhurst hopes that by involving parents, as well as by consistent structure and team discipline measures we will decrease the amount of suspensions.
Lynhurst staff believe that because of teaming in groups of grade level (with the exception of one 7/8 grade mixed team) students ~160 students per team, we are able to make our school feel more like a family.	In the Spring of 2017, MSD of Wayne Township students were given a climate survey at each school. Lynhurst scored above the district average for students who feel bullied at school. Lynhurst is working on increasing programs to stop bullying at Lynhurst.

Student Achievement

Strengths	Needs
As a cohort, the 2015-2017 7th and 8th grade students grew in math by 11.3% on the ISTEP+ test. While we did not see an increase in overall student achievement, it is clear that students in the cohort still were able to grow in math.	According the 2016 graph for growth/achievement, Lynhurst did show growth in math. However, Lynhurst has a lower achievement rate. Lynhurst would like to continue to show growth in math, but also increase achievement.
As a cohort, the 2015-2017 7th and 8th grade students grew in English/Language Arts by 0.1% on the ISTEP+ test. While this is not significant growth it is an improvement in growth from the 2014-2016 cohort who did not show growth.	According to the 2016 graph for the growth/achievement of English/Language Arts, Lynhurst falls in the Lower Achievement/Lower Growth quadrant for English/Language Arts. Lynhurst would like to improve this area see both student achievement levels and growth levels increase.

School Improvement Committee Membership

(List name and role of each committee member in the chart below.)

Date	Name	Role: Principal, Administrator, Teacher, Parent, Community/ Business Leader, or Student
08/18/2017	*Dan Wilson*	*Principal*
08/18/2017	*Damon Black*	*Assistant Principal*
08/18/2017	*Dominic Day*	*Assistant Principal*
08/18/2017	*Alesha McCall*	*School Improvement Chair*
08/18/2017	*Amy Stovall*	*Encore Team Leader*
08/18/2017	*Nicole Sardinas*	*Language Arts Department Chair*
08/18/2017	*Cindy Cottrell*	*Math Department Chair*
08/18/2017	*Michael Moore*	*Social Studies Department Chair*
08/18/2017	*Ashley Pepelea*	*Science Department Chair*
08/18/2017	*Sean Watson*	*Special Education Department Chair*
08/18/2017	*Janise Stone*	*Guidance*
08/18/2017	*Troy Vogel*	*Galaxy Team Leader*
08/18/2017	*Christine Tedford*	*Inspire Team Leader*
08/18/2017	*Tim Gordon*	*Integrity Team Leader*
08/18/2017	*Clare Trumble*	*Imagine Team Leader*
08/18/2017	*Monkia Muhler*	*Magic Team Leader*
08/18/2017	*Tracey Copple*	*Elite Team Leader*
08/18/2017	*Simone Petrie*	*Titan Team Leader*
08/18/2017	*Andrew Aspaas*	*Athletic Director*

School Improvement Plan Data Section

*Data is compiled for whole school unless otherwise noted

*Data is from IDOE: https://compass.doe.in.gov/dashboard/overview.aspx

2016-2017 Lynhurst 7th and 8th Grade Center

School Enrollment Data

Enrollment by Grade

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 7	595	630	608	624	623
Grade 8	563	577	633	622	589
Total Enrollment	1,158	1,207	1,241	1,246	1,212

Student Group Data

Special Education Students	English Language Learners	Free and Reduced Enrollment
195 (16.1%) +1.2% from 2015-2016	125 (10.3%) -1.3% from 2015-2016	960 (79.2%) +0.2% from 2015-2016

Demographic Data

Ethnicity	Percentage 2016-2017	Difference between 2016-2017 from 2015-2016
Black	21.1%	-0.6%
Hispanic	31.9%	+2.9%
White	39.4%	-3.1%
Multiracial	6.6%	+0.8%
Asian	0.7%	-0.1%
American Indian	0.2%	+0.1%
Native Hawaiian	0.1%	-0.1%

Attendance Data

Attendance by Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 6				***		
Grade 7	95.5%	95.7%	95.7%	95.7%	95.5%	95.8%
Grade 8	94.8%	95.1%	95.3%	95.0%	94.8%	94.5%
All Grades	95.1%	95.3%	95.5%	95.4%	95.2%	95.1%
*** suppressed						

Mobility Rate

2012-13	2013-14	2014-15	2015-16	2016-17
28.85%	38.31%	25.39%	*	20.94%

Expulsion Rate

2012-13	2013-14	2014-15	2015-16	2016-17
2	2	1	2	4

Student Attendance Rate

2012-13	2013-14	2014-15	2015-16	2016-17
95.38%	95.54%	95.22%	95.10%	95.15%

Suspension Totals

	2012-13	2013-14	2014-15	2015-16	2016-17
In School Suspensions	329	257	293	329	418
Out of School Suspensions	443	333	362	322	404

ISTEP+ Data

***This page will be update once ISTEP+ data is received. ***

Grade 7

Year	ELA Pass Total	ELA Percent Pass	Math Pass Total	Math Percent Pass	Pass Both Math and ELA Percent
2017	310	51%	197	32%	TBD
2016	303	50.9%	219	36.7%	30.8%
2015	304	50.8%	258	43.1%	36.0%
2014	413	69.4%	445	73.0%	61.6%
2013	307	55.1%	407	73.3%	50.6%

Grade 8					
Year	**ELA Pass Total**	**ELA Percent Pass**	**Math Pass Total**	**Math Percent Pass**	**Pass Both Math and ELA Percent**
2017	296	51%	279	48%	TBD
2016	256	42.0%	306	49.9%	35.0%
2015	291	47.8%	256	42.0%	34.0%
2014	322	62.1%	386	73.7%	56.2%
2013	339	64.1%	409	76.7%	60.2%

Overall School Total					
Year	**ELA Pass Total**	**ELA Percent Pass**	**Math Pass Total**	**Math Percent Pass**	**Pass Both Math and ELA Percent**
2017	606	50.9%	476	40%	TBD
2016	559	46.4%	525	43.4%	32.9%
2015	595	49.3%	514	42.5%	35.0%
2014	735	66.0%	831	73.3%	59.1%
2013	646	59.5%	816	75%	55.3%

ELA Pass Cohort Data		
7th 2013-14	**8th 2014-15**	**Difference**
69.4%	**47.8%**	**-21.6%**
7th 2014-15	**8th 2015-16**	**Difference**
50.8%	**42.0%**	**-8.8%**
7th 2015-16	**8th 2016-17**	**Difference**
50.9%	**51%**	**+0.1%**

Math Pass Cohort Data		
7th 2013-14	**8th 2014-15**	**Difference**
73.0%	**42.5%**	**-30.5%**
7th 2014-15	**8th 2015-16**	**Difference**

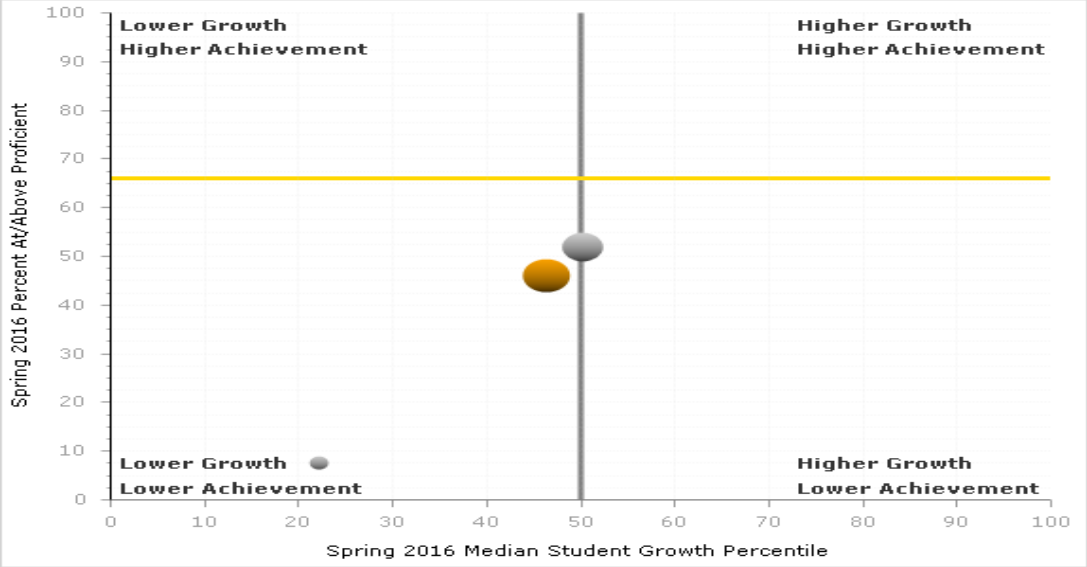
43.1%	43.4%	+0.3%
7th 2015-16	8th 2016-17	Difference
36.7%	48%	11.3%

ELA and Math Pass Cohort Data		
7th 2013-14	8th 2014-15	Difference
61.6%	34.0%	-27.6%
7th 2014-15	8th 2015-16	Difference
36.0%	35.0%	-1.0%
7th 2015-16	8th 2016-17	Difference
30.8%	TBD	TBD

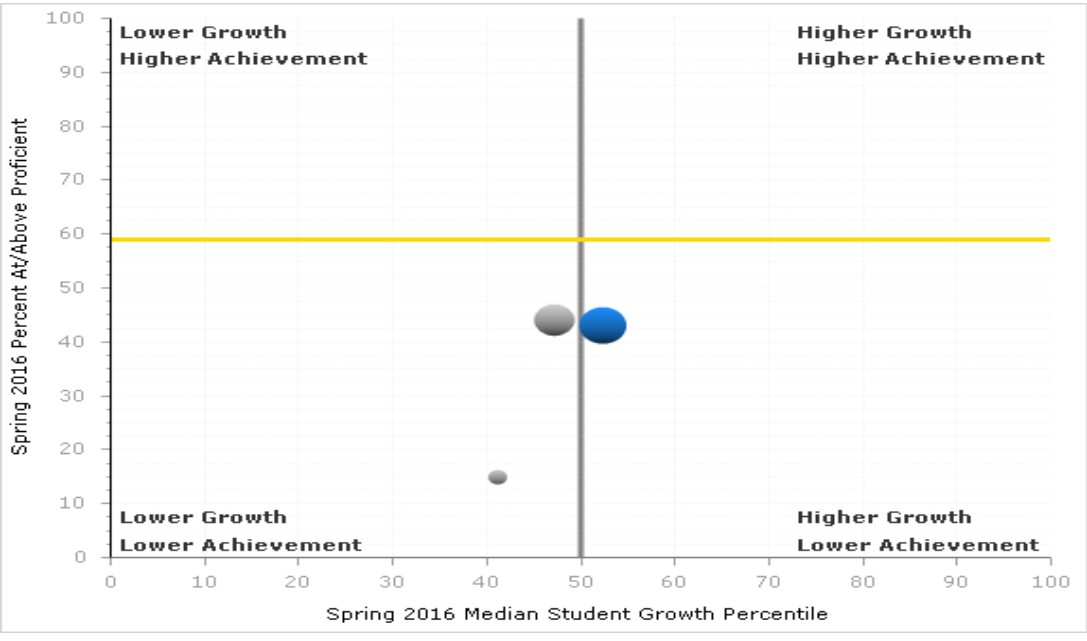
2017 Student Group Data						
Student Group	2017 ELA 7th Grade Percent Pass	2017 ELA 8th Grade Percent Pass	2017 Math 7th Grade Percent Pass	2017 Math 8th Grade Percent Pass	2017 Both ELA and Math 7th Grade Percent Pass	2017 Both ELA and Math 8th Grade Percent Pass
Asian	*	*	*	*	TBD	TBD
Black	40%	51%	23%	40%	TBD	TBD
Hispanic	52%	52%	33%	50%	TBD	TBD
Multiracial	55%	51%	33%	51%	TBD	TBD
White	55%	50%	37%	50%	TBD	TBD
Free and Reduced Lunch	50%	51%	31%	47%	TBD	TBD
Paid Lunch	55%	53%	37%	52%	TBD	TBD
Special Education	21%	20%	12%	18%	TBD	TBD
General Education	56%	56%	36%	53%	TBD	TBD
ELL	11%	10%	7%	16%	TBD	TBD
Non-ELL	56%	56%	36%	52%	TBD	TBD
All Students	51%	51%	32%	48%	TBD	TBD

ISTEP+ GROWTH DATA SPRING 2016

Language Arts
Total Tested - 1,204
Passed % - 46.4%
Median Growth % - 46.0%
Decrease in Passing Growth – -2.9%
No Median Growth



Math
Total Tested - 1,210
Passed % - 43.4%
Median Growth % - 52.0%
Increase in Passing Growth - 0.8%
Median Growth of 5.0%

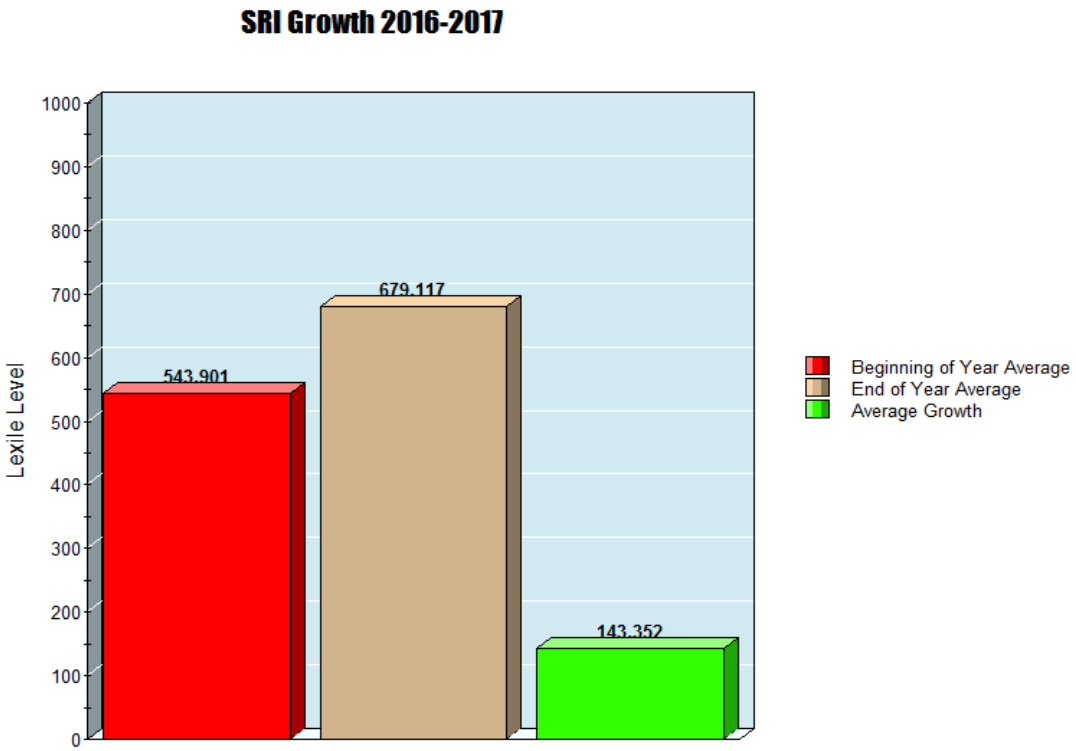


***This page will be updated once data is received. ***

Biology ECA Data

2013-14	2014-15	2015-16	2016-17
75% Pass	71% Pass	100%	95.38%
27/36	41/58	*	62/65

Title I SRI Growth



Normal growth for a year is 75 Lexile points.
Lynhurst average growth was 143 Lexile points.

APPENDIX A

Quality Checklist for SMART Goals

Quality Checklist for SMART Goals	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIMELY
2017-2018 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ from 40% in 2016-17, to at least 45% passing.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2018-2019 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2017-18 ISTEP passing percentage.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2019-2020 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2018-19 ISTEP passing percentage.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2017-2018 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ from 51% in 2016-17, to at least 56% passing.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2018-2019 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2017-18 ISTEP passing percentage.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2019-2020 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2018-19 ISTEP passing percentage.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2017-2018 7th grade students will improve the percent of students passing each Math Academic Standard by ten percent.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
2017-2018 **8th grade** students will improve the percent of students passing each Math Academic Standard by ten percent.	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

DEFINITIONS

Plan	Refers to a Strategic and Continuous School Improvement Plan as stated in IC 20-31-5-1.
PDP	Abbreviation for Professional Development Program as stated in IC 20-20-31-1-15.
Activity	Professional development experiences such as study groups, curriculum groups, peer coaching, workshops with follow-up, etc. that are identified as effective activities in the research on principals of effective professional development.
Evaluation	Quantitative and qualitative data that guide your progress toward and results from your professional development program.
Goal from Plan	Those goals identified in the school's plan and are stated in measurable student achievement results.
Professional Development Goal	The ideal changes in stakeholders' knowledge, skills, and attitudes toward learning that lead to increased student achievement.
Committee	"…persons interested in the school, including administrators, teachers, parents, and community and business leaders…" IC 20-31-5-1, Sec.1.(b).

Metropolitan School District Wayne Township
School Improvement Action Plan: Language Arts

School-wide Problem-of-Practice: *(Abbreviated Data Analysis Narrative)*	**ELA:** We continue to see that our African American students underperform other student groups on ISTEP+. It will be important to focus on culturally relevant strategies for this student group to increase achievement English/Langua Arts. Strategies that have proven increased engagement and achievement have movement throughout a class and are focused on group discussion about texts that contain diverse subjects who represent a wide range of experiences. **Inquiry:** Is there professional development that our teachers can take that will help us understand how to grow the African American student group? **Inquiry:** Are there specific strategies that will help grow the African American student group? **Math:** The percent passing rate for each standard in both 7th and 8th grade ISTEP indicate a need across all standards. Muc of this due to the mathematical processes embedded and assessed into each standard. The mathematical processes require more conceptual understanding and deeper thinking. Therefore, the greatest need for the math department is having a plan that allows us to change our approach to teaching as well as have items accessible to students that allo for critical thinking on a daily basis. Implementing the Learning Progression process would allow students to conne standards and conceptually build on content accessed through their prior knowledge. This also allows math teachers see gaps and focus on improving areas so that the next concept can be successfully mastered. **Inquiry:** Where can the math department focus to receive the greatest gains on ISTEP passing rate?
Theories-of-Action: *(Hypothesis—IF/THEN—Statements from Inquiry Process)*	**ELA:** If we have discussions and professional development as an English/Language Arts department about culturall relevant practices, then we will see purposeful planning for diverse learners that will result in increased engagement and achievement, specifically for African American students. **Math:** If the math department fully implements the Learning Progression process, then we will see an overall **improved passing rate** on ISTEP.

SMART Goal Statement # 1	2017-2018 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ from 40% in 2016-17, to at least 45% passing. 2018-2019 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2017-18 ISTEP passing percentage. 2019-2020 **7th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2018-19 ISTEP passing percentage. 2017-2018 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ from 51% in 2016-17, to at least 56% passing. 2018-2019 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2017-18 ISTEP passing percentage. 2019-2020 **8th grade** African American students will improve the pass percentage on E/LA ISTEP+ by at least 5% percentage points from their 2018-19 ISTEP passing percentage. 2017-2018 **7th grade** students will improve the percent of students passing each Math Academic Standard by ten percent. 2017-2018 **8th grade** students will improve the percent of students passing each Math Academic Standard by ten percent.			
Leadership Implementation Strategies *(insert your 1-3 measurable leadership strategies)* ***IF*** *….*	**Results Indicators** *(a measurable, percent, increase in student learning results)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Desired Benefits** *(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)*	**Sources of Data to Monitor** *(Insert what student/adult data y will monitor)*
ELA: Insert more diverse reading topics in fiction and non-fiction.	An increase in student engagement and achievement in African American students.	Nicole Sardinas (Language Arts CAST Leader)	Increase in African American student achievement on ISTEP+ Language Arts.	ISTEP+ 2018 Data, Evaluations, Principal Walk-throughs, Data teams.

ELA: Professional Developments led by Wayne Township Education Center staff that focus on effective instructional strategies for African American students.	An increase in cultural competency by Lynhurst teachers for African American students.	Nicole Sardinas (Language Arts CAST Leader)	Increase in African American student achievement on ISTEP+ Language Arts.	ISTEP+ 2018 Data, Evaluations, Principal Walk-throughs, Data teams.
Math: As a department use the books by Steven Leinwand, Sensible Math and Accessible Math to gain new strategies to improve student achievement on assessments.	An increase in student achievement on Math assessments.	Cindy Cottrell (Math CAST Leader)	Increase in student achievement on Math assessments (ISTEP+ and Benchmarks).	ISTEP+ 2018 Data, Evaluations, Principal Walk-throughs, Data teams.

What are some things you anticipate you will need to do to ensure success? *(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)*

- Actively participate in Professional Developments
- Implement strategies taught in Professional Developments
- Reflect on teaching practices (what worked well, what did not work well)
- Track data on African American students throughout the school year (ELA)
- Track data on student math assessments.

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Metropolitan School District Wayne Township
Professional Development Plan

Title I Schoolwide Component #4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals

IC 20-31-5-4, Sec. 4 (a); IC 20-19-2011, Sec.11 (a) (2)

Professional Development Goal:	Our goal at Lynhurst is to Increase the commitment to continuous learning by leveraging collegial expertise, to create professional development opportunities that enhance the practical application of pedagogy, best practices, and technology in the classroom.				
Knowledge: *(What new knowledge will result from the professional development effort that addresses this goal)*	Instructional awareness of teacher's own pedagogy and how it can be improved through learning of new strategies.				
Skills: *(What new skills will result from the professional development effort that addresses this goal)*	**Teachers will** *Teachers will enhance or develop the following skills:* • Prioritizing standards • Collecting data • Using researched based teaching strategies • Committed collaboration with colleagues • Reflective teaching				
Research from professional development approach was formulated:	PLC's – *Learn by Doing* Richard Dufour; *Leaders of Learning* Richard DuFour and Robert Marzano; Researched Based Teaching Strategies -*Visible Learning* John Hattie; *Effective Teacher Professional Development* Linda Darling Hammond, Marla Hyler, and Madelyn Gardner				
Professional Development Implementation Strategies ***IF*** *I….*	**Results Indicators** *(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)* ***THEN*** *I expect to see …*	**Primary Leadership** *(Designate the teacher and leader responsible)*	**Intended Audience** *Stakeholders*	**Timeline** *(Include completion date)*	**Resources** *(people, materials, time)*

Train all teachers in LHC Data Team Flow Chart & LHC Data Team Process	**Growth in student achievement on ISTEP+** **Growth and overall proficiency rate from pre- to post-assessment within each individual unit** *(each unit stands alone as an indicator for that priority standard)*	*Dominic Day*	*All teachers*	*August 2017 – June 2018*	***PD Facilitators***
Provided resources with researched based teaching strategies.	**Data teams identify error pattern analysis, including causes and effects on the most frequent errors. Teachers will then implement research-based strategies in their classrooms to improve proficiency on those standards. Teachers self-reflections on strategies implemented from PDs.**	*Dominic Day*	*All Teachers*	*August 2017 – June 2018*	***PD Facilitators***

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