

School Improvement Plan

M.S.D. of Wayne Township - 5375

For the period of 2019 - 2022
Reviewed Annually



Lynhurst 7th and 8th Grade Center

School Number: 5222

Submitted by:

Principal Dan Wilson

School Improvement Committee Members

Established School Improvement Plan Requirements:

1. School Report
2. State and Federal Accountability Goals
3. Comprehensive Needs Assessment (CNA)
 - a. CSI, TSI and Title I Schoolwide Schools
4. Professional Learning Action Plan
5. Exclusive Representative Assurance
6. Governing Body Approval
7. School Data
8. Instructional Staff List - Title I Schools Only

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Timeline

The School Improvement Plan must be submitted to the Department of Education no later than June 30 of the school year prior to implementation. However, the 2020-2021 plan submission timeline has been adjusted to align with the spring assessment administration. A school is required to submit its school improvement plan for the 200-2021 school year to the Department of Education no later than **October 2, 2020**. (511 IAC 6.2-3-5(a))

June 26, 2020 - Initial SIP Submission to Ed. Center

Principal and SIP committee submitted a school's initial SIP to the superintendent (and/or designee) The superintendent (and/or designee) shall review the SIP to ensure that the plan aligns with the school corporation's objectives, goals, and expectations. Title I Team will also conduct peer review process for required components of Title I Schoolwide Schools. (IC 20-31-5-3)

July 31, 2020 - Initial SIP Returned with Recommendations

The superintendent (and/or designee) may make written recommendations or modifications to ensure SIP alignment. (IC 20-31-5-3)

August 28, 2020 - Final SIP Submission to Ed. Center

The principal and SIP committee submitted the school's final SIP to the Assistant Superintendent for Academics and the Assistant Superintendent for Elementary or Secondary.

September 14, 2020 - WTCTA Professional Development Assurance

Provide an assurance through the signature of an exclusive representative of the LEA that the professional development plan complies with the board's core principles for professional development. (511 IAC 6.2-3)

September 14, 2020 - School Board Review

The Assistant Superintendent for Academics will present the SIP plan to the governing body for approval. The School Board must accept or reject the SIP and may not revise. (IC 20-31-5-3)

September 17, 2020 - SIP Established and Shared with Schools

The SIP is established when written evidence of school board approval is attached to the plan. The School Board approval and WCTA assurance will be inserted into the SIP plan (CNA when applicable) and shared with the principal in one PDF document. (IC 20-31-5-3 and ESSA).

September 17, 2020 - SIP/CNA available for Public Review

The SIP (CNA when applicable) must be made available upon request to all interested members of the public in an easily understood format. (IC 20-31-5-3 and Title I Schoolwide Program)

September 25, 2020 - SIP Submission to the DOE

The principal will upload the Established SIP Plan (CNA when applicable) on the DOE website.

School Improvement Committee Members

The principal shall ensure that the **initial School Improvement Plan (SIP)**, **Comprehensive Needs Assessment (CNA)**, and **Annual Review** are completed with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators (IC 20-31-5-1, ESSA, Title I Schoolwide) Please list committee members here.

Name	Role: Parent, Teacher, Community Leader, Administrator
Dan Wilson	Administrator
Damon Black	Administrator
Meagan Campbell	Administrator
Ryan Hendren	School Improvement Chair
Andrew Aspaas	Athletic Director
Olivia Birdsall	Department Chair, Math
Ashley Pepelea	Department Chair, Science
Nicole Sardinas	Department Chair, Language Arts
Michael Moore	Department Chair, Social Studies
Sean Watson	Department Chair, Special Education
Marina Veprinski	Lead Teacher, English Language Learning
Brooke Wingert	Team Leader
Hannah Haverly	Team Leader
Tami Parsons	Team Leader
Vanessa Wildauer	Team Leader
Tracey Copple	Team Leader
Monika Muhler	Team Leader
Pete Johnson	Director, Mars Hill Youth Center / Community Leader
Roger Vargus	Parent
Ever Perry-Ross	Parent

Annual Review, Stakeholders, Budgeting and Funding - Requirements

Three-Year Timeline and Annual Review Process

The SIP Goals/Objectives are written for a three-year period. Each year the SIP Committee Members will review critical data to determine modifications to the three-year plans. Data to be reviewed annually includes but is not limited to: Indiana Statewide Assessment Data, District Benchmark Data, School Performance Data and/or surveys (stakeholder perception data) from students, teachers, community members. (IC 20-31-5-1, ESSA, Title I Schoolwide Program)

Stakeholder Involvement

School Improvement Committee members included teachers, parents, community leaders, and administrators. Stakeholder input is critical to the development of the SIP plan. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA, Title I Schoolwide Program) The SIP committee members are responsible for:

- A detailed analysis of data from all student subgroups
- An examination of student, teacher, school and community strengths and needs
- A summary of priorities that will be addressed in the SIP plan
- Indiana assessment goals with yearly benchmarks to measure ongoing progress
- Professional development plan with measurements of impact

LEA Review of School-level Budgeting

The SIP process is informed by efforts to identify and address resource inequities, which includes a district review of school-level budgeting. (ESSA)

Title I Coordination of Funds and Programs

While the school has chosen to coordinate program efforts and school improvement priorities, it will not be consolidating program funds at this time. Those funds would include: Title II Part A; Title II Part D; Title IV Part A, Title V Part A and IDEA. (Title I Schoolwide Program Requirement)

Curriculum, Instruction, Assessment, and Technology - Requirements

Curriculum

Curriculum for all content areas is articulated vertically and aligned to the Indiana State Academic Standards. Curriculum is framed by Big Ideas and Essential Questions, priority content and skills, common assessment or anchor activities, texts, and instructional materials. Enriched and accelerated curriculum has been developed for high ability programming. Interested members of the public can access the curriculum by making a request to the school administration. In order to ensure curriculum materials are diverse and recognize diverse cultures, we have expanded our novels and short stories to include more diverse authors and characters. We examine multiple perspectives in history and examine the biases and inequities in scientific research. (511 IAC 6.2-3) (ESSA, Title I Schoolwide Program)

Instruction

Teachers use a variety of instructional models, including lesson design for direct teaching and guided practice, inquiry- and project-based instruction to support applied learning, and workshop approaches to support students in applying skills and strategies in the context of authentic work. Across all instructional approaches, teachers regularly check for understanding and respond to student needs in differentiated ways to ensure that all students have access to instruction that addresses their current needs. Teachers use a variety of grouping practices, and additional teachers and paraprofessionals support students with specific or targeted needs, including additional support for students working at advanced levels, those students with disabilities, English Language Learners, or through Title I supports. (ESSA, Title I Schoolwide Program)

Middle School courses are taught on a block schedule with students receiving 80 minutes of daily math and E/LA instruction.

Assessment

In addition to the statewide testing system, the following assessment are utilized. (511 IAC 6.2-3)

- ELA and Math Unit Pre/Post Assessments are included in the district curriculum and aligned to state standards. The pre-assessment is administered prior to the curriculum unit and a post assessment administered following the unit. Both assessments provide the teacher with information to guide instruction.
- ELA and Math Benchmark Assessment are administered three to four times a year in 7th - 8th Grades. Assessments are aligned to grade level curriculum maps and are utilized as a tool for instructional alignment and responding to student needs.
- ELA will administer a Growth Measure Assessment 3 times per year to track students progress in reading levels (lexile) and growth over time. This is an adaptive test that will record and track student data from 7th -10th grade.

- Scholastic Reading Inventory (SRI) is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulty. We use the SRI as a screener in grades 4-6 and as an ongoing measure of students' growth in reading level from grade 7-10.

Instructional Coaches: Middle school instructional coaches provide schoolwide intensive support developing teachers in their use of rigorous questioning to develop critical thinking skills for students.

Project-based Learning: All students will experience interdisciplinary project-based learning with an emphasis on STEAM-related (Science, Technology, Engineering, Art, and Math) content. Note: Lynhurst 7th and 8th Grade Center achieved Indiana Department of Education STEM certification in 2017.

Technology

Description of technology initiatives are included below. (511 IAC 6.2-3)

Each classroom in Wayne Township is equipped with a projector that is connected to a teacher PC. These projectors allow teachers to project resources to their classroom as a means to provide visual representations and examples to aid in instruction.

Students in grades 7-8 are each assigned a Chromebook. These Chromebooks travel with students to and from school and are used for a variety of instructional purposes. Each school has loaner devices for students to use in case their assigned Chromebook is not available.

Each Wayne Township school has a minimum of one iTEC (Instructional Technology Educator) teacher in their building. iTEC teachers are full time teachers who serve as a liaison between Wayne's IT Department and the building. These teachers are paid a stipend for their work; which includes forwarding the district's eLearning plan, providing both building-level and district-level professional development as well as analyzing building level data and the use of technology in instruction.

Lynhurst Based Technology Initiative

- Promethean interactive boards in every classroom
- 7 full computer labs, including 3 openly available for all teachers to schedule as needed
- A wide variety of web based programming support all content areas. Examples include the MSD of Wayne Learning Hub, Achieve 3000 for EL students, Autodesk Inventor in PLTW,

Everfi in electives, Naviance, Nearpod, Skyward, School Messenger, Parentsquare (parent communication and support), and many more.

Evidenced-based Interventions - Required Content

Many **district-level programs** and **school-level activities** provide important evidence-based interventions that support the priorities identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

District Programs for Supporting At-Risk Students

Lynhurst: Title I teachers work with 7th grade students to support the transition from elementary school to 7th grade. Using 6th grade Reading and ELA data, targeted students are identified to receive daily, supplemental support in reading. Title I teachers co-teach in ELA classrooms, and provide additional responsive instruction during the ELA block to meet students' needs in learning new grade level content. Title I teachers collaborate and co-plan regularly with Language Arts teachers.

Chapel Hill: Students who require additional support in reading participate in an elective class called SOAR. Students are identified for the program through the use of 6th-7th grade reading and ELA data. Students meet in their SOAR class every other day, and receive whole-group, small group, and individual support to accelerate the development of their reading skills. SOAR teachers are a part of the Language Arts department and collaborate regularly with members of the team to ensure communication and continuity of instruction for students.

Language Assistance Program: Our school's Language Assistance Program provides support for students learning the English language. English learners who score a level 1.0 - 4.9 on the WIDA screener and/or the WIDA ACCESS 2.0 receive English language development support, as communicated via the WIDA English Learner State Standards. English learners receive grade level instruction with sensory, graphic, and/or interactive support. Instruction is focused on increasing proficiency, as well as academic language, in the four domains of language: reading, writing, listening, and speaking. Students who score an overall 5.0 - 6.0 on their first WIDA ACCESS 2.0 assessment are monitored for an additional two years.

Special Education Program: Students are provided with additional support in reading, writing, and mathematics as well as social, emotional and behavioral needs in alignment with their

Individualized Education Plan with ongoing progress monitoring. This is achieved through an entire continuum of services from co-teaching classrooms, pre-teaching and re-teaching small groups, Student Support Centers, THRIVE experiences, social skills groups, our in-district Day program, and even homebound for our most medically fragile scholars.

District Social Worker : The social worker works closely with our families living in poverty to ensure all of their needs are met. This person is committed to finding resources for families and establishing strong community partnerships to assist families.

ProAct Training - Pro-ACT is based on a set of principles that focus on maintaining student dignity and keeping people safe. Offering our professionals the skills needed to reduce and/or avoid restraint, the Pro-ACT curriculum builds a framework of principles that guide critical thinking and establish parameters within which to problem-solve. These principles incorporate issues of professionalism, preparedness, de-escalation, teamwork, risk assessment, and crisis communication into a framework for decision-making. Development and implementation of an individualized primary, intervention, or treatment plan is the most important tool for maintaining safety. The need for restraint, then, can be viewed as a break down in the primary plan. When the primary plan breaks down and assault occurs, it is considered a treatment failure. In such instances, restraint may be the determined choice, but only as a last resort. Guidelines for restraint include specific principles, each of which requires careful assessment and critical thinking prior to, during, and following application.

Special Education Trainings - Trainings for staff of students with disabilities: Professional learning opportunities are provided to staff outside of the scholar day so that staff are not pulled from their classrooms while scholars are in session. This is done before and after school during department meetings or via technology. A variety of topics are covered around high leverage practices in the area of special education, trauma informed schools, transition planning, alternative strategies for behavioral needs and therapy specific practices.

School Activities for Supporting At-Risk Students

- After school tutoring, October-November (3 weeks) and February-March, (3 weeks), M-Tr, 2 hours each day, dinner and transportation provided.
- Lunch Tutoring, teachers volunteer, every team.
- Club days (Engagement), students choose from a variety of extracurricular clubs (typically 20). Clubs meet during the school day 2x per month for 30 minutes during extended homeroom time. Many clubs are academic in nature, such as National Jr. Honor Society, Art Club, and others.
- Athletic academic support for each sport, after school, for the first portion of every practice day. This is conducted by a certified teacher provided by the Athletic Office.
- All students experience Habits of Success curriculum through a daily IMPACT period.

Programs and Activities for Enriching and Accelerating Student Learning

Many district and **school-level activities** provide important evidence-based interventions that support the **enrichment and learning acceleration priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. These **school activities** ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

High Ability Gifted and Talented Program: All students in sixth grades are screened for participation in our district Gifted and Talented Program. The top 4 percent of students are invited to participate in our district high ability program for grades 7 & 8. This program offers accelerated classes in English/Language Arts, Math, and Science. Students are invited to participate in all of these courses based the identification guidance in IC 20-36-1-3 & IC 20-36-2-2(2) criteria for general intellectual giftedness.

Honors Program: All students in sixth grades are screened for participation in our district Honors Program. The top 6 percent of students are invited to participate in our district high ability program for grades 7 & 8. This program offers accelerated classes in English/Language Arts, Math, and Science. Students are invited to participate in all of these courses based the identification guidance in IC 20-36-1-3 & IC 20-36-2-2(2) criteria for specific academic domains of giftedness.

Martin Luther King Jr. Contest: The annual contest is held in January in honor of Dr. Martin Luther King, Jr's birthday. Each year students are provided with an opportunity to experience academic success by giving visibility and validation to the history, customs, traditions, values and perspectives of diverse cultures; and the opportunity to engage in multiple literacies that model equity and motivate students to become social justice advocates.

ACE Academy: MSD of Wayne Township has partnered with the Aviation Career Education Academy and Vincennes University to offer a unique opportunity for students in grades 5-10, to explore the many career opportunities available in the field of aviation.

District software programs that enrich or accelerate learning: MSD of Wayne Township has district-wide subscriptions to several software programs that accelerate learning:

- Adobe Spark: Adobe Spark, a digital storytelling tool, allows teachers and students to create videos and websites that can serve as a method for students to showcase their learning.

- Itslearning: Wayne’s learning management system has several features that also allow teachers and students to create videos, post created work as well as access a variety of digital resources that can be used to show learning as well as learning tools.
- IXL: This platform allows students to practice English Language Arts and Math skills to shore up gaps as well as expose them to opportunities for acceleration.
- OverDrive: MSD of Wayne Township digital library where students can access digital books as well as audio books that can be used for classroom curriculum support as well as a pleasure reading resource.
- Google Classroom: A streamlined tool that helps teachers manage coursework, provide students opportunities for collaboration and foster better communication between themselves and students.
- GSuite for Education: An integrated solution that links together software for communication, collaboration, creativity and critical thinking that students access for curricular needs as well as for acceleration of learning. Some of the software included in GSuite are Docs, Sheets, Slides, and Drawing.

Battle of the Books: This is a team building activity focused on improving students’ reading comprehension, background knowledge, and literary analysis. Students of all abilities participate in reading and discussing diverse literature. After several months of reading, teams compete against Wayne Township schools. (March-May)

Robotics: Students collaborate to design and construct robots to complete specific tasks. Tasks include documenting their processes, coding/programming, creating reports, presenting reports to judges. Our team competes several times throughout the year against schools from around the state.

Girls Who Code: A digital coding club whose mission is to close the gender gap in technology and to change the image of what a programmer looks like and does. Girls Who Code clubs are run by MSD of Wayne Township school staff and are open to students of all ages.

Hour of Code: A one-hour introduction to computer science, designed to demystify “code”, to show that anybody can learn the basics, and to broaden participation in the field of computer science. Hour of Code takes place in classrooms and libraries throughout the school year and in December, MSD of Wayne Township students join millions of students around the world as we celebrate Computer Science Education Week.

Academic Pursuit: Students practice to make preparations for competitions against other schools to answer trivial questions in all content areas.

District Programs for Providing a Well-Rounded Education

Many **district activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

Naviance: Naviance is a comprehensive college and career readiness solution that helps align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Habits of Success: The MSD of Wayne Township Habits of Success are practices for thinking and creating that are being woven into our overall district and school cultures. These habits are displayed monthly throughout the district.

School Based Mental Health Services: Cummins provides a full range of therapeutic services to children in our school. Working closely in collaboration with families and schools, providers are able to meet our students in the school environment where mental health problems frequently present. Early identification and treatment of these conditions result in a higher likelihood of reduced mental health challenges.

School Activities for Providing a Well-Rounded Education

Many **school-level activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

Well-Rounded Educational Opportunities at Lynhurst:

- Athletics
- Free Dental Services through Healthy Smiles
- Free eye exams and eyeglasses through the Wayne Township Lion's Club
- After School Clubs
- Band, Choir, Orchestra, Honor Band, Jazz Band, Honors Ensemble, Show Choir
- Positive Behavior Intervention and Support committee with Giant Bucks and store program, and other activities
- Student Ambassadors

- Social Emotional Learning
- Best Buddies
- Student Services Support Groups, (Ex. Grief Support)
- Young Ladies of Purpose
- Brothers of Another Color
- The National Junior Honor Society
- The Lynhurst Environmental Action Posse (LEAP)
- Partnership with Keep Indianapolis Beautiful community organization

Family Member Engagement - Required Content

Many district-level and school-level activities work to maximize the engagement of family members in the school. With a commitment to timely communication and through a shared responsibility for our students' high academic achievement, we work collaboratively to support student learning. (CSI/TSI, Title I Schoolwide: CGE, CHC, CWE, GCE, LHC, MWE, MCE, NWE, RHE, SFE, WLE)

Communicating with Families

Wayne Postcards: The school district utilizes the use of postcards to communicate important information, dates, and events, such as registration dates, with families and community stakeholders.

Social Media:

- Wayne Facebook Page: The district utilizes the Facebook social media platform to share news, stories, and information about what is taking place throughout the school district. These posts highlight classroom practices, building highlights, awards, and events taking place.
- Twitter: The superintendent uses Twitter as an additional avenue to communicate information quickly to students, parents, and stakeholders. Tweets provide information regarding changes in school schedules (i.e. delayed starts), district events, important dates and deadlines, and instructional practices that take place in classrooms.

Dr. Butts Phone Call to Families: A mass communication system is used for the timely delivery of information such as snow days or early dismissals with families. These calls are provided in English and Spanish.

District Website: Our district website acts as the springboard for students, parents, community members, and stakeholders to access information regarding programming, district calendars, Skyward (Student Information System), transportation department, district news and information, and individual schools.

Progress Reports / Midterm Grades / Report Cards: Student progress and grades are communicated on an ongoing basis throughout the school year via Skyward. Progress reports are communicated biweekly, while midterm grade reports, and report cards are shared four times a year.

English Learners Talking Points: The Language Assistance Program for English learners communicates with our families in English and in a host of other languages. Parents receive direct mailings for Annual Notification of Participation letters and ACCESS 2.0 information and results. Parents are invited to attend the Annual Language Assistance Program Family Night, where schools, district information, and community partners are on display. English Learner families receive a monthly newsletter filled with district level and community events. In addition, this year we hosted our first English Learner Parent Leadership Group and our Monthly Newcomer Parent Meetings. Parents are invited to attend two evening English Learner Broad Based Committee meetings (one each semester) where the LAP Coordinator and LAP Parent Liaison discuss district happenings, data, and welcome parent input.

High Ability Parent Information Nights: Parents and guardians of students who are identified as high ability are invited to one of four, two elementary and two Middle School, parent information nights. These meetings provide parents the opportunity to learn about the high ability program for the district and answer questions regarding curriculum, options, and experiences their students can expect.

School-based Activities:

- PTO Meetings
- LHC School Newsletter
- AVID Family Night
- Lynhurst College Fair
- Back to School Night
- Extracurricular Activity Parent Meetings
- Team Newsletters and Family Events
- Title I (STAR) Family Nights and Doughnut Breakfast

Increasing Family Involvement

Skyward Access for Families and Students: MSD of Wayne Township’s student information system where guardians can access real-time updates on their child’s academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

Dr. Butts Phone Call to Families: A mass communication system is used for the timely delivery of events and activities available to families within the district. These calls are provided in English and Spanish.

LAP Family Night: LAP Family Night is hosted annually. Schools, district representatives, and community partners are available. Parents and their children are able to visit over 60 tables to ask questions, gather information, choose meaningful school or community related giveaways, and participate in fun activities.

LAP Parent Liaison: The LAP Parent Liaison works closely with our English learner parents/families to ensure all of their needs are met. This position is committed to finding interpreters/translators for families and establishing strong community partnerships to assist families. The LAP Liaison host informative events throughout the year: immigration topics, proper usage of school technology, free/reduced lunch procedures, school contact information, medical assistance, dental assistance, free resources, etc.

NewComer Meetings - Newcomer Parent Meetings are held monthly for one hour. Any parent or guardian who has a child who has been in US schools for 3 years or less are invited to attend. Parents receive a MSD of Wayne Township Newcomer Booklet that provides them with school information, community resources, and an explanation of what it means for their child to be a newcomer or an English learner in our district.

Wayne Winter Games and Health Fair: Wayne Winter Games is an annual community event that brings community healthcare partners together to share information with families and community members. This event is an interactive event to engage students in various activities at the many booths, as well as friendly competition for adult teams in a variety of physical challenges. The purpose of the event is to engage in dialogue about health and well-being and connect services to community members.

Parent Liaisons K-8: Parent liaisons work to increase regular communication between home and school, increase parent involvement at school events, increase parent support of student learning at home, address conflict resolution and cooperative peer relationship training for students, and increase parent communication through home visits, phone calls, and conferences.

Straight A Celebrations: Following the end of the school year, students in first through twelfth grade are recognized for attaining Straight As on their report cards. Families are invited to an evening event where students are recognized by Superintendent, Dr. Butts and our School Board.

Translated Communications - District letters and all other important information are distributed to families in English and Spanish. Communication can be translated in many of the other seventy two languages by parent request, teacher request, and/or necessity.

Talking points is a web and mobile text message application, that communicates to families in over 20 different languages, used by the LAP office to communicate special events and happenings to English learner families.

LTC Communication is a language line provided by the LAP office for schools to call an interpreter when in the company of a parent who is trying to enroll a student, for a child who has a medical emergency, and/or at the discretion of an administrator.

Arts Alive: Arts Alive is a biannual event celebrating the performing and visual arts in May. Art teachers from across the district compile a large selection of work from their students that is displayed throughout the high school. The music and drama teachers schedule concerts and performances. This event is open to the community and is an all day event geared at showcasing the various talents of students and engage the community in additional programming opportunities provided to students.

Book Fairs: Schools set up a mini-book store where students and families have opportunities to buy books to add to their personal libraries. Many schools have book fairs that take place multiple times throughout the year and that are tied to literacy nights where families come and participate in literacy related activities.

School-based Activities:

- Lynhurst College Fair
- Community STEAM Night
- Lynhurst International Festival
- Back to School Night
- Mars Hill 5K
- AVID Family Night
- Team Family Events
- Student-Led Conferences
- Awards Nights, ex. NJHS Inductions, Honors Breakfast
- Title I (STAR) Family Nights and Doughnut Breakfast

Providing Academic Performance Information

Fall Conferences: Every October, we invite families into school to learn about student progress and performance. Teachers and administrators meet with students and families in the evening. Translators are provided for families that speak languages other than English.

Skyward Access: MSD of Wayne Township’s student information system where guardians can access real-time updates on their child’s academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

ACCESS 2.0 Parent Information: English learner families receive a letter in December of each year providing them with the WIDA ACCESS 2.0 dates, along with helpful tips on how they can help their child be successful. In May/June of each year, English learner families receive a student report, which is an update of their child’s English proficiency level, and a letter that provides instructions on how to interpret the meaning of the score report.

Involving Families in Planning, Decision-making, and School Improvement

Leadership and decision making with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators is the foundation for a successful school, district and community. (IC 20-31-5-1, ESSA, Title I Schoolwide)

School Improvement Planning Committee: Parents, community members, teachers and administrators meet yearly to complete a comprehensive review of school data, identify areas of strength, prioritize areas for growth, and determine updates to the school improvement initiatives.

Title I Schoolwide Planning Committee: Parents of Title I students and staff review Title I school improvement initiatives yearly and make plans for the upcoming year.

District Broad-based Committees for High Ability, EL: Parents are invited to attend two evening English Learner Broad Based Committee meetings (one each semester) where the LAP Coordinator and LAP Parent Liaison discuss district happenings, data, and welcome parent input.

Skyward Advisory Committee: As new features become available in MSD of Wayne's student information system, Skyward, a group of guardians are gathered to discuss the new features. Discussion centers on the functionality of the feature, the need to adopt the feature and the rollout of communication on the feature.

English Learner Parent Leadership District Group: Created in the summer of 2018, the Language Assistance Program is working to create a core group of parents who are learning how to advocate and actively engage school staff and community organizations. This parent leadership group works alongside the Language Assistance Program to offer suggestions, share their concerns, utilize resources in the district and the community, and assist and recruit other parents to be actively involved in the school district.

Lynhurst Parent Involvement Opportunities:

- Parent Involvement on interview committees
- Parent review of School Improvement Plan
- Parent Climate Survey
- Various parent surveys specific to student activities
- PTO board member involvement

Transition Supports - Required Content

Transitions between school buildings are a critical time to increase communication and supports to ensure all students transition smoothly. (Title I Schoolwide)

Transition from Elementary 6th Grade to Middle School 7th Grade

In January, the principals from the Middle Schools visit our elementary schools and talk with sixth grade students and teachers. The purpose of this visit is to make a personal connection and share an overview of Middle School. There is an opportunity for students to ask questions and share concerns.

Sixth grade students visit our Middle Schools with their teachers in the spring. Students tour the campus, listen to presentations by the different teams, learn about scheduling, and attend a music department performance. Sixth grade teachers assist students in completing their schedules for seventh grade.

The Middle School Music Departments work with our elementary school music teachers to administer a music survey assessment. Students' work is scored by Middle School staff, and students are invited to participate in the various music programs: choir, orchestra, band or general music. A hands-on instrument orientation is provided to students in the spring. Students participating in band attend summer camps at the Middle School schools.

In May, a Middle School counselor visits elementary schools to meet with sixth grade special education teachers, ENL teachers, counselors, administrators, and the school nurse. The purpose of this visit is to share important information about our sixth grade students. The special education department chair also visits our school to meet with classroom teachers, special education teachers, occupational therapists, physical therapists, and speech language pathologists to ensure a smooth transition for our special education students.

Transition from Middle School 8th Grade to the Ninth Grade Center

Beginning in January, 8th graders watch promotional clips about the various academies/ teams offered at the Ninth Grade Center. The short videos include testimonials from former students, and information regarding the academic and career focus of each academy. The purpose of these videos is to be informational and persuasive to each students' potential college and career pathway they plan to pursue. This works in accordance with Ben Davis high school goals to Enroll, Enlist, and Employ our students upon graduation.

In early February, students visit Ben Davis University with their teachers. Students tour the campus, participate in S.T.E.M. activities, and listen to a presentation from the administration team and current seniors. Eighth grade teachers chaperon students as high school student leader's guide and explain the campus to students.

In February, a Ben Davis Ninth Grade Center counselor, in conjunction with Chapel Hill and Lynhurst counselors, assist students in choosing their 9th grade schedule. In addition, students visit the Ninth Grade Center with their teams during a school day in the spring. The Ninth Grade Center provides student leaders / teachers to lead tours around the campus. Following these tours, students listen to a presentation from the Ninth Grade Center principal. Chapel Hill and Lynhurst students are able to ask clarifying questions regarding their academic and extra-curricular choices at the Ninth Grade Center.

In April, 8th grade students visit the Ben Davis Career Center – Area 31. Students tour the campus and are exposed to various offerings / classrooms offered at the Career Center. Students also attend a presentation by the lead counselor and principal following the tour at the Career Center. Starting in April, students begin applying and interviewing for various opportunities at the Ninth Grade Center and High School. This includes: Advancing Via Individual Determination (AVID), Ben Davis University, and Vincennes College (VU) dual credit.

Cultural Competency - Required Content

Include culturally appropriate strategies for increasing student learning and methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. (IC-20-31-6)

Student Population Breakdown - Updated Annually

These tables include the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (IC-20-31-6)

Program Enrollment	2017-2018 Number/Percent	2018-2019 Number/Percent	2019-2020 Number/Percent
All School	1,159	1,193	1,256
English Learner (LAP) Program	128/11.0%	129/10.8%	155/12.3%
Special Education Program	176/15.2%	189/15.8%	186/14.8%

Ethnicity Enrollment	2017-2018 Number/Percent	2018-2019 Number/Percent	2019-2020 Number/Percent
All School	1,159	1,193	1,256
American Indian	5/0.4%	2/0.2%	3/0.2%
Asian	8/0.7%	9/0.8%	11/0.9%
Black	277/23.9%	290/24.3%	276/22.0%
Hispanic	382/33.0%	416/34.9%	484/38.5%
Multiracial	67/5.8%	73/6.1%	68/5.4%

White	419/36.2%	401/33.6%	413/32.9%
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Free-Reduced Meals Enrollment	2017-2018 Number/Percent	2018-2019 Number/Percent	2019-2020 Number/Percent
Free Meals	829/71.5%	797/66.8%	889/70.8%
Reduced Meals	124/10.7%	148/12.4%	135/10.7%
Paid Meals	206/17.8%	248/20.8%	232/18.5%

Strategies Currently in Place to Support Culturally Responsive Schools

Culturally appropriate strategies for increasing educational opportunities and educational performance for each group are incorporated into the school. (Updated Annually IC-20-31-6)

SIOP Training: To better support English learners in the district, the Language Assistance Program offers a yearly Sheltered Instruction Observation Protocol (SIOP) four day training. Classroom teachers are taught all eight components of the model: Lesson Preparation, Building Background, Comprehensible Input, Instructional Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. The district has revisited prior training in the SIOP model. To date we have three cohorts, consisting of instructional coaches, elementary, Middle School, and high school teachers who have been trained. The next cohort will start in the fall.

Undoing Racism: To examine and learn about our country’s history of racism, systemic oppression, and white privilege. This two day workshop brings to light a common definition of racism, how it is maintained in institutions, and how it endangers the well-being of children and families. To date, we have had 23 District administrators, 29 Principals and Assistant Principals, and 25 School Staff participate in this professional learning experience.

District Equity Team: The equity team is comprised of the superintendent, the superintendent’s cabinet, district administrators, building administrators, teachers, parent liaisons, and the district social worker. The team meets twice in the fall of each semester and focuses on implicit bias, racism, cultural competence, cultural responsiveness, white privilege, equitable programming, systemic challenges, and maintaining high expectations for all students.

High Ability Broad Based Planning Committee - Equity Working Group: The equity working group consists of various stakeholders working within the school district to examine the level of representation from all groups participating in the MSD of Wayne Township’s high ability program. The team of teachers, administrators, and counselors review selection and identification processes

and criteria, and provide input and feedback based on research and best practices to help ensure the selection process is equitable for all students.

LAP Parent Liaison: The LAP Parent Liaison works closely with our English learner parents/families to ensure all of their needs are met. This position is committed to finding interpreters/translators for families and establishing strong community partnerships to assist families. The LAP Liaison hosts informative events throughout the year: immigration topics, proper usage of school technology, free/reduced lunch procedures, school contact information, medical assistance, dental assistance, free resources, etc.

Lynhurst Culturally Responsive Strategies:

- Brothers of Another Color
- Young Ladies of Purpose
- AVID (Advancement Via Individual Determination)
- Professional Development for Teachers (Ex. Culturally Responsive Teaching)

Strategies for Improving Cultural Competency - Updated Annually

Areas in which additional professional development are necessary to increase cultural competency in the school's educational environment are listed below. (Updated Annually IC-20-31-6)

Strategy(ies) to Improve Cultural Competency within our School Community

Goal for Cultural Competency	Strategy Description*: Describe the Learning Design being utilized	Participants: Highlight all that apply
	<p><i>See Professional Learning Action Plan</i></p> <p>The major focus of our school improvement goal is equitable outcomes for all students.</p>	<p>Students</p> <p>Certified Staff</p> <p>Classified Staff</p> <p>Administrators</p> <p>Parents</p> <p>Community</p>

** Additional rows may be copied and added if needed.

Recruitment

We have several measures in place to attract, nurture, and retain highly qualified teachers. Our school works closely with the district to attract highly qualified teachers. Teachers from throughout the state are aggressively recruited at college job fairs, interviews, and from a robust student teaching pool. The district creates and maintains a pool of highly qualified candidates who have been carefully screened to meet the high expectations of Wayne Township. After employment, Wayne Township requires all new employees to complete a two-year district level professional development

orientation as a form of ‘on-boarding.’ Additional support is provided through grade level teams, mentors, the support of an instructional coach, and a New Teacher Academy. (Title I Schoolwide)

Instructional Staff Licensure / Certification List - Title I Schools

Instructional staff list is located in the [“8 SIP Instructional Staff List for Title I Schools”](#)

Attendance - Required Content

School Attendance - Goals

We have multi-year goals that include improvement in the Model Attendee Rate in our elementary and middle schools and goals for attendance improvement in our ninth grade center and high schools. Annually, we review these goals and the attendance improvement objectives and strategies described below. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA)

Federal Accountability - Model Attendee Goals

The Federal Accountability grade includes a Model Attendee Rate. A Model Attendee must have been enrolled for at least 162 days and either be at 96% overall attendance rate or have improved his/her attendance by 3% from the previous school year. All students in Kindergarten through 8th grade are included in the school’s Model Attendee goal and the school accountability indicator.

Students Absent 10% or More of the School Year

	2017-2018	2018-2019	2019-2020
Number of Students	139	120	95
Percent of Students	14%	12%	8%

Objectives Currently in Place to Support Attendance - District Level

Elementary and Middle School Attendance

- **Full Time Registered Nurses:** Our school has a full time registered nurse to meet health related issues that might impact students including: asthma, diabetes, seizure disorders, eye exams, maintain student immunization verifications, and monitor typical colds, flues and minor health related concerns. They also provide family life education as needed.

- **In-School Dental Program:** The mobile dentist is an in-school dental program designed to support students' overall dental health. The program sets up a mini dental clinic in the school once or twice each year. The services include: complete oral exam, cleaning, fluoride, sealants, x-rays, fillings, pulpotomies, simple extractions, oral health education and a free toothbrush. The program is convenient for families and no cost to those on Medicaid.
- **Immunization Free Clinics:** Each year Wayne holds district-wide shot clinics offering free immunizations for students kindergarten through high school.
- **Summer Lunch Program:** Throughout the summer, our Child Nutrition Program offers a daily lunch at locations across the district for children under the age of 18.
- **Parent Letter for 3, 5, and 9 Days Absences:** The administration automatically generates letters to parents when students have 3, 5 or 9 days of absences. Letters are shared with parents reminding them of their child's absence. The administration tracks students' absences and utilizes school personnel to reach out and work with families.
- **Legal Notice of "Failure to Ensure":** Legal notice is delivered by a District Truancy Officer to the home where students have excessive unexcused absences. The notice informs parents that if they reach 10 unexcused absences they may be referred for "Failure to Ensure".
- **"Failure to Ensure" Referral for Court:** Administration follows up on the legal notices that are sent to parents. When students are absent after being warned by legal notice the parent is referred for "Failure to Ensure". The school provides necessary attendance documentation, affidavits, and referral documentation to the Marion County Prosecutor's Office.
- **Family Attendance Court:** District administration meets monthly with families of students with significant attendance concerns. Student attendance patterns are reviewed and root causes are collaboratively considered. Goals for improvement are developed and strategies for monitoring continued improvement are determined.

Strategies for Improving Attendance - School Level

- Title I Parent Liaison leads attendance improvement efforts, providing supports and incentives for improved and excellent attendance.
- Interdisciplinary team level procedures and supports
- Counselor interventions and supports
- Truancy Court referral process (assistant principals and counselors.)
- Cummins Mental Health counseling support for some students and families
- School Resource Officer supports attendance efforts

Career Awareness and Development - Required Component

Grades 6-8

Career awareness activities are provided for students. Check all that apply.

✓	Career-focused classroom lessons
✓	Guest Speakers
✓	Career-focused clubs (i.e. Robotics, Agriculture Garden, STEM, etc.)
✓	Career-related courses
✓	Job-site tours
✓	Career Day/Fair or Community Day
✓	Online career navigation program
	Other: