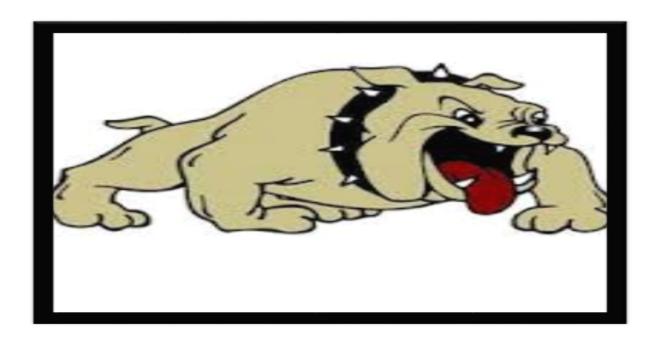LAPEL ELEMENTARY SCHOOL
2865 South State Road 13
Lapel, IN 46051
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School Improvement Plan

Our Vision and Purpose
Learning, Encouraging, Succeeding

Our Mission
The mission of Lapel Elementary School is to provide a safe learning environment where students will be encouraged to do their absolute best, apply essential learning skills, and succeed as citizens in our global community.

Accessibility of Plan: Superintendent's office, L.E.S. main office, and L.E.S. website

Updated May 13, 2015

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Lapel Elementary
School Improvement Plan
AdvancEd/PL 221

School Improvement Committee Members

Dameon Wyatt	Assistant Principal
Pam Shuck	5th Grade
Christy Jannings	3rd Grade
Tiffany Smith	3rd Grade
Nicole Pinkerton	2nd Grade
Jody Wilson	1st Grade
Gay Scott	Kindergarten
Sue Kiefer	Speech

I.Profile

Narrative description

Lapel Elementary School is one of two elementary schools in the Frankton-Lapel Community School Corporation. Lapel Elementary School contains grades pre-kindergarten through fifth grades. All of the students at Lapel Elementary feed into one middle school, Lapel Middle School, and one high school, Lapel High School. Lapel Elementary School and Lapel Middle School are located on a campus area bordered by State Road 13 and Bulldog Boulevard.

Demographics

Lapel, Indiana is nestled halfway between Noblesville and Anderson and 20 minutes from Indianapolis via Interstate 69. Lapel, Indiana had a population of 2,068 as of the 2010 census, 803 households, and 578 families residing in the town. The racial makeup of the town was 97.7% White, 0.2% African American, 0.3% Native American, 0.2% Asian, 0.3% from other races, and 1.3% from two or more races. Hispanic or Latino of any race were 0.8% of the population. Estimated median household income in 2012 was $44,908. The education data for Lapel, Indiana is as follows: high school or higher 91.6%, bachelor's degree or higher 19.9%, graduate or professional degree 7.0%, and unemployed 2.0%.

Lapel Elementary School Overview

In 1953 the school we presently occupy was completed. The first school year in this building was 1954. The school year 1972-73 brought another major change. This was the year Lapel became a member of the West Central Community School Corporation. The first addition to the school was a ten room elementary section added in the early "60s". In 1979 six new rooms were added to the elementary section. In 1987 another renovation was begun and completed in 1990. The music room became a cafeteria, and the gymnasium and locker rooms were added. An office for the

administration was built. A clinic area for the school nurse and a teacher work area were included in the administrative area. A classroom was transformed into the elementary media center with an office, work, and storage area for the librarian. Eight high school classrooms were converted to elementary classrooms including an art and music room. Playground equipment was purchased and updated to meet new safety standards.

In 1996 the school corporation was changed from West Central Community Schools to Frankton-Lapel Community Schools. That year the music classroom was converted into a computer lab containing twenty-eight Macintosh computers and three printers. Students went to the high school music room for music classes. Also, the speech room was divided into two rooms, one for speech and the other for our At-Risk Coordinator's office. A utilities closet was renovated to become the Learning Disabilities resources area and in the 2004-2005 school year this was again moved to a classroom.

From 1998 to the present other renovations have taken place. New heating and electrical systems replaced the old ones that were found in the tunnel under the building. Air-conditioning and carpeting were added to all classrooms and halls. Halls and classrooms were repainted, old cabinetry was replaced, interior and exterior doors were changed to meet code, new windows were added as needed, and television monitors and VCRs were placed in rooms, halls, cafeteria, and office area. Parking and traffic flow were re-designed for student safety. The bus zone is in front of the elementary. Due to growth in the 2006-2007 school year, the art room, the computer rooms, and the library have been converted to classrooms. The cafeteria was divided into two computer labs with thirty computers each and our media-center. The gymnasium serves as our cafeteria and physical-education area.

During the summer of 2006 another renovation began in conjunction with a new high school being built. The same building was shared from the time the school was built and is now a K-8 building at present. Renovation has been a multiphase process with remodeling of all first to fourth grade classrooms. Two of the four kindergarten rooms were redesigned. Also, during these phases four of the six restrooms were redesigned, new carpet laid in the existing elementary part of the building, halls painted, and the elementary office was moved to the old high school office area.

On December 21, 2007 the high school moved out of the present Lapel Middle School and Lapel Elementary building allowing renovations to begin changing the high school rooms to middle school rooms and the middle school rooms to elementary classrooms for the fifth and sixth graders. These rooms were updated to meet the needs of the upper elementary students. The vacated rooms were updated to meet the needs of incoming elementary students. The preschool program was added in the 2007-2008 school year. All other room re-assignments were completed before the beginning of the 2008-2009 school year.

The departure of the high school allowed the elementary and middle school to share the cafeteria for their lunch program. This enabled the elementary gym to be used for physical education classes instead of lunch. The high school gym became available for indoor recess, convocations, and classroom activities. The former high school library was converted to an elementary and middle school facility. A science lab was made available for the elementary use. There were three computer labs in the elementary: one for kindergarten through grade two, one for grades three and four, and the third for grade five. The large group instruction area that previously housed all the computers was converted back to its original use.

Beginning in 2008-2009 special education students returned to Lapel Elementary, their home school. Previously these programs were housed at Frankton Elementary.

In 2009-2010 several changes occurred at Lapel Elementary. The sixth grade became a part of the Lapel Middle School, making the elementary student body pre-kindergarten through fifth grade. With the new students transferring into the elementary school there were at least four sections at each grade level. With the increase in student population the elementary and middle school were able to have their own Art, Music, Physical Education, and High Ability teachers. Through a grant the elementary shared a counselor with the Lapel Middle School. Response to Intervention became fully implemented with a thirty minute time block set aside at each grade level used for students' needs. There were two teams of teachers for academic and behavioral needs. The behavioral team and work area were placed in the former elementary office suite. The Pre-Kindergarten classes continued to use the pre-school curriculums from our adopted math and reading series as the integrated curriculum. Students who participated in the program were well prepared for kindergarten. High ability students were provided enrichment in reading during the thirty minute RTI block.

In 2010-2011 plans are being implemented to construct a middle school cafeteria. Beginning in 2011-2012 the elementary will no longer share a cafeteria with the middle school. This will allow for extended elementary teaching time in the morning. Other renovations include a new roof, boilers, chillers, and carpet.

In the year 2011-2012 all the renovations were completed from the 2010-2011 school year. Response to Instruction was renamed BARK (Bulldogs Are Reading Kids) time. It is still a 30 minute time block in addition to the 90 minute uninterrupted reading block, which was implemented this year. High Ability is no longer a pull-out program. Each grade level implemented different models to meet the needs of these students.

Lapel Elementary serves the town of Lapel as well as the surrounding rural area. Total enrollment at Lapel Elementary School fluctuates from year to year. Enrollment demographics for 2009-2014:

	13-14	12-13	11-12	10-11	09-10
Pre-K	48	52	38	65	52
K	112	82	101	86	113
1	90	108	96	116	79
2	114	96	119	84	98
3	95	117	77	102	85
4	115	82	97	97	114
5	85	102	98	121	106
Total	**659**	**639**	**626**	**671**	**647**

Teaching Staff
The teaching staff consists of 33 licensed classroom teachers with a combination of experienced teachers, as well as, a few newer teachers. Of the 33 teachers, seven teachers have 0-5 years of experience, eleven with 6-10 years of experience, three with 11-15 years of experience, four with 16-20 years of experience, and eight with 20+ years of experience.

Lapel Elementary also employs subject specialize teachers which include one fine arts teacher, one computer/keyboard teacher, one physical education teacher, one music teacher, and one teacher specialized in fine arts, music, and physical education.

The school has three full time special education teachers which includes a speech/language pathologist, academic, and social. The school also has one guidance counselor who splits time at Lapel elementary and Lapel Middle Schools.

Student Programs
Lapel Elementary School offers a variety of programs for students to participate and enrich the overall learning environment of the school. The following are currently being offered:
- Preschool Program
- Kindergarten Summer Remediation
- Reading Counts
- Book-It
- Math-a-thon
- Spelling Bowl
- Choir 3-5
- Lapel Leaders
- Student Council
- Garden Club
- Yearbook Club
- DARE-5th grade
- Divorce Group
- School Behavior System- PAWS Program
- Before and After School Program

Statutes and rules to be waived
Lapel Elementary School is not requesting the Indiana State Department of Education to waive any statutes or rules at this time.

Curriculum
The curriculum for each grade level is developed using the Indiana Standards for Learning. Teachers use the State Standards to develop a scope and sequence for each grading period that meets the needs of all students. The Lapel Elementary School curriculum can be found on the corporation's website, in each grade level chair's classroom, and in the principal's office.

The staff at LES focuses on improving instruction and increasing student achievement by utilizing a variety of assessments to drive instructional practices. ISTEP+, mClass, Acuity, NWEA, IREAD3, as well as individual classroom assessments and the student data cards that are placed on the data wall, are analyzed to identify areas of need. Our staff tracks instructional strategies to ensure the Indiana standards are being met and achievement goals are being reached. Differentiated instruction is being

utilized by our staff and interventions are being explored with the intention of implementation in regards to reading, writing, and problem solving. Students are challenged to participate in a variety of learning activities depending on his or her interest and ability level. Improvements are being made to increase collaboration among all grade levels and engaging the community in a variety of educational programs.

Lapel Elementary School has human, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs and to comply with applicable regulations. Lapel Elementary School employs and allocates staff members who are highly-qualified for their assignments. During our self assessment of documenting and using results, the School Improvement Team determined that our school database system, My Big Campus learning platform, Google docs and use of our internal file sharing system have enhanced our ability to analyze data, share, develop and communicate various strategies to improve our performance. This year, we started to implement a formal protocol for documentation of meetings and minutes such as curricular, team, faculty, professional development, and newsletters. We have identified a need to analyze the data of the lowest performing subgroups to target their specific weaknesses.

Data Collection Assessment Instruments
The following instruments are used to collect student data:
- Acuity (3-5)
  - The purpose of the Acuity assessments is to provide diagnostic measures for grade 3-5 students in English/Language Arts (ELA), Mathematics, Science, and Social Studies. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level.
- mClass (K-2)
  - The purpose of the *mCLASS* assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. *mCLASS:Reading 3D* and *mCLASS:Math* tools help to identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.
- Cogat 7 (1 & 5)
- IREAD 3 (3)
  - The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, *IREAD-3* is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."
- NWEA (2 & 5)
  - The purpose of the *Northwest Evaluation Association (NWEA)* assessment is to measure foundational reading and math skills for second and fifth grade students. This provides teachers with a proficiency status, with results also showing below level and high ability levels for students with how far above or below (in months and years) those students are.
- TERA III (K)
- Teacher Assessments (formal and informal)
  - R.S. Baseline Group Test

     ○ R.S. Unit Benchmark Test
     ○ Teacher made rubrics

The following instruments are used to collect additional data:
- Parent Surveys
- Lapel Elementary School faculty surveys
- Student Surveys
- State Standards Checklist
- Attendance Rates

Parental participation in the school

Lapel Elementary School takes pride in our students, parents, staff and community. We participate in local food drives, coat drives, Toys for Tots, Angel Tree (supports local families during Christmas), Charlie's fund (supports students in need and various school projects), and an annual Dog Job. The Lapel Elementary PTG (parent/teacher group) is very involved with our school and the community. Lapel PTG organizes fundraisers throughout the school year. Their fundraisers support financial needs of teachers at the classroom level and also by purchasing items for the entire school such as tables, desks, projectors, and our school leveled reading room. The PTG encourages students to participate in fundraisers and raises their awareness about school pride and how their fundraising will help make school better. The support of the Lapel Elementary PTG is crucial to our school's positive learning environment.

Technology as a learning tool

Lapel Elementary School has a strong technology program and is committed to incorporate the use of technology to strengthen academic achievement of all students and provide timely information about academic progress to parents.

To provide students access to this technology, networked computers and printers are located throughout the school. The network is a combination of Windows and Google operating system. Each student and faculty member has a google email account. Lapel Elementary uses both Microsoft Office and Google Drive. All computers have access to the Internet and utilize a centralized file storage system. The school has three computer labs with thirty computer stations in each lab. Both labs include a laser printer and overhead projector. Each classroom has a computer for student and/or teacher use and an projector. Teachers have been given iPADS along with access to many educational apps to use as well. These devices can be taken back and forth between school and home. There are fourteen computers in the library. The school employs a computer coordinator who provides computer instruction, computer maintenance,and support to the teaching staff. Lapel Elementary School uses a web based data program, INOW, that allows parents and students access to educational information.

Safe and disciplined learning environment

Lapel Elementary School strives to provide a safe and disciplined learning environment. Lapel Elementary School takes school safety very seriously and is committed to providing a positive, supportive, and challenging learning environment. A safe school and PBIS (Positive Behavior Intervention and Support) committees have been formed and meet monthly to review, discuss, and implement new strategies and procedures. Lapel Elementary School practices emergency drills monthly and annually reviews and revises the Safe School Plan. The PBIS committee has been developed and implemented the PAWS program, which teaches students behavior expectations in all

settings during the school day and is reviewed to all students daily by the staff. Lapel Elementary School has developed and implemented a progressive discipline plan for behavior referrals. Lapel Elementary School has a certified School Safety Specialist employed in the building.*(Add student handbooks).*

Goals of Lapel Elementary School Teachers, Guidance Department, Resource Department, and Administrators:
1. Prevent new bullying cases
2. Improve school climate through PBIS program
3. Reduce classroom behavioral problems through progressive discipline plan / PBIS program
4. Recognize positive behaviors

Cultural competency component of school plan
Lapel Elementary School continues to strive to promote cultural awareness throughout the school. Staff will participate in training to address the differences in racial, ethnic, language minority, cultural, exceptional learning, and socio-economic groups within the school. Lapel Elementary ethnic profile:

	13-14	12-13	11-12	10-11	09-10
American-Indian	4	4	1	2	1
Black	5	6	6	6	9
Hispanic	11	6	7	7	6
Asian-Islander	3	5	5	6	7
Multi-racial	17	14	8	5	4
Totals	**40**	**35**	**27**	**26**	**26**

II. Summary of Data Findings, Analysis, and Implications

Percent Passing ISTEP+ English/Language Arts							
		Represents below state average					
		Represents 10 points above state average					
		Represents 90% passing rate (FLCS Goal)					

Lapel Elementary			
	3rd	4th	5th

	3rd	4th	5th
IN Spring 2014	81%	84%	79%
Lapel Spring 2014	92%	91%	90%
Lapel Spring 2013	91%	91%	88%
Lapel Spring 2012	96%	90%	85%
Lapel Spring 2011	93%	95%	84%
Lapel Spring 2010	90%	88%	88%
Lapel Spring 2009	84%	90%	79%
Additional Information			
Lapel Spec Ed 2014	73%	71%	80%
Lapel Spec Ed 2013	75%	NR	NR
Lapel Spec Ed 2012	92%	80%	NR

Percent Passing ISTEP+ Mathematics		
	Represents below state average	
	Represents 10 points above state average	
	Represents 90% passing rate (FLCS Goal)	

Lapel Elementary			
	3rd	4th	5th
IN Spring 2014	79%	82%	88%
Lapel Spring 2014	95%	89%	96%
Lapel Spring 2013	86%	94%	96%
Lapel Spring 2012	96%	94%	98%
Lapel Spring 2011	87%	93%	97%
Lapel Spring 2010	92%	93%	91%
Lapel Spring 2009	86%	88%	93%
Additional Information			
Lapel Spec Ed 2014	91%	76%	80%
Lapel Spec Ed 2013	75%	NR	NR
Lapel Spec Ed 2012	100%	100%	NR

School Data/Accountability Graphs

All Lapel Elementary School accountability data and graphs can be located on the Indiana Department of Education's website at the following link:

http://compass.doe.in.gov/dashboard/overview.aspx

V. Action Plan

The following section contains Lapel Elementary School's action plan.

With our overall goals of demonstrating adequate yearly progress (AYP) and obtaining Four-Star status, Lapel Elementary School has set the following school improvement goals based on student achievement.

- ● All students will demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.
- ● All students will increase their daily attendance rate at school (AYP).

These goals were derived from assessment of the current and past status of educational programming and collected data from informal and formal evaluations. Lapel Elementary School's action plan also includes professional development plan. Our professional development plan will be revised and revisited each year as we evaluate and analyze data.

Goal #1: All students will demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.

Rationale

Strategies

Goal #2: All students will increase their daily attendance rate at school (AYP).

Rationale
Regular attendance is important for a successful experience at school. Regular attendance exposes students to a greater amount of academic content and instruction. Students who miss a lesson lose a valuable opportunity to learn from the interaction between the teacher and students in the classroom. Often classroom opportunities cannot be repeated or made up outside the classroom.

Strategies
- ● Implement into the student/parent handbook a revised, more aggressive, attendance plan for chronically absent students.
- ● Include current attendance and tardy policy in student handbook. Verbally share with students and parents at the beginning of the school year.
- ● Attendance and tardy letters will be mailed to the parents of students with attendance and or tardy issues.
- ● Recognize those students with Perfect Attendance at the end of the school year.

Benchmark for progress
Must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.
2012-2013
- ★ Develop a writing program using Smekens <u>Launching the Writer's Workshop</u> K-5. Access to these books will be provided. The enclosed rubrics will be used to maintain continuity in writing. Grades 3-5 will also be using rubrics from ISTEP + and the basal reading program. Individual rubrics by grade levels can be found in the appendix.
  - ○ This was achieved.

- ★ The Elementary Reading Plan will be implemented. Committees will be formed to evaluate the success of this plan.
  - ○ This was achieved.
- ★ Transition to Common Core Standards was implemented in Kindergarten in 2011-2012. First grade will transition to Common Core Standards in the 2012-2013 school year.
  - ○ This was achieved.
- ★ Students will be clustered according to ability in reading and math by grade levels.
  - ○ This was achieved.
- ★ Due to additional professional development in-service days, The Daily Five by Gail Boushey and Joan Moser will be studied.
  - ○ This was achieved.

2013-2014
- ★ In compliance with the corporation goals, our goal is 90% student achievement in the following areas: math, language arts, and graduation rate.
  - ○ This goal is on-going.
- ★ Transition to Common Core Standards will be implemented in 2nd grade.
  - ○ This was achieved.
- ★ A writing committee will be formed to refine writing rubrics per grade level with a goal of establishing a school-wide rubric.
  - ○ This goal is on-going.
- ★ Establish grade level vocabulary to coordinate with new curriculum and Common Core Standards.
  - ○ This was achieved.

2014-2015
- ★ In compliance with the corporation goals, our goal is 90% student achievement in the following areas: math, language arts, and graduation rate.
- ★ Make a Curriculum Map for new state standards to coordinate with new reading series.
- ★ Establish grade level vocabulary to coordinate with new Indiana Academic Standards (CCRS).
- ★ NCA Accreditation achieved.

Professional Development Plan

Narrative

Lapel Elementary School believes that continuous professional development is necessary to provide our students with the best possible education. The School Improvement Committee and administration gathers information through surveys of faculty and parents, ISTEP+ data, mClass data, Acuity data, teacher evaluations, and committee feedback to determine the most important focus areas. To assist our faculty and staff in meeting school goals and objectives, it is imperative that Lapel Elementary faculty and staff have a solid understanding of how to interpret the formative and summative data that is collected on the students and how to appropriately use the data to drive our instruction. This undertaking will be the primary focus of our professional development.

Staff members have been attending various professional development workshops and seminars each school year. Each member who attends these professional development opportunities collaborate with the rest of the staff through emails, staff meetings, or common professional time. Lapel

Elementary School has collaboration time daily. During this time, professional development takes place in a variety of forms. Staff members are always encouraged to seek out opportunities to grow professionally and complete a professional development evaluation form.

Lapel Elementary School's Professional Development Plan is in compliance with school board policy and aligns with the board's core principles for professional development.

School Year	Initiative

2011-2012	● School Improvement Goals/Objectives
	● mClass Testing Training
	● Acuity Assessment Training
	● 6+1 Traits of Writing
	● Transition to Common Core Standards
	● Daily Five
	    ○ Teachers presented each chapter to whole staff.
	● Response to Intervention
	● PBIS
	● Smekens Writing Strategies
	    ○ Teacher presentation from workshop.
	● Setting the Stage for K-6 Reading Success
	● Marzano's Research Based Instructional Strategies

2012-2013	● School Improvement Goals/Objectives
	● Safe School Procedures/Policy
	● Daily Five and The Cafe Book
	    ○ Finished chapter presentations.
	    ○ Watched/Professional dialogue on video
	    ○ Teachers collaborated on strategies that were successful.
	● RISE teacher evaluation
	    ○ process and rubric
	● Common Core State Standards
	● iPAD training
	    ○ Educational apps
	    ○ Implementation strategies for the classroom
	● ISTEP Data
	● Acuity Data
	● mClass Data
	● Response to Intervention
	● Differentiated Instruction Strategies

	● PBIS

2013-2014	● School Improvement Goals/Objectives
	● Safe School Procedures/Policy Revisions
	● Student Data Cards/Data Wall
	    ○ Collaborated on implementation, analysis, and interventions to instruction.
	● RISE teacher evaluation
	    ○ process and rubric
	● Common Core State Standards
	● iPAD training
	    ○ Educational apps
	    ○ Implementation strategies for the classroom
	● ISTEP Data
	● Acuity Data
	● mClass Data
	● Response to Intervention
	● PBIS
	● Reading Street Resources
	● Building-Wide Writing Rubric
	● Classroom Technology Integration
	● Differentiated Instruction Strategies

2014-2015	● Research Based Instructional Strategies ● Technology integration ● PBIS ● RTI ● ELEOT Teaching Strategies ● School-Wide Writing Rubric ● Google Chromebooks-Google Drive-Google Sites ● School Improvement Goals/Strategies