

Print Your Plan



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Basic Information

Plan Entity Name: FY 2025 Lebanon City One Plan (0)

Plan Fiscal Year: FY 2025

Cohort #: 1

District IRN: 044214

Plan Status: Plan In Progress

Revision #: 0

Primary Contact: undefined (OEDS_Superintendent)

Primary Contact Email:

seevers.isaac@lebanonschools.org

Primary Contact Phone: (not available)

Address: null null null null null

Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Finding ways to increase the attendance and success of students with disabilities and English learners would results in a positive impact.

1.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **Students with Disabilities and English Language Learner, Junior High, High School, Middle School** students at/in **Lebanon High School, Lebanon Junior High, Berry Intermediate School** to **decrease 3.00 %** in **Attendance** using **Attendance**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester, Attendance - Student Information System** of **Students with Disabilities and English Language Learners & Immigrant/Migrant Students** will be monitored by **Curriculum Director**, with an annual improvement of **decrease 1.00 %** resulting in an overall improvement of **decrease 3.00 %** by the end of the plan.

01/01/2025

06/01/2025

01/01/2026

06/01/2026

01/01/2027

06/01/2027

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Using Absenteeism Information to "Nudge" Attendance

This program uses a “nudge” postcard to reduce student absenteeism by increasing parents’ or guardians’ awareness of non-attendance. The postcard is designed to motivate them to encourage their children to improve attendance and academic performance.

Program Goals

This program is designed to reduce student absenteeism by increasing parents’ or guardians’ awareness of non-attendance through the use of “nudge” postcards containing information about their children’s school attendance. Increasing awareness of non-attendance is thought to motivate parents or guardians to actively encourage their children to improve attendance and academic performance (Rogers et al. 2017).

The first version of the postcard read: “Dear Parent/Guardian of [Student Full Name], Attendance matters and we need your help this year. A few absences every month can add up to weeks of lost learning over the year. Missing school, whether for excused or unexcused reasons, disrupts a student’s education. You can play a big role in improving [Student First Name]’s attendance. If you have questions, please call (xxx)-xxx-xxxx or email _____@gmail.com.”

The second version of the postcard read: “Dear Parent/Guardian of [Student Full Name], Attendance matters and we need your help this year. [Student First Name] missed [Student Absences] day(s) of school last year [Multiplier Text]. A few absences every month can add up to weeks of lost learning over the year. Missing school, whether for excused or unexcused reasons, disrupts a student’s education. You can play a big role in improving [Student First Name]’s attendance. If you have questions, please call (xxx)-xxx-xxxx or email _____@gmail.com.”

1.4.1.3. Embedded Plan Requirement(s):

- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027

Send postcards quarterly

Participant(s):

- Staff
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Postcards sent - Completion of Task** of **Principals** will be monitored by **Principal, Staff**, with an annual improvement of **increase 1.00 task completed** resulting in an overall improvement of **increase 1.00 task completed** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

1.6. Funding Sources

1.6.1. FY 2025,2026,2027

Send postcards quarterly

General Fund

2. Goal #2 of 3

2.1. Root Cause Analysis

We are on track to adopt additional resources and evidence based strategies across K-5. We've integrated structured phonics and phonemic awareness curriculums K-3 and will integrate HQIM over the next year. Additional training will support these efforts.

2.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade** students at/in **Berry Intermediate School, Donovan Elementary School, Bowman Primary School** to **increase 3.00 %** in **English Language Arts** using **AimsWeb+ for grades K-2 and NWEA MAP Growth for grades 3-5**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Trimester, Reading/Literacy - Aimsweb+ for grades K-2 and NWEA MAP Growth for grades 3-5** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 3.00 %** by the end of the plan.

12/01/2024	03/01/2025	06/17/2025	12/01/2025	03/01/2026	06/17/2026
12/01/2026	03/01/2027	06/17/2027			

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Use Wilson Foundations (level 4) at K-3

Pilot HQIMs at K-5 during 2024-2025 with adoptions in place for 2025-2026

2.4.1.3. Action Steps

2.4.1.3.1. Start Action Step: 2025, End Action Step: 06/30/2027

Implement Wilson Foundations at K-3 with fidelity

Participant(s):

- Teachers

2.4.1.3.2. Start Action Step: 2025, End Action Step: 06/30/2025

Pilot HQIMs during 2024-2025 for adoption at K-5 for the 2025-2026 school year

Participant(s):

- Teachers
- Principals
- Instructional Coaches
- Central Office Administration

2.4.1.3.3. Start Action Step: 2025, End Action Step: 06/30/2027

Intervene with students below grade level in reading

Participant(s):

- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Fidelity Instrument** of **Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff, Fourth Grade Staff and Fifth Grade Staff** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2025

06/01/2025

01/01/2026

06/01/2026

01/01/2027

06/01/2027

2.6. Funding Sources

2.6.1. FY 2025

Pilot HQIMs during 2024-2025 for adoption at K-5 for the 2025-2026 school year

General Fund

2.6.1. FY 2025,2026,2027

Implement Wilson Foundations at K-3 with fidelity

General Fund

2.6.1. FY 2025,2026,2027

Intervene with students below grade level in reading

Title I-A Improving Basic Programs

3. Goal #3 of 3

3.1. Root Cause Analysis

A positive impact could be realized with 1-continuing to have our most successful teachers work with our struggling learners, 2- looking at new instructional materials and training for grades 3-Geometry, 3-providing continued professional development

3.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students and Students with Disabilities, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade** students at/in **Berry Intermediate School, Donovan Elementary School, Lebanon Junior High, Lebanon High School** to **increase 3.00 %** in **Math** using **State Report Card**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Semester, Math - Readiness Assessment system benchmark assessments** of **Students with Disabilities and All Students** will be monitored by **Curriculum Director**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 3.00 %** by the end of the plan.

01/01/2025

06/01/2025

01/01/2026

06/01/2026

01/01/2027

06/01/2027

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Implement these programs with fidelity:

Math Expressions- level 1- at grade K

Math in Focus- level 1- at grades 1-2

Illustrative Math- level 4 (Ed Reports Meets Expectations)- at grades 3-5

Reveal Mathematics- level 4 (Ed Reports Meets Expectations) at grades 6-8, including Algebra I at grade 8

3.4.1.3. Action Steps

3.4.1.3.1. Start Action Step: 2025, End Action Step: 06/30/2025

Implement Illustrative Mathematics at grades 3-5

Participant(s):

- Teachers
- Principals
- Instructional Coaches

3.4.1.3.2. Start Action Step: 2025, End Action Step: 08/30/2024

Adopt new Algebra I curriculum for 9th grade students

Participant(s):

- District Administration
- Principals

3.4.1.3.3. Start Action Step: 2025, End Action Step: 06/30/2025

Provide professional development for math teachers at grades 3-10

Participant(s):

- Teachers
- Instructional Coaches

3.4.1.3.4. Start Action Step: 2026, End Action Step: 08/30/2025

Adopt new Geometry curriculum for use with 9th and 10th grade students

Participant(s):

- District Administration
- Teachers

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Math - Participation in Professional Development of Third Grade Staff , Fourth Grade Staff, Fifth Grade Staff, Sixth Grade Staff, Seventh Grade Staff, Eighth Grade Staff, Ninth Grade Staff and Tenth Grade Staff** will be monitored by **Curriculum Director**, with an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2025

06/01/2025

01/01/2026

06/01/2026

01/01/2027

06/01/2027

3.6. Funding Sources

3.6.1. FY 2025

Implement Illustrative Mathematics at grades 3-5

General Fund

3.6.1. FY 2025

Adopt new Algebra I curriculum for 9th grade students

General Fund

3.6.1. FY 2025

Provide professional development for math teachers at grades 3-10

General Fund

3.6.1. FY 2026

Adopt new Geometry curriculum for use with 9th and 10th grade students

General Fund