School Improvement Plan
Lutheran South Unity School
2017-2018

5401 South Calhoun Street
Fort Wayne, Indiana 46807
www.lsusfw.org
260-744-0459

Krista F. Nagy, Principal

Lutheran Schools of Indiana
Dr. Jon Mielke, Superintendent of Schools

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Part 4: Description of curriculum and information concerning the location of a copy of the curriculum that is available for members of the public.

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1. Summary of analysis of data regarding student learning.
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3. Activities to implement the strategies, programs, and services.
4. Evaluation that will be conducted of the impact of the activities.
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Introduction:

Please note that parts of this plan are developed using some of the approaches of AdvancED and National Lutheran Schools Accreditation, since it is the intention of Lutheran South Unity School to use these accreditation processes for accreditation in the 2017-2018 school year in order to have site visits in the fall of 2018-2019 school year.

A. A narrative description of the school, the community, and the educational programs. (H)

Lutheran South Unity School is a Kindergarten through Grade 8 Elementary and Middle School which operates independently under the guidance of the Lutheran South Association, Inc., which is a mission effort of Bethlehem Lutheran Church (S. Anthony Blvd.), Mount Calvary Lutheran Church (Reservation Dr.), Peace Lutheran Church (Fairfield Ave.), and Zion Lutheran Church (Hanna St.). The school cooperates with the Indiana District of The Lutheran Church--Missouri Synod, The Lutheran Schools Partnership, and The Lutheran Church--Missouri Synod, yet is not overseen by these entities.

The curriculum stresses academic achievement within a Christian community where the child is also surrounded by Christian love, forgiveness and reconciliation, Christ-centered worldview, hope-filled future orientation, and biblical truth. At Lutheran South Unity, we are attempting to "teach as Jesus did."
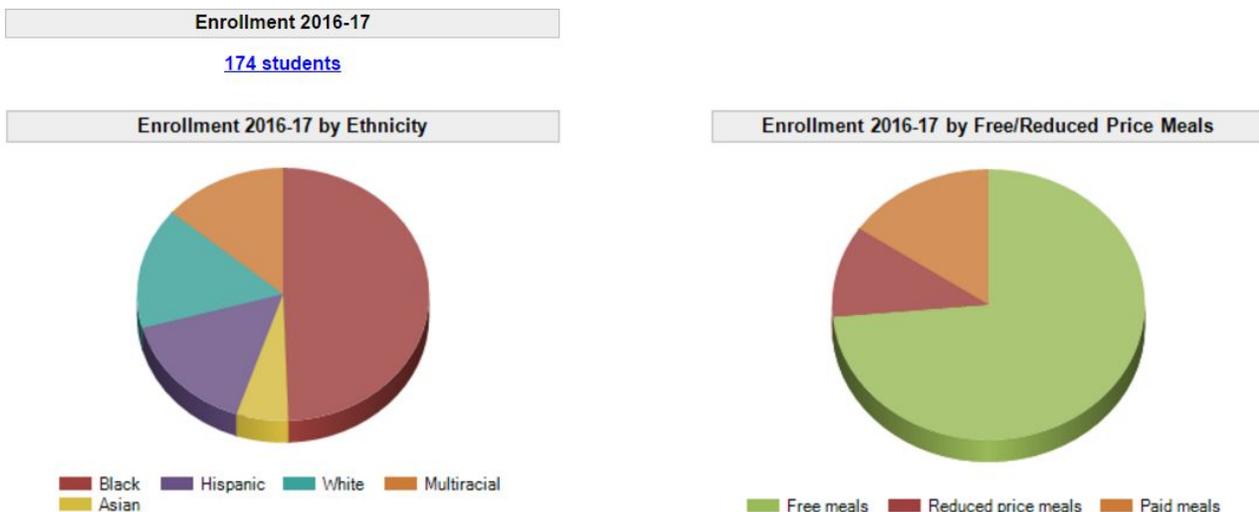
Our curriculum is consistent with the State of Indiana guidelines and Indiana State Standards are followed for the teaching of all secular subject areas. The curriculum is marked by current content and fresh approaches to methodology. There is emphasis on principles rather than fact, on learning through problem solving rather than by precept. We strive to offer a program which makes use of many sources of reading material, a wide variety of audio-visual and technology tools, significant connections to real-world application of their learning, active learning, and a multi-text approach to the content areas.

Beliefs and Practices

Lutheran South Unity School is part of The Lutheran Church-Missouri Synod as a Recognized Service Organization. While we operate independently of this church body and any of our association congregations, we fully adhere to the doctrines and confessions (beliefs) held by this church body. These inform and have an impact on the very nature of the school (mission, vision, values) and all policy and practices of the school, such as, yet not limited to, curriculum, instruction, services, programs, clubs, activities, behavioral expectations of all people in the school community, and even how we use the facilities and resources of this mission and ministry.

A summary of these beliefs are available at http://www.lcms.org/doctrine/doctrinalposition and also in written form in the school office.

About the Community Including Demographic Information - Lutheran South Unity School Demographics

Enrollment 2016-17
174 students

Enrollment 2016-17 by Ethnicity

Black   Hispanic   White   Multiracial
Asian

Enrollment 2016-17 by Free/Reduced Price Meals

Free meals   Reduced price meals   Paid meals

The demographic information for this section is from this web site: http://www.city-data.com/zips/46807.html

While located in the 46807 zip code, LSUS is more likely to draw people from the 46806 zip code or the 46816 zip code, both of which roll into the East Allen County School District and out of the Fort Wayne Community Schools District.
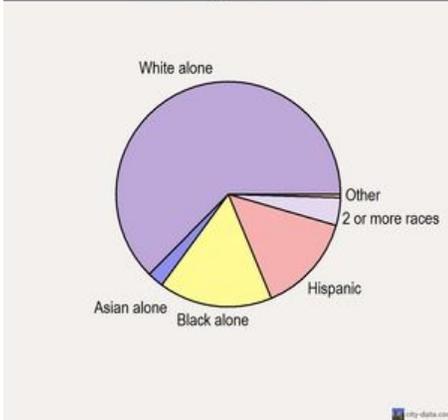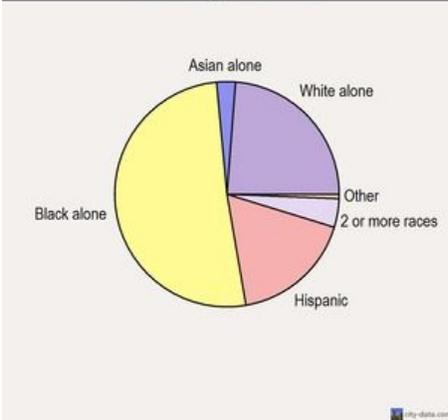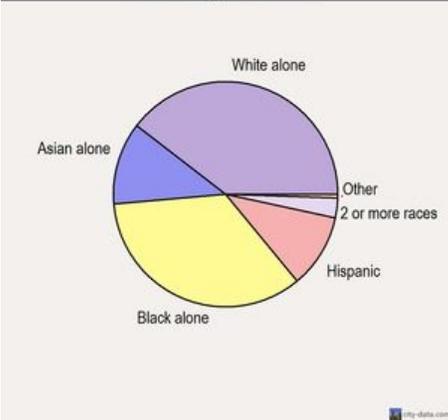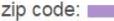
Our area has more renters than homeowners and has experienced a decline in population over the past twenty years. There is a slight uptick in population numbers since 2015.
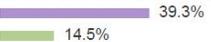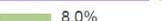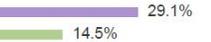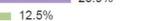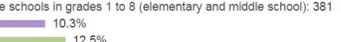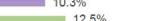- Median house value below state average.
- Unemployed percentage above state average.
- Hispanic race population percentage above state average.
- Median age below state average.
- Foreign-born population percentage above state average.
- House age significantly above state average.

Read more: http://www.city-data.com/zips/46807.html#ixzz4i3CR4cZF

More females head their households than males and the number of single parent heads of households has increased dramatically over the past 15 years.

Demographics of zip codes in which most of our students live.

46807	46806	46816
Races in Zip Code 46807	Races in Zip Code 46806	Races in Zip Code 46816
Average Adjusted Gross Income (AGI) in 2012: $37,701 Here: $37,701 State: $52,932 Salary/wage: $33,854 (reported on 88.3% of returns) Here: $33,854 State: $45,173	Average Adjusted Gross Income (AGI) in 2012: $24,988 Here: $24,988 State: $52,932 Salary/wage: $22,256 (reported on 86.0% of returns) Here: $22,256 State: $45,173	Average Adjusted Gross Income (AGI) in 2012: $31,938 Here: $31,938 State: $52,932 Salary/wage: $29,476 (reported on 84.7% of returns) Here: $29,476 State: $45,173
Estimated median household income in 2015: This zip code: $41,628 Indiana: $50,532	Estimated median household income in 2015: This zip code: $27,099 Indiana: $50,532	Estimated median household income in 2015: This zip code: $32,375 Indiana: $50,532

Residents with income below the poverty level in 2015: This zip code: 22.1% Whole state: 14.5% Residents with income below 50% of the poverty level in 2015: This zip code: 9.8% Whole state: 8.0%	Residents with income below the poverty level in 2015: This zip code: 39.3% Whole state: 14.5% Residents with income below 50% of the poverty level in 2015: This zip code: 22.9% Whole state: 8.0%	Residents with income below the poverty level in 2015: This zip code: 29.1% Whole state: 14.5% Residents with income below 50% of the poverty level in 2015: This zip code: 15.8% Whole state: 8.0%
For population 25 years and over in 46807: • High school or higher: 86.3% • Bachelor's degree or higher: 29.0% • Graduate or professional degree: 9.0% • Unemployed: 11.1% • Mean travel time to work (commute): 20.3 minutes	**For population 25 years and over in 46806:** • High school or higher: 73.1% • Bachelor's degree or higher: 8.1% • Graduate or professional degree: 3.0% • Unemployed: 14.9% • Mean travel time to work (commute): 21.8 minutes	**For population 25 years and over in 46816:** • High school or higher: 83.3% • Bachelor's degree or higher: 13.5% • Graduate or professional degree: 2.9% • Unemployed: 16.7% • Mean travel time to work (commute): 22.2 minutes
Foreign born population: 1,254 (7.7%) (21.4% of them are naturalized citizens) This zip code: 7.7% Whole state: 4.9%	Foreign born population: 3,748 (15.1%) (24.0% of them are naturalized citizens) This zip code: 15.1% Whole state: 4.9%	Foreign born population: 2,583 (14.0%) (37.0% of them are naturalized citizens) This zip code: 14.0% Whole state: 4.9%
Private vs. public school enrollment: Students in private schools in grades 1 to 8 (elementary and middle school): 566 Here: 25.9% Indiana: 12.5%	Private vs. public school enrollment: Students in private schools in grades 1 to 8 (elementary and middle school): 381 Here: 10.3% Indiana: 12.5%	Private vs. public school enrollment: Students in private schools in grades 1 to 8 (elementary and middle school): 273 Here: 10.2% Indiana: 12.5%
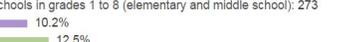
B. A statement of mission, vision, and beliefs. (H)

Lutheran South Unity School partners with families to grow children into the men and women God intends for them to become.

Vision:
By the grace of God and through the work of the Holy Spirit through His people, the students of Lutheran South Unity School strive to achieve all they can as confident, motivated learners.

Core Beliefs
- God created all people with the capacity to learn. After the fall of man into sin, the capacity to learn, while tainted with the effects of sin, provides the opportunity for faith to grow as the Word of God is heard, read, and used throughout one's life.
- Families provide children with their primary learning environments.
- All students can learn that which is needed for them to become effective citizens.
- LSUS values safety, respect, and responsibility as primary qualities of an effective school community.
- Learning is a process of overcoming mistakes or obstacles while growing cognitive capacity.

Purpose and Objectives
The objectives for LSUS, in accordance with our purpose, are to provide experiences that enable our students to:
1. Learn to develop their God-given spiritual, academic, emotional, social, and physical skills.
2. Develop their worship lives and relationship with our Lord Jesus Christ.
3. Become mature, faithful citizens of the State of Indiana and the United States of America.
4. Learn and master fundamental skills in content areas.
5. Develop skills in self-discipline acceptable to our society and our Christian principles.
6. Develop an understanding of the use of the Bible and its application to our lives.
7. Develop skills of collaboration, communication, creativity, and critical thinking. (cognitive capacity)

LSUS recruits and admits students of any race, color, sex, age or ethnic origin to all the rights, privileges, programs, and activities. In addition, the school will not discriminate on the basis of race, color, sex, age, national or ethnic origin in administration of its educational policies, scholarship/loans/fee waivers, educational programs, and athletics/extracurricular activities. The school is not intended to be an alternative to court or administrative agency ordered, or public school district initiated desegregation. LSUS will not discriminate on the basis of race, color, sex, age, national or ethnic origin in the hiring of its personnel. It does not discriminate on the basis of race, color, sex, age, national or ethnic origin in administration of its educational policies and athletic and school administered programs.

For the USDA Child Nutrition Programs (language specific)
In accordance with the Federal civil rights law and the U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in our administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

Values:
- Vibrant Christian Education in Lutheran Context
- Significant, Life-Changing Impact on Students and Their Families
- Commitment to Diversity
- Growing Enrollment
- Implementation of Leading-edge Teaching Methodologies
- Strong Community Presence on the South Side of Fort Wayne
- Cooperation Among Lutheran Congregations
- Affordable Education of a Superior Quality on the South Side of Fort Wayne

C. **Data, including graphs, from the annual performance report (ISTEP).**

The Performance Reports for LSUS have been suppressed over the years. Below are the accountability ratings and passing trend reports from this web site:
https://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=A235
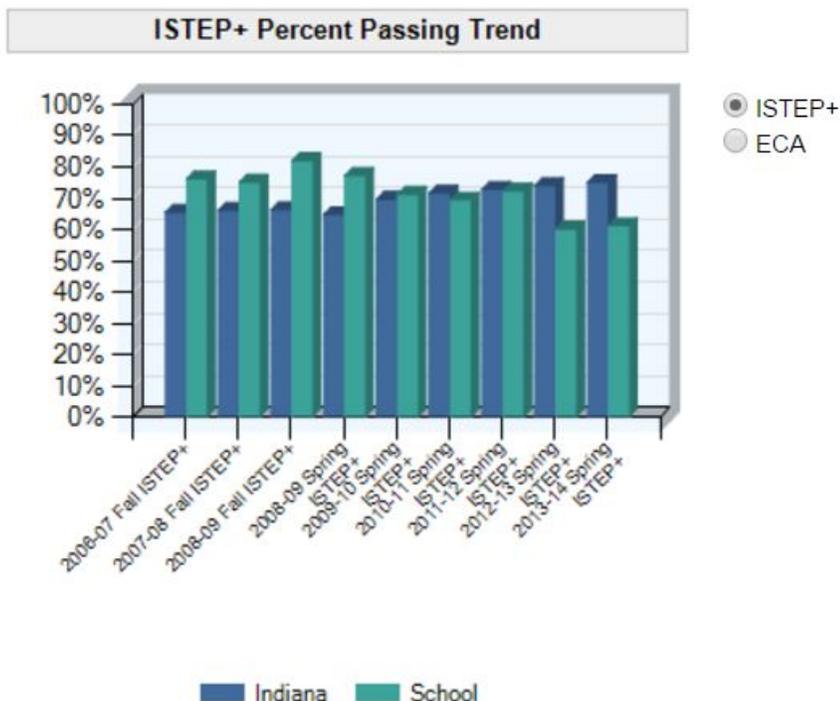
Year: 2014-15 ▼

Accountability History						
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Final PL 221 Status	Academic Watch	A (Exemplary Progress)	C	F	D	D *

2014-2015 Report Card

D * Letter Grade

Lutheran South Unity School

Lutheran South Unity School received a D * as its final letter grade for school accountability.

* Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

Student Performance

The shift to a new assessment aligned to the new Indiana College and Career Ready Standards established a new baseline for our ISTEP+ assessment making previous years' Student Performance, Student Growth and Accountability grades not comparable to the 2014-15 results.

Year: 2015-16 ▼

2015-2016 Report Card

B Letter Grade

Lutheran South Unity School

Lutheran South Unity School received a B as its final letter grade for school accountability.

Overall Summary			
	Points	**Weight**	**Weighted Points**
Performance Domain Grades 3-8	51.90	0.500	25.95
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	122.50	0.500	61.25
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			87.2
Overall grade			B

Performance Domain

Mathematics

46.2% of students passed the assessment.
This rate is below the state average.
99.2% of students participated in the assessment.

English/Language Arts

57.6% of students passed the assessment.
This rate is below the state average.
100.0% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

129.7 points for Top 75% Growth
133.7 points for Bottom 25% Growth
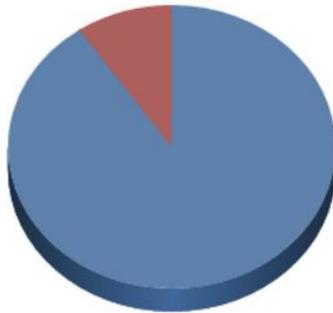131.7 points for Overall Growth

English/Language Arts

114.5 points for Top 75% Growth
112 points for Bottom 25% Growth.
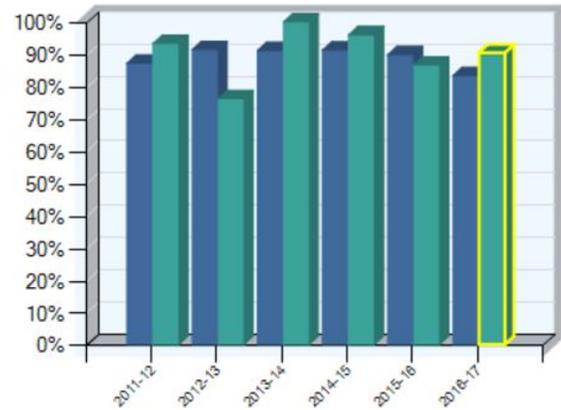113.3 points for Overall Growth

IREAD-3 Results Overview

Year: 2016-17 ▾

IREAD-3 Data
2017 Result

IREAD-3 2016-17 **

Pass — Did Not Pass

IREAD-3 Percent Passing Trend

Indiana — School

Generally speaking about two students do not pass IREAD3 the first time each year. One or both of them have documented learning needs and do not need to retake this test in the summer (good cause exemption) OR they are in the Response to Intervention process. All but two have passed in the summer testing cycle in the past four years, regardless of need.

D. Data related to performance indicators other than those included in the annual performance report.

We use STAR assessments and reports used over time. We also use Accelerated Reader for tracking student comprehension, vocabulary (to a lesser degree), and reading time. The documents attached are raw data. Each assessment or tool comes with a variety of reports ranging from individual reports with suggested skills to be worked on and overall classroom reports. Teachers regularly (monthly) review this information individually and as a team (K-2, 3-5, 6-8) inviting special education teachers, the principal, and special subject teachers to these meetings as possible or necessary.

We used to also use NWEA tests alongside of the STAR tests, since NWEA information is likely more accurate. The NWEA tests adjust even up to two or more hours of testing to hone in on student skills. However, because of the amount of time for these tests, STAR (which has a significantly easier and more useful interface for reporting), DIBELS, ISTEP, IREAD3, and regular formative assessments (teacher created, curriculum materials based), we felt it necessary to reduce student testing time. We may choose to remove NWEA results from our data pool.

E. Information about the learning environment.

Lutheran South Unity School is located approximately two miles south of the center of downtown Fort Wayne on South Calhoun Street. The school building was built in 1956 by the Fort Wayne Community School system and is situated on nearly 10 acres bounded by Southgate Shopping Center to the north, Shawnee Public Library to the south, Bishop Luers High School football field to the east, and Calhoun Street to the west. The southern part of the property borders Doan Drive and has a small wooded area along with two soccer fields divided by the school drive. The curved drive is one-way, allowing for delivery and pick up of students, and connects Doan Drive to Calhoun Street.

Lutheran South Unity School is a long, one floor, brick structure and was purchased by Peace Lutheran Church in 1982. It is supported by Peace Lutheran Church, Mount Calvary Lutheran Church, Bethlehem Lutheran Church, and Zion Lutheran Church. The school consists of 14 separate classrooms (K through 8 classrooms, a resource room, art room, social studies room, and library), a chapel/multipurpose room, a small kitchen, four small rooms for office/storage, and a gymnasium and locker room which comprises a total of 35,000 square feet under one roof. The building is served by city water and sewage, and the heating plant is a gas-powered hot water ventilating system.

Directly east of the school, exiting out three doors, is the playground. A chain link fence surrounds the playground which includes some grassy areas. Also included on the playground are:
- Swing set and tire swing
- Two playground sets with slides
- Climbing structures
- Tunnels
- Gazebo
- Large blacktop area with basketball hoops

Each classroom is approximately 1,000 square feet in area with K-5 rooms having one or two toilets, a hand sink, and drinking fountain. All classrooms have a utility sink, large storage cupboards above the student closet area, and storage around the utility sink area.   Each room has a wall of windows, a projector, and an air exchange unit which is maintained according to Indiana's classroom air quality standards. Most classrooms

have new lighting, but four remain in a state of flux having some newer fixtures to supplement the existing fixtures. This must be a priority for renovations.

A security alarm alerts an off-site organization if there is a problem with movement or even fire on campus when the system is armed. As of the writing of this SIP, the school was seeking grant funding to enhance student and staff safety by adding security doors in the most vulnerable locations around the school, particularly at the front office location.

The need to keep up with modern technology is met with the acquisition of laptops and IPads. Each classroom teacher is equipped with a personal laptop. Fourth grade through fifth grade students all have access to a computer daily (one to one). Kindergarten through third grade students have some laptops in the classroom and they also have access to the computer lab which has 24 laptops. Thirty IPads have recently been acquired for K-2 students. In addition smartboard projectors are used in all classrooms and the school has two document cameras in the lower grades.

Traditional methods of learning are encouraged with classroom book collections, textbooks, and classroom libraries. For younger students teachers have leveled readers, as well as classroom libraries with books showing the AR testing level. Older students make use of dictionaries and thesauri. Teachers utilize instructional charts and posters, visual aids, maps, and overhead projects.

To further enhance reading and research skills the school library has a variety of reference materials both circulating and non-circulating. They include encyclopedias, thesauri, almanacs, atlases, historical documents, field and nature guides, and a "Build It Yourself" series on various nonfiction topics. The library has picture books, leveled AR books, fiction, and non-fiction books.

Multiple math manipulatives including fact practice wrap-ups, counters, dice, play money, ten frames, clocks, blocks (for counting ones, tens, and hundreds), and geoboards are used in the younger grades. Purchased and laminated school made games supplement instruction during workstation or center time.

LSUS' resource/Title 1 room utilizes many kinesthetic materials for students. Many leveled books, games, and math manipulatives are used.

F. **Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards.**

Lutheran South Unity School's curriculum maps have made a tremendous difference toward having students meet and exceed standards with objectives of each unit of study and have lessons pointing toward each standard at every grade level. Since we are not completely finished with all mapping, we also review areas of our lesson plans which outline areas still in need of solidifying. This, we believe, makes all standards explored and/or mastered throughout the year. Reviews of current maps take place by teachers and teams at the end of units and during the summer months in preparation for future use. This is done also with area schools who are part of The Lutheran Schools Partnership (Fort Wayne).

Starting in 2014 K-2 teachers started using writing workshop according to Lucy Calkins and her team at Columbia Teachers College, New York. We expanded this to all grade levels for two, then three, then more units of study throughout the year focusing on writing in a particular genre. This allowed teachers of different grade levels to plan and practice unit work together even as they learned the instructional practice together. Scores on the written parts of the ISTEP tests have improved greatly since this time. We then sent a teacher for the week-long training in the summer of 2015. She continues to be a leader among her peers to bring better writing instruction to our school community. Joining her is another teacher who is headed to New York for training in the summer of 2016. All teachers have been able to go to the All Write Conference and several to Kristina Smekens workshops over the course of the past three years. Teachers and data reveal that

students' reading comprehension and perseverance have increased over the same period of time. We believe this is due to using the new writing approach.

Additionally, we have seen an increase in science and social studies grades since using several online and hands-on resources. Discovery Education social studies courses align nicely with the Indiana standards and also allow our teachers to design better writing activities for the students. The mixed media approaches engage the students, are added to by students who link primary sources, and also pave the way for greater use of critical thinking. Science resources have also developed into stronger units of study as teachers and students build reference lists of links to primary sources, videos, chat with scientists, or otherwise engaging content through digital means. Student curiosity is seen to have increased, particularly in middle school, with regard to science topics, processes, and engagement (e.g. more students are checking out non-fiction, science-type books from our school library or requesting them).

We have been focusing on building stronger questioning techniques in our faculty after reading parts of *Teach Like a Champion* by Doug Lemov and hearing a keynote by Eric Palmer about public speaking/teaching. We believe this has increased student engagement. Our next step is to increase student use of these techniques and awareness of such techniques in order to build their own critical thinking and problem-solving skills. We plan to use teacher visits (administrator, outside, and peer) to help instill better accountability as we move forward.

Academic Information

Curriculum
LSUS curriculum guidelines, consistent with the State of Indiana guidelines, are followed for the teaching of all subject areas, except for religion. Individual teachers can show parents curriculum maps of content areas.

Lutheran South Unity School offers students opportunities for growth in the following subjects:

Religion
Religious education is part of the LSUS curriculum. Exemption from religion classes, devotions, prayer, chapel, or Christian assemblies is not permitted. As a child progresses through the grade levels he/she will learn and experience the truth of the Bible and the joy of being a redeemed soul in Christ.

Chapel worship is shared with K-8 students each Thursday, and short all-school devotions on Tuesdays and Wednesdays. Leaders are usually the pastors of our association congregations, yet we also have guests (e.g. Lutherhaven Camp Staff, visiting missionaries, chapel project representatives) and also the classes plan and share a chapel service. Families are encouraged to attend chapel at least once each year, though this is not a requirement.

We memorize Bible passages to internalize their truths, to engage with the work of the Holy Spirit as faith and Christian life is grown, and to improve the skill of memorization for the lifelong benefits it brings.

Technology Literacy Integration
Word processing, database use, spreadsheet use, effective/ethical use of social media, appropriate use of electronic devices, and simple web design are areas of technology standards integrated into the fabric of content areas. Students utilize a variety of presentation tools and multimedia approaches so they are prepared for high school and beyond. We do not have a "computer class".

Fine Arts
LSUS believes a well-prepared student is one who has experience with the various fine arts: visual arts using various media, choral learning/experience, drama and simple dance/movement, instrumental music, and also appreciation of these arts. Art and music classes explore theory/genre and skills in these two areas. Each year a musical is produced to allow students to participate in live theater. Visiting artists inspire students as well!

LSUS offers basic violin training in Grade 3 for a minimum of one trimester to introduce the idea of individual and small group instrumental music. This is part of the overall tuition structure.

Band and strings classes are offered by Concordia Lutheran High School to allow area Lutheran grade schools to offer strings starting in Grade 3 and band starting in Grade 4 to students for an additional fee. Information about this program is published each summer and made available to families in August of each school year. Students have the opportunity to participate in concerts with dozens of other students from these area schools to more fully appreciate the excitement of larger group instrumental music.

Students starting in Grade 5 may participate in the Indiana State School Music Association programs. Individuals and small groups prepare choral and instrumental music pieces to be judged by ISSMA judges, so as to encourage continued effort in these areas, while also recognizing current effort.

Handwriting

Students in Grades 3 and up are expected to submit handwritten work in cursive when asked. Cursive handwriting allows for learners to better retain information being written. Print work is generally acceptable, yet it is important for students to learn both manuscript and cursive writing.

Language Arts

This includes reading/literature, writing workshop, grammar and conventions, spelling, vocabulary development, library skills, research skills, public speaking, and critical commentary.

Mathematics

Skills, concepts, and problem-solving are key components to a solid mathematics foundation. Speaking about math, reasoning through math, and learning the key algorithms for successful math practice will serve students for the rest of their lives. LSUS offers pre-algebra and algebra in the middle school. In order to allow teachers to meet students' individual needs in mathematics instruction, students are sometimes placed into math groups. LSUS students use online tools and resources to practice, demonstrate mastery of, and extend or enhance math learning.

Physical Education and Health

Students learn how their bodies work and learn strategies for healthy living. A separate pair of rubber soled shoes is requested for use during PE class. Students in Grade 5 and up are required to purchase a school PE shirt and a pair of shorts or sweats. Generally, uniform/school attire may not be worn for PE class. Changes of clothing are generally not required for health classes.

Students may be excused from PE classes for medical reasons if parents provide the teacher with a note. If there is no note for this, then the student is expected to participate. If a student will miss more than one week of class, a note from his/her doctor (or other qualified healthcare provider such as a nurse practitioner) is required. When a student is to be readmitted to class, a doctor's note is required as well.

Science

Learning about God's created world is critical for all students. Students will learn basic science concepts, a variety of facts and information about the natural world, and will also develop skills as they do active or hands-on activities such as labs or projects.

Social Studies

This includes history, geography, economics, Indiana History, current events, critical thinking, and the use of first-hand sources for research.

Foreign Language Exploration

Students have the opportunity, starting in Grade 4, to explore various foreign languages using Mango Languages (all students) or Rosetta Stone (students learning English). This is a non-graded opportunity for additional learning. Time for this is given at the teacher's discretion. Mango Languages is available **for free** through the Allen County Public Library website. The link is: http://www.acpl.lib.in.us/home/research. From

there, you should choose Mango Language. You will be directed to that website. You must have a library card, yet you can still use this program if your card has fines associated with it.

Title 1

Lutheran South Unity School receives Title 1 Services through Fort Wayne Community Schools and East Allen County Schools. Two qualified teachers provide students with Tier 2 interventions within the RTI (Response to Intervention) process.

Special Education

Lutheran South Unity School utilizes a program through Lutheran Special Education Ministries to provide services for students who qualify for an ISP (Individual Service Plan). Lutheran Special Education Ministries provides a trained and qualified teacher who obtained a bachelor's degree in Special Education from Concordia University, Nebraska. The teacher provides services for those students with special education service requirements and students within the Tier 3 interventions through the RTI process.

Homework Hall

Homework Hall is offered every school day until 4:15 PM, except on Tuesdays, when it is available until 3:15 PM due to early dismissal. Often students may stay as late as 5PM on most days, when monitors leave. Students who do not have completed assignments are required to stay after school on the day the assignment was due. Unless given permission otherwise, the student is expected to complete the missing work that day, during the Homework Hall. Families will be notified. Students may not work on late/missing assignments during other classes during the day in order to avoid Homework Hall. Homework Hall is a blessing to support student learning.

Homework Hall is also available for the student who wishes to work on homework before going home for the day. This can be a time to work on the Internet for research or to any of the web based learning tools to which LSUS subscribes.

Curriculum Maps

In cooperation with The Lutheran Schools Partnership (TLSP) LSUS has a subscription to Atlast Rubicon curriculum mapping software which includes Indiana State Standards for easy access and inclusion in maps. To date math is 90% mapped with alignment across grade levels being about 65% completed. This has been and is an ongoing review and revamping process. Consensus maps were developed by TLSP for math, science, social studies, and ELA. These are used where LSUS maps are not fully developed.

Library / Media Center

LSUS consults with the Library-Media Center Leader at Concordia Lutheran High School. Additionally, our volunteer librarian is present on campus three of five days each week. She holds a masters degree in library and media, is a member of one of our association congregations, is mother to an alumnus of our school, and works at the main campus for the Allen County Public Library (ACPL) as a librarian. LSUS is also blessed to be situated across the street from the Shawnee Branch of ACPL to which students in K-5 are able to go weekly for library skills development, use of the library, and use of computers or other tools available. The librarians at that branch love our school, our faculty, and our students. They often join us for special events or sharing resources beyond the usual special events or summer programs offered. Our students have enriched services in this area which are further documented by increased reading and comprehension skills in the past two years.

Clubs

The extracurricular opportunity for children to participate in clubs is beneficial to their growth and education and supports their academic needs as laid out in the Indiana Standards. Participating in various clubs allows students to investigate, interact, think critically, learn a new skill, enhance social interactions, improve coordination, and apply learning in original and "real-life" situations.

Example: Students participated in a guitar club during which they used their newfound skills in reading music, understanding the concept of chords, and also rhythm to make music.

G. Analysis of student achievement based on Indiana Statewide Testing for Educational Progress Plus (ISTEP+) and other assessment strategies.

In recent years LSUS has shown steady growth in math and ELA on the ISTEP tests. Since demographics of the school more closely reflect the neighboring school community rather than the demographics of the congregations of the associated churches, which are mostly white, middle-class, well-educated communities, the proficiency percentage has decreased while the growth in achievement has increased.

Teachers have identified and addressed (ongoing) the need for students to write about math, science, etc. to describe their thinking in addition to the algorithms of factual information previously shared in written form. This is in direct response to the change in standards. We believe this to be one of the reasons student scores have improved these past few years.

Teachers and parents remark about the lack of student resilience which is the foundation for goals related to character and school culture (The Phoenix Way) being included in this SIP. This has been a topic of discussion and study among teachers, several of whom participated in a week-long immersion program to bring character development to the forefront of their classroom, or in the case of the principal to the whole school community. Our entire faculty agrees to work toward greater student resilience and perseverance as it relates to academic development and performance on tests. This also relates to developing growth mindsets or mitigating the effects of not having one.

See data shared above in charts/graphs.

Other approaches used school-wide as age-appropriate:
- Daily 5/Reading CAFE & the beginnings of Reading Workshop: This is a district adopted approach. The Daily 5 is a series of literacy tasks (reading to self, reading to someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups and confers with individuals.
- IXL is used as an online math and ELA skills practice resource which monitors student progress on skills over time.
- Accelerated Reader is used to encourage our students' reading while at the same time monitoring their comprehension skills. This is also helpful for parents who can monitor student progress through the Home Connect system.
- Writing Workshop and Units of Study by Lucy Calkins is being used to develop and improve writing skills.
- In Science, learning is integrated with reading, writing, speaking, and math. Hands on projects and experiments are implemented.
- Project-based learning is used in Social Studies to increase critical thinking, collaboration, independent learning, and exploration.
- Online sites such as Kuta, IXL, Khan Academy,MobyMax, and others are used to increase proficiency in math skills and problem solving. Individualized plans for growth and learning are developed.
- Monthly assessments are done using STAR Reading and Math to monitor skills and drive instruction.

G. Proposed interventions based on school improvement goals. (RTI process, tools used, Title 1)

RTI Process

Lutheran South Unity School uses an extensive RTI program and is working toward effectively implementing the strategies to increase student learning .

Tier 1 RTI Process:

- Teacher documentation of difficulties seen with struggling students. This documentation is found in student work or informal/formal assessments, observation data, STAR reports, and DIBELS Next reports.
- Frequent communication with professionals within the Enrichment Room.
- Teams of teachers meeting two times a month with Malissa Desormeaux, the Enrichment Room Coordinator, or Pam Richards, the Special Education professional through Fort Wayne Community School assigned to assist and manage Lutheran South Unity School's Special Education services.
  - Teachers use this meeting to discuss and set goals for specific students of concern.
  - Teachers fill out documents on the Google Docs Shared Drive and identify accurate documentation and interventions that should be used with students.
  - Malissa and Pam also use these meetings to check in with teachers to see how the intervention program is working with the student and to make changes if necessary.

Tier 2 RTI Process:

- Lutheran South Unity School has Title 1 services through Fort Wayne Community Schools and East Allen County Schools available to those students who qualify for special services through simple baseline testing at the beginning of the year, the previous year's grades, and ISTEP reports.
- After Title 1 services have been provided for an extensive amount of time, goals have been made, and interventions have used within the classroom, the staff evaluates whether the student might need additional services through Tier 3.

Tier 3 RTI Process:

- Students who qualify for Tier 3 services receive additional Title 1 services using more time in small groups, the opportunity for after school services with the Enrichment Room Coordinator, and intensive classroom interventions suggested by Fort Wayne Community Schools representatives that are implemented by the teacher and documented by the Enrichment Room Coordinator.
- Throughout a student's duration in the Tier 3 program, intensive documentation is taken by the classroom teacher, Title 1 teacher, and the Enrichment Room Coordinator, and the student is then on watch to potentially receive ISP (Individual Service Plan) services.

Part 1: State objectives for a three year period and include a means whereby these objectives are met and improved upon by setting benchmarks for progress and using data to demonstrate this progress.

All plans must include an understanding of the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups which are included in the school's student population, and include appropriate strategies for increasing opportunities and performance for each group, and recommend areas of professional learning which will increase cultural competency within the school environment.

Section A: Attendance Rate

LSUS had a 95.2% attendance rate this year, which is a little lower than previous years. We saw a tremendous spike in absences this year due to the flu in February. We actually closed school for two days when 50% of our students were absent. Prior to this we had encouraged flu shots and wiped all surfaces as often as possible with antibacterial wipes, etc. We are typically at or above 97%.

1. **Identify contributing factors of absenteeism and tardy attendance.**

Our families report the to the school's administrative assistant:

● Slept through alarm clock ● One sibling delays all others ● Parent works late and is tired in the morning ● Breakfast spilled ● One sibling "got sick" on way to school	● Traffic was bad ● Weather was a factor ● Menstrual cycle (some parents pamper...for years!) ● Completing homework/project

Teachers report that families say they are generally disorganized or don't see the reason for the "hubbub" about being to school on time.

Survey: Sample questions below.

A. How often does your student(s) arrive tardy in any given week? Ranges?
B. How many days has your student(s) been absent this year? Ranges?
C. Are all of your absences excused according to state law? Y/N?
D. Are you familiar with the school's fever or vomiting policy as it relates to student attendance?
E. Are you aware that ten missing days (in a row or scattered) can result in up to 15% learning loss?
F. What contributes to your tardy arrival? (We are never/rarely tardy.)
G. What contributes to your student(s)'s absences? (My student(s) is never/rarely tardy.)

2. **Develop chronic absence reduction plans for reducing absences, including the special needs of exceptional learners and their families (special education, English learners, Title 1 participants, Response to Intervention, etc.)**

Since the school is so small, LSUS has worked with families on an individual basis to reduce tardy attendance and absenteeism. Strategies for finding a doctor or other professional appointments on days off, half-days, early dismissal days (Tuesdays), and after school have been published in school newsletters or shared with families at conferences. All documents pertaining to policy/procedure are translated into Spanish and even Russian. Unfortunately there is no translation software for Karein or any other Burmese language groups. This has helped explain the importance of timely and regular attendance to families. We have not seen any increased tardy attendance or absenteeism in our special needs population which are at all related to their needs.

When a family has not called in about an absence, they receive a call/text/email using OneCallNow system alerting them to this. This is both a records call and also a safety net for walkers/bikers. In most cases the families forgot to call before school. In some cases we have actually awakened families so their children can get to school for at least part of the day. This system has also caught students (middle school) who have been dropped off near to school, but who delayed their arrival. Families appreciate this system.

When families are unresponsive to conferences and home visits about absences/tardy attendance, then the SOCAP system is implemented or a call is made to child protective services.
80% of new students and 85% of current students will reach proficiency status on Indiana state assessments within three years of joining the LSUS community and show continued growth thereafter.

2017-2020 Goals

Attendance Goal: Decrease the number of students absent or arriving tardy to school to achieve an overall school attendance rate of 97%.

Goal 1:   LSUS students will improve 10% overall on Math ISTEP scores (Grades 3-8) and 15% on STAR assessments over the course of each year.

Goal 2: LSUS students will improve 10% or more on ELA ISTEP scores (Grades 3-8) and 15% on STAR assessments over the course of each year.

Goal 3: Each month, 100% of teachers will track their data, engage in data conversations, and implement action plans as a result of data findings.

Goal 4: 85% of stakeholders (staff, students, families, association members) will describe the climate and culture of LSUS as positive or jfavorable in response to the stakeholder survey administered annually.

Goal 5: 100% of teachers will use the Core Instructional Model to improve instruction and use of standards in the teaching/learning process.

Goal 6: Within three years 85% of students will use Google Drive tools effectively as resources for learning.

Goal 7: 100% of faculty will use the Phoenix Way Referral form and process to improve behavior and communication which will support students, engage families, empower faculty and staff, and build community.

Goal 8: The School Improvement Plan goals will be monitored each trimester beginning in October of 2017.

Attendance Goal: Decrease the number of students absent or arriving tardy to school to achieve an overall school attendance rate of 97%.
Measurement: *Use data from school management software to determine if this goal is made.*

A	**Strategy/Intervention:** Increase family awareness of attendance policy and research to help them prioritize daily, prompt attendance.			Research/Best Practice Reference: LSUS survey (Spring 2017)	
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Update handbook wording as necessary to reflect state guidelines. Includes SOCAP information.	Administrators	Summer 2017+	Indiana Code reference, SOCAP	Annual review; survey responses
2	Include the importance of daily, punctual attendance as topic for home visits, orientation/registration, student-led conferences, and regular newsletters.	Team Leaders, Administrators	Fall 2017+		Teacher checklists, newsletters, student led conference sheets, survey responses
3	Add attendance survey questions to multiple surveys throughout the year which will underscore the importance of daily, punctual attendance.	Team Leaders, Administrators	2017+		survey responses

B	**Strategy/Intervention**: Develop and implement a stronger system for supporting students who have shown chronic attendance needs.				Research/Best Practice Reference: *https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp (National Center for Education Statistics, 7/2017); IDOE website http://www.doe.in.gov/student-services/attendance/model-chronic-absence-reduction-plans*	
1	Review current process with faculty, staff, and family representation to determine where/if there are gaps in the process. Change those gaps and implement the plan during the school year.	Administrators, Teachers, Families	Fall 2017	Handbooks, Process information		
2	Change or otherwise address gaps found in the attendance monitoring and mitigation process.	Administrators, Teachers, Families	December 2017	School Materials		
3	Train teachers and other staff to use the system as changed (if changed).	Administration, Teachers	January 2018+		Faculty Meeting Minutes, newsletters	
4	Review student progress as needed and the system annually at post-service meetings.	Administration, Teachers	2017, ongoing	Plan documents		
C	**Strategy/Intervention**: Analyze student attendance data to determine if there are trends seen related to various student demographics or related to grade levels.				Research/Best Practice Reference: *https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp (National Center for Education Statistics, 7/2017)*	
	Share system with families and solicit feedback about the use of the system from families via survey or at family conferences.	Administrators, Teachers, Families	Fall 2018		Survey result; school management tool	
1	Evaluate the system's effectiveness each year in post-service meetings.	Administrators, Teachers	May/June 2018+		Survey results; minutes	
2	Make changes as needed based on data from school management tool, survey results, and teacher/staff observations.	Administrators, Teachers, staff	Winter 2019		Survey result; school management tool	
D	**Strategy/Intervention**: Implement the positive recognition plan for attendance.				Research/Best Practice Reference:	
1	Teachers to submit a positive recognition plan for their grade level or team which encourages daily and punctual attendance.	Teachers	August 2017	Recommendations List	Teacher plans	
2	Plans are shared in newsletters and on the school website.	Teachers, Staff	September 2017		Newsletters, Website	
3	Faculty team to find resources related to attendance which can be displayed or given to students and families which emphasize the value of daily and punctual attendance.	Teachers, Administration	2018	Internet resources; Guidance Resources	Items displayed and saved for future	

					use

Section B: Increase the percentage rate of students meeting the academic standards under the ISTEP program, including the needs of exceptional learners (special education, English learners, Title 1 participants, Response to Intervention, etc.)

Goal 1: LSUS students will improve 10% overall on Math ISTEP scores (Grades 3-8) and 15% on STAR assessments over the course of each year. **Measurement:** Will see the growth in ISTEP and STAR assessments, particularly in grades 3-8. *Students below grade level or demonstrating low growth will be included in this goal with additional strategies outlined in italics.*		
A	**Strategy/Intervention:** Improve math fact mastery through assessment and practice tools such as IXL, MobyMax, timed tests, and flashcards. These will provide the practice and repetition needed to master math facts according to each grade level.	Research/Best Practice Reference:

	Activity	People Responsible	Duration/ Timeline	Resources	Monitoring Activities
1	Create appropriate math fact benchmarks for each grade level. (Reviewed annually thereafter.)	Math teachers, administration, and instructional coaches create grade specific criteria.	Spring 2018	Standardized assessments, contact other schools, internet resources, The Lutheran Schools Partnership (TLSP), and other school curriculums.	Document, curriculum, lesson plans.
2	Use handwritten, in-class activities such as Flash cards, 12 sided dice, and timed and untimed math fact quizzes to increase student retention of basic facts.	Math teachers, administration, and instructional coaches.	Fall 2017+	Curriculum, online sources, targeted resources, math games, multi-sided dice, flashcards...	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans.
3	Use online math assessment tools such as IXL, and Moby Max for in school and out of school practice.	Math teachers, administration, and instructional coaches.	Fall 2017+	IXL.com, Math Flash to Pass app, other ipad apps, online math games, MobyMax.com, KhanAcademy.com, neo, etc	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans, and mapping.
4	All students take a benchmark test 4 times a year trimester to assess how they are progressing. August, October, March, May.	Math Teachers, Data Team	Fall 2019	Calendar	Calendar and data reviews
5	*New students take math fact mastery placement assessment for new students for differentiated*	All Faculty, Administrati	Fall 2017+	Benchmark Assessments	Administration requires new

	instructional purposes.	on, Admissions Staff			students to take entrance assessment.
B	**Strategy/Intervention**: Increase problem solving and critical thinking skills in all students.		**Research/Best Practice Reference:** Bolar (2012, 2016), Marzano (2010)		
1	Incorporate Youcubed course into math curriculum since they link fully with developing a math growth mindset as well as problem-solving grit.	Faculty, *Enrichment*, Administration	2017-2020	Stanford University's online Youcubed.org	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans.
2	Use and integrate CARE (Conceptual Algebra Readiness for Everyone) into the LSUS curriculum and instructional practice.	Faculty, *Enrichment*, Administration	2017-2020	CARE, Purdue University NW, TLSP	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans.
3	Use Marzano's theories and essential questioning techniques for deeper thinking and learning.	Faculty, *Enrichment*, Administration	Fall 2018	Marzano, best practices, web-based resources for essential questioning	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans.
4	Assess critical thinking skills by using older State Assessment questions, Youcubed, and other sources for multistep problem solving in class.	Faculty, *Enrichment*, Administration	Winter 2019	ISTEP, IDOE online practice questions, Youcubed, other online teacher resources.	Math Fact Proficiency Plan. Classroom observations, viewing lesson plans.
C	Develop a Growth mindset where students use grit, perseverance, and skill to solve higher level and multiple step math problems.	Faculty, Administration, Students, Families	2017-2020	Dweck, Bolar, Ball	Survey, Time on task reviews
1	All teachers take the YouCubed course from Stanford for Math Mindset by January 10 of their first year on staff or the first year of this plan.	Faculty, Administration	2017-2020		Final Certificate
2	Faculty and Staff read the book: *The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve*	Faculty, Administration	2017		Progress noted in team notes from team meetings.
3	Develop a map of the resources for the book to avoid institutional redundancy with the use of these strategies across the classrooms.	Faculty, Administration	2018-2020		Curriculum Map Reviews, Lesson Plans

Goal 2: LSUS students will improve 10% or more on ELA ISTEP scores (Grades 3-8) and 15% on STAR assessments over the course of each year.

	Measurement: Will see the growth in ISTEP and STAR assessments. *Students below grade level or demonstrating low growth will be included in this goal with additional strategies outlined in italics.*				
A	**Strategy/Intervention:** Increase vocabulary by 20% each year from students' August baseline assessments. (e.g. Accelerated Reader Vocabulary, MobyMax) Develop both working (written, spoken) and academic (formal learning) vocabulary.		**Research/Best Practice Reference:** *Teach Like a Champion (2015),* Fountas & Pinnell, Boushey & Moser, Teachers College Columbia University (NYC)		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Teachers adopt lists of vocabulary to be used throughout the year.	Faculty	Fall 2017	Online lists, standards, ISTEP vocabulary lists, curriculum (spelling and reading)	Lists posted, curriculum,(Google Drive), reassessed each year, Lesson Plans
2	Insist on accuracy of answers to build student confidence and working vocabulary.	Faculty	January 2018	Teach Like a Champion, LSUS Questions	Classroom observations, Peer observations, document
3	Encourage and require students to incorporate stronger, precise vocabulary into their writing and speaking.	Faculty, Students	Spring 2018	Vocabulary Lists, Teach Like a Champion	Data tracking use of vocabulary and understanding, reward system for using vocabulary in their work. Grade books, curriculum
4	Grades 6-8 focus on Greek/Latin root words to further increase their vocabulary comprehension. Grades 3-5 focus on synonyms/antonyms and prefixes/suffixes to further develop their vocabulary. Grades K-2 focus on the context of the text to further increase their decoding, speaking, and writing skills.	Faculty, Students	Fall 2018	Reading and Writing curricula, dictionaries and thesauruses	Formal and informal assessments, Observations, Lesson Plans, Vocabulary Curriculum incorporation
B	**Strategy/Intervention:** Improve student questioning techniques.		**Research/Best Practice Reference:** *Teach Like a Champion (2015),* Fountas & Pinnell, Boushey & Moser		
1	Use instructional practices which improve student questioning techniques, ownership, and use of vocabulary.	Faculty, Administration	Fall 2019	Teach Like a Champion, Question Society	MobyMax, State Assessments, observations, classroom visits, survey
2	Develop LSUS Questioning Techniques list.	Faculty, Administration	Winter 2019	Teach Like a Champion, Edutopia, Morgan & Saxton	Classroom observations, Peer observations
3	Have students develop part of the Phoenix	Teachers	2020	Internet	

	Phraseology regarding "Questioning Techniques".				
C	**Strategy/Intervention:** Increase writing proficiency by using established writing rubrics.		**Research/Best Practice Reference:** *Teach Like a Champion (2015),* Fountas & Pinnell, Boushey & Moser, Calkins		
1	Writing is incorporated in all subject areas.	Faculty, Administration	Fall 2020		
2	Develop and own the writing process across all grade levels K-8. (Writing Workshop)	Faculty, Administration	Fall 2020		
3	Create and use writing rubrics which align or exceed ISTEP writing requirements. (Use workshop resources, Heinemann)	Faculty, Administration	Fall 2020		
5	All students will complete a writing prompt at the beginning of the year and at the end of each unit of study as a formative assessment and preparation for testing prompts in standardized tests and in life..	Faculty, Administration	Spring 2021		

Goal 3: Each month, 100% of teachers will track their data, engage in data conversations, and implement action plans as a result of data findings. **Measurement:** This will be measured by observing teachers during data meetings, reviewing meeting minutes, and reviewing the data tools. *Students below grade level or demonstrating low growth will be included in this goal with additional strategies outlined in italics.*					
A	**Strategy/Intervention:** Use data from various tools to support choices teachers make in their planning to make best use of student learning tools or opportunities.		**Research/Best Practice Reference:** High Expectations (Marzano, Daniels, Hunter); Enculturation (McREL, Hattie)		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Create and use an assessment calendar.		Fall 2017		
2	Create and implement a calendar for data review.		Fall 2017		
3	Develop a process for reviewing data and using data in data team meetings. (e.g. One team meeting a month will incorporate 30-40 minutes of data review for RtI students and the other meeting will incorporate 30-45 minutes of data review for all students.)		Fall 2017		
4	Teachers create an action plan for the data they observe in their data team meetings.		Winter 2017		
5	Inventory subscriptions, apps, and non-subscription resources used by the whole school and by team (department).	Teachers, Title 1 Teachers, Team	Spring 2018		

		Leaders, Administrators				
6	Use data points from all school-wide resources and enhance with those resources used by teams to chart student progress in RtI.	Teachers,Team Leaders, Administrators	Fall 2017+			
7	Share student progress data from assessment tools with families on a trimesterly basis.	Teachers,Team Leaders, Administrators	Winter 2018			
5	Students use their data to develop goals related to their own academic improvement. Accelerated Reader (17-18); STAR Math (18); STAR Reading (18); NWEA (19); MobyMax (17-18)	Teachers	Fall 2018			

Goal 4: 85% of stakeholders (staff, students, families, association members) will describe the climate and culture of LSUS as positive or favorable in response to the stakeholder survey administered annually. **Measurement:** The results of the survey is the measurement. *Students below grade level or demonstrating low growth will be included in this goal with additional strategies outlined in italics.*					
A	**Strategy/Intervention:** 85% of students will be fully enculturated into the use of the Phoenix Way leading to improved school climate and solidified culture.		**Research/Best Practice Reference:** High Expectations (Marzano, Daniels, Hunter); Enculturation (McREL, Hattie)		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Enculturation phase is set on the school calendar and students are engaged by teachers, staff, and others to develop their understanding of The Phoenix Way (school cultural norms).	Faculty and Administration	Fall 2017	School Calendar, reporting tool	STAR test, DIAL4, curriculum, character plan, reports
2	Behavior will be evaluated and compared to previous years to track improvement.	Faculty	Spring 2018	Orientation Camp, Orientation programming in classrooms, Classroom Management Plans, relationship building	Attendance, Home Visits, Behavioral Referrals, Conferences, Family Involvement tracking
3	Orientation activities in the Phoenix way will be presented to students and families annually and more often.	Faculty, Administration, Admissions Staff	Fall 2018	Orientation Plan, Orientation Camp, Family Orientation	Observations, surveys (student, parent/family, teacher, other)

	Activity	People Responsible	Duration	Resources	Monitoring Activities
4	Use and further develop the current character education plan so that school culture and student responses to school culture are optimized.	Faculty, Administration, Staff Pastors	Fall 2018	Chapel presentations, Class activities	Observations, surveys (student, parent/family, teacher, other)
5	Connect the concepts to monthly activities in religion or other classes. Add character emphasis to the chapel/devotions schedule.	Faculty, Administration, Staff, Pastors	Winter 2019	Literature, Bible lessons	Chapel presentations
6	Literature list developed for each grade level, *which considers age/interest as well as reading levels (differentiation),* to coincide with character traits in all subject areas.	Faculty, TLSP	Spring 2020	Literature that emphasizes various character traits	Curriculum map, curriculum reviews
7	Set monthly, faculty meeting agenda item (15 mins) to develop a "character trait of the month" that coincides with class-led chapels.	Faculty, Administration	Spring 2018	Bible	Faculty participation and involvement
8	Chapel partners do a monthly activity to introduce the next trait and then discuss when they've observed the trait in action.	Faculty	Spring 2018	Partner activities	Student survey, observations
9	Integrate the "character trait of the month" into team, class, and faculty meeting devotion.	Faculty	Spring 2018	Bible	Faculty, Staff, Students
10	Further develop, use, and maintain the *Phoenix Phraseology* which informs our school culture. (HALLS, YET, PESTY, STARS, THINK, THE B'S, DOORS, D'FISSAL, etc.)	Faculty, Administration	Spring 2018	Posters of Phoenix Phraseology	Grade books, report forms, observation,
11	All students are able to "recite" the phraseology of our school to receive their medallion.	Faculty, Administration	Spring 2018	Phraseology, posters of the Phoenix Phraseology	Recitation to teacher, faculty record student proficiency
12	Develop and implement the monthly incentive program.	Administration and faculty	Spring 2018		
B	**Strategy/Intervention:** Teachers will develop the use growth mindset strategies with their students during instruction.			Research/Best Practice Reference: Dweck, *Growth Mindset: The New Psychology of Success;* Bolar, *Mathematical Mindsets;* Eric Jensen (various); Duckworth, *Grit: The Power of Passion and Perseverance*	
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Develop a Growth mindset where students use grit, perseverance, and skill to solve higher level and multiple step math	Faculty, Administration, Students,	Fall 2017	Dweck, Bolar, Ball	Survey, Time on task reviews

	problems.	Families			
2	All teachers take the YouCubed course from Stanford for Math Mindset by January 10 of their first year on staff or the first year of this plan.	Faculty, Administration	Fall 2018		
3	Faculty and Staff read the book: *The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve*	Faculty, Administration	January 2019		
4	Develop a map of the resources for the book to avoid institutional redundancy with the use of these strategies across the classrooms.	Faculty, Administration	Winter 2019		
5	Develop a Growth mindset where students use grit, perseverance, and skill to solve higher level and multiple step math problems.	Faculty, Administration, Students, Families	Fall 2018	Dweck, Bolar, Ball	Survey, Time on task reviews

Goal 5 (Professional Development): 100% of teachers will use the Core Instructional Model to improve instruction and use of standards in the teaching/learning process. **Measurement:** *Use data from observations (peer, administrative, and guests) to demonstrate growth over time.*		
A	**Strategy/Intervention:** Teachers are trained to use the Core Instructional Model in the 2017-2018 school year	**Research/Best Practice Reference:** Catapult Learning, Marzano (2004, 2006), McREL (What Works Series)

	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Actiities**
1	Team Leaders and administrator trained to use the Core Instructional Model (CIM).	Team Leaders, Administrators	Summer 2017	Catapult Learning	Title 2a forms, calendar
2	All teachers receive background information regarding the CIM.	Team Leaders Administrators	Early Fall 2017	Catapult Learning, McREL	
3	Review and adapt CIM lesson template for use in Mathematics or one area of ELA instruction.	Team Leaders Administrators	Fall 2017	Catapult Learning, McREL,	Observations, Lesson Plans, Maps
4	Teachers will use the CIM template in Mathematics (or one area of ELA for MS Teachers) instruction once weekly for first trimester of use.	Teachers, Administrators	Fall 2017	Catapult Learning, McREL	Observations, Lesson Plans, Maps
5	Teachers use the CIM template for planning in Mathematics (or one areas of ELA for MS Teachers) for the second trimester of use.	Team Leaders Administrators	Winter 2018	Catapult Learning, McREL	Observations, Lesson Plans, Maps
6	Observe "model classrooms" at LSUS or in other schools to see how the instructional staff	Team Leaders Administrators	Winter 2018	The Lutheran Schools	PD plan, calendar

	manages student learning time on individual, small group, and whole class activities.				Partnership, LEA Listserve	
7	Teachers use the CIM template for planning in Mathematics (etc.) and one other content area in the third trimester.	Team Leaders Administrators	Spring 2018		Catapult Learning, McREL	Observations, Lesson Plans, Maps
8	Principal will demonstrate CIM implementation to and instructional support by conducting weekly classroom walkthroughs for 100% of teachers and providing constructive feedback on implementation.	Administrator	2017-2018		Catapult, McREL	Walkthrough Data, Feedback documentation
B	**Strategy/Intervention:** Teachers fully implement the use of the Core Instructional Model in the 2018-2019 school year.			**Research/Best Practice Reference:** Catapult Learning, Marzano (2004, 2006), McREL (What Works Series)		Title 2a forms, calendar
	Activity	**People Responsible**	**Duration**	**Resources**		
1	Leadership Team develops plan and monitors implementation of CIM.	Team Leaders, Administrators	Fall 2018	Catapult Learning		Observations, Lesson Plans, Maps
2	Teachers reflect about CIM on a monthly basis.	Team Leaders, Administrators	2018+	Faculty Meeting Agenda		Observations, Lesson Plans, Maps
3	Use data from classroom observations to better determine professional learning needs of faculty and staff to better fit them for service to children at LSUS.	Team Leaders, Administrators	Spring 2019	Faculty Meeting Agenda		Observations, Lesson Plans, Maps

Goal 6: Within three years 85% of students will use Google Drive tools effectively as resources for learning.
Measurement: Technology is increased within student projects. For example we will decrease the use of posterboard,and increase the number of presentations using slides or other such tools.

A	**Strategy/Intervention:** Develop and implement a plan for whole-school technology fluency, especially in the use of Google Drive tools and keyboarding skills.		**Research/Best Practice Reference:**		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Improve technology resource availability - laptops, ipads, NEOS, and other necessary tools for functional technology usage.	administration	November 2017	Budget, Technology Plan	ISTE, Indiana State Standards
4	Curriculum maps contain specific technology standards embedded into the content areas and away from a technology curriculum.	Administration Teachers	January 2018	Curriculum, ISTE, TLSP	ISTE, Indiana State Standards
3	Curriculum maps contain a developed scope and sequence using NETS and Indiana technology standards.	Administration Teachers	January 2019	ISTE, Indiana State Standards	ISTE, Indiana State Standards

B	**Strategy/Intervention:** 85% of teachers will be Google Teacher Certified or similarly credentialed within three years of the start of this plan.			**Research/Best Practices Reference:**		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**	
1	Goals established by faculty group regarding proficiency levels needed for teachers, so as to guide professional learning and training made available. This includes a review of teachers' current use and ability to use various aspects of Google Drive.	Administration Teachers	January 2018+	TLSP, Google, ISTE, Edutopia, YouTube, Curriculum	Teacher Review process	
2	An on-demand professional learning plan developed and implemented to support the teachers' learning in the Google world.	Administration Teachers	January 2019	TLSP, Google, ISTE	SIP, Professional Learning Plan	
3	All teacher meetings notes are kept in Google Drive labeled according to the agreed-upon format.	Administration Teachers	Fall 2017	Google Drive		
4	As student learning plan (technology curriculum) develops, the teacher expectations will be aligned so as to maximize teacher effectiveness to best implement the curriculum.	Administration Teachers, Coaches	Fall 2018	Google, ISTE		
5	Amend the school's technology plan to include the results of this effort.	Administration Teachers	Fall 2019	Google, ISTE		

Goal 7: 100% of faculty will use the Phoenix Way Referral form and process to improve behavior and communication which will support students, engage families, empower faculty and staff, and build community.
Measurement: *LSUS will have a 25% improvement in school safety and classroom management as evidenced by office referrals and surveys to stakeholders (students, parents/families, staff)*

A	**Strategy/Intervention:** Review the current school behavior plan to determine where there are missing components or where alignment is not reached between grade levels or teams or across the whole school community.			Research/Best Practice Reference: LSUS survey (Spring 2017)		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**	
1	Gather review team which includes a minimum of one teacher from each team, a staff member, two or more parents, and a member of the extended care staff.	Administrators	Fall 2017	School Handbook	BOD Report	
2	Team will use the NLSA process to review the documents and develop a series of surveys for use with students, families, and staff to develop a baseline for this review process.	Behavior & Discipline Team, Administration	Fall 2017	Surveys from other schools; NLSA documents	Report to Principal; NLSA reporting	
3	Team will list areas to be changed immediately, for the next school year, and into the future, as well as developing a review calendar and process.	Behavior & Discipline Team,	Fall 2017		Timeline/calendar adopted at Faculty	

		Administration			Meeting; Review Process submitted to admin
4	Team will make recommendations to the NLSA visiting team.	Behavior & Discipline Team, Administration	Winter 2017	NLSA documents; consultant	NLSA report
B	**Strategy/Intervention**: Develop crucial relationships between teachers, families, students, and all members of the school community (stakeholders) which results in sustainable trust and a stronger environment for student success.		Research/Best Practice Reference:		
1	Teachers to continue to do Home Visits and Personal Visits with families before the end of the first full month of school.	Teachers, Administration			
2	Teachers to send home weekly homeroom communication which includes standards explored, celebrates student accomplishments, and otherwise highlights the relational nature of what happens in the school classrooms. Communication will include photos, videos, and other media tools as able and necessary for conveying outcomes.	Administration, Teachers			
3	Teachers will be part of the retention process for maintaining a school community beyond students' initial year of participation at LSUS. (reduce transiency as possible)	Teachers, Admissions, Administration	Spring 2018		
C	**Strategy/Intervention**: Make use of notes and documentation to clarify student needs to families in order that the families would see the care and concern of the teachers/staff for the success of their student.		Research/Best Practice Reference:		
1	Ensure all teachers know how to use the school management software tools for making notes regarding student achievements and behavior.	Administration	Fall 2017		
2	Ensure teachers know how to make comments in their students' comment boxes in reports.	Administration	Winter 2018		
3	Further develop accountability process for teachers to include documentation for student behavior.	Team Leaders, Administration	Winter 2018		
D	**Strategy/Intervention**: Make use of the school's overall character plan to develop the positive aspects of students' character.		Research/Best Practice Reference:		
1	Teachers to demonstrate use of character traits and supporting resources in their lesson plans.	Teachers, Administration	Fall 2017	Character Plan, Bible, Resources Folder in Faculty Shared Folder	
2	Replace character traits on display in the school lobby regularly and according to the year's plan.	Administration, Maintenance	Fall 2017	School Calendar	

| 3 | Write newsletter note about the character trait of the month to be sent home for families to read. Use media clips and links as possible to meet the needs of today's digital people. | Administration | Fall 2017 | | |

Goal 8: The School Improvement Plan goals will be monitored each trimester beginning in October of 2017.
Measurement: This review process and subsequent changes and celebrations will be shared in BOD reports and Faculty Meeting Minutes.

A	**Strategy/Intervention:** The monitoring process is calendared.		**Research/Best Practice Reference:**		
	Activity	**People Responsible**	**Duration**	**Resources**	**Monitoring Activities**
1	Add the review to a faculty meeting agenda for each trimester.	Administration, Team Leaders	Fall 2017		
2.	Add the review outcomes to a BOD report each trimester.	Administration, BOD	Fall 2017		

	Goal 8: All classrooms, offices, and common areas. will have updated lighting and ceiling systems. **Measurement:** All school areas will have updated lighting.				
A	**Strategy/Intervention:** Get quotes for all spaces for a two or three year renovation plan.				
1	Determine which fixtures require smaller wattage and qualify for energy reduction bonuses through power companies and other sources.				
2	obtain quotes according to our current practice of 2-3 per project.				
B	**Strategy/Intervention:** Determine funding strategies.				
1	Attend proposal training session with The Lutheran Foundation to determine if this is a good fit for their capital improvement cycle.				
2	Work with BOD finance committee regarding budget strategies to allow for this project to be included over time.				
3	Determine with the Advancement Team if this becomes part of an overall capital campaign.				

Part 2: Annual Review Process

A review of the SIP will be made each year through a committee made up of representatives of the BOD, faculty, school families, and others as needed

. (e.g. congregation members, guest teachers, TLSP or LCMS partners)

Each section will be reviewed by this committee at the beginning of each school year (before September 30) and also in April/May of the same school year, using data to determine progress toward goals and also to develop or adjust the SIP for the following year.

Additionally, progress made throughout the year will be reviewed and reported upon on a trimesterly basis. Reports made to the BOD for the Lutheran South Association, Inc., the faculty, and the families of the school.

The review process for 2017-2018 will look like this:
I.   All members of the committee will come to the first meeting having read the SIP.
II.   All members will ask questions to clarify parts of the SIP as needed.
III. All members will suggest opportunities for further development or for providing evidence to demonstrate progress toward the goals.
IV.   A schedule for assessment and data review will be provided by the test coordinator and the school administrator. Feedback will be given by the committee as needed.
V.   A meeting will be held in January by this committee to review progress made on the SIP. This meeting will coincide with team meetings for the NLSA/AdvancED process to be completed by September of 2018. Suggestions will be given regarding the present levels of performance toward these goals.
VI.   A final meeting will be held in late April or early May to review data (previous year's ISTEP+ data, current assessment data from other sources) to determine progress toward goals or to adjust the SIP for the next school year.
VII. An annual report will be posted on the school website, sent to families via email link, sent to the BOD, and shared with the LSA member congregations, the IDOE and the Indiana District LCMS.

Part 3: List of statutes or rules the school would like to have suspended from operation of the school.

School Principal is not yet certified as administrator in Indiana.

Part 4: Description of curriculum and information concerning the location of a copy of the curriculum that is available for members of the public.

The school's curriculum maps reside in the software tool, Atlas Rubicon, which is available for perusal by appointment with an individual classroom teacher or through an appointment with a school administrator or administrative staff member. A summary of the curriculum is included in the school's family handbook made available to families in print and also in electronic format on the school's website.

Part 5: A description and the names of the assessments which will be used in the school in addition to the ISTEP program assessments.

STAR Assessments: A normed assessment taken at least once a month that evaluates both Reading and Math skills. The STAR program also includes AR (Accelerated Reader) which uses short tests to evaluate a student's comprehension on a book that they have finished to gain points. These points are used to purchase fun items at the end of trimesters through the AR Store.

DIBELS Next: Dibels assessments are taken at the beginning, middle, and end of the year. The data obtained from the testing allows teachers to better understand where their students are educationally with reading skills. This data also assists in determining whether a child enters Tier 2 interventions through qualifying for Title 1 Services.

MobyMax Assessments: MobyMax is an online skills assessment as well as skill builder which provides individualized learning opportunities for students in a fun, engaging digital environment. Progress monitoring, curriculum condensing, learning extension, as well as goal development components make this tool purposeful for students, teachers, administrators, board members, and families. We will start using this school-wide in 2017-2018 School Year.

IXL Assessments and Formative Information: Students work on practice/mastery sets of exercises in both math and ELA which provide feedback about mastery, comprehension, or the lack thereof. This information is used to help guide instruction in the classroom or in the Title 1 or Special Education settings.

RAZ-Plus: Comprehensive learning program which provides students with personalized learning resources to improve, specifically, reading skills. Progress monitoring is included in this program which is primarily used by students in the Title 1 program.

Part 6: A plan submitted to the BOD and made available to the public in an easily understood format.

　　　　This plan is shared as stated above. It is also communicated to the families, LSA congregations, the faculty, the BOD, and others in print and via web link to the school's website.

Part 7: Parent Involvement plan which includes access to learning resources to assist students with work at home, information on home study techniques, access to school resources, and also parent involvement with student spiritual life development.

　　　　Families are invited to Parent Teacher Conferences in each of the first two trimesters. Additionally, families may communicate about their student's progress with faculty throughout the year via FastDirect, phone, email@lsusfw.org or by making an appointment.

　　　　Enrichment Room Teachers and Staff are available at all regularly scheduled Parent Teacher Conferences to provide families with updates, insights and resources to support their student's learning. These teachers also invite family participation in afterschool or summer programs to maximize student learning.

　　　　Home visits are made each year by teachers to visit with families just prior to or just after the start of the school year. The purpose of these visits is to make connections between the primary teachers (family) and the partner teachers (school faculty) so as to strengthen learning potential for each student as a fellowship of trust develops. The visits also include a list of ways families can support their student's learning at that student's grade level or in a particular content area. This list includes, yet is not limited to: Accelerated Reader, AR Book Finder, AR Home Connect, using FastDirect, MobyMax, requesting STAR assessment updates, library cards and library use, reading logs, writing events, flashcards, homework hall, and family use of the computer lab or other resources.

　　　　A list of unchurched and under-churched students, including students who are not baptized, is made by each teacher and submitted to the school office staff. This staff will connect student/family contact data to these lists which are then forwarded to the LSA congregations. When a student lists a church home, the pastor of that congregation will be contacted via school letter to let him or her know of the family's stated connection and/or the student's not being baptized. An annual event, the Pastries with Pastors helps with this connection process.

　　　　Parent involvement has been reduced in recent years. This is partially due to a shift in demographics, the combination of three schools into one without a strong school culture. However, in the current year more families have participated in fundraisers and the Phoenix Fun Fest than ever before. This is a trend we

anticipate will continue as a stronger school culture and sense of community develops. More families are bringing their younger children to our school rather than simply coming here to "avoid middle school". This allows for stronger bonds to develop between families.

Opportunities exist for volunteering: classroom helpers, tutors, field trip chaperones, coaching, planning, accreditation planning, skill sharing, readers, etc. More and more people are taking advantage of this.

Communication tools are many and varied and include:
- FastDirect (school management tool)
- Email
- Text messaging
- Website
- Phone Messaging
- Classroom and School Newsletters
- Bulletin Announcements
- Lobby Announcements at Dismissal
- School Signs
- Posters and Displays (e.g. Accelerated Reader Display)

Part 8: A provision to maintain a safe and disciplined learning environment for students and teachers.

LSUS is currently in the process of developing a plan for the facility. This starts with an outside facility assessment by The Lutheran Church Extension Fund (LCEF) and will eventually lead to a full-scale plan to develop the overall physical plant. The school does not own the property on which it resides, but it is responsible for the maintenance and upkeep of the property.

We currently have one staff member certified as a School Safety Specialist. Students participate in various safety drills in accordance with state requirements as well as recommendations from other school safety sources. Recently a student safety curriculum tool was accessed to start a systematic means for helping students to keep themselves safe beyond the school day.

Students K-5 participate in various safety training opportunities through the local fire and police departments as well as the local library (across the street from the campus), the MacMillan Health Center, and Safety Village.

When school is in session all visitors must check in with the school office to receive a guest lanyard. A doorbell and magnetic lock system is in place to allow people access to the building. Students and others are trained to not allow people into the building even if they know them. All visitors must enter through the main doors unless accompanied or admitted by a staff member.

Sample policies and practices we provide in our handbook, review with families and students, and use when needed are included below:

Conduct

In accordance with the stated philosophy of the school, which emphasizes deep respect for the human dignity and uniqueness of every individual, each student will be considerate of the rights of others in all interactions. All students are expected to cooperate with the spirit and policies of the school which are designed to foster mature development and personal responsibility. This requires courtesy in all personal relationships, promptness in fulfilling obligations, concern for the environment, and many other factors which the students' sense of appropriateness will indicate to them.

The Principal or Assistant Principal reserves the right to determine the appropriateness of an action if any doubt arises.

Items such as, but not limited to, e-cigarettes, questionable books and pictures, White-out®, Sharpie® markers, knives, guns, matches, cigarettes, toys, trading cards, laser lights, CDs, cameras, or anything that will detract from a learning situation are not allowed at school at any time. Key chains and toys may not be attached to student backpacks. Please review the discipline policies and philosophy.

The school administration, in accordance with state laws, will determine the appropriate disciplinary measures to be taken concerning the presence of these items in the school. **Items taken away from students will be returned to the parent(s)/guardian(s) on the <u>last day</u> of the school year.**

Discipline

1) School and classroom discipline is a vital part of the learning environment. **Knowing how to work with others, manage one's resources, and seeking to support others is something we work on throughout our lives.** Learning "discipline" during these formative years will reap wonderful benefits!
   a) Discipline at LSUS is first and foremost guided by the Word of God. Each student is accountable for his/her actions and will experience consequences as a result of them.
   b) Discipline is not punishment, **but rather the process of keeping oneself under control.** As a Christian person, it is the responsibility of each student to keep himself/herself under control in any situation, whether at school, home, or any other place.
   c) His/her failure to keep himself/herself under control results in a discipline problem that must be dealt with by the student's teacher and families.
2) **Most behavioral concerns are minor and are dealt with through good communication between teacher and student.** Occasionally though, repeated behavioral problems take away from instruction. Disciplinary consequences may be:
   a) loss of free time,
   b) loss of privilege,
   c) detention, or
   d) suspension.
   In these cases, the teacher, principal, and family will develop a Behavior Plan to reduce the concerns. Non-compliance with the plan may result in probation, suspension or expulsion. Students may be expelled for continued discipline concerns.
3) When a student displays behavior that is not God-pleasing, confession and remorse needs to be shown. Words of forgiveness will be spoken and the student will be joyfully received back into the community.
4) LSUS recognizes three basic "rights" in support of teachers and students to improve behavior in the classroom:
   a) The right to establish a classroom structure and routine that provides an optimal learning environment.
   b) The right to determine and request appropriate behavior from the student that meets teacher expectations and which encourages the positive social and educational development of the child.
   c) The right to ask help from families and the principal when the teacher needs assistance.
4) God-pleasing behavior will be expected in all areas of the school and at all school functions.

Detention

Detention may be issued for a breach of classroom and/or school rules. Parents are provided with notification of the detention. **Detention takes precedence over appointments, practices, lessons, tutoring, ballgames, etc.**   Students may join school-sponsored events *after* the detention is served, if the event is still taking place. Detentions are not excused absences from the after school activities and may result in further consequences from coaches, directors or other leaders. Students will **serve detention on the day**

it is issued. If the need for a detention occurs after 2:30 PM or the family in unreachable by that time, then the detention will be served the following day.

Suspension

Students who are given an in-school suspension will be required to report to school each day and work with a substitute teacher paid for ($75.00) by the suspended student's parents. Students who receive an out-of-school suspension will not be allowed on campus or any other school event during the time of their suspension. Students must complete all classwork and tests from the days of suspension but failing grades will be recorded for this work.

Expulsion

Expulsion is an extremely serious matter. Students who pose a threat to themselves or to others may be expelled from Lutheran South Unity School. Students who have been expelled will not be allowed to return to the school without prior permission from the Principal.

Students whose parents have violated the parent expectations and the handbook agreement in this handbook may also be excluded from Lutheran South Unity School.

Drugs, Tobacco, and Alcohol

Students who possess drugs, tobacco, and/or alcohol at school or at any school function face suspension and/or expulsion.

Due Process, Grievances

In any activity among people there are bound to be differences of opinion, causes for concern, and issues which bring about disagreement.

1) **It is understood among Christian people that an individual with a grievance will, on the one hand, exercise some restraint and refrain from hasty judgment, and, on the other hand, have the right to expect an open and receptive attitude from the teacher and other school personnel,** particularly if they are approached at a time when they are free to give their undivided attention to the concern.

2) **The Christian graces of love, forgiveness, patience, fairness, and tolerance are like oil to sooth the frictions of life and should be liberally applied** for the good of our fellowship together as Christians and for the honor of our Lord.The basis for this process is **Matthew 18:15** and following.

"If your brother or sister sins, go and point out their fault, ʻi ghˉVYˉhk YYbˉʰ\ Yˉhk cˉcZmci . If they listen to you, you have won them over. ˉBut if they will not listen, take one or two others along, so that ʻYj Yfmia UʰhYfˉa UmiVYˉ YghUVˉ]gʰ\ YXˉVmiʰ\ YˉhYgljʰa cbmicZʰk cˉcfˉʰ\ fYYˉk]ʰbYggYgʻÐ If they still refuse to listen, hYˉˋ]hihcˉʰ\ YˉWˊ i fWʰ\ ; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector. ˉTruly I tell you, whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven. ˉ"Again, truly I tell you that if two of you on earth agree about anything they ask for, it will be done for them by my Father in heaven. ˉˊ: cfˉk \ YfYˉhk cˉcfˉʰ\ fYYˊ Uʰh\ Yfˉ]bˉa mibUa YŽhʰ\ YfˉYˊUa ˉ=kˊ]Jʰ\ ˉʰ\ Yaˉʻⁱˊ ˉ

Parental Grievance

1. Parents concerned that a decision by any member of the school staff is inappropriate, unfair or ill-advised, should first contact the teacher/staff to discuss the matter.
2. In the event that a resolution is not achieved, parents may pursue the matter by contacting and meeting with the teacher/staff and the principal. It is important to do this in either written (email, note) or confirmed verbal (spoke with principal to arrange an appointment) format. A casual conversation at a sporting or other special event may not be remembered or dealt with in the same manner as a matter shared at an appointed time.
3. The principal may choose to become involved at any point in the process and form a committee to hear the grievance. Those who hear the matter shall do so openly, keeping records of conversations. If the parent(s) wish to have a friend or pastor accompany them while they express their concern they are

free to, so long as that person does not become an advocate, injecting personal opinions into the discussion.

4. At any point, a pastor from one of the supporting congregations may be contacted to provide mediation, counsel, or support through this process. The member congregations are (alphabetically): Bethlehem Lutheran Church, Mount Calvary Lutheran Church, Peace Lutheran Church, and Zion Lutheran Church.

5. The decision of the principal is typically the end of the concern, particularly since the principal seeks to find a win-win solution with the various people involved as well as reconciliation. If a satisfactory agreement cannot be reached with the principal, the matter can be referred in writing to the Board of Directors (BOD) for review. This must be done in written form (email, letter) to the BOD chairperson. The letter should indicate the need/concern as well as a means whereby the issue can be resolved. The BOD Chairperson may choose to respond by allowing the referral to come to a committee of the BOD, the BOD itself, or choose to agree with the principal's decision and uphold this. At that time, it is important for the family to consider their future participation in this school ministry.

Student Grievance
1. In the event that a student feels that an action by a teacher is inappropriate, ill-informed or unfair, that student may state their grievance to the teacher or another appropriate person, maintaining a respectful attitude at all times.

2. Should the student feel that the matter is unresolved, it may then be taken to the principal who might choose to form a committee to investigate the matter or investigate the matter on his/her own.

3. The decision of the principal shall normally be final. Parents/ guardians only may appeal to the BOD on behalf of their child. No other institution or agency has oversight in matters pertaining to LSUS, this includes: The Lutheran Church--Missouri Synod (LCMS), The Indiana District of the LCMS, National Lutheran School Accreditation (NLSA), AdvancED, Indiana Department of Education (IDOE), or any other agency or entity. LSUS is an independent agency.

4. In the event that a grievance is a matter of child protection, the principal will immediately be informed.

Part 9: Provision for coordinating technology initiatives.

In an effort to provide for the future success of our students, LSUS takes full advantage of the eRate/Universal Services funding available from the federal government to provide reduced price for Internet and phone connectivity services. This allows our students to regularly access online resources, connect with people worldwide. It also allows our teachers, staff, and families to develop skills and habits in the digital world which serve them throughout their lives.

LSUS has more than 120 computers, tablets, and laptops as well as fiber optic Internet access with the fastest upload/download speed available in our area.   A growing number of peripheral tools such as digital cameras and projectors strengthen learning opportunities.

Part 10: Description of ongoing professional development activities.

Our previous five years of professional development and learning are included in a section following the main body of this document.

From ISTEP and other sources of information, we see that our weakest areas are linked to vocabulary, perseverance (reading longer passages, having strategies to better sequence information as it is read), measurement (in math), problem-solving, geometry, and evaluating expressions (despite seeing growth in this area over past two years.

Ways teachers learn:
● College courses (18% of staff over past three years)

- Workshops or training sessions (all staff are mandated to participate in at least two such activities each year as related to their own growth plans which grow out of the school's plan)
- Conferences or professional association meetings
- Observational visits to other schools and classrooms
- Mentoring and/or peer observation and coaching as part of a formal arrangement
- Participation in committees or task forces focusing on curriculum, instruction, or student assessment
- Regularly scheduled discussion or study groups
- Teacher collaboratives or networks (such as the Internet)
- Individual or collaborative research
- Independent reading on a regular basis (education journals, books, Internet)

Teachers then share their learning in the following ways:

- Professional development days- time for sharing
- Sharing during team meetings
- Peer sharing informally after school and on weekends
- Email
- In-house training sessions or workshops
- Faculty Meeting discussions and mini-presentations/"poster sessions"

LSUS has shown significant growth on ISTEP+ and maintained or improved passing rates on IREAD3 over the past five years.

Summary of Analysis of Data:

An analysis of statistical data regarding student growth in academic achievement over the past five years has reflected a continual increase in overall student academic achievement. ISTEP, IREAD3, NWEA, STAR tests, and other tools used document this growth. We anticipate a school accountability grade of lower than last year (2017 lower than 2016) simply due to the fact that student scores were down on ISTEP, though not on any other assessments given, we feeld due to the multiple and extensive interruptions during student online testing due to failures between two servers, primarily on the assessment company's end.

However, those students who have not had made marginal or significant academic advancements from year to year are the focus of new strategies to help them raise their academic performance. The RtI process explained elsewhere in this document is a tried and true area for developing strategies for individual students as several teachers collaborate to make plans for individual students.

Some of the activities developed to implement strategies, programs, and services are described as follows:
- Schedule In-Service day workshops for teachers in which they will be trained on using appropriate teaching strategies or methods for reaching students.
- Initiate study skills, resource and/or remediation classes for students needing extra assistance in learning if we have aides available.
- Use our volunteers and occasionally, as funding allows, teacher assistants to support student learning efforts within the regular classroom.
- Use research-documented learning tools from online sources which document student progress and achievement.

Evaluation instruments utilized to measure the impact of the above strategies, programs, and services on student achievement will include, but not be limited to, the following:
- ISTEP+ test results

- Free/Reduced Lunch Demographics
- Family dynamics, including who is head of household, churched/unchurched/under-churched, changes in family status (e.g. divorce, remarriage), etc.
- Benchmark exam results
- Classroom grades (profiled over a one year period)
- Discipline notes
- Attendance records

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