2023-24 School Improvement Plan
for
Ireland Elementary School

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Mission, Vision, and Beliefs

We believe that all children have the capability to learn. Through the cooperative efforts of the child, the home, the school, and the community, we accept the challenge to provide a learning environment that instills a desire for knowledge. We will work diligently to provide students with the skills necessary to become successful, participating members of the American democratic 7society and inspire a vision of the future from a global perspective.

School, parents, and community supporters will ensure every child in Jasper is whole socially and emotionally in order to pursue a life and career pathway they are proud of and for which they are prepared.

JasperGREAT - Growing Resilience, Engagement, and Academics Together

Ireland Elementary staff and students have high expectations. Our school motto is "When you work hard, good things happen!"

Narrative

Every school has its own story to tell. The context in which teaching and learning take place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision.

Ireland Elementary school is one of two elementary schools in the Greater Jasper Consolidated School Corporation. The school houses Prekindergarten through fifth grades and a multi-categorical resource room. In addition, itinerant teachers provide art and music classes for all students. Social workers provide student assistance. ENL instruction is provided as needed, primarily through curricular accommodations. Speech, OT, PT, and sensory-related disability services are provided through a special education cooperative. Eligibility assessments are provided by the DSPP Exceptional Children's Co-op.

Historically, the Ireland community has provided for students in need through family, church, school, and community resources. While our community's strong German heritage and traditions continue, economics and an ever-changing population present us with an increasing number of students who need more assistance in a variety of areas. Our population is becoming more culturally and socio-economically diverse affecting educational progress. Differentiated instruction, progress monitoring, parental involvement, individual conferencing, goal setting, and an emphasis on responsibility and respect provide increased opportunities for all students to succeed.

Partnerships with the Kennedy Arts Center, the City of Jasper, and the Jasper Community Arts Commission provide opportunities to enhance vocabulary development through fine arts programs.

Ireland Elementary School was recognized as a National Blue Ribbon School in 2010 and 2020 and have a school rating of "A" in previous years. Students and staff are recognized for academic excellence and encouraged to maintain the high expectations of the school community.

ATTENDANCE TRENDS			
YEAR	ATTENDANCE RATE	STUDENT ENROLLMENT	FREE/REDUCED PERCENTAGE
2010-2011	97.5	480	9%
2011-2012	98.1	508	10%
2012-2013	97.9	549	9%
2013-2014	98.2	560	10.9%
2014-2015	97.7	535	10.1%
2015-2016	98.4	559	10.9%
2016-2017	97.9	553	10.3%
2017-2018	97.8	543	12.9%
2018-2019	97.7	536	12.7%
2019-2020	97.5	552	13.5%
2020-2021	97.8	534	16.2%
2021-2022	97.3	504	14.9%
2022-2023	97.5	511	15.2%

Curriculum Description

Ireland's grade level curriculum in all subject areas meets and exceeds Indiana academic standards. Academic standards have been aligned through vertically articulated curriculum mapping. Within our school district, common assessments and a 90-minute reading block (Tier 1) are in place. Grade level teams utilize on-going progress-monitoring and benchmark standards check assessments to monitor student growth and adapt the curriculum accordingly. This process involves attending professional development workshops/conferences to learn about best practices, participating in grade-level team meetings to review data, and incorporating lessons that provide for differentiated instruction. Programming is in place for students needing remediation and enrichment in all grade levels.

Ireland Elementary implements numerous programs throughout the school year to ensure the success of all students.

- STEAM Program
  Each teacher dedicates a 30-minute block of time to STEAM instruction weekly. STEAM resources include 3D printers, numerous supplies, games, and interactive coding devices, etc. We also have Girls Who Code as a seasonal afterschool program.

- Learning Lab (Tier 2)
  Students are identified as needing additional support utilizing iReady and reading data. Instruction is consistent and supportive of our core ELA and Math curricula. Periodic assessments ensure students with the greatest need are receiving support. Daily 30 minute sessions in ELA and Math are conducted.

- High Ability School Newspaper
  Based on CogAT test scores, students identified as high ability in the areas of Language Arts and General Intelligence in grades 3-5 work collaboratively to create a school newspaper, "The Ireland Times," once a quarter. Students meet once a week to discuss, research, design and compose their material.

- Flexible Grouping
  Grades 1-5 utilize flexible grouping for Reading instruction, enabling students to receive instruction at their independent reading levels regularly.

- After School Remediation Program (Tier 3)
  Students in grades 3-4 who are identified as needing additional support may attend a 90-minute after-school program to receive help with homework, studying for tests, and reviewing skills and standards. This service is free for students.

- Summer Jumpstart Program
  Ireland Elementary provided a Jumpstart Program aimed at ensuring K-5 students have the prerequisite skills necessary for success in the next grade level and engaging students in fun, learning experiences the weeks before school starts.

Assessment(s) Description

- Accountability Assessments: This school complies fully with the expectations regarding the administration of ILEARN, IAM, WIDA, and IREAD.
- Kindergarten Readiness Test-Anderhalter & Perney: A nationally normed readiness assessment used at kindergarten registration as a screener.
- Dibels Literacy and DAZE: A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener and progress monitoring tool.
- iReady: An ELA and Math assessment used in grades K-5, as a formative benchmark and progress monitoring tool predictive of ILEARN.
- CogAt: A screener used for high ability identification in K, 2, and 5, as well as any new students at any grade level.
- Oral Reading Fluency Assessments: Classroom teachers conduct oral reading fluency assessments at the beginning of the school year and at the end of each quarter to monitor progress.

Continuous School Improvement Goals

Goal: Students will demonstrate improvement in their vocabulary skills.

Objectives:
1. 90% of students in 3rd - 5th grade will demonstrate proficiency by scoring an above or at proficiency level on ILEARN in Key Ideas and Textual Support/Vocabulary by 05/2024 as measured by disaggregating ILEARN reading vocabulary data.
2. 90% of students in K- 2nd will demonstrate growth in iReady Vocabulary by 05/2024 as measured by disaggregating iReady reading vocabulary data.

Reflection on Past SIP Goals:
1. In the 2022-2023 school year, 89% of our students in grades 3-5 demonstrated growth in vocabulary on the ILEARN test in Key Ideas and Textual Support/Vocabulary. In the 2021-2022 school year, Ireland 3rd - 5th grade students scored 93.1% above or at proficiency on the ILEARN test in Key Ideas and Textual Support/Vocabulary. Our students grew from the previous year as in the 2020-21 school year, 91% of our 3rd-5th grade students scored at or above proficiency on ILEARN in Key Ideas and Textual Support/Vocabulary.
2. In the 2022-23 school year, 87% of students in K-2 made growth in vocabulary. Our average growth for K-2 in the area of vocabulary was 55 points. In the 2020-21 school year, 89% of our K-2nd grade students demonstrated growth in iReady Vocabulary. Our average growth for K-2 in the area of vocabulary was 52 points.

Proposed Interventions Based on School Improvement Goals

Strategies and Interventions:

- Strategic Instruction in Vocabulary
  - Specific vocabulary instruction
  - General Academic and Content-Specific Vocabulary
  - Modeling through cloze reading
  - Use of graphic organizers (Frayer Model, teacher-created graphic organizers, etc.)
  - Vocabulary exposure and practice through games
  - Grade 3 - uses a tiered, systematic vocabulary program
  - Grade 4 - uses a tiered, systematic vocabulary program
  - Grade 5 - uses Greek & Latin word parts program
  - Grade level appropriate classroom novel sets

- Strategic Professional Development for Vocabulary
  - Training in/on:
    - Science of Reading
    - Smekens CompCON
    - Literacy work stations
    - Building vocabulary
  - Literacy Coach for grades K-2 will train teachers on strategic vocabulary instruction
  - Peer collaboration
  - Additional workshops and conferences

Targeted Areas for Immediate Improvement

Areas for Improvement:

- Providing time for co-worker observations and collaboration within our building and between schools would allow teachers the opportunity to share in the professional knowledge and expertise of colleagues. Teachers that attend professional development need to have time to collaborate, debrief, and plan for implementation.
- While data is collected, in the past there hasn't been a systematic way to collect and use this data to promote growth. Panorama is a program available to us that gives us a means to collect and use data. It also includes periodic social-emotional surveys to build SEL competencies and build more positive, equitable, and supportive environments for student learning. Training on how to access and use the data to better serve our students should occur during this year.
- Our school values professional collaborations; however, time restraints and scheduling prevent all staff from meeting on a regular basis. Teachers do attempt to converse with each other regarding student concerns as often as possible. Our staff realizes that collaboration is necessary for increasing learning opportunities for our students. There is a need for vertical and horizontal articulation for curriculum and instructional practices within the school.
- To improve the areas of need, we would benefit from paraprofessional training for our instructional assistants to increase effectiveness when implementing interventions.
- Career and college readiness is another area for improvement. This is a state-mandated initiative that is needed in many schools, and we look forward to implementing components of this in all grade levels.
- The lack of consistent resources available to fully implement differentiated instruction continues to be a concern. Access to an in-house reading specialist would benefit the school by providing resources, strategies, interventions, and support. Modeling of proven strategies and interventions would immediately benefit not only the staff but students as well. Such a specialist would collect and coordinate data, materials, and activities needed to implement lessons.

State and Other Assessment Data

Ireland Elementary School consistently scores well above state averages in all grade levels and all subjects on the ILEARN state assessment.

ELA Data Analysis: All grade levels surpass state averages in all subcategories in ELA. The three subcategories of ELA have high overall percentages for students above and at proficiency. With our school goal of vocabulary, historically our ILEARN data shows that our students have higher levels of above/at proficiency when compared to the state scores. The subcategory of writing is hindering our ELA passing rate in all grade levels, as more students are below proficiency in that subcategory compared to the others. Special Ed students are struggling in the subcategory of vocabulary in 4th and 5th grades, which is an area of improvement for our school.

Math Data Analysis: All grade levels surpass state averages in all subcategories in Math. Overall, strength is shown in the areas of Geometry and Measurement. Number Sense is dropping overall proficiency from third to fifth grade each year and not maintaining that status for our above proficiency students.

Overall ELA Percent of Proficiency - Ireland Elementary School

	Third Grade				Fourth Grade				Fifth Grade			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Ireland Overall	75	76	75	79	85	71	68	54	73	63	71	58
State Scores	46	39	41	40	45	40	41	40	47	40	41	40
504	25	50	0	0	25	0	100	0	17	33	n/a	n/a
Gender Male	63	67	67	76	81	77	58	51	71	62	58	57
Gender Female	83	88	82	82	89	71	82	57	74	64	88	61
Special Ed	36	77	71	78	50	59	70	38	33	22	58	38

Overall Math Percent of Proficiency - Ireland Elementary School

	Third Grade				Fourth Grade				Fifth Grade			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Ireland Overall	81	90	90	95	84	75	87	81	79	61	71	72
State Scores	58	49	52	53	53	44	48	49	47	39	41	41
504	25	100	0	0	50	0	100	100	33	0	n/a	n/a
Gender Male	78	97	87	98	78	66	87	80	83	62	78	74
Gender Female	82	85	93	91	89	82	88	83	74	61	61	70
Special Ed	57	69	79	100	63	47	90	54	65	22	33	63

ILEARN 2023 ELA Data - Ireland Elementary School

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
3rd Grade	**Ireland Overall**	46	48	6	31	65	4	21	64	15
	State Scores	20	48	43	17	52	31	13	44	43
	504	0	100	0	0	100	0	0	0	100
	Gender Male	39	54	7	35	65	0	20	63	17
	Gender Female	56	38	6	26	65	9	24	65	12
	Special Ed	33	61	6	33	67	0	17	67	17

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
4th Grade	**Ireland Overall**	23	65	12	14	74	13	12	62	26
	State Scores	20	53	27	17	57	25	13	45	42
	504	0	100	0	0	50	50	0	100	0
	Gender Male	22	52	18	6	78	16	10	57	33
	Gender Female	24	72	4	22	70	9	13	67	20
	Special Ed	15	38	46	15	54	31	15	46	48

		Key Ideas and Textual Support/Vocab			Structural Elements and Organization/Connection of Ideas/Media Literacy			Writing		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
5th Grade	**Ireland Overall**	19	66	15	18	66	16	32	49	19
	State Scores	15	53	32	16	55	30	18	44	38
	504									
	Gender Male	17	63	20	20	65	15	30	41	28
	Gender Female	21	70	9	15	67	18	33	61	6
	Special Ed	13	63	25	13	50	38	25	38	38

ILEARN 2023 Math Data - Ireland Elementary School

		Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
3rd Grade	**Ireland Overall**	76	21	3	75	23	3	64	36	0	75	24	1
	State Scores	33	38	29	28	44	29	29	47	25	32	42	25
	504	0	0	100	0	100	0	0	100	0	0	100	0
	Gender Male	78	20	2	74	26	0	63	37	0	78	20	2
	Gender Female	74	24	3	76	18	6	65	35	0	71	29	0
	Special Ed	83	17	0	61	39	0	67	33	0	67	33	0

		Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
4th Grade	**Ireland Overall**	49	45	5	40	53	7	45	51	4	44	47	8
	State Scores	26	44	29	31	42	27	24	44	32	26	44	29
	504	0	100	0	50	50	0	50	50	0	0	100	0
	Gender Male	51	39	10	41	45	14	51	45	4	45	35	16
	Gender Female	48	52	0	39	61	0	39	57	4	43	57	0
	Special Ed	38	31	31	23	54	23	31	62	8	46	23	31

		Algebraic Thinking and Data Analysis			Computation			Geometry and Measurement			Number Sense		
		Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency	Above Proficiency	At Proficiency	Below Proficiency
5th Grade	**Ireland Overall**	44	49	6	42	52	4	38	53	9	34	56	10
	State Scores	23	44	33	22	41	37	20	46	34	22	45	33
	504												
	Gender Male	54	37	9	35	63	2	41	48	11	37	52	11
	Gender Female	30	67	3	52	42	6	33	61	6	30	61	9
	Special Ed	38	38	25	13	75	13	38	25	38	38	50	13

Greater Jasper Consolidated Schs

2022 Annual Performance Report

Ireland Elementary School, Jasper 1569

Indicator	School Results				State
	'18-'19	'19-'20	'20-'21	'21-'22	Total
A-F Accountability Grade	B	B	N/A	N/A	
Student Enrollment	536	546	527	506	1,120,125
Number of Certified Teachers	25	25	27	30	76,712
Percentage of Students Passing IREAD	96.0	N/A	100.0	98.9	80.3
* Grade 3 Percent Passing ISTEP+/ ILEARN Math Standard	81.6	N/A	90.0	90.1	51.9
* Grade 3 Percent Passing ISTEP+/ ILEARN Language Arts Standard	75.5	N/A	76.3	74.7	40.7
* Grade 4 Percent Passing ISTEP+/ ILEARN Math Standard	83.8	N/A	75.0	87.3	47.5
* Grade 4 Percent Passing ISTEP+/ ILEARN Language Arts Standard	85.1	N/A	71.3	68.4	41.1
* Grade 4 Percent Passing ISTEP+/ ILEARN Science Standard	81.1	N/A	60.0	73.4	38.4
* Grade 5 Percent Passing ISTEP+/ ILEARN Math Standard	79.0	N/A	61.3	70.5	40.9
* Grade 5 Percent Passing ISTEP+/ ILEARN Language Arts Standard	72.6	N/A	63.4	70.5	41.0
* Grade 5 Percent Passing ISTEP+/ ILEARN Social Science Standard	71.6	N/A	67.7	57.7	38.4
Pupil Enrollment to Certified Employee Ratio	18.4	19.5	18	15.8	16.2
Attendance Rate	97.8	97.6	97.8	97.7	92.9
Number of Students with More Than 10 Unexcused Days Absent	0	5	1	1	169,811
Number of Students absent greater than 10% of School Year	5	6	5	4	209932
Number of Students Suspended	1	3	7	1	97,972
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	0	0	1		
Number of Out of School Suspensions	1	0	1		
Number of In School Suspensions	0	3	7	1	46,233
Number of Bullying Incidents	0	0	2		

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

Parent Involvement Plan

Parent support and participation play a huge role in our success within our school. Before school begins, parents are given the opportunity to meet their child's teacher at a Back to School Night/Open House night. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. We intend to host family fun nights for families to attend and enjoy family time with their school community.

Ireland Elementary School has an active Parent Teacher Organization and provides all school supplies for every student. Parents are encouraged to volunteer at our school. Our volunteers chaperone field trips, work at the book fair & other school events, help remediate students and assist teachers with small groups in classrooms and clerical tasks.

Parents are encouraged to take an active role in their child's education. Weekly newsletters are sent from both the principal and classroom teachers to inform parents and families of current and upcoming events and programs within the school and how they can help facilitate learning at home. Our commitment to continuing to build upon parent involvement to enhance a sense of community here at Ireland Elementary will continue to be a priority.

Safe and Disciplined Learning Environment Plan

Ireland Elementary maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Continuous maintenance schedules will dictate improvements needed to provide a clean and safe environment.

In addition, student health and emotional well-being are high priorities. Staff training for crisis-prevention intervention, COVID protocol, ALICE, blood-borne pathogens, EPI pen usage, CPR, as well as regular emergency drills and evacuation procedures will be continued to ensure a healthy and safe environment for our students.

All exterior and interior doors are locked and may be unlocked only with a school badge or by office personnel. All visitors are required to sign in at the office to receive proper visitor identification.

We also have two school corporation safety officers, local deputies, and police officers who make frequent visits.

Technology Plan

Technology has been another area of improvement. All students in grades 1-4 have Chromebooks to use in class, whereas 5th grade students have a Windows laptop. Kindergarten classrooms utilize iPads on a one-to-one basis.

Greater Jasper Consolidated Schools submitted the required Online Technology Plan last year in full compliance with IC 20-20-13. That plan can be found in its entirety via the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. That coordination is best summarized in Section II of the plan: "Vision for Technology Integration: Learning for Life! We strive to provide an environment for students that allows for creativity, being connected and productive individuals in society. It is an instructional goal to provide a blended learning environment for students in grades K-12. This entails providing both traditional and digital learning resources for students. We have developed a scope and sequence for digital citizenship lessons and have begun tracking the teaching of those lessons at each grade level."

Professional Development Plan

Professional Development Narrative:

- Strategies, Programs, Services, and Activities
    - Ireland Elementary School provides a strong core program built upon the Indiana Academic Standards and a locally developed curriculum framework.
    - Our elementary mathematics program, Everyday Math, covers grade-level appropriate content, with spiral review, remediation and enrichment materials included.
    - Most ELA teachers have been trained in the Kristina Smeken's 6+1 Trait Writing framework, which is the foundation for our process writing instruction.
    - Ireland Elementary School uses targeted placement of at-risk students into learning labs for literacy and numeracy intervention. Reading and math instruction are prioritized, and students requiring intensive support receive reading and math interventions in dedicated 30-minute long intervention labs.
    - Students receive additional instruction in our after-school program. Participation in this program provides an additional 90 minutes per day, four days a week of practice on foundational skills in both literacy and math.
    - Teachers will receive training in The Science of Reading throughout the school year.
    - A Literacy Coach has been added for grades K-2 to assist teachers in best practices.

Cultural Competency Plan

Many staff members have worked to develop a character education program for use with all of our students. This plan incorporates the use of school-wide character traits and components of cultural competency to provide a well-rounded program.

A wide range of character traits is the focus of quarterly lessons in our K-5 classrooms. We also have a quarterly character education awards ceremony during which we recognize students who exemplify these focus traits.

Our students also have opportunities to learn about a variety of cultures through art and music, as well as through our social studies programs. Within the area of literacy, books, read-alouds, and class novels are selected which provide multicultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees and to be actively present within our building.

Indiana Code for School Improvement Plans

IC 20-31-5, 6 and 511 IAC 6.2-3-3

(a) A plan:

    (1) shall lay out objectives for a three (3) year period;

    (2) must be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:

    (1) Attendance rate. **NARRATIVE**

    (2) The percentage of students meeting academic standards under the Indiana statewide testing for educational progress (ISTEP) program (IC 20-32-5). ILEARN **STATE AND OTHER ASSESSMENT DATA**

    (3) For secondary school, graduation rate. **DOESN'T APPLY TO IRELAND**

(c) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis. **CONTINUOUS SCHOOL IMPROVEMENT GOALS**

(d) A plan must note specific areas where improvement is needed immediately **TARGETED AREAS FOR IMMEDIATE IMPROVEMENT**

In order to have a more complete strategic planning process and a written plan that is free from gaps, a school may include, but is not required to include, additional information, including, without limitation, the following:

    (1) A narrative description of the school, the community, and educational programs. **NARRATIVE**

    (2) A statement of mission, vision, and beliefs. **MISSION VISION BELIEFS**

    (3) Data, including graphs, from the annual performance report. **STATE AND OTHER ASSESSMENT DATA**

    (4) Data related to performance indicators other than those included in the annual performance report. **DOESN'T APPLY TO IRELAND**

    (5) Other information about educational programming and the learning environment. **CURRICULUM & SAFE & DISCIPLINED LEARNING**

    (6) Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards. **CURRICULUM**

    (7) Analysis of student achievement based on Indiana statewide testing for educational progress plus (ISTEP+) and other assessment strategies. **STATE AND OTHER ASSESSMENT DATA**

    (8) Proposed interventions based on school improvement goals. **PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS**