

**Fall Creek Jr. High  
School Improvement Plan  
2023-24**



**12001 Olio Rd.  
Fishers, IN 46037**

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Fall Creek Junior High is in a suburban community located northeast of Indianapolis, Indiana. Opening the 2013-2014 school year, Fall Creek Junior High became the fourth junior high in HSE Schools. Fall Creek Junior High has 1013 students. The student population is expected to continue to increase in the coming years. The staff consists of 88 total individuals, 62 certified and 26 classified staff members.

Fall Creek Junior High student demographics consist of 14% of students receiving free and reduced-price lunch. The enrollment summary reports 72% White, 9% Asian, 7% Hispanic, 6% Multi-racial and 6% Black/African American. As student enrollment grows, an increase in both ethnic and socioeconomic diversity is expected.

FCJH offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, technology education, PLTW, wellness, band, choir, orchestra, jazz band, yearbook, and studio announcements. Academic clubs include Spell Bowl, Academic Team, Student News, We the People, Yearbook, Geography Bowl, Math Counts, Tech Club, Robotics, National Jr. Honor Society and Jr. Black Student Union. Athletic activities include cross country, track, tennis, golf, basketball, football, wrestling, dance, cheerleading, and volleyball. Some additional extracurricular clubs include pep band, gaming club, school musicals/plays, and community service.

### **Parental Participation in School**

Parents actively support Fall Creek Junior High by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming students. Falcon Preview welcomes families during the summer for students and parents to gather needed materials and information and tour the school. Back to School nights are well attended by parents in August after school begins. PTO also sponsors Staff Appreciation Days, Falcon Tailgates, and monthly PTO meetings during day and evening hours. Throughout the year, teachers, counselors, and administrators meet with families on an as needed basis.

### **Parent Communication**

School-to-home communication most frequently relies on technology, via emails, school website, and bi-weekly Falcon Flyer Newsletter. Families without internet access can elect to receive paper copies of all communication. Other means of communication include phone calls, Remind 101, Canvas and Skyward. Settings in both Canvas and Skyward can prompt alerts to parents of changes in assignments and grades nearly instantly. The ParentSquare application system is used frequently to send more urgent or time sensitive information via email and text. Students are provided a digital student handbook that is also posted online. Daily student announcements are shown during the day at school and posted online for parents.

### **Provision to Maintain a Safe and Disciplined Learning Environment for Students and Teachers**

Fall Creek Junior High maintains a safe and orderly learning environment through the "Falcons are..." philosophy, which is the overarching student code of conduct. The school climate committee, which falls under the MTSS umbrella, is a student support team that monitors the progress of all students and identifies needs and additional interventions or incentives. PBIS and The Falcon Feather Incentive Program allow teachers to award tickets to students exhibiting behaviors that are *learning, responsible, respectful, or safe*. Students can receive special privileges and prizes for these tickets.

The student code of conduct located in the student handbook is provided to students via their iPads. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences. Restorative practice is the preferred method of addressing initial concerns.

Each school year starts with a team activity which leads students through the student handbook and reviews key topics. Positive behaviors are also reinforced through the daily student announcements as needed.

HSE School District reinforces a safe and disciplined learning environment for all students and staff. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. HSE uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concerns through the anonymous reporting system "HSE Report It". School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset. We are committed to

providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Safety, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation. We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at HSE Schools.

Crisis Management Plans are in place and followed by all students and staff. Emergency drills – fire, tornado, earthquake, and evacuation and lockdown drills –are conducted on a monthly or semi-yearly basis.

A school resource officer and security cameras provide an extra measure of safety throughout the building and parking lot.

During each school year, employees and students receive training and practice drills following the ALICE method of response to an intruder. This provides students and adults additional options rather than the traditional “lockdown” approach. Employees are also trained in child abuse prevention. New staff are trained in both ALICE and child abuse prevention as they join the staff.

FCJH is a locked door facility. Visitors are contained in the lobby area and greeted by the receptionist. They are only allowed to enter other areas of the building after checking in with school personnel and providing an ID. Visitors must wear badges when traveling throughout the building.

### **Technology as a Learning Tool**

FCJH is a 1:1 learning environment using iPads. This use of technology supports best practices in teaching and learning. The devices allow teachers to differentiate instruction, which gives more students the opportunity to succeed. Available technology also increases engagement and enhances student interest. HSE School District believes that responsible use of technology can enhance the learning experience through collaboration, critical thinking, and creativity. The Director of Technologies works closely with the Teaching and Learning Team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.

### **Professional Development**

At the beginning of each school year, the staff analyzes ILEARN and other data to determine the direction of improvement initiatives and areas of needed professional development (PD) for the following school year. These areas then become the focus of faculty meetings, choice PD, PLC meetings, and professional development days that provide time for departments and professional learning communities to collaborate. CLT’s (Collaborative Learning Teams) meet weekly on Tuesday mornings. Faculty meetings and choice PD meetings occur weekly on Thursday mornings. One Professional Development Day will occur in the fall of the year. Certified staff participate in book studies, leadership, team and department meetings. Some of the topics of these PD conversations include curriculum mapping, NWEA training, grading practices, restorative practices, de-escalation strategies, DEI, educational neuroscience, curating diverse resources, increasing student engagement, literacy strategies, increasing rigor, differentiation, data analysis and progress monitoring. Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.

### **\*2023-2024 Professional Development Plans:**

*\*This is a general outline of needed PD as determined by administration and staff. Specific dates per month will be determined by permanent principal in conjunction with Asst. Principal.*

PLC Process and the work as Collaborative Learning Teams – August and ongoing

Common Language focusing on The Why (Simon Sinek’s Golden Circle) and Student Ownership – Aug/Sept

Restorative Practices and De-escalation strategies

Diversity-Equity and Inclusion

Teacher Collaboration/Collective Teacher Efficacy

ELL Instruction headed by staff

Tier 1 Differentiation Strategies (Quality Formulation Technique – QFT)

Data Driven Instruction/Taylored Instruction

## **Academics & Curriculum**

The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation. Information about the curriculum can be found at [hseschools.org](http://hseschools.org).

HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN

If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

If a student is determined to be eligible for special education services, an individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants work with language learners who qualify for the ENL Program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicates the accommodations necessary.

Annually there is an analysis of the course offerings that are available to students. This includes courses needed to meet the requirements of the Academic Honors Diploma. Teachers and administrators have the option to propose new courses that will allow students to meet this rigorous diploma option. These proposals are vetted through the buildings and then forwarded to the Executive Director of Secondary Education for approval and recommendation to the Assistant Superintendent for Teaching and Learning and the Superintendent. Course recommendations then to the Board of Trustee for the final approval.

HSE Schools is committed to providing work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have a guaranteed, meaningful career coursework and experiences that lead to employment, enrollment, and enlistment after graduation. These experiences include Community-based experiential learning in partnership with the City of Fishers and Conner Prairie, Career Days, Guest Speakers, Career Fairs, Career Simulations, Career-focused Clubs, Community Service Days and Clubs, Interactive/Hands-on Experiences, Online and Digital Career Exploration tools, Job Shadowing, Mock Interviews, Internships, Career course work including Advanced Career/Technical Education Courses in 28 different Next Level Programs of Study (NLPS), Work-Based Learning, and Apprenticeships. Through the support of multiple IDOE 3E grants, these experiences will exponentially grow throughout the district with community engagement and support.

## **Cultural Competency**

Fall Creek Junior High will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as “*the ability*

*of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served”* (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students’ ability to learn and grow.

Fall Creek Junior High’s tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners. To improve the cultural competencies of our stakeholders and the academic growth of our students, we have identified five focus areas that align with the goals and objectives of our School Improvement Plan (SIP). These focus areas are Access and Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Learning and Development, and Intercultural Engagement.

## **Section 2: Summary of Data**

### 2023-2024 SCHOOL STATISTICS

Community: Urban

Enrollment: 1013

Grade Level: 7-8

School Schedule: Traditional

### STUDENT DEMOGRAPHICS:

White- 72%

Asian – 9%

Hispanic – 7%

Multi-racial/Ethnic - 6%

Black/African American - 6%

### SES:

Paid – 86%

Free/Reduced Lunch - 14%

### ATTENDANCE:

2018-2019 = 96%

2019-2020 = 94%

2020-2021 = 95%

2021-2022 = 93%

2022-2023 = 94.3%

We will work to improve student attendance rates by focusing on Goal #3: Sense of Belonging as well as through the creation of more student-centered, engaging lessons where students have the opportunity to ‘own their learning’.

**2023 Data: ILEARN**

7th Grade			
School	ELA	Math	Both
FCJH	59%	56%	47.2

8th Grade			
School	ELA	Math	Both
FCJH	66%	57%	50.8

Whole School			
School	ELA	Math	Both
FCJH	62.5	56.5	49.0

Comparison School Data 2023 ILearn			
School	ELA	Math	Both
Creekside	81.3	77.7	71.8
BWMS	68.2	73.4	62.0
Clay	63.7	58.7	50.0

ZMS	66.4	58.6	50.6
ZWMS	60.8	57.1	48.6
<b>FCJH</b>	<b>62.5</b>	<b>56.5</b>	<b>49.0</b>
HIJH	63.1	61.8	51.8
Westfield	61.5	60.5	50.1
Carmel	64.3	53.4	47.6
FJH	54.6	55.3	42.7
NWMS	63.5	53.4	47.9
NEMS	54.7	48.5	40.1
RJH	58.5	53.6	48.5

## 2022-2023 Discipline



**School**

Fall Creek Junior High

**School Year**

2023

**Gender**

F  
 M

**Status**

A  
 I

**High Ability**

No  
 Yes

**HA Area**

All

**Exceptional Learners**

No  
 Yes

**Race/Ethnicity**

All

**ENL**

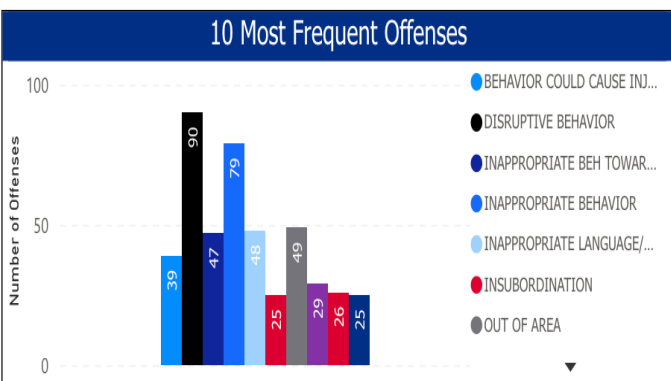
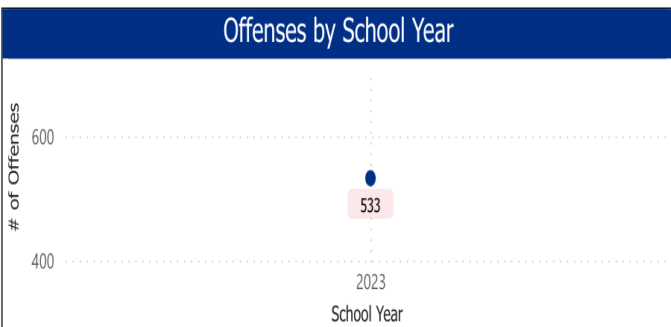
No  
 Yes

**ENL**

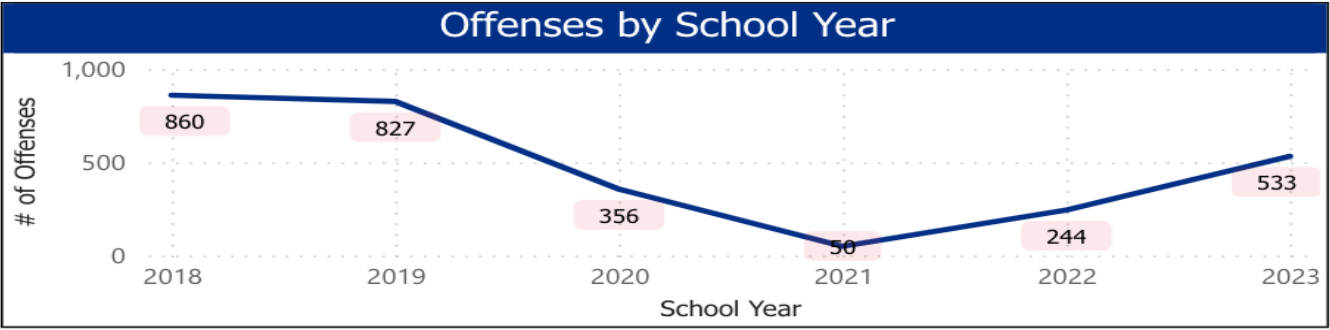
All

**Top Offenses**

Count	OFFENSE DESCRIPTION
90	DISRUPTIVE BEHAVIOR
79	INAPPROPRIATE BEHAVIOR
49	OUT OF AREA
48	INAPPROPRIATE LANGUAGE/PROFANI
47	INAPPROPRIATE BEH TOWARD STAFF
39	BEHAVIOR COULD CAUSE INJURY
29	PHYSICAL ALTERCATION
26	TARDIES
25	INSUBORDINATION
25	TECHNOLOGY/PHONE/DEVICE INFRAC
23	ACADEMIC DISHONESTY
13	FIGHT/BATTERY
9	MINOR DISRUPTION/INFRAC
6	THREAT/INTIMIDATION
4	SEXUAL MISCONDUCT
4	SKIPPING/CUTTING CLASS
2	BULLYING



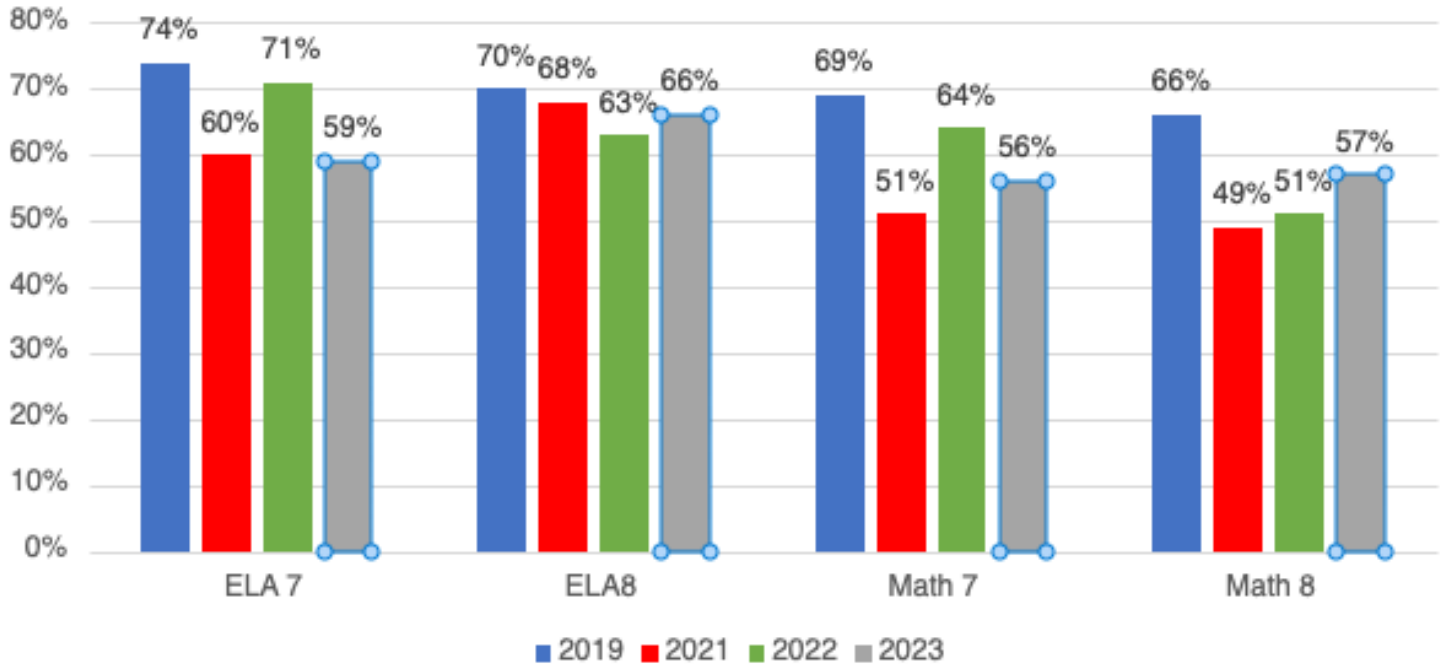
Student Fed Race	Number of Offenses	% of Offenses	Number of Students	% of Students	Offenses Per Student
Asian	21	3.94%	11	6.21%	2
Black/African Amer	125	23.45%	26	14.69%	5
Hispanic	15	2.81%	7	3.95%	2
Multiracial	54	10.13%	15	8.47%	4
White	318	59.66%	118	66.67%	3
<b>Total</b>	<b>533</b>	<b>100.00%</b>	<b>177</b>	<b>100.00%</b>	<b>3</b>



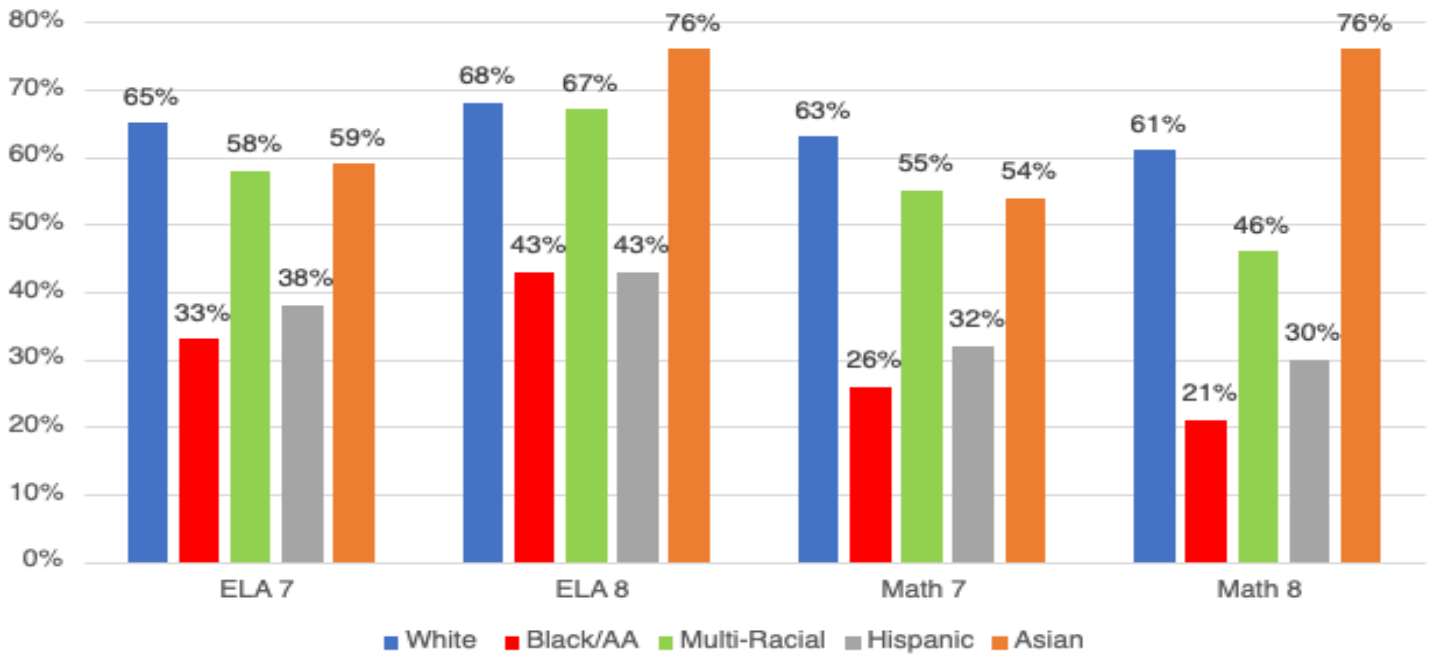
**ILEARN Data:**

**Trend Data:**

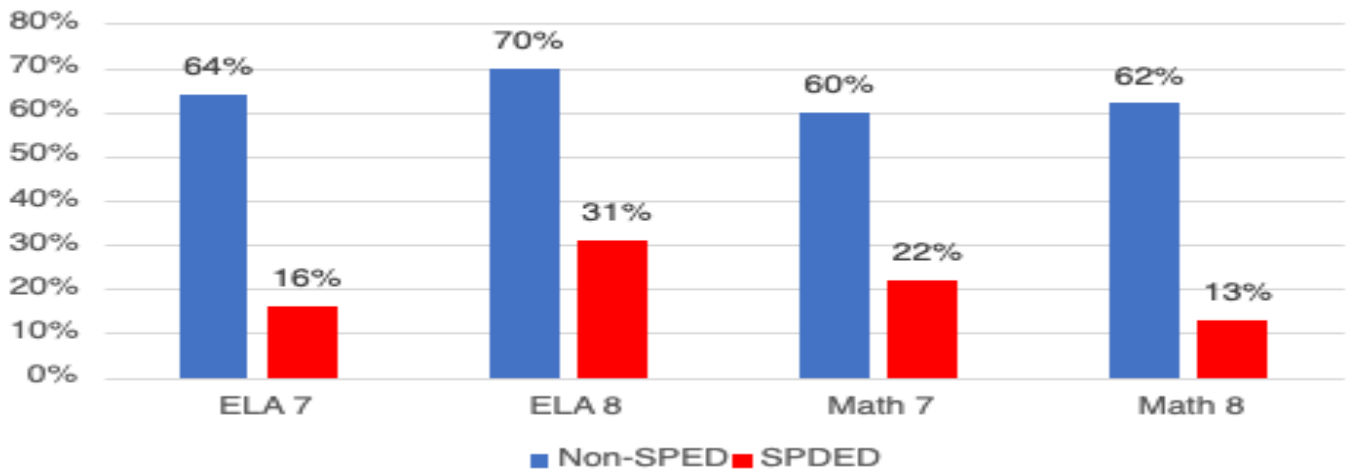
## Historical ILEARN Pass Rates



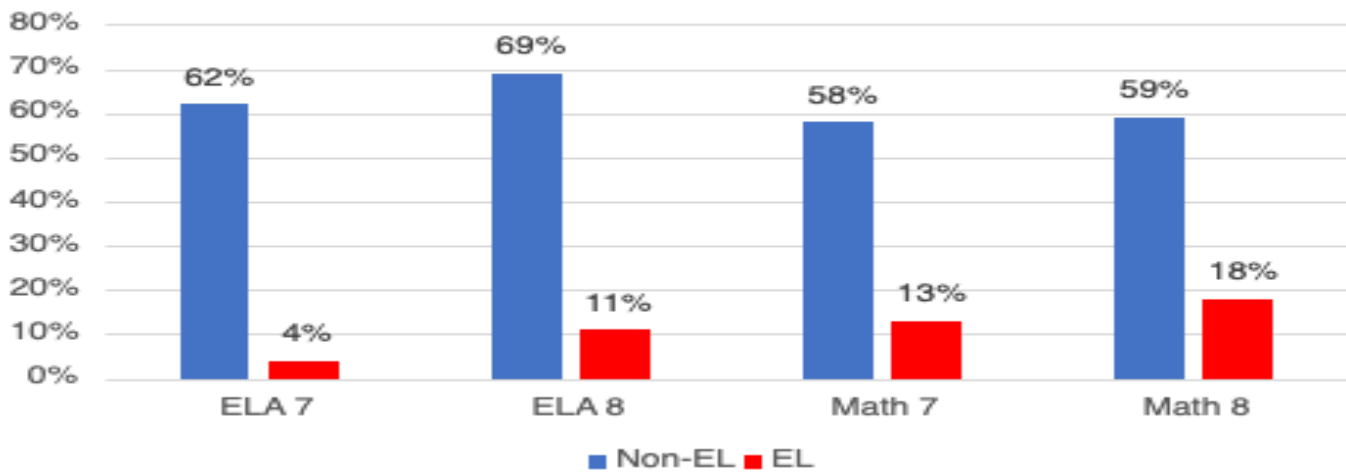
## 2023 ILEARN Pass Rates by Ethnicity



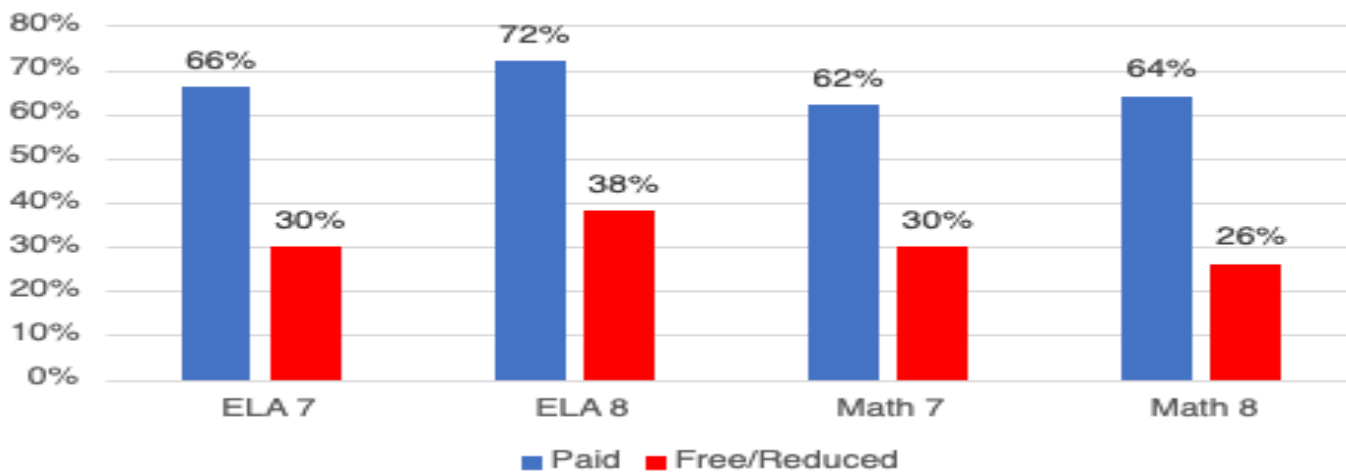
### Special Education Pass Rates 2023 ILEARN



### EL Pass Rates 2023 ILEARN



### Socioeconomic Pass Rates 2023 ILEARN



## NWEA Data

Mean RIT SCORES	7th Reading	8th Reading	7th Math	8th Math	Algebra	Geometry
Winter 2021-2022	223.9	226.4	232.3	228.4	253.8*	*
National Mean RIT	217	220	224	228	231	
Spring 2021-2022	225.1	227.8	236.4	233.5	271 (7 <sup>th</sup> ) 263 (8 <sup>th</sup> )	275
National Mean RIT	218	221	226	230	234	

\*Algebra 21-22- contained geometry student scores

## 2022-2023 NWEA Mean RIT DATA

	7 <sup>th</sup> Reading	8 <sup>th</sup> Reading	7 <sup>th</sup> Math	8 <sup>th</sup> Math	Algebra	Geometry
Fall 2022-2023	221	224	226	*221	256 (7 <sup>th</sup> ) 249 (8 <sup>th</sup> )	260
National Mean RIT	214	218	220	224	229	
NWEA	% that met growth projection Fall to SP					
Sp 2023	White		Black/AA	Hispanic		
ELA 7	50%		50%	72%		
ELA 8	53%		52%	38%		
Math 7	76%		81%	69%		
Math 8	87%		86%	69%		

## Section 3: Conclusions about Current Educational Programming and Learning Environment

### Supporting Indiana Academic Standards

Each content area has developed curriculum maps grounded in the Indiana Academic Standards, thus helping to focus instruction. The School Improvement Committee has identified strategic actions to improve students' ability to make meaning from a text. The ability to make meaning from text in all courses helps students to learn content and improve thinking and application skills. A text could include a reading passage or complex multi-step math problem. When students can make meaning of a text, they are able to identify crucial details, think strategically and eliminate nonessential information. This is a skill that students must have regardless of content area or task. More specifically, this goal targets student deficiencies found in ILEARN data in both math and language arts.

**Conclusions about Student Achievement Based on ILEARN and Other Assessments:**

	2019 (Pre-Pandemic)	2022	2023	Difference 2021 to 2022
ELA 7	74%	70.9%	59%	-11.9
ELA 8	70%	63.2%	66%	+2.8
Math 7	69%	63.9%	56%	-7.9
Math 8	66%	50.8%	57%	+6.2

**Analysis of 2023 ILEARN Data:**

**Strengths:**

- Grade 8 ELA Pass rates on ILEARN increased by 2.8% from 2022 to 2023.
- Grade 8 Math Pass rates on ILEARN increased by 6.2% from 2022 to 2023.
- Overall pass rates of FCJH are above the HSE district pass rates by 2-5% in all areas, except math 7
- The 8<sup>th</sup> grade Black student math cohort grew by 3% when comparing 2023 and 2022 ILEARN data.
- The 8<sup>th</sup> grade Black student ELA cohort grew by 2% when comparing 2023 and 2022 ILEARN data.
- The 8<sup>th</sup> grade Hispanic student math cohort grew by 7% when comparing 2023 and 2022 ILEARN data.
- The 8<sup>th</sup> grade Hispanic student math cohort grew by 7% when comparing 2023 and 2022 ILEARN data.
- The 8<sup>th</sup> grade SPED ELA cohort grew by 5% when comparing 2023 and 2022 ILEARN data.
- The disparity between SPED pass rates decreased in math 7 from 2022 to 2023.
- While our Hispanic population grew, we increased the percentage of students passing both ELA and Math ILEARN tests by 7%. (2022 was the first year that this student subgroup was targeted in our SIP.)

**Challenges:**

- Pass rates in ELA and math remain below the Pre-Pandemic (2019) level.
- A significant disparity exists when comparing the ILEARN pass rates of white, black, and Hispanic students.
- A significant disparity exists when comparing the ILEARN pass rates of general education to special education students.
- Black 7<sup>th</sup> grade students had 26% pass rate on Math ILEARN.
- Black 8<sup>th</sup> grade students had 21% pass rate on Math ILEARN.
- The 8<sup>th</sup> grade SPED math cohort fell by 1% when comparing 2023 and 2022 ILEARN data and was the lowest performing subgroup.
- Black and Hispanic Students had a 33% and 38% pass rate for ELA ILEARN grade 7.
- Math 7 ILEARN scores were the only area below the HSE pass rate.

**Section 4: School Improvement**

**Specific areas where improvement is needed immediately**

Immediate improvement is needed in closing the achievement gap between our highest performing groups and our lower performing subgroups in standardized assessments. Not addressing the achievement gap will allow these students to fall further behind their peers and put them at a disadvantage academically. This deficit will negatively impact students' ability to reach their high school and post-secondary educational and career goals. The need for all students to master

grade level Indiana Academic Standards is a goal in all discipline areas. Professional development must also continue to address effective curriculum design and differentiation promoting student transfer and application of knowledge and skills.

It is our belief that academic goals cannot be attained without solid social and emotional support in place. Hamilton Southeastern Schools desires to focus on developing a renewed sense of purpose, shared vision, and sense of belonging across our learning community. This goal encompasses not only the students in our schools, but also the adults educating and supporting these children.

## **Section 5: Action Plan**

### **School Improvement Goals and Strategies 2023-24 School Year**

**Goal #1: Closing Achievement Gap: HSE Schools have identified significant achievement gaps among demographic groups.**

- **Exceptional Learners**

Building Based Problem Statement with Baseline Data:

At FCJ, students in Special Education are performing at a lower rate on State Assessments than their general education peers. On the 2023 ILearn assessment, special education students achieved mastery significantly below their general education peers.

2019	Non-Sped.	Sped.	2022	Non-Sped.	Sped.	2023	Non-Sped	Sped
------	-----------	-------	------	-----------	-------	------	----------	------

ELA 7	79%	27%	ELA 7	75%	26%	ELA 7	64%	16%
ELA 8	75%	24%	ELA 8	66%	30%	ELA 8	70%	31%
Math 7	73%	32%	Math 7	69%	14%	Math 7	60%	22%
Math 8	71%	20%	Math 8	54%	18%	Math 8	62%	13%

Expected SMART Outcome:

The ELA and math academic achievement gap between the general education students and special education students will be reduced by at least 6% in this academic year without compromising the achievement gains of the highest performing group as measured by ILEARN.

Year 1 Expected Outcome \_\_6\_\_% reduction in gap

Year 2 Expected Outcome \_\_6\_\_% reduction in gap

Year 3 Expected Outcome \_\_6\_\_% reduction in gap

**ACTION PLAN:**

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Teachers will implement literacy strategies within all disciplines.	PD  Book: 180 Days: <i>Two Teachers and the Quest to Engage and Empower Adolescents</i> Gallagher/Kittle	FED Report Card  I Learn 18-19  NWEA  SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
Curriculum written to push students to a deeper understanding and application of knowledge.  <ul style="list-style-type: none"> <li>In PLCs, teachers will unpack standards.</li> <li>Use of DOK chart</li> </ul>	PD Access to curriculum maps	FED Report Card  I Learn 18-19  NWEA  SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
Teachers will use curriculum maps based on state standards to tailor instruction based on academic level of student.	PD Access to curriculum maps  Increased communication on Learning	I Learn 18-19  NWEA  SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
Program review of Special Education services.	Intensive Behavioral Supports  Curriculum addressing lagging skills.	Office referrals decrease by 50%  Increase usage of student hot pass	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs

	Off-site visits	Decrease number of students in ISR by 50%		
Teachers will teach and reinforce executive functioning skills.	PD: executive functioning Homeroom lessons on executive functioning skills Book Study EF Lab classes	Discipline Data Minutes out for behaviors	2021-2022 2022-2023 2023-2024	Teachers Students Administration Counselors
Teachers will use research based Co-teaching strategies.	PD Planning time	ILearn NWEA Teacher feedback Testing Data	2021-2022 2022-2023 2023-2024	Teachers Administration

**Goal #2: Closing Achievement Gap: HSE has identified significant achievement gaps among demographic groups.**

- **Blacks/African American**
- **Hispanic**

Building Based Problem Statement with Baseline Data:

At FCJ black and Hispanic students are performing at a lower rate on State Assessments than their white peers. On the 2023 ILEARN assessment, black and Hispanic students achieved mastery significantly below their white peers.

When comparing 2022 to 2023 ILearn data, there is significant disparity between white students pass rates and Hispanic students pass rates. However, the overall pass rate of Hispanic students did increase in both Math.

2022	White	Black/AA		Hispanic	
ELA 7	75%	41%	-34%	45%	-30
ELA 8	64%	47%	-17%	44%	-20
Math 7	70%	18%	-52%	23%	-47
Math 8	54%	23%	-31%	25%	-29



2023	White	Black/AA		Hispanic	**
ELA 7	<b>65%</b>	<b>33%</b>	<b>-32%</b>	<b>38%</b>	<b>-27%</b>
ELA 8	<b>68%</b>	<b>43%</b>	<b>-25%</b>	<b>43%</b>	<b>-25%</b>
Math 7	<b>63%</b>	<b>26%</b>	<b>-37%*</b>	<b>32%</b>	<b>-31%</b>
Math 8	<b>61%</b>	<b>21%</b>	<b>-40%</b>	<b>30%</b>	<b>-31%</b>

\*MTH 7- 2023 Scores of white students decreased 7%, while % of black students passing increased 8%.

Expected SMART Outcome:

At FCJ the academic achievement gap between black and Hispanic students and their white peers will be reduced by at least 6% in this academic year without compromising the overall achievement rate as measured by ILEARN.

Year 1 Expected Outcome   6  % (\*See Actual results above)

Year 2 Expected Outcome   6  %

Year 3 Expected Outcome   6  %

**ACTION PLAN:**

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Train all staff on equity and inclusion	PD time Substitute teachers	Current number of staff attending: Intro to Equity or Interrupting Racism 2018= 3 staff 2020 = 32 staff  Restorative Practices  Training with Cornelius Minor	2021-2022 2022-2023 2023-2024	Equity Coaches Administration Teachers
Teachers will implement literacy strategies within all disciplines.	PD	FED Report Card  ILearn 18-19  NWEA  SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs

Teachers will offer more voice and choice in their classes.	PD Access to curriculum maps VIA survey and resources	FED Report Card ILearn 18-19 NWEA SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
Teachers will facilitate class discussions and collaboration, celebrating multiple perspectives.	PD on discussion strategies.	SFS Classroom observations	2021-2022 2022-2023 2023-2024	Teachers Students
Expose all teachers to research on brain development and neuroscience of adolescents	Educational Neuroscience Training <u>Smart but Scattered</u>	Discipline Data Classroom observations Hallway observations	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
Train teachers in De-Escalation techniques and other evidence based intervention strategies	MANDT SRO/staff -table top exercises Dr. Ross Greene+ Collaborative Problem Solving(CPS)	Discipline Data Classroom observations Hallway observations	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs SRO
Teachers will expose students to multiple perspectives in classroom.	PD Variety of resources shared cross-curricular	FED Report Card ILearn 18-19 NWEA SFS and TDS	2021-2022 2022-2023 2023-2024	Teachers Administration Department Chairs
At course selection time – identify additional minority students through test scores and teacher recommendation who might benefit from advanced placement classes	Teacher recommendations NWEA scores Grades		2022-2023 2023-2024	Teachers Administration Counselors

**Goal #3: SEL Goal: HSE desires to focus on developing a renewed sense of purpose, shared vision, and sense of belonging across our learning community.**

**Building Based Problem Statement with Baseline Data:**

At FCJ less than 50% of students shared favorable rating in the category of Sense of Belonging per survey. 28% of students responded favorably to the question, “How connected do you feel to the adults at your school?”

Expected SMART outcome: The result of student inquires will show an increase of 20% in the area of “sense of belonging” over the next 3 years. Students will be equipped with a stronger connection to Fall Creek Junior High, so they can find success in school and beyond. We will utilize anecdotal data to ascertain students’ level of ‘Belonging’ at FCJH such as participation in ECA’s and athletics, teacher feedback on discussions during SOAR time (SEL Lessons), counselor meetings with students,

Year 1 Expected Outcome \_\_\_10\_\_\_ %

Year 2 Expected Outcome \_\_\_5\_\_\_ %

\*Year 3 Expected Outcome \_\_\_\_\_ % Anecdotal increases

	Spring 2019	Spring 2021	Spring 2022
Sense of Belonging	40%	43%	45%
“How connected to adults”	17%	21%	28%

**ACTION PLAN:**

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Student advisory panel	Diverse Student group  Discussion questions  Open dialogue between staff and students.	Sense of Belonging Inquiry  Spring 2019 = 40% Spring 2021=44% Spring 2022 = 45%	2021-2022 2022-2023 2023-2024	Teachers Students Administrators Counselors Classified staff Parents Students
School Climate Committee	Staff Recognitions  Staff/admin collaboration time  Resources for recognition	<u>Teacher Survey</u> “How confident are you in teaching the most difficult...” increase of 22% from 2021 to 2022 “Perceptions of the overall social and learning climate of the school.” 5% increase from 2021 to 2022	2021-2022 2022-2023 2023-2024	Teachers Administrators

Students will participate in anti-bullying and empathy lessons.	Mind Up and Second step curriculum and training.  Reduce administrative tasks of counselors	Push in guidance lessons exit tickets  Survey associated with counseling lessons	2021-2022 2022-2023 2023-2024	Teachers Students Administrators Counselors
Train all staff on equity and inclusion	PD time  Substitute teachers	Current number of teachers attending: PD on DEI or “Interrupting Racism” 2018= 3 staff 2020 = 32 staff  How comfortable would you be having conversations about race with students” Increase of 27% from 2021 to 2022	2021-2022 2022-2023 *2023-2024 *No Panorama	Equity Coaches Administration Teachers
Host International Night	Family Involvement  Cross-curricular Projects  Community Partners	Baseline: # of Booths = 9  # of attendees = 500	2021-2022 2022-2023 2023-2024	Staff Administration Students Community
Increase opportunities for students to be involved at FCJ.	More clubs  More times to meet  Transportation solution  Club supervision	Percentage of students in club or activity Baseline: 30% 2022 = 70% (including activity period)	2021-2022 2022-2023 2023-2024	Staff Administration Counselors Students Parents
PBIS Committee work: celebrate student individual success	PBIS incentives and practices.  Student of the Month celebration  Coordinated School BOY kick-off  House Student of the Month	Survey Data  Discipline Data  Attendance Data	2021-2022 2022-2023 2023-2024	Teachers Administration

Goal-setting and future ready planning with all students.	<p>NAVIANCE</p> <p>Counseling Meetings</p> <p>Career Exploration</p> <p>Mindful morning announcements</p> <p>Academic Tracking Sheet</p>	<p>% of students participating in NAVIANCE activities</p> <p>21<sup>st</sup> Century Scholar: (2021 Baseline)</p> <p>80% of eligible students enrolled</p>	<p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>	<p>Counselors</p> <p>Teachers</p> <p>Administrators</p> <p>Students</p>
Create Activity Period	<p>Teacher buy-in</p> <p>Flexible Schedule on Friday</p> <p>Financial Support</p> <p>Student buy-in</p>	<p>Survey Data</p> <p>Discipline Data</p> <p>Teacher Feedback</p> <p>Student Feedback</p>	<p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>	<p>Counselors</p> <p>Teachers</p> <p>Administrators</p> <p>Students</p>
Create Teaming Model: Divide students among Teams at each grade level.	<p>Skyward</p> <p>Master Schedule</p> <p>Collaboration Thursday's</p> <p>Communication-Newsletters: Spotlight on Learning</p> <p>Classroom proximity/organized together by team</p>	<p>Survey Data</p> <p>Discipline Data</p> <p>Parent Feedback</p> <p>Student Feedback</p>	<p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>	<p>Counselors</p> <p>Teachers</p> <p>Administrators</p> <p>Students</p>
Monitor and address attendance concerns in proactive, supportive process	<p>Regular taking of attendance</p> <p>Sharing of data</p>	<p>Attendance reports and data</p> <p>Quarterly grades</p>	<p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>	<p>Teachers</p> <p>Attendance Administration</p> <p>Counselors</p>
Implement SEL curriculum in SOAR	<p>Second Steps</p> <p>Common Sense Media</p>	<p>Pilot course surveys</p> <p>Exit surveys</p>	<p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>	<p>Teachers</p> <p>Administrators</p> <p>Counselors</p>

Student Support Groups	Social Worker	Student Discipline	2021-2022	Social Worker Students Counselors Teachers Parents	
	Staff PD		2022-2023		
	Self-Referral System		Attendance Data		2023-2024
	Teacher/Counselor Referral System		Student Feedback		
	Parent Referral System		Parent Feedback		

**Statutes and rules to be waived**

No waivers of statutes or rules have been requested.

<b>Research Supporting Instructional Strategies</b>	<p>Brown, D., Knowles, T. (2014). <i>What Every Middle School Teacher Should Know</i>.</p> <p>Gallagher, K. and Kittle, P. (2018). <i>180 Days: Two Teachers and the Quest to Engage and Empower Adolescents</i>.</p> <p>Hattie, J., Fisher, D., and Frey N. (2018). <i>Developing Assessment Capable Learners</i>.</p> <p>Dawson, P. and Guare, Richard. (2019). <i>Smart but Scattered</i>.</p> <p>Dufour, R. and Fullan, M. (2013) <i>Cultures Built to Last: Systemic PLC's at Work</i>.</p> <p>Venables, Daniel. (2014) <i>How Teachers Can Turn Data Into Action</i>.</p> <p>Venables, Daniel. (2017) <i>Facilitating Teacher Teams and Authentic PLC's</i></p> <p>Greene, Ross. (2021) <i>Lost &amp; Found: Unlocking Collaboration and Compassion to Help Our Most Vulnerable, Misunderstood Students</i>.</p>
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<b>Assessments: Standardized and/or locally developed measures of progress toward the goal</b>
<p>ILEARN</p> <p>IXL</p> <p>NWEA-BOY and MOY</p> <p>WIDA</p> <p>AIMS-WEBB</p> <p>Locally developed end of course assessments or common assessments</p>

**Committee:**

Tim Mankin - Interim Principal  
Michael Ryan - Assistant Principal

Michelle Feeney-Teacher  
Aimee Bastin-Teacher  
Jeff Barnard-Teacher  
Shellise Frazier-Teacher  
Stephanie Dalton-Teacher  
Brandon Spidel –Teacher  
Callie Mathers – School Psychologist  
Heidi Ricks – Social Worker  
Lori Hook– Teacher  
Sarah Baras - Teacher  
Kristen Distler- Teacher Librarian  
Jenny Slota – Teacher  
Jeanne Medeiros - Teacher  
Brad Funk – Teacher/Parent  
Jennifer Lowe- Parent