

Fall Creek Jr. High
School Improvement Plan
2024-2025



12001 Olio Rd.
Fishers, IN 46037

Table of Contents

	Page
Section 1: School Profile.....	1-5
Section 2: Summary of Data.....	6-11
Section 3: Conclusions.....	11-12
Section 4: School Improvement	12
Section 5: Action Plan.....	13-19

Section 1: School Profile

Mission, Vision, and Beliefs

Hamilton Southeastern Schools Mission:

Hamilton Southeastern Schools, as a forward-thinking school district, provides educational opportunities to ensure the success of each student, to become a responsible citizen and to positively influence an ever-changing world community.

Hamilton Southeastern Schools
Best Practices for Teaching and Learning



Hamilton Southeastern School Board Goals:
Academic:

All students will demonstrate growth in academic achievement and proficiency.

Operation:

All divisions of HSE Operations will evidence efforts to effect support for student academic success.

Communication:

Access to HSE information by internal and external stakeholders, and those exploring HSE, will be assessed and redesigned, if necessary, for greater ease and consistency.

FALL CREEK JR HIGH MISSION STATEMENT:

Strive for excellence. Build character. Value Community.

Falcons ARE:

SAFE

OPTIMISTIC

ACCOUNTABLE

RESPECTFUL

FALCONS SOAR!

Description of School, Community, and Educational Programs

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 1005 students. The student population is expected to continue to increase in the coming years. The staff consists of 88 total individuals, 66 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 67% White, 10% Asian, 8% Hispanic, 6% Multi-racial and 9% 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, Math Counts, Chess 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.

Provision to Maximize 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. 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. 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, email, 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. Students can also be acknowledged with a Wing for displaying the defined trait of the month.

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. 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.

Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. 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 Schools uses positive behavior supports, and an accountability support based community 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 concern 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 Security, 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 Hamilton Southeastern Schools.

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 is included in every bi-weekly newsletter. The handbook clearly defines the guidelines and expectations for students and families. HSE uses positive behavior supports 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 Educational 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.

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 administrative staff analyzes 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, teacher directed PD, PLC meetings, and professional development days that provide time for departments and professional learning communities to collaborate. PLC's meet weekly on Tuesday mornings. Faculty meetings and teacher directed 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 classroom management, developing routines, curriculum mapping, 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.

2024-2025 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 of the Guiding Coalition

Common Language focusing on Student Success and Student Ownership

School Climate Strategies

Classroom Management Strategies

Teacher Collaboration/Collective Teacher Efficacy

Tier 1 Differentiation Strategies

Formative Assessments and Checks for Understanding

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.

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, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN checkpoints and summative assessments.

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 that 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 Assistant Superintendent of Secondary Education for approval and recommendation to the Deputy Superintendent. Course recommendations then go to the Board of School Trustees for final approval.

HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our **Journey of a Student** (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

Knowledge	Skills	Attributes
Self-Aware Engaged Academically Prepared Globally Conscious	Collaborative Responsible Effective Communicator Analytical	Resilient Creative Empathetic Honorable

Student survey data and evidence will show student growth and attainment of these elements. Each school will use this data to inform instruction of the Journey of a Student.

HSE Schools is committed to providing work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have 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 and Internships. Career and college course work will be organized into “Networks” at the high school level by the 2025-2026 school year, including dual-credit college courses and Advanced Career/ Technical Education courses with student opportunities for Work-Based Learning, earning industry credentials, and apprenticeships. K-8 student experiences will align with these networks to allow students to explore these options. Through the support an IDOE Career Coaching grant, these experiences and opportunities 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.

Section 2: Summary of Data

2024-2025 SCHOOL STATISTICS

Community: Large Suburban

Enrollment: 1005

Grade Level: 7-8

School Schedule: Traditional

STUDENT DEMOGRAPHICS:

White- 67.4%

Asian – 9.8%

Black/African American – 8.9%

Hispanic – 8.0%

Multi-racial/Ethnic -5.8%

SES:

Paid – 81.9%

Free/Reduced Lunch - 18.1%

ATTENDANCE (students attending at least 94% of instructional days):

2018-2019 = 80.1%

2019-2020 = 78.6%

2020-2021 = 84.3%

2021-2022 = 94.0%

2022-2023 = 69.7%

2023-2024 = 78.1%

We will work to improve student attendance rates by focusing on Goal #3: maintaining a positive school climate/culture conducive to learning and achievement as well as through the creation of more student-centered, engaging lessons.

2024 Data: ILEARN

7th Grade

School	ELA	Math	Both
FCJH	64%	61%	53%
HSE Schools	58%	61%	50%

8th Grade

School	ELA	Math	Both
FCJH	58%	52%	44%
HSE Schools	61%	55%	47%

Whole School

School	ELA	Math	Both
FCJH	61%	56%	48%
HSE District	61%	64%	53%

Comparison School Data 2024 ILEARN

School	ELA	Math	Both
Creekside	79	78	71
Brownsburg West	71	75	64
Clay	66	66	56
Zionsville West	65	65	55
HIJH	65	64	54
Westfield	61	62	52
Zionsville Middle	64	59	50
Carmel	66	54	49
Fall Creek Junior High	61	56	48
Riverside Junior High	59	57	48
Noblesville West	67	53	47
Fishers Junior High	54	59	46
Noblesville East	56	43	37

2023-2024 Discipline

Discipline

School
 Fall Creek Junior High

School Year
 2024

Gender
 F
 M

Status
 A
 I

High Ability
 No
 Yes

HA Area
 All

Exceptional Learners
 No
 Yes

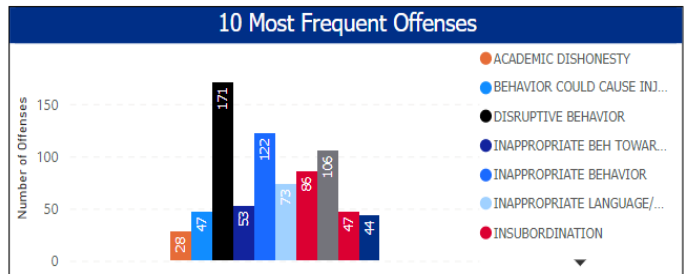
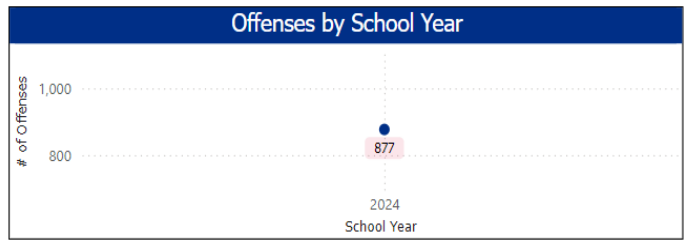
Race/Ethnicity
 All

ENL
 No
 Yes

ENL
 All

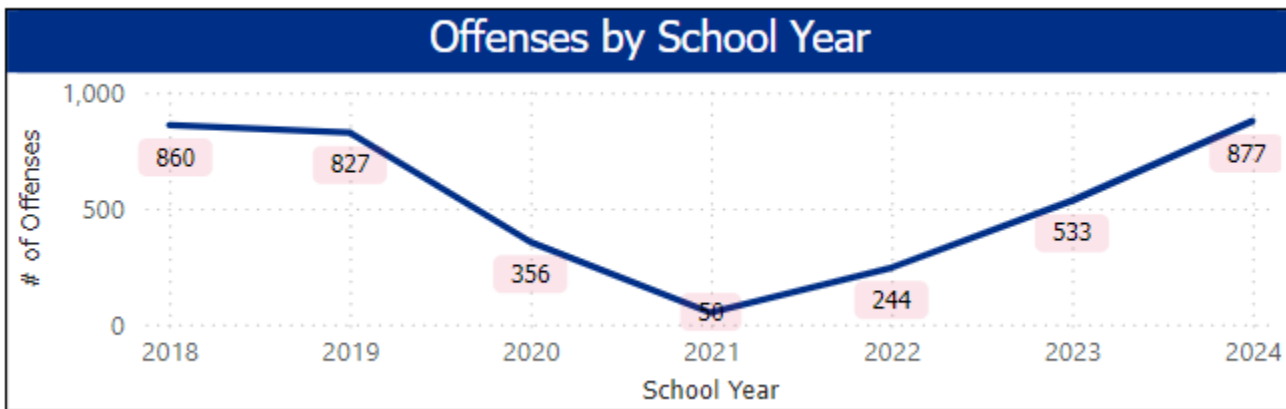
Top Offenses

Count	OFFENSE DESCRIPTION
171	DISRUPTIVE BEHAVIOR
122	INAPPROPRIATE BEHAVIOR
106	OUT OF AREA
86	INSUBORDINATION
73	INAPPROPRIATE LANGUAGE/PROFANI
53	INAPPROPRIATE BEH TOWARD STAFF
47	BEHAVIOR COULD CAUSE INJURY
47	TARDIES
44	TECHNOLOGY/PHONE/DEVICE INFRAC
28	ACADEMIC DISHONESTY
19	PHYSICAL ALTERCATION
13	HARRASSMENT
13	SKIPPING/CUTTING CLASS
13	VANDALISM/DESTRUCTION OF PROPE
12	FIGHT/BATTERY
8	THEFT
7	THREAT/INTIMIDATION



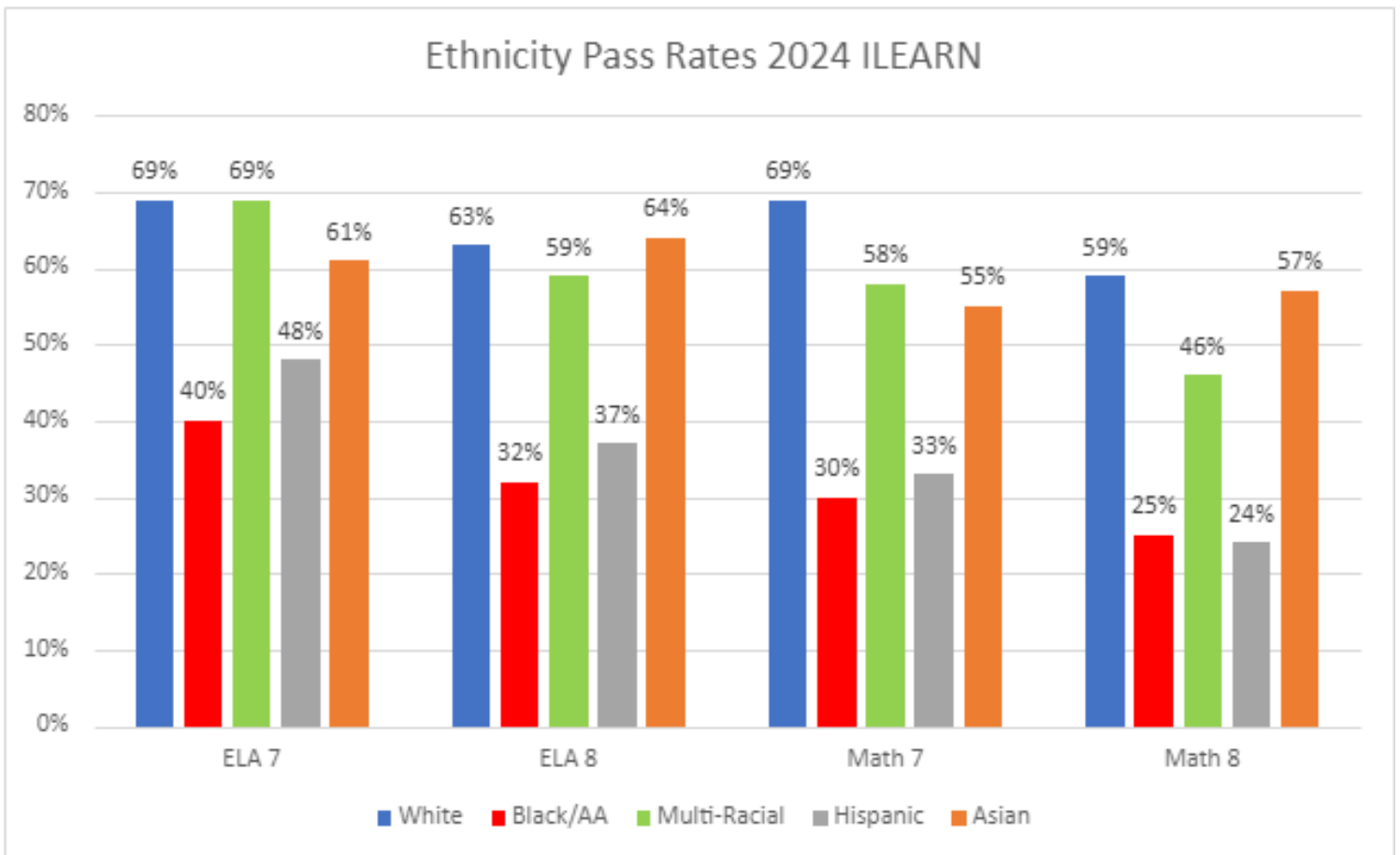
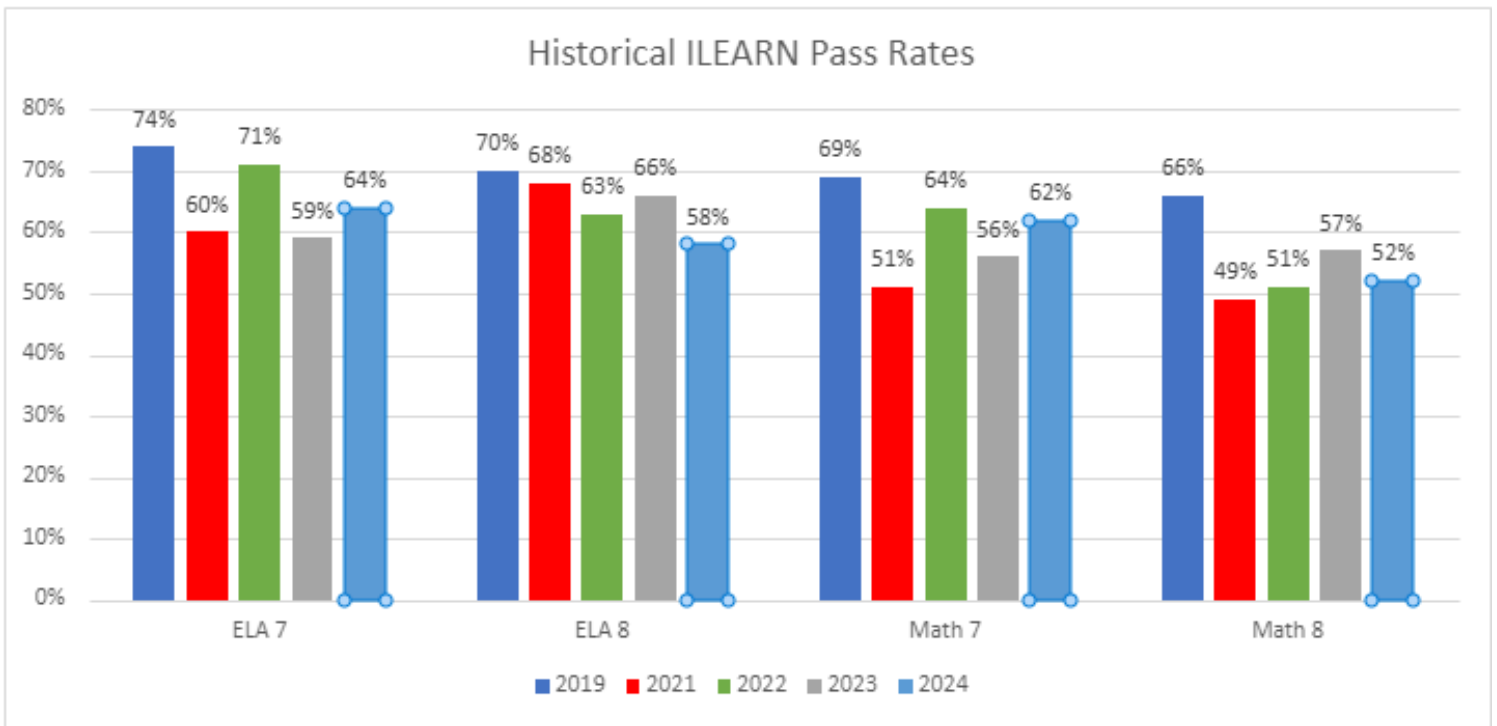
Student Fed Race	Number of Offenses	% of Offenses	Number of Students	% of Students	Offenses Per Student
Asian	36	4.10%	18	7.56%	2
Black/African Amer	226	25.77%	43	18.07%	5
Hispanic	78	8.89%	28	11.76%	3
Multiracial	55	6.27%	15	6.30%	4
White	482	54.96%	134	56.30%	4
Total	877	100.00%	238	100.00%	4

*Data does not include "FOR RECORD ONLY" infractions.

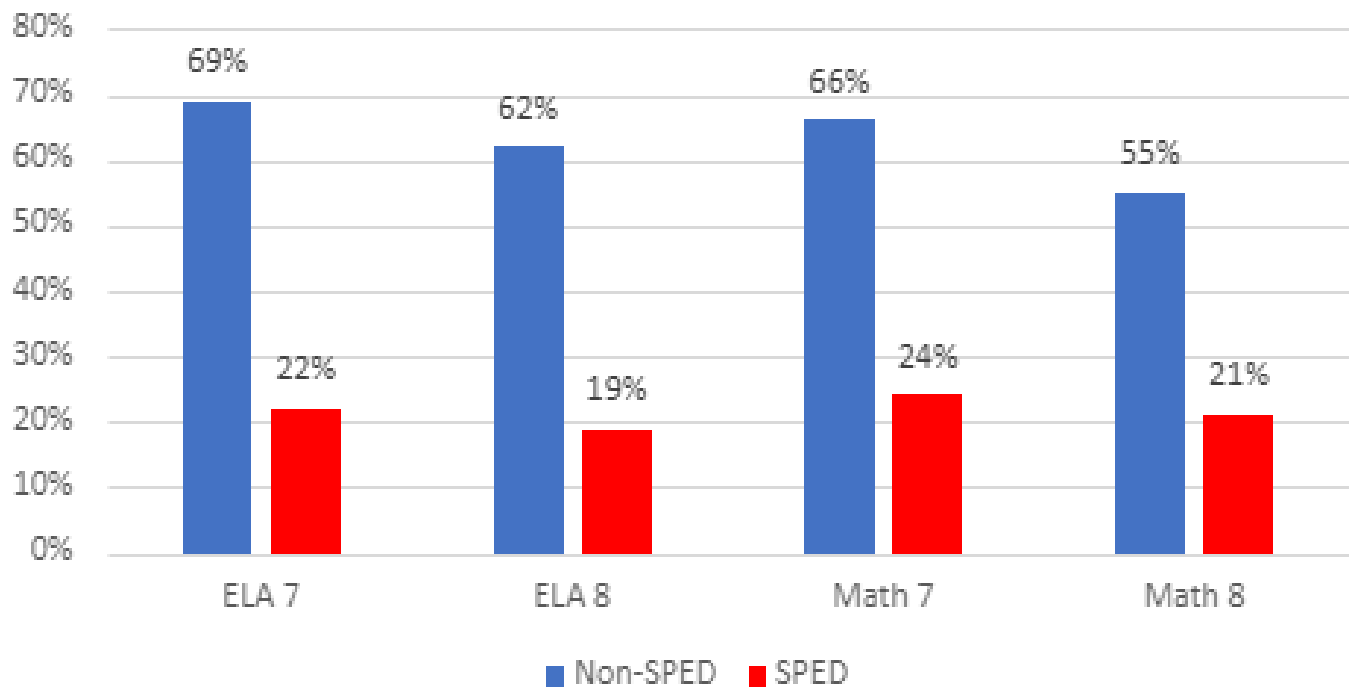


ILEARN Data:

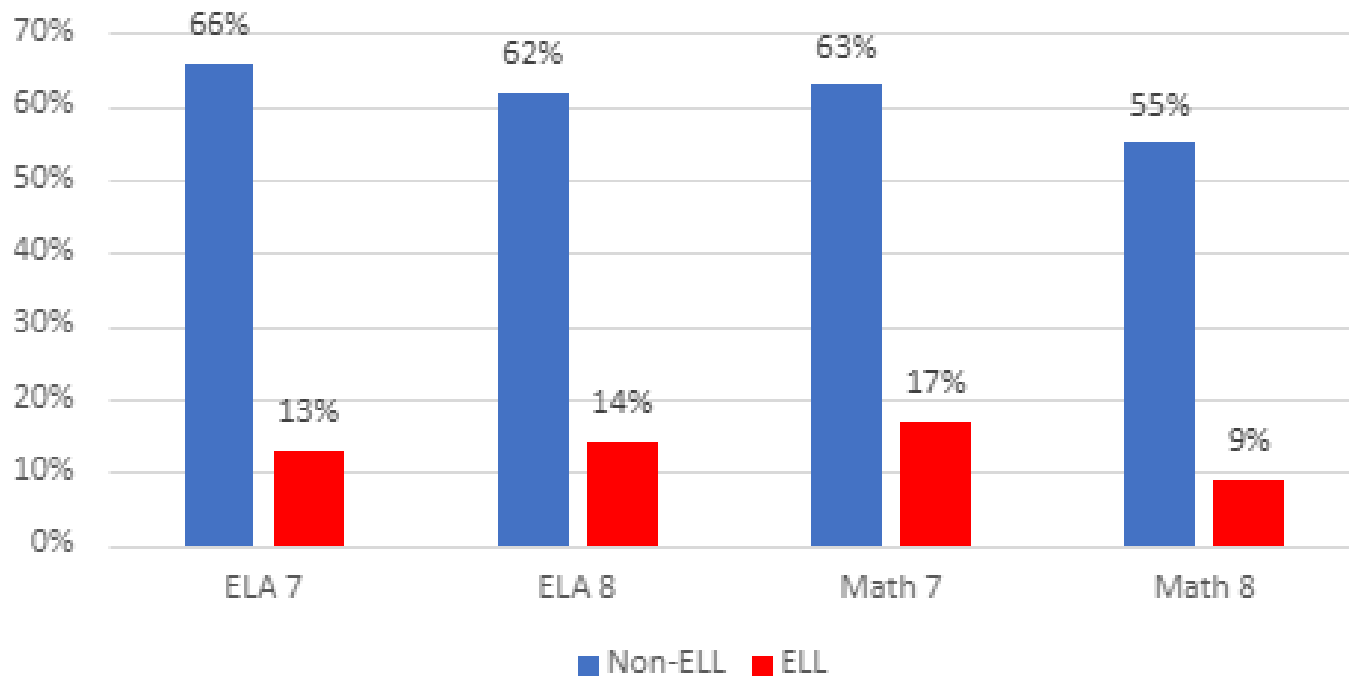
Trend Data:



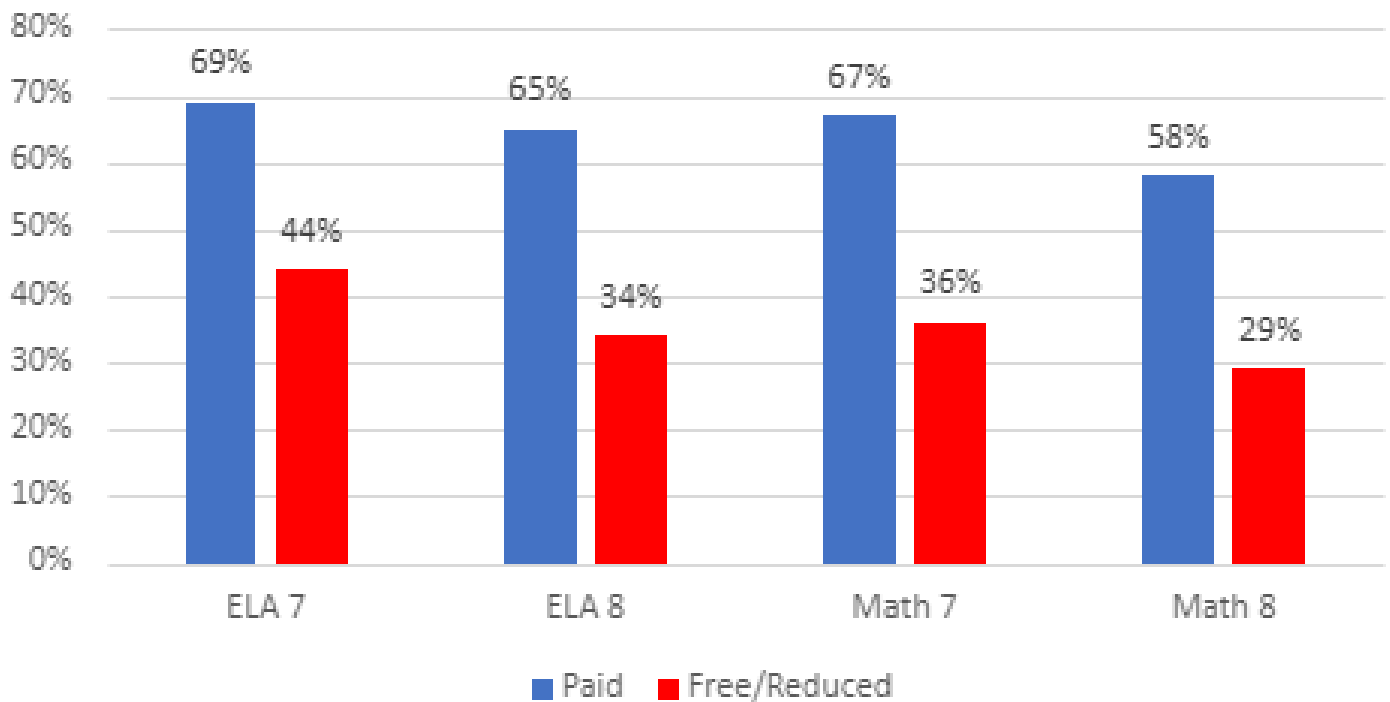
Special Education Pass Rates 2024 ILEARN



ELL Pass Rates 2024 ILEARN



Socioeconomic Pass Rates 2024 ILEARN



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	2024	Difference 2023 to 2024
ELA 7	74%	70.9%	59%	64%	+5%
ELA 8	70%	63.2%	66%	58%	-8%
Math 7	69%	63.9%	56%	61%	+5%
Math 8	66%	50.8%	57%	52%	-5%

Analysis of 2024 ILEARN Data:

Strengths:

- Grade 7 ELA Pass rates on ILEARN increased by 5% from 2023 to 2024.
- Grade 7 Math Pass rates on ILEARN increased by 5% from 2023 to 2024.
- Grade 7 data is consistently in line with or higher than the district data.
- The 8th grade Free/Reduced ELA cohort grew by 6% when comparing 2023 and 2024 ILEARN data.
- The 8th grade SPED ELA cohort grew by 3% when comparing 2023 and 2024 ILEARN data.
- The 8th grade ELL ELA cohort grew by 10% when comparing 2023 and 2024 ILEARN data.
- The 8th grade ELL ELA cohort grew by 8% when comparing 2023 and 2024 ILEARN data.
- The disparity between SPED pass rates decreased in ELA 7 and math 7 from 2023 to 2024.
- While our Hispanic population grew, we increased the percentage of students passing both ELA and Math ILEARN tests in every content area except for Math 8 (2022 was the first year that this student subgroup was targeted in our SIP).

Challenges:

- Grade 8 ELA Pass rates on ILEARN decreased by 8% from 2023 to 2024.
- Grade 8 Math Pass rates on ILEARN decreased by 5% from 2023 to 2024.
- Grade 8 Overall Pass rates on ILEARN were 3% lower than the district average.
- 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 and Hispanic 7th grade students had 30% and 33% pass rate on Math ILEARN, respectively.
- Black and Hispanic 8th grade students had 25% and 24% pass rate on Math ILEARN, respectively.
- 8th grade Math ILEARN scores were consistently lower than the other grade level content areas.

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 demographic groups in standardized assessments and in raising our attendance rate. Not addressing the achievement gap will allow these students to fall further behind their peers and put them at a disadvantage academically. We need to create an environment that supports learning and encourages students to attend school. These academic deficits 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. Additionally, teachers must come alongside struggling learners to re-teach, support, and nurture them to help ensure learning and growth.

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 2024-25 School Year

Goal #1: Improve Academic Outcomes in Math as measured by the ILEARN Spring Proficiency Test.

- **The Exceptional Learner, Black, and Hispanic demographic groups will increase by 3 points on the ILEARN Spring Proficiency Test.**

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 2024 ILearn assessment, special education students achieved mastery significantly below their general education peers.

Black and Hispanic students are performing at a lower rate on State Assessments than their white peers. On the 2024 ILEARN assessment, Black and Hispanic students achieved mastery significantly below their white peers. When comparing 2023 to 2024 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 seventh grade tested subjects.

2019	Non-Sped.	Sped.	2022	Non-Sped.	Sped.	2023	Non-Sped.	Sped.	2024	Non-Sped.	Sped.
Math 7	73%	32%	Math 7	69%	14%	Math 7	60%	22%	Math 7	66%	24%
Math 8	71%	20%	Math 8	54%	18%	Math 8	62%	13%	Math 8	55%	21%

2022	White	Black/AA	Gap		Hispanic	Gap	
Math 7	70%	18%	-52%		23%	-47%	
Math 8	54%	23%	-31%		25%	-29%	

2023	White	Black/AA	Gap	Cohort Data 2022→2023	Hispanic	Gap	Cohort Data 2022→2023
Math 7	63%	26%	-37%		32%	-31%	
Math 8	61%	21%	-40%	+12%	30%	-31%	+16%

2024	White	Black/AA	Gap	Cohort Data 2023→2024	Hispanic	Gap	Cohort Data 2023→2024
Math 7	69%	30%	-39%		33%	-36%	
Math 8	59%	25%	-34%	+3%	24%	-35%	-4%

Expected SMART Outcome:

The math ILEARN Performance gap between the general education students and special education, Black, and Hispanic students will be reduced by at least 3% in this academic year without compromising the achievement gains of the highest performing group as measured by ILEARN.

Year 1 Expected Outcome 3 % reduction in gap

Year 2 Expected Outcome 3 % reduction in gap

Year 3 Expected Outcome 3 % reduction in gap

ACTION PLAN:

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Teachers will use curriculum maps based on state standards to tailor instruction based on academic level of student.	PD Access to curriculum maps Increased collaboration on Learning Diffit	ILEARN Scores SFS and TDS	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs
Program review of Special Education services.	PD Strategic case load assignments Access to Content Area PLCs.	Office referrals decrease by 50% Academic Goals ILEARN	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs
Teachers will use research based Co-teaching strategies.	PD DEL PLC Planning Time Content-Area PLC Planning Time	ILearn Teacher feedback Summative Testing Data	2024-2025 2025-2026 2026-2027	Teachers Administration
Tier 3 Math Teachers will utilize multiple classroom resources and settings to support student learning.	PD Teach Like A Champion, 3.0	SFS Classroom observations Aims Web	2024-2025 2025-2026 2026-2027	Teachers Students
Teachers will expose students to multiple types of standards-based math questions in the classroom setting.	PD Variety of resources shared cross-curricular Diffit	ILearn uPAR SFS and TDS	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs

Goal #2: Improve Academic Outcomes in English as measured by the ILEARN Spring Proficiency Test.

- **The Exceptional Learner, Black, and Hispanic demographic groups will increase by 3 points on the ILEARN Spring Proficiency Test.**

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 2024 ILearn assessment, special education students achieved mastery significantly below their general education peers.

Black and Hispanic students are performing at a lower rate on State Assessments than their white peers. On the 2024 ILEARN assessment, Black and Hispanic students achieved mastery significantly below their white peers. When comparing 2023 to 2024 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 seventh grade tested subjects.

2019	Non-Sped.	Sped.	2022	Non-Sped.	Sped.	2023	Non-Sped.	Sped.	2024	Non-Sped.	Sped.
ELA 7	79%	27%	ELA 7	75%	26%	ELA 7	64%	16%	ELA 7	69%	22%
ELA 8	75%	24%	ELA 8	66%	30%	ELA 8	70%	31%	ELA 8	62%	19%

2022	White	Black/AA	Gap		Hispanic	Gap	
ELA 7	75%	41%	-34%		45%	-30%	
ELA 8	64%	47%	-17%		44%	-20%	

2023	White	Black/AA	Gap	Cohort Data 2022→2023	Hispanic	Gap	Cohort Data 2022→2023
ELA 7	65%	33%	-32%		38%	-27%	
ELA 8	68%	43%	-25%	+9%	43%	-25%	+5%

2024	White	Black/AA	Gap	Cohort Data 2023→2024	Hispanic	Gap	Cohort Data 2023→2024
ELA 7	69%	40%	-29%		48%	-21%	
ELA 8	63%	32%	-31%	+1%	37%	-26%	+1%

Expected SMART Outcome:

The math ILEARN Performance gap between the general education students and special education, Black, and Hispanic students will be reduced by at least 3% in this academic year without compromising the achievement gains of the highest performing group as measured by ILEARN.

Year 1 Expected Outcome 3 % reduction in gap

Year 2 Expected Outcome 3 % reduction in gap

Year 3 Expected Outcome 3 % reduction in gap

ACTION PLAN:

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Teachers will implement literacy strategies within all disciplines.	PD Access to curriculum maps Diffit IXL	ILearn SFS uPAR Aims Web	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs
Teachers will provide students opportunities for choice reading and to practice reading and responding to multiple types of text during RISE.	PD Curriculum Resources focused on Reading, Writing, and Sharing Teach Like A Champion, 3.0	ILEARN uPAR SFS	2024-2025 2025-2026 2026-2027	Teachers Administration
Teachers will use curriculum maps to tailor instruction based on state standards and the academic level of student.	PD Access to curriculum maps Teach Like A Champion 3.0 Diffit	ILEARN Scores SFS Formative and Summative Data	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs
Program review of Special Education services.	PD Strategic case load assignments Access to Content Area PLCs.	ILEARN Academic Goals Office referrals decrease by 50%	2024-2025 2025-2026 2026-2027	Teachers Administration Department Chairs
Teachers will use research based Co-teaching strategies.	PD DEL PLC Planning Time Content-Area PLC Planning Time	ILearn Teacher feedback Testing Data	2024-2025 2025-2026 2026-2027	Teachers Administration

Goal #3: Fall Creek Junior High School will maintain a positive school climate/culture conducive to learning and achievement

- **Demographic groups will have a discipline percentage that more closely mirrors the student population percentage at Fall Creek Junior High.**
- **Our attendance rate will surpass our pre-pandemic attendance rates.**

Building Based Problem Statement with Baseline Data:

At FCJ students our discipline data has increased every year since 2021. Additionally, our discipline data has shown to be disproportionate to our minority population. When we look at our data, there are 5 specific areas that are more represented in the discipline data when compared to others.

	2021	2022	2023	2024
# of Discipline Offenses	50	244	533	877

	Asian	Black	Hispanic	Multiracial	White
% of Offenses	4%	26%	9%	6%	55%

	Disruptive Behavior	Inappropriate Behavior	Out of Area	Insubordination	Inappropriate language
# of Offenses per behavior category	171	122	106	86	73

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Attendance Rate (students attending at least 94% of instructional days)	80.1%	78.6%	84.3%	94.0%	69.7%	78.1%

Expected SMART outcome: 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/social worker meetings with students, and feathers used. By creating a sense of belonging, the number of referrals will decrease, and our data will become more proportionate to our student population. Additionally, we will see an increase in our student attendance rate because of the sense of belonging and culture created in the school setting.

- Year 1 Expected Outcome _5_ % reduction in number of discipline referrals and _3_ % increase in attendance rate.
 Year 2 Expected Outcome _5_ % reduction in number of discipline referrals and _3_ % increase in attendance rate.
 Year 3 Expected Outcome _5_ % reduction in number of discipline referrals and _3_ % increase in attendance rate.

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.	Attendance Data Discipline Data Sense of Belonging	2024-2025 2025-2026 2026-2027	Students Administrators Counselors
Students will participate in anti-bullying and empathy.	Second step curriculum Assembly Opportunities	Discipline Data	2024-2025 2025-2026 2026-2027	Teachers Students Administrators Counselors
Celebrate individual student successes	PBIS incentives and practices. DUCK Award House Student of the Month	Discipline Data Attendance Data	2024-2025 2025-2026 2026-2027	Teachers Administration Students
Monitor and address attendance concerns in a proactive, supportive process.	Communication Process Sharing of data Collaboration time	Attendance reports and data Quarterly grades	2024-2025 2025-2026 2026-2027	Admin. Asstnt. Administration Counselors
Implement SEL curriculum during RISE/SOAR	Second Steps curriculum	Journey of a Student surveys Exit surveys	2024-2025 2025-2026 2026-2027	Teachers Administrators Counselors
Student Support Groups	Social Worker Staff PD Self-Referral System Teacher/Counselor Referral System Parent Referral System	Student Discipline Attendance Data Student Feedback Parent Feedback	2024-2025 2025-2026 2026-2027	Administration Social Worker Students Counselors Teachers Parents

Statutes and rules to be waived

No waivers of statutes or rules have been requested.

Research Supporting Instructional Strategies	Lemov, Doug (2021). <i>Teach Like A Champion 3.0</i> Dawson, P. and Guare, Richard. (2019). <i>Smart but Scattered.</i> Dufour, R. and Fullan, M. (2013) <i>Cultures Built to Last: Systemic PLC's at Work.</i> Venables, Daniel. (2017) <i>Facilitating Teacher Teams and Authentic PLC's</i>
---	---

Assessments: Standardized and/or locally developed measures of progress toward the goal
ILEARN Spring Assessment ILEARN Checkpoints IXL (Math and ELA) WIDA AIMS-WEBB uPAR Locally developed end of course assessments or common assessments

Committee:

- Michael Ryan – Principal
- Reilly Harmeyer – Assistant Principal
- Michelle Feeney – Teacher
- Aimee Bastin – Teacher
- Shellise Frazier – Teacher
- Sarah Baras – Teacher
- Jenny Slota – Teacher
- Jeanne Medeiros – Teacher
- Wafa Safi – Teacher
- Brad Funk – Teacher
- Rachel Underwood – Counselor
- Cynthia Barker – Parent