

THE CREEK

INDIAN CREEK INTERMEDIATE

ICIS School Improvement Plan

2024-2025

School Name	Indian Creek Intermediate School
School Number	3411
Street Address	1000 South Indian Creek Dr
City	Trafalgar
Zip Code	46181

SCHOOL and CONTACT INFORMATION

Principal	Ellen Rollings
Phone number	317-878-2160
Email	erollings@nhj.k12.in.us

Superintendent	Dr. Matt Pruseicki
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SCHOOL IDENTIFICATION

For implementation during the following years:	2022-25 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

SECTION B SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Ellen Rollings	Principal	Both ▾	
Ashley Wilcoxon	Assistant Principal	Both ▾	
Jamie Rainwater	Third Grade Teacher	Both ▾	
Sally Ankney	Third Grade Teacher	Both ▾	
Lora Peters	Fourth Grade Teacher	Both ▾	
Kelly Knapp	Fifth Grade Teacher	Both ▾	
Lissa McCullough	Art Teacher	Both ▾	
Shelli Parr	Special Education Teacher	Both ▾	
Brooke Sighting	Parent	SIP ▾	
Hannah Abraham	Parent	SIP ▾	

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS
[Optional for all schools]

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals. Assess the school's alignment with the district using this page.

District Vision

Nineveh-Hensley-Jackson United School Corporation will be recognized as a high performing, greatly respected, safe, encouraging, and dynamic environment that will prepare students and build community pride. We will accomplish this vision through: Developing a passion and commitment to excellence, Hiring highly qualified and student-centered employees, Implementing a strongly integrated technological curriculum, creating a culture of service, prioritizing financial expenses and maximizing resources, maintaining a continual improvement process, and marketing our successes, accomplishments, and endeavors.

School Vision

The vision of Indian Creek Intermediate School is that of a dynamic organization that will work in partnership with the family and community to maintain and provide adequate resources for a safe, disciplined, and productive environment where all students and highly competent and committed adults are meaningfully engaging in learning. Our curriculum design and instructional practices will provide the knowledge, attitudes, skills, and habits for all students to become responsible citizens in American society, life-long learners, and successful participants in a global and technological society.

District Mission

Where excellence in education is the expectation!

School Mission

Indian Creek Intermediate School creates a safe educational environment in which each student is challenged and encouraged to achieve his or her potential.

ESSENTIAL INFORMATION & CORE ELEMENTS

CORE ELEMENT 1: CURRICULUM

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	<i>Textbooks and readers are core components of a reading program.</i>	Yes ▾	<input type="checkbox"/>
Math	3-5	EnVision math	Yes ▾	Tier 1 ▾		Yes ▾	<input type="checkbox"/>
Math	3-5	Reflex	Yes ▾	Tier 1 ▾		Yes ▾	<input type="checkbox"/>
Reading & Math	3-4	IXL	Yes ▾	Tier 1 ▾		Yes ▾	<input type="checkbox"/>
Reading	3	Wordly Wise	Yes ▾	Tier 1 ▾		Yes ▾	<input type="checkbox"/>
Reading	5	Read Theory	Yes ▾	Tier 2 ▾		Yes ▾	<input type="checkbox"/>
Reading	4-5	Reading Plus	Yes ▾	Tier 2 ▾		Yes ▾	
Reading	3-4	Lexia	Yes ▾	Tier 2 ▾		Yes ▾	
Reading	3	Sonday	Yes ▾	Tier 1 ▾		Yes ▾	
Social Studies	3-5	Scholastic News	Yes ▾	Tier 1 ▾		Yes ▾	
Science	4	Super Science Scholastic	Yes ▾	Tier 1 ▾		Yes ▾	
Reading	3-5	Leveled Literacy Intervention	Yes ▾	Tier 2 ▾		Yes ▾	
Reading	3-5	Open Court	Yes ▾	Tier 1 ▾		Yes ▾	
Phonics	3-5	UFLI	Yes ▾	Tier 3 ▾		Yes ▾	

CORE ELEMENT 1: CURRICULUM
(continued)
[Required for all schools]

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s)
Public may view the school's curriculum on our school's website and on each teacher's Google Classroom. Public may also view the Indiana Academic Standards online.

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. Assess your practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILEARN Checkpoints	3-5	Form... ▾	Formative Assessment (3X per year)	No ▾	<input type="checkbox"/>
Freckle/Read Theory	3-5	Form... ▾	Measures a student's reading comprehension.	Yes ▾	<input type="checkbox"/>
Reflex	3-5	Form... ▾	Math fact fluency	Yes ▾	<input type="checkbox"/>
IXL Diagnostic	3-5	Form... ▾	Math and Language Use	Yes ▾	<input type="checkbox"/>
CogAt	2, 5	Benc... ▾	Used to help identify students who qualify as "High Ability"	Yes ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.

We use technology in a variety of ways throughout our school. We are a 1:1 school, with every student having a chromebook. Teachers utilize Google Classroom to organize activities and assignments. Our Technology Leader provides professional development regularly to encourage use of technology in the classroom. Our Innovation Studio instructor works alongside staff to support STEM activities and cross-curricular projects regularly as well. Our staff is proficient at creating interactive learning activities utilizing the technology in schools.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ▾	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	No ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other: College Go Week, Innovation Studio Experiences			

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>School Safety is the top priority at ICIS. There are many things we do to ensure a safe environment. All visitors enter the building through a two point entry-being buzzed in by our security system. They are always required to present a state ID and may not volunteer or chaperone any school activities without a background check on file, that is completed yearly. All exterior doors are to remain shut and locked at all times. Propping exterior doors open is not permitted. Classroom doors are to remain closed and locked during instruction. Staff carry radios with them to ensure immediate communication in case of emergencies. Staff review our school safety procedures and radio protocol yearly. They have completed all state required trainings. Parents and students review the student handbook each year and our students receive a bullying presentation each fall. We have clear classroom expectations for student behavior and communication between stakeholders anytime there is a concern.</p>

CORE ELEMENT 7: CULTURAL COMPETENCY

[Required for all schools]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Families self-identify their race, ethnicity, and socio-economic status at enrollment. That information is stored in our student information system.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Students in identified groups are able to participate in all school activities and extracurricular opportunities free of charge. In addition, they are placed in support programs such as reading intervention when their achievement data indicates a deficit. Students all receive differentiated support daily in the classroom.

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Staff may need additional training in cultural backgrounds and heritage of larger subgroups in our district.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Staff utilize a variety of stories and sources to ensure all students have a way to connect to the curriculum.

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Four years ago, COVID and virtual options undoubtedly led to a lower number of chronic absenteeism. In the 21-22 school year, we did not have a mask mandate in our schools. We also went to a 3 foot social distance in the classrooms. Students were required to quarantine if they tested positive for Covid. Since then, it seems parents are more apt to keep their students home when they are not feeling well.				
What procedures and practices are being implemented to address chronic absenteeism?	Student attendance is tracked closely. Parents of students who are absent 5 days in a 9 week period without a medical doctor's statement are required to meet with school administration and sign an attendance contract. Students who are absent 10 days or more from school without a medical doctor's statement receive a letter with information about the educational impact of attendance. Families must also meet with the district attendance officer, who will help devise a support plan in hopes of mitigating any issues affecting attendance. Students who continue to be absent, reaching 15 unexcused days, are referred to our Family Resource Officer who meets with them to discuss any obstacles to attending school. The Family Resource Officer, an employee of Johnson County Community Corrections, then keeps the family and student on their caseload to monitor and support attendance needs. When 25 absences have been reached, academic deficits can be identified, and absences have been verified to be unexcused, Educational Neglect Charges will be referred to Johnson County Prosecutor's Office, by Johnson County Juvenile Community Corrections, Special Deputies.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	An annual review of student attendance is completed. Our Family Resource Officer also tracks families that have been through the diversion program and calculates the percentage of families that are referred more than once after completing the program to determine the success of the program.				
Number of students absent 10% or more of the school year:					
Last Year:	23-24 (33 students)	Two Years Ago:	22-23 (64 students)	Three Years Ago:	21-22 (38 students)

Best Practice/Requirements Self-Check	Yes/No
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The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT
[Required for all schools]

How does the school maximize family engagement to improve academic achievement?
Our school has many ways for families to be involved in their child's education. We highly prioritize communication for families. We have a school website and social media account that is up to date and regularly sending out information to our stakeholders with updates, pictures, the calendar, and upcoming events. Every parent receives a newsletter from the school that has more specific information about things going on in the school. Classroom teachers also keep their parents informed biweekly with a newsletter with information specific to their class. We have an active PTO that meets monthly and supports student initiatives. We post reminders and announcements regularly to the families to make sure they are kept informed.
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Families are encouraged to reach out to their classroom teacher or principal with any concerns, ideas, and suggestions. They can attend the monthly PTO meetings. Every student will have a parent teacher conference in the fall to discuss their growth, progress, celebrations, and concerns.
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Parents receive regular communication regarding their student's attendance. Students who are absent 10 days or more from school without a medical doctor's statement receive a letter with information about the educational impact of attendance. Students who continue to be absent after that communication are referred to our Family Resource Officer and meet with them to discuss any obstacles to attending school. The Family Resource Officer also enrolls them in a diversion program called "Why Try?" which is a three night class discussing the value of education and the impact on a student's future if they are not in school.
How do teachers and staff bridge cultural differences through effective communication?
Staff utilizes a variety of communication tools - from short videos that can be watched to newsletters that can be read to be sure families are receiving communication in an accessible format.

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan.
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3")

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	<i>By Spring of 2025, 55% of ICIS Students will demonstrate proficiency in ELA on ILEARN.</i>		
Sub-group focus			
The strategies we are going to implement are	Implement targeted instruction for identified students and collaborate within grade levels to achieve mastery for students.		
To address the root cause	reading fluency and comprehension, learning loss due to COVID		
Which will help us meet this student outcome goal*	By using assessment data to determine students who need reading intervention, and implementing those supports and ensuring they are receiving researched based interventions with fidelity, our overall reading comprehension and fluency will improve.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Identifying student needs through assessment and grouping them accordingly during our WIN time	Fletcher, J., & Vaughn, S. (2009). Response to Intervention: Preventing and Remediating Academic Difficulties. <i>Child Development Perspectives</i> , 3, 30-37. https://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC3137487&blobtype=pdf	Teaching staff and Admin	August 2024
Provide suggestions of Instructional Strategies that engage and challenge all students	Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. <i>American Education Research Journal</i> , 46(4), 1006-1033. Marzano R. J. (2017). <i>The new art and science of teaching</i> ([Revised and expanded edition]). Solution Tree Press.	Admin and Leadership Team	August - May
Regularly monitor growth for all students, but with a focus of students receiving tier 2 and tier 3 interventions	Stecker, P. M., Fuchs, D., & Fuchs, L. S. (2008). Progress Monitoring as Essential Practice within Response to Intervention. <i>Rural Special Education Quarterly</i> , 27(4), 10–17. https://doi.org/10.1177/875687050802700403	Data Team and Admin	Every 6- 8 weeks throughout the school year

Strategy #1	Implement targeted instruction for identified students					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Complete beginning of the year assessment	Third, fourth, and fifth graders will complete their ILEARN Checkpoint formative assessment.	Grade level teams	ILEARN Checkpoint Data	IDOE	Sept	Not Started -
Review Benchmark Data	After students have completed their benchmark assessment, teachers reviewed their data to determine what tier their students were in and place them in appropriate intervention	Grade Level teams	ILEARN Checkpoint	IDOE	Sept	Not Started -
WIN Time Instruction	Students will receive targeted instruction during our intervention time (W.I.N.) based on their needs	Grade Level Teams, WIN assessments	Lexia growth reports, UFLI benchmark assessments		August - May	In Progress -
Data Team Meetings/ Monitor Growth	Monthly data team meetings to discuss students who are struggling academically and review progress of students in interventions.	Data Team Members	Data Team Meeting Agenda- Growth of Students	Data Team Meeting Agenda	Sep-May	Not Started -
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	<p>We have a new schedule which will allow collaboration for the entire grade level team. This will help with data driven conversations. We have looked at the blueprint from the IDOE with the standards being assessed on the ILEARN checkpoints and will take the first checkpoint mid September.</p>					
How has student achievement been impacted? What is the evidence?	<p>Our focus in reading was evident by looking at our IREAD scores last year, which surpassed the state average and was in the top half of the county. We scored below the state average in ELA for third and fourth grade, with 38% of the students proficient in ELA in 3rd grade, 48% proficient in fourth. In fifth grade, we were at the average with 44% proficient.</p>					
How will implementation be adjusted and/or supported moving into next year?	<p>We will continue to make data driven decisions and continue to be focused on reading fluency and comprehension.</p>					

Strategy #2	Collaborate within grade levels to achieve mastery for students.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Create Data Team	Data Team is a team of people who will be reviewing the progress of all students, with a specific focus on students below grade level.	Data Team	NWEA Scores	NWEA Scores	August	Completed ▾
Regular meetings to review data	We will review the success of students' current intervention (every 6-8 weeks) as well as if they need additional support.	grade level team, data team	Progress on reading level and Reading Els	Time	October - May	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have created our data team. Review and collaboration on current interventions will occur starting in October and be completed every 6-8 weeks.					
How has student achievement been impacted? What is the evidence?	Students were identified through the initial collaboration with peers who need additional support during WIN time.					
How will implementation be adjusted and/or supported moving into next year?	As students need more support, admin will look into other research based strategies that may be available.					

GOAL

Goal	Students will attend school on a regular basis achieving the attendance rate of 97%
Sub-group focus	
The strategies we are going to implement are	Frequent communication with parents in regards to unexcused absences, partnering with district and county supports.
To address the root cause	Students not attending school on a regular basis
Which will help us meet this student outcome goal*	By opening up the lines of communication and helping parents realize the importance of being at school on a regular basis, while also offering support and help address any factors that may be a barrier to regular attendance.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Frequent communication with parents about unexcused absences, meeting with district and county support persons.	Parents will be notified when a student has accumulated 10 unexcused absences. Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. RMLE online, 31(10), 1-11.	Admin Team, School Counselor, District Attendance Officer	August - May

Strategy #1	Frequent communication with parents in regards to unexcused absences					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Parent Meeting	Parents of students who are absent 5 days in a 9 week period without a medical doctor's statement are required to meet with school administration and sign an attendance contract.	Assistant Principal	Meeting notes		August - May	In Progress ▾
Mail out a letter with information about the importance of attendance at the 10th absence.	Students who are absent 10 days or more from school without a medical doctor's statement receive a letter with information about the educational impact of attendance. Families must also meet with the district attendance officer, who will help devise a support plan in hopes of mitigating any issues affecting attendance.	Assistant Principal	Letters mailed home	Form Letter	August - May	In Progress ▾
Refer to the juvenile diversion program at the 15th unexcused absence.	Students who continue to be absent, reaching 15 unexcused days, are referred to our Family Resource Officer who meets with them to discuss any obstacles to attending school. The Family Resource Officer, an employee of Johnson County Community Corrections, then keeps the family and student on their caseload to monitor and support attendance needs. When 25 absences have been reached, academic deficits can be identified, and absences have been verified to be unexcused, Educational Neglect Charges will be referred to Johnson County Prosecutor's Office, by Johnson County Juvenile Community Corrections, Special Deputies.	Assistant Principal	Referrals to Juvenile Diversion Program	Referrals	August - May	In Progress ▾

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>Our attendance policies have changed to meet the new state mandates. This year, parents of students who are absent 5 days in a 9 week period without a medical doctor’s statement are required to meet with school administration and sign an attendance contract. Families must also meet with the district attendance officer, who will help devise a support plan in hopes of mitigating any issues affecting attendance when a student reaches 10 days of unexcused absences. This is another new strategy this year.</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>Our attendance for the 2023-2024 school year was 95.53%, which was a slight decrease from the previous year of 95.8% (2022-2023). For 2021-2022, our attendance rate was 96.2%.</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>More information on the impact of missing school needs to be sent home in newsletters to parents. We will continue to use the juvenile diversion program. We adjusted some of our steps based on the new state requirements.</p>

<p style="text-align: center;">GOAL</p>	
<p>Goal</p>	<p>By May of 2025, there will be a 10% decrease in student suspensions from the 2021-2022 school year.</p>
<p>Sub-group focus</p>	
<p>The strategies we are going to implement are</p>	<p>Review PBIS structure, review discipline data regularly, as well as implement Student Support Team (SST)</p>
<p>To address the root cause</p>	<p>student behavior</p>
<p>Which will help us meet this student outcome goal*</p>	<p>By reducing the number of behaviors that result in In-School Suspension and Out-of-School Suspension</p>

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Review the PBIS program at ICIS and realign it to create program fidelity with best practices in SWPBIS.	Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. <i>Pediatrics</i> , 130(5), 1136-1145.	Admin, Counselors, and PBIS Committee	August - May

Strategy #1	Review PBIS Structure					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Create expectations for Golden Tickets and Follow Your Arrow to better encourage positive student behavior.	We will formulate a plan to reward positive behaviors using our Golden Tickets.	Teachers and administrators	- PBIS Team Agendas - Data to show how consistently we are using our Golden Tickets	- PBIS Team Agendas - Data to show how consistently we are using our Golden Tickets	August - May	In Prog... ▾
Implementation of nurture groups to	We will have different staff members create nurture groups based on specific needs of	Teachers, Administratio	- Data to show how students	- Nurture Group lists	August - May	In Prog... ▾

address student behavior concerns	students.	n, counselors	who participated in nurture groups did behaviorally			
Continue TBRI training and lessons	Teachers will conduct nurture groups every Wednesday. All staff will be TBRI trained.	Teachers and Administration		- Nurture Group Lessons	August - May	In Prog... ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have TBRI time embedded in our master schedule. All staff is TBRI trained. We have a PBIS team that has met to start looking at our school wide expectations as well as our positive behavior reinforcement, Golden Tickets.					
How has student achievement been impacted? What is the evidence?	There were eighteen students who were assigned Out of School Suspension for 23-24. This is an increase from the fourteen students who were assigned out of school suspension for 22-23. We had 19 students assigned OSS in 21-22.					
How will implementation be adjusted and/or supported moving into next year?	We will work to continue to build teacher's skills and knowledge with behavior management skills and creating proactive supports for students who struggle with regulation.					

Strategy #2	Review Discipline Data to Identify patterns, trends, and areas of need					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

Create Office Referral System	The system to make an office referral has become a forum, where we can break down the information and look at trends	admin, PBIS team	office referral data	forum	Aug-May	In Progress ▾
PBIS team review data	PBIS team will meet monthly to review the discipline data and target school wide areas	admin, PBIS team				In Progress ▾
Behavior Skills Coach	We have a staff member who is trained in managing behaviors. She works closely with students who have trouble getting regulated and helps provide proactive strategies to help them learn coping skills and be successful.	admin + behavior coach	support call logs	n/a	Aug-May	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have an office referral form where teachers communicate their needs. Last year in Aug 2023, we had 43. This year, in August, we have had nine referrals in August.					
How has student achievement been impacted? What is the evidence?	After reviewing the data, we have decided to focus for the next month or two on RESPECT for the students. After looking at our discipline data from last August, 89% of our referrals are connected to an issue with “respect for others” and involve peer conflict.					
How will implementation be adjusted and/or supported moving into next year?	As we receive the discipline data, we can target proactive supports based on the determined need.					

Strategy #3	Implement Student Support Team (SST)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Identify team	A team of people were intentionally assembled to offer a variety of insight and experience to fellow teaches.	SST Team	SST referrals	SST referrals	Aug- May	Completed ▾

Share criteria for students to be nominated	Teachers were shared during PD what the SST process had to offer them as well as what students could be brought to SST.	SST Team	SST referrals	SST referrals	Aug - May	Completed ▾
Offer teachers strategies to support students	Once at SST, the team of people will offer the teacher who has a student they are struggling with some strategies and tools they can walk away with to help support the student	SST & Classroom Teacher	SST referrals	SST referrals	Aug - May	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have created our SST team and shared our vision to the team. Our first meeting will be held mid September.					
How has student achievement been impacted? What is the evidence?	n/a					
How will implementation be adjusted and/or supported moving into next year?	As we help build classrooms teachers' tools and knowledge, they will be better equipped to manage students who struggle with behavior choices. They will be able to prevent issues and be proactive in their actions, which will decrease student behavior.					

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoints	ILEARN Checkpoints	n/a	ILEARN Checkpoints
Results	TBD	TBD		TBD

On Track to Meet Goals?	TBD	TBD		TBD
Strengths	TBD	TBD		TBD
Areas for Growth	Curriculum Scope & Sequence Alignment to the Checkpoints	TBD		TBD
Next Steps	Review data from checkpoints and remediate	TBD		TBD

PROFESSIONAL DEVELOPMENT PLAN
[Required for all schools]

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal(s)	Professional Development to continue to grow and expand WIN time. This will help us build our tier 2 and tier 3 targeted instruction.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	building funds

Plan for coaching and support during the learning process	We will look at each piece of our instructional model individually. We will use <i>The New Art and Science of Teaching</i> as a reference for our instructional model and for ideas on how to improve each aspect of our model.
Evidence of Impact	Classroom observations and data team discussions will provide us with evidence that WIN time is being implemented effectively.
How will effectiveness be sustained over time?	A continuous focus on WIN time where we review our interventions as well as the progress our students are making.

Professional Development Goal(s)	We will continue to learn about TBRI and utilize our PBIS school wide system effectively.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	building funds
Plan for coaching and support during the learning process	We will provide coaching and support during our early release time on Wednesdays. We will continue to look at our school wide expectations as a PBIS team as well as our discipline data. We will continue to embed time in our Wednesday schedule to prioritize TBRI.
Evidence of Impact	The reduction of students' suspension days.
How will effectiveness be sustained over time?	We will continue to review our PBIS plan.