ICES
School Improvement Plan
2022-2025

SCHOOL INFORMATION
[Required for all schools]

School Name	Indian Creek Elementary School
School Number	3409
Street Address	1002 South Indian Creek Dr
City	Trafalgar
Zip Code	46181

SCHOOL and CONTACT INFORMATION
[Required for all schools]

Principal	Eric Long
Phone number	317-878-2150
Email	elong@nhj.k12.in.us

Superintendent	Andrea Perry (Asst. Superintendent)
Phone number	317-878-2100
Email	aperry@nhj.k12.in.us

Grant contact	Andrea Perry (Asst. Superintendent)
Phone number	317-878-2100
Email	aperry@nhj.k12.in.us

Other contact	
Position	
Phone number	
Email	

SCHOOL IDENTIFICATION
[Required for all schools]

Choose the appropriate response from the drop down box.

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
[Required for all schools]

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)
Eric Long	Principal	Both ▾	
Ashley Wilcoxen	Assistant Principal	Both ▾	
Emily Squier	Kindergarten Teacher	Both ▾	
Laney Maulden	1st Grade Teacher	Both ▾	
Shannon Vansickle	2nd Grade Teacher	Both ▾	
Julie Beasley	Music Teacher	Both ▾	
Jenny Woodke	Title 1 Teacher	Both ▾	
Brooke Sichting	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 Elementary 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
The Indian Creek Elementary staff, with family and community support, teaches and challenges each child to build basic and technological skills. We endeavor to promote a positive self-concept needed to become an active, self-motivated, lifelong learner. We strive to prepare each child to become the best possible citizen for the diverse and unique communities of tomorrow.

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

District Goal(s)
- To create an authentic, engaging, digital curriculum map that is student-centered, data-driven, and standards-based.   - To achieve and maintain A grades for all NHJ schools.   - To continue graduating over 90% of our high school seniors.   - To efficiently use and maintain our school websites, promotional video, and social media outlets.   To establish a robust and comprehensive preventative maintenance program for all buildings and grounds.

Does the school's vision support the district's vision?	Yes ⏷
Does the school's mission support the district's mission?	Yes ⏷
Does the school's vision and mission support the district's goals?	Yes ⏷

ESSENTIAL INFORMATION & CORE ELEMENTS
[Required for all schools]

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses will not be used to monitor compliance. After discussion, place an 'X' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'X' column exists.

CORE ELEMENT 1: CURRICULUM
[Required for all schools]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

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 ▾	*Textbooks and readers are core components of a reading program.*	Yes ▾	☐
Math	K-2	Reflex	Yes ▾	Tier 2 ▾	This is used for tier 1 and 2.	Yes ▾	☐
Math and Reading	K-2	IXL	Yes ▾	Tier 2 ▾	This is used for tier 1 and 2.	Yes ▾	☐
Reading	K-2	Orton Gillingham	Yes ▾	Tier 1 ▾	Orton Gillingham is used for all tiers.	Yes ▾	☐
Reading	K-2	Heggerty	Yes ▾	Tier 1 ▾	Heggerty is used for all tiers.	Yes ▾	☐
Reading	K-2	LLI	Yes ▾	Tier 3 ▾	Title 1 uses LLI	Yes ▾	☐
Reading	K-2	Rooted in Reading	Yes ▾	Tier 1 ▾		Yes ▾	
Reading	K-2	Headsprout	Yes ▾	Tier 3 ▾		Yes ▾	
Reading	K-2	Lalilo	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 ⏷	☐
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ⏷	☐
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ⏷	☐
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ⏷	☐

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
[Required for all schools]

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 ▾	☐
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	☐
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	☐
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	☐
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	☐
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	☐
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	☐
Instructional strategies foster active participation by students during the instructional process	Yes ▾	☐
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	☐
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	☐
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	☐
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	☐
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	☐
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	☐

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

If students are having difficulty mastering proficient and advanced levels of academic achievement, we provide RTI four days per week. We use RTI to meet students at their level. Groups are based on assessment scores. We also have a data team that meets monthly. During those monthly meetings, we discuss students who are struggling academically. We also discuss students who are on interventions to see how they are improving.

CORE ELEMENT 3: ASSESSMENT
[Required for all schools]

List the assessments used <u>in addition to</u> 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
NWEA Growth	K-2	Form… ▾	Formative Assessment (3x per year)	Yes ▾	☐
NWEA Reading Fluency	K-2	Benc… ▾	Dyslexia Screener - Given to all K-2 students	Yes ▾	☐
Dyslexia Level 1 Diagnostic - MA Rooney Foundation	K-2	Benc… ▾	Dyslexia Level 1 Diagnostic - given to students who are identified as "at risk" or "at some risk" from Dyslexia Screener.	Yes ▾	☐
Rubric Assessments	K-2	Form… ▾	Assessments used with rubric to determine mastery of skills	Yes ▾	☐
Text Reading and Comprehension (TRC)	K-2	Benc… ▾		Yes ▾	☐

.

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 ▾	☐
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	☐
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	☐

FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.
We spend PLC time and professional development time to go over assessment data. We identify those students who are in the red and orange according to NWEA. From there, we look at what accommodations or interventions those students would benefit from. We have teachers from each grade level who are part of our Data Team. The Data Team meets once per month to discuss students who are struggling academically and supports we can put in place to help them be more successful.

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES
[Required for all schools]

Briefly describe how technology is used by students to increase learning.
All students are assigned an iPad (kindergarten) or a Chromebook (1st and 2nd Grade). Devices are sent home each night. Teachers have access to a computer, a mobile device, projector and document camera. Teachers utilize Google Classroom to organize activities and assignments. Our Technology Integration Specialist 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 students have a STEM special each week. Our staff is proficient at creating interactive learning activities utilizing the technology in the school.

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
[Required for all schools]

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.)	No ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities	No ▾		
Other:			

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT
[Required for all schools]

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 ▾	☐
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	☐
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	☐
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	☐
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	☐
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	☐
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	☐
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	☐

Briefly answer the following:

What practices are in place to maintain a safe environment?
Safety is always a priority at Indian Creek Elementary School. We keep all of our exterior doors locked at all times. We have one point of entry for all guests. All guests must buzz into the office. Once they are buzzed in, they remain in a secure vestibule until we allow them into the building. Any volunteer in our building has to have a background check completed prior to them working with students. Classroom doors remain closed and locked during instructional hours. We practice safety drills each month to be sure our students know what to do in an emergency situation. All of our staff carry radios on them each day. This is so we have immediate communication in case of emergencies. Beyond building security, each teacher has developed a clear classroom management plan. We have school-wide expectations and common language that we utilize. All staff members have been trained in Trust Based Relational Interventions (TBRI) and our school utilizes Positive Behavioral Interventions and

Supports (PBIS). We communicate with parents and guardians whenever there is a concern . Parents and students review the student handbook each year and our students are presented with a bullying prevention activity each fall.

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	☐	English Language Learner	☑	Multiracial	☑
Asian	☑	Free/Reduced Lunch	☑	Native Hawaiian or Other Pacific Islander	☐
Black	☑	Hispanic Ethnicity	☑	White	☑

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)
[Required for all Schools]

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
[Required for all schools]

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?	Three 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. 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.
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:	22-23 (69 students)	Two Years Ago:	21-22 (46 students)	Three Years Ago:	20-21 (19 students)

Best Practice/Requirements Self-Check	Yes/No
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 have a very active PTO that supports student initiatives. We have bi-weekly newsletters that are sent home to all families. Our teachers also have weekly newsletters that guide families in learning activities and student progress. Many teachers also post reminders, announcements as well as share class events/photos through programs such as DoJo, website pages, and appropriate social media.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Families are able to contact teachers or the principal with any ideas, concerns, or suggestions. They are also able to bring those items to the monthly PTO meetings.

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.

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT
[Title I schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
In order to foster a collaborative and supportive educational environment, ICES has implemented a multifaceted approach to increase parental involvement. These strategies are designed to empower parents and guardians to actively participate in their child's education, leading to improved student performance, enhanced communication, and a stronger sense of community within the school. The following strategies have been employed to achieve these goals: 1. Communication: Most staff members send out weekly or biweekly newsletters to parents. The newsletters inform guardians and parents of things going on in the classroom. Many of the teachers also use dojo or emails to communicate often with parents. A bi-weekly school newsletter is sent to families. This newsletter discusses upcoming events and any other important information for families to be aware of. 2. Parent/Teacher Conferences: We hold parent-teacher conferences in the fall to provide a platform for in-depth discussions about each child's progress. These conferences encourage open dialogue, allowing parents and teachers to collaborate on setting academic and behavioral goals. 3. PTO: Our organization offers opportunities for parents to volunteer within the school community. This includes helping out in classrooms, participating in school events, and contributing to extracurricular activities. This involvement not only supports the school but also strengthens the bond between parents and staff.
How does the school provide individual academic assessment results to parents/guardians?
Each time we give NWEA, we send home a copy of the child's results. These results show how the child performed on the most recent assessment and also their growth over time. We also give the NWEA Dyslexia Screener. All results are sent home to families. If a student has been identified as "at risk" or "at some risk" we get permission from parents to assess the child on a Level 1 Dyslexia Screener. These results are shared with families too.
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Each year, we provide parents the opportunity to look over our schoolwide plan and offer any suggestions on how we can improve upon what we are currently doing as a school. We are always looking for ways to improve, whether that is to improve our communication, our instruction, our parental involvement or anything else that will help us provide the best learning environment for our students.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
[Title I schoolwide only]

This section applies only to schools that receive Title I funds and operate a schoolwide program.

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

At ICES, we prioritize efficient and strategic allocation of funds and resources to ensure the successful implementation of our educational programs, especially within the framework of the Title 1 program. Our approach involves seamless coordination and integration of federal, state, and local funds, as well as in-kind services and program components. This comprehensive approach guarantees the optimal utilization of resources to achieve our educational objectives. Here's how we achieve this integration:

Needs Assessment:
- We begin by conducting a thorough analysis of our school's needs and priorities. This includes identifying academic gaps, student demographics, and areas where additional support is required.
- Based on this assessment, we align the available federal, state, and local funds to address specific needs, ensuring that each funding source complements the others to create a cohesive support structure.

Title 1 Funds Integration:
- Title 1 funds are integrated into our school budget to enhance core academic programs, improve classroom resources, and provide targeted interventions for students who are struggling.
- These funds are strategically allocated to support small group instruction, professional development for teachers, parental engagement initiatives, and supplemental educational materials.

State and Local Funding:
- We leverage state funding to bolster the implementation of curriculum standards, expand extracurricular activities, and enhance teacher training.
- Local funds are used to further tailor resources to our school's unique needs, such as additional classroom aides, technology enhancements, and facilities improvements.

In-Kind Services and Community Partnerships:
- We actively cultivate partnerships with local organizations, businesses, and community groups that offer in-kind services.
- By incorporating these services, we enhance the overall educational experience for our students and foster a sense of community engagement.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
We offer a half-day preschool program in our building. We have a morning and afternoon preschool classroom. The morning is called our Little Braves Preschool. It is a blended preschool program. We have students who have been identified with special needs as well as typical peers in the classroom. Our afternoon program is for students who will be attending kindergarten the following year. For children in other early childhood programs such as Head Start, Even Start, Early Reading First, or state-run preschool programs, we establish open lines of communication with the staff of the early childhood programs from which our incoming students are transitioning. This collaboration allows us to gather comprehensive information about each child's strengths, areas of development, learning styles, and any specific needs. Before the school year begins, we have a registration night where students can come in and we assess the students to help us determine the best classroom to put them in once they are in kindergarten. We also offer a back to school night. This event allows parents and children to come in and familiarize themselves with the school and classrooms. They are also able to meet their child's teacher.
Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.
In order to attract high-quality teachers, we provide a mentor program for all new teachers to our district, regardless if they are a brand new teacher, or just new to us. We provide summer onboarding/training to all of the new teachers. Throughout the year, these teachers receive support from district administration and have monthly new teacher meetings.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)
[Title I schoolwide only]

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Julie Anderson-Beasley	Music: General	Music Teacher (K-2)
Phil Arnold	General Elementary / SPED - Emergency Permit	Special Education Teacher
Chris Beasley	General Elementary	2nd Grade Teacher
Laney Blackwell	Elementary Generalist	1st Grade Teacher
Benni Burgett	Substitute Permit	Special Education Teacher
Angie Burkett	Elementary Generalist	2nd Grade Teacher
Danielle Dale	Elementary/Intermediate Generalist / SPED - Emergency Permit	Special Education Teacher
Abby Davenport	Elementary Generalist	Kindergarten Teacher
Ellie Deckling	Early Childhood Education	Kindergarten Teacher
Lindsie Elmore	Elementary/Intermediate Generalist	2nd Grade Teacher
Ellen Engelking	Mild Intervention	Preschool teacher/Sped Teacher
Brannigan Hewitt	Elementary Generalist / Mild Intervention	Special Education Teacher
Delaney Langen	Elementary Generalist	Kindergarten Teacher
Amy Jewell	General Elementary	2nd Grade Teacher
Eric Long	Building Level Administrator / General Elementary	Principal
Holly Miller	Physical Education	PE Teacher

Hanna Moore	Elementary Generalist	Kindergarten Teacher
Karen Pitcher	Visual Arts	Art Teacher
Haylee Shoaff	Elementary Generalist	1st Grade Teacher
Haylie Smith	Elementary Generalist	1st Grade Teacher
Emily Squier	Elementary Generalist	Kindergarten Teacher
Cindy Stewart	General Elementary	1st Grade Teacher
Kristen Stoner	Elementary Generalist	1st Grade Teacher
Jenny Thompson	General Elementary	2nd Grade Teacher
Shannon Vansickle	Elementary Generalist	2nd Grade Teacher
Emily Waltz	Elementary Generalist	1st Grade Teacher
Ashley Wilcoxen	Building Administration	Assistant Principal
Michelle Wiseman	Elementary Generalist	Kindergarten Teacher
Jenny Woodke	Elementary/Intermediate Generalist	Title 1 Teacher
Kasi Woodrum	Elementary/Primary Generalist	2nd Grade Teacher
Taylor Wright	Elementary/Intermediate Generalist	1st Grade Teacher
Link additional information here (if necessary) ☐		

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. Identity 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	By Spring 2024, 65% of ICES students in grades K-2 will read at grade level as assessed on the TRC. By the Spring of 2025, 70% of ICES students in grades K-2 will read at grade level as assessed on the TRC.
Sub-group focus	
The strategies we are going to implement are	Review the RTI process at ICES and adjust our tier 2 and tier 3 interventions based on best practices. Create and implement a School-wide Instructional Model based on best practices.
To address the root cause	Reading fluency. Learning loss due to Covid.
Which will help us meet this student outcome goal*	By improving our tier 1 instruction and then working on a better system to target tier 2 and tier 3 students, our overall reading fluency should improve.

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
RTI Process	Fletcher, J., & Vaughn, S. (2009). Response to Intervention: Preventing and Remediating Academic Difficulties. Child Development Perspectives, 3, 30-37. https://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC3137487&blobtype=pdf	Teachers and Administrators	August - May
Create and Implement School-Wide Instructional Model	Marzano R. J. (2017). *The new art and science of teaching* ([Revised and expanded edition]). Solution Tree Press.	Teachers and Administrators	August-May

Strategy #1	Review the RTI process at ICES and adjust our tier 2 and tier 3 interventions based on best practices.

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
Data Team Meetings	Monthly Data Team meetings to discuss students who are struggling academically	Data Team Members	Data Team Meeting Agendas - Growth of students	- Data Team Meeting Agendas - Data Team GoogleForm	August - May	In Progress ▾
PLC Meetings - Looking at data and adjusting RTI groups	Grade Level Teams will meet to go over NWEA data. They will adjust their RTI groups based on new data.	Grade Level Teams	NWEA scores	NWEA Data (3x per year)	August - 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 implemented a better system for our data team meetings. We still have a ways to go, but we are meeting regularly and talking about students who are struggling academically. Our PLC meetings have gone well and teachers are looking at data and regrouping students based on their NWEA data.
How has student achievement been impacted? What is the evidence?	We saw a big increase in our students reading at grade level from the 21-22 school year to the 22-23 school year. We were at 51.2% in 21-22 and last year we ended up having 69.6% of our students reading at grade level by the end of the year.
How will implementation be adjusted and/or supported moving into next year?	We will continue to keep an eye on our data and continue focusing on reading fluency and comprehension.

Strategy #2	Create and implement a School-wide Instructional Model based on best practices.

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
Introduce School-wide instructional Model to staff.	Staff worked together to create an instructional model. This was reviewed at our first teacher meeting of the school year.	Administration Team and Design Team	Instructional Model	Marzano R. J. (2017). *The new art and science of teaching* ([Revised and expanded edition]). Solution Tree Press.	August	Completed ▾
Provide Professional Development on the School-Wide Instructional Model	Provide professional development on the school-wide Instructional Model. What does each piece of the model look like in the classroom?	Design team	PD Agendas	PD Agendas	August - 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 completed our School-Wide Instructional Model. We have shared this with all staff. When we complete instructional rounds, we have teachers look for evidence of strategies that are included in our instructional model.
How has student achievement been impacted? What is the evidence?	Our goal is to improve our tier 1 instruction. The hope is to have fewer students need Tier 2 and Tier 3 interventions. At this time, we have no evidence that our tier 1 instruction has improved to the point where our tier 2 and tier 3 numbers are decreasing.
How will implementation be adjusted and/or supported moving into next year?	We need to keep track of students in need of Tier 2 and Tier 3 interventions. We will do this by analyzing our NWEA data. Any student in the orange or red in reading, should be put on a Tier 2 or Tier 3 intervention.

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.
To address the root cause	Students not coming to 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.

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.	Yun Mo & Kusum Singh (2008) Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance, RMLE Online, 31:10, 1-11, DOI: 10.1080/19404476.2008.11462053	Administration Team, School Counselor	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
Mail out a letter with information about the importance of attendance at the 10th absence.	A form letter will go home whenever a student accumulates 10 unexcused absences	School Counselor	Letters mailed home	Form Letter	August - May	In Progress ▾
Refer to the juvenile diversion program at the 15th unexcused absence.	As per policy, once a student reaches 15 unexcused absences, we will refer the student and family to the juvenile diversion program. This is a program run by the juvenile probation department geared toward explaining the importance of school attendance.	School Counselor	Referrals to Juvenile Diversion Program	Referrals	August - May	In Progress ▾
Reward Classrooms with highest attendance percentages each quarter	Reward classes that have the highest attendance rate.	Administration team	Attendance percentages by classroom	Incentives	August - 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 still need to implement incentives for classrooms with good attendance. Other than that, all other strategies have been implemented.
How has student achievement been impacted? What is the evidence?	Our attendance rate for the 22-23 school year was 95.45%. That is a decrease from the previous school year. For the 21-22 school year, our attendance rate was 96.18%. This decrease in attendance rate has been consistent over the last several years.
How will implementation be adjusted and/or supported moving into next year?	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 will add incentives for classrooms with good attendance.

GOAL	
Goal	By May 2024, there will be a 10% decrease in student suspension days as compared to the 2021-2022 school year.
Sub-group focus	
The strategies we are going to implement are	Review the PBIS program at ICES and realign it to create program fidelity with best practices in SWPBIS.
To address the root cause	Student behavior
Which will help us meet this student outcome goal*	By reducing the number of behaviors that result in In-School Suspension and Out-of-School Suspension

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Review the PBIS program at ICES 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. Pediatrics, 130, e1136–e1145. https://doi.org/10.1001/archpediatrics.2011.755	Teachers and Administration Team	August - May
Link additional information here (if necessary) ▢			

Strategy #1	Review the PBIS program at ICES and realign it to create program fidelity with best practices in SWPBIS.

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
KIDS Team Meetings monthly to discuss behavioral concerns	We will have a KIDS Team meeting every month to discuss students who are struggling behaviorally.	KIDS Team Members	- Kids Team Agendas - Reduction in behaviors from students we discuss	Kids Team Agendas - Data about each student we discuss	August - May	In Progress ▾
Create expectations for utilizing Dare to Dream tickets to better encourage positive student behavior.	We will formulate a plan to reward positive behaviors using our Dare to Dream tickets.	Teachers and administrators	- PBIS Team Agendas - Data to show how consistently we are using our Dare to Dream Tickets	- PBIS Team Agendas - Data to show how consistently we are using our Dare to Dream Tickets	August - May	In Progress ▾
Implementation of nurture groups to address student behavior concerns	We will have different staff members create nurture groups based on specific needs of students.	Teachers and Administration	- Data to show how students who participated in nurture groups did behaviorally	- Nurture Group lists	August - May	In Progress ▾
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 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 done a good job at implementing these strategies. Our KIDS Team meetings are more focused than they used to be. We still need to do a better job at following up on students we meet about. We will continue to make adjustments to our PBIS school-wide plan each year.
How has student achievement been impacted? What is the evidence?	Our numbers have not decreased. For the 21-22 school year, we had 8 students receive 9 days of In-School Suspension and 12 students receive a total of 55 days of Out-of-School Suspension. Last year during the 22-23 school year, we had 16 students receive 1 day of In-School Suspension and 11 students receive a total of 60 days of Out-of-School Suspension.

How will implementation be adjusted and/or supported moving into next year?	We need to continue to work on ways to keep students in the classroom. I would at least like to see a reduction of our out-of-school suspension days. We have a dedicated In-School Suspension person, so if a student has ISS, at least they are here at school and can get some support on their school work throughout the day.

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 on our School-Wide Instructional Model. This model will help improve our Tier 1 teaching.
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 *The New Art and Science of Teaching* as a reference for our instructional model and for ideas on how to improve each aspect of our model.
Evidence of Impact	Classroom observations of School-Wide Instructional Model being implemented. Instructional Rounds will be conducted by each teacher every quarter. They will be asked to look for evidence of our instructional model being implemented.
How will effectiveness be sustained over time?	Instructional rounds will be completed each quarter. This is something that will continue each year.

Professional Development Goal(s)	We will continue to learn about and improve our use of TBRI and PBIS in the building and classroom.
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Building Funds
Plan for coaching and support during the learning process	We will continue to provide training during our early release days on Trust Based Relational Interventions (TBRI). This is something that was implemented in the 2020-2021 school year. We continue to use common language from TBRI in our school-wide expectations. We provide staff with time each Wednesday to complete a nurture group with their classroom. We will continue to provide lessons for them to use during those nurture groups.
Evidence of Impact	The reduction of student suspension days.
How will effectiveness be sustained over time?	We will continue to review our PBIS plan and continue to focus on TBRI in the school.