Fall Creek Jr. High

School Improvement Plan

2019-2020

12001 Olio Rd.

Fishers, IN 46037

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Section 1: School Profile

Mission, Vision, and Beliefs

Hamilton Southeastern Schools Mission:

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

FALL CREEK JR HIGH MISSION STATEMENT:

Strive for excellence. Build character. Value Community.

Falcons ARE:
SAFE
OPTIMISTIC
ACCOUNTABLE
RESPECTFUL

FALCONS SOAR!

Description of School, Community, and Educational Programs

Fall Creek Junior High is located in suburban community located northeast of Indianapolis, Indiana. Opening the 2013-2014 school year, Fall Creek Junior High became the fourth junior high in HSE Schools. The student attendance rate remains consistently between 96-97% over the last five years.

Fall Creek Junior High has 1,025 students. Student population is expected to continue to increase in the coming years. The staff consists of 88 total staff members, 62 certified and 26 classified staff members.

Fall Creek Junior High student demographics consist of 12% of students receiving free and reduced price lunch students. The enrollment summary reports 76.6% White, 7% Black, 6.5% Asian, 5.6% Multi-Racial/Ethnic and 4% Hispanic. As student enrollment increases, an increase in both ethnic and socioeconomic diversity is expected.

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

Section 2: Summary of Data

2019-2020 SCHOOL STATISTICS
Community: Urban
Enrollment: 1025
Grade Level: 7-8
School Schedule: Traditional

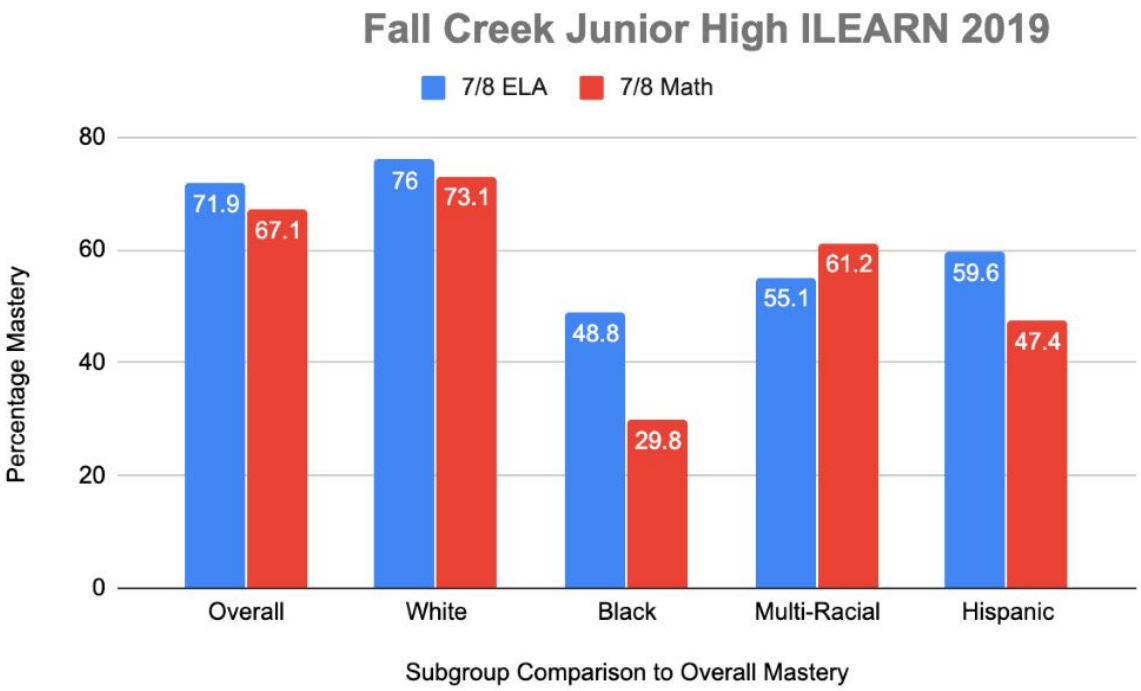
STUDENT DEMOGRAPHICS:
White- 76.6%
Black/African American - 7%
Asian – 6.5%
Multi-racial/Ethnic - 5.6%
Hispanic – 4.1%

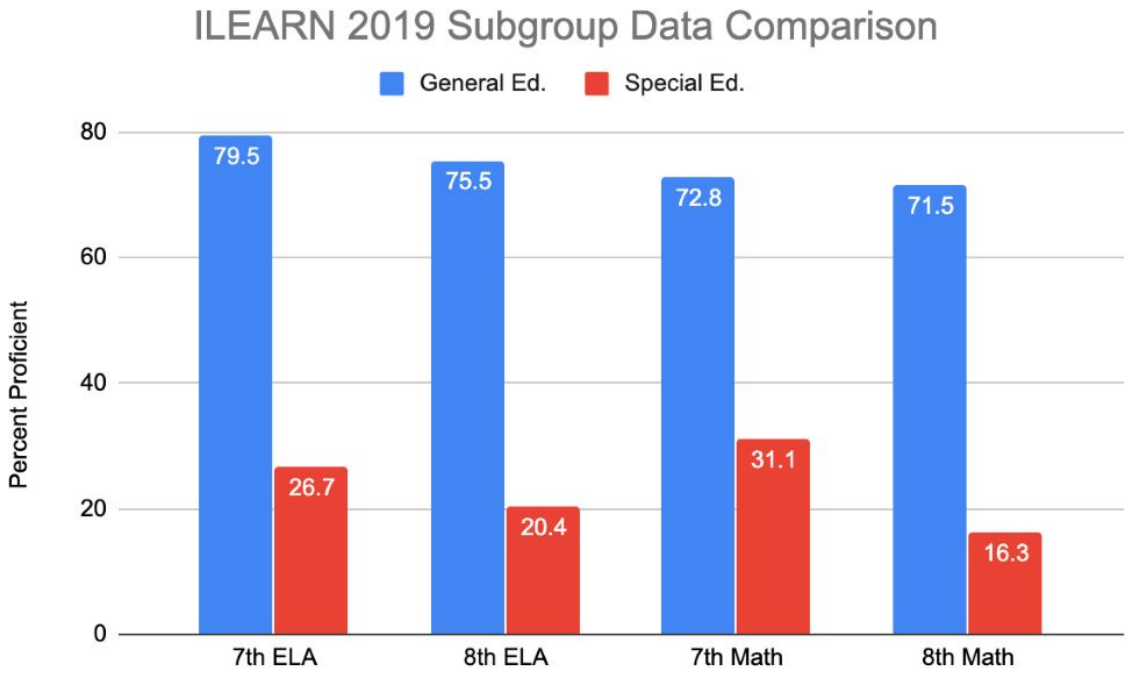
SES:
Paid - 88%
Free/Reduced Lunch - 12%

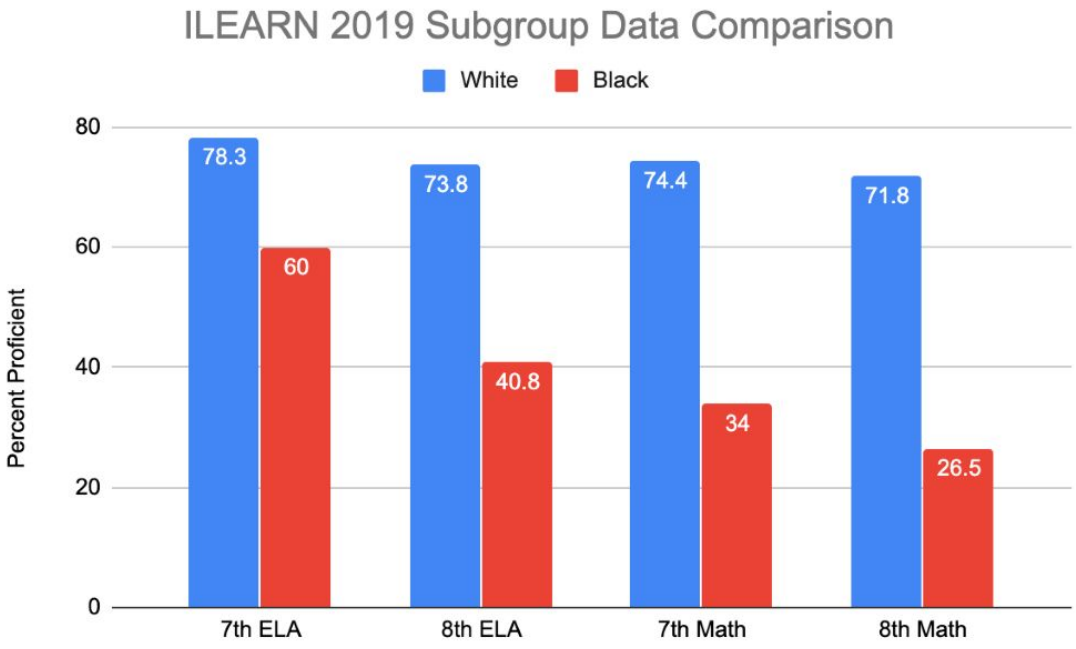
ATTENDANCE:

2017-2018 = 96%
2018-2019 = 96%

ILEARN Data:


Fall Creek Junior High ILEARN 2019
7/8 ELA
7/8 Math
Percentage Mastery
80
60
40
20
0
71.9
67.1
76
73.1
48.8
29.8
55.1
61.2
59.6
47.4
Overall
White
Black
Multi-Racial
Hispanic
Subgroup Comparison to Overall Mastery


ILEARN 2019 Subgroup Data Comparison
General Ed.
Special Ed.
Percent Proficient
80
60
40
20
0
79.5
26.7
75.5
20.4
72.8
31.1
71.5
16.3
7th ELA
8th ELA
7th Math
8th Math

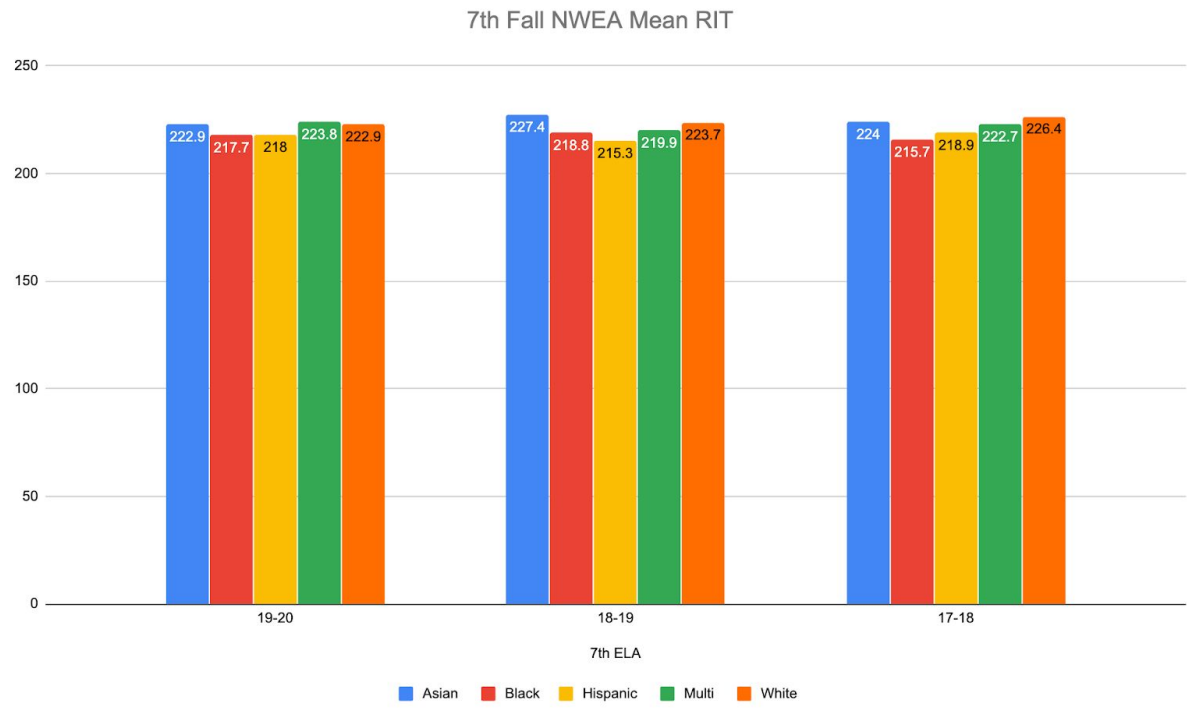

ILEARN 2019 Subgroup Data Comparison
White
Black
Percent Proficient
80
60
40
20
0
78.3
60
73.8
40.8
74.4
34
71.8
26.5
7th ELA
8th ELA
7th Math
8th Math

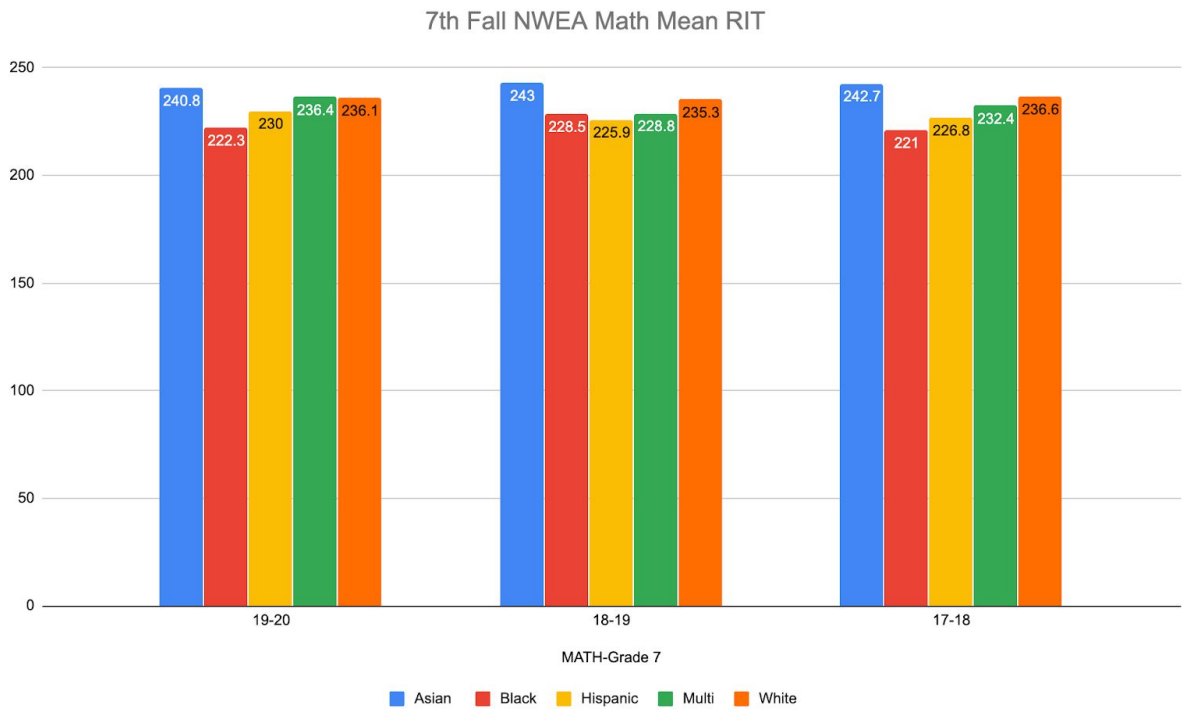
Other Data:

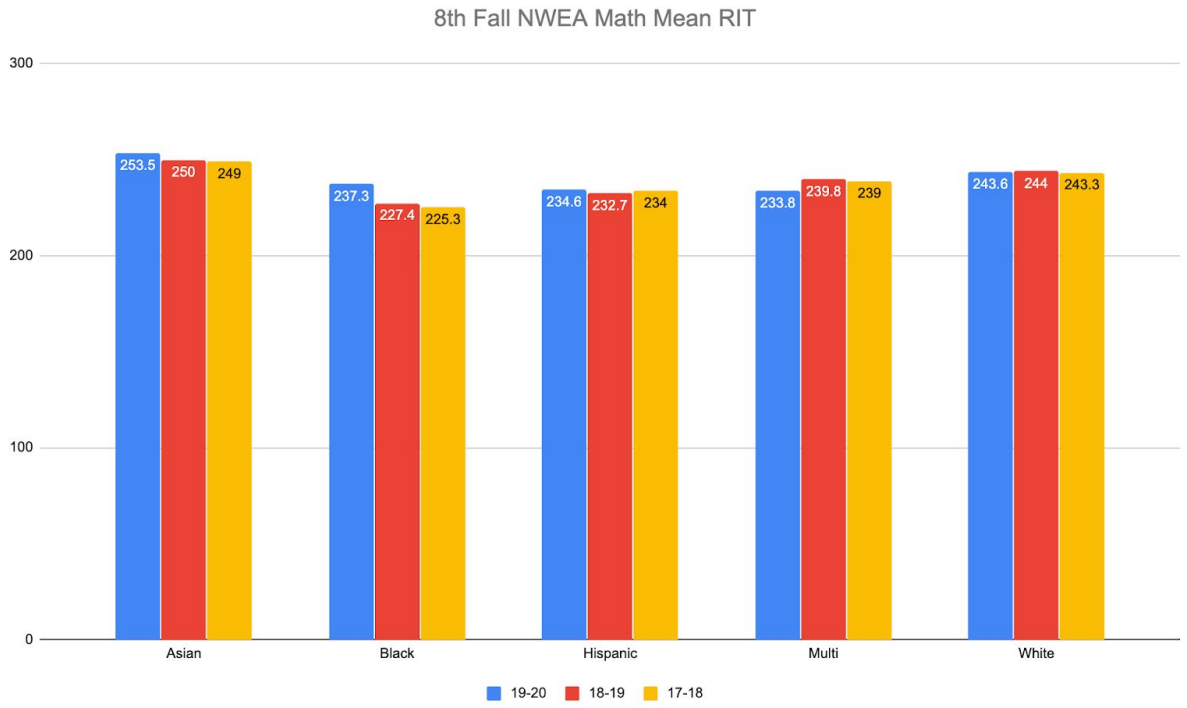
NWEA

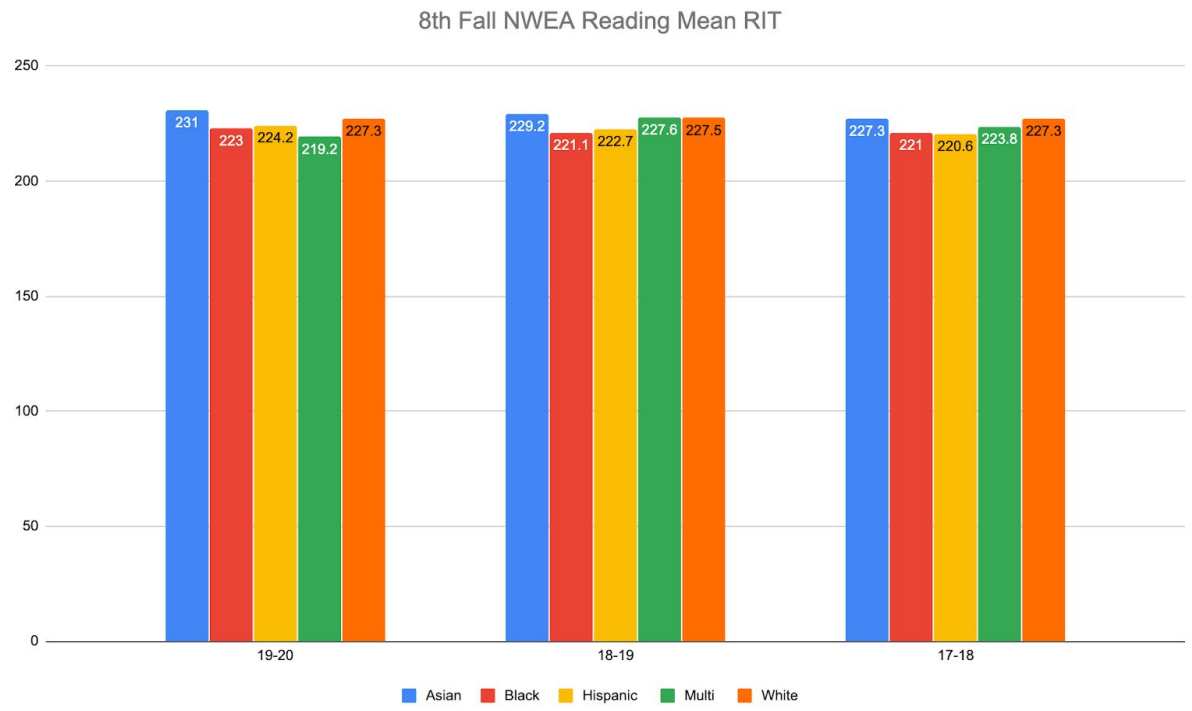
NWEA					
Fall 2019-2020 RIT Data					
		7th Reading	8th Reading	7th Math	8th Math
Fall Creek		222.4	226.6	235.3	242.8
District-HSE		221.5	226.3	232.8	240.7

NWEA Subgroup Data:

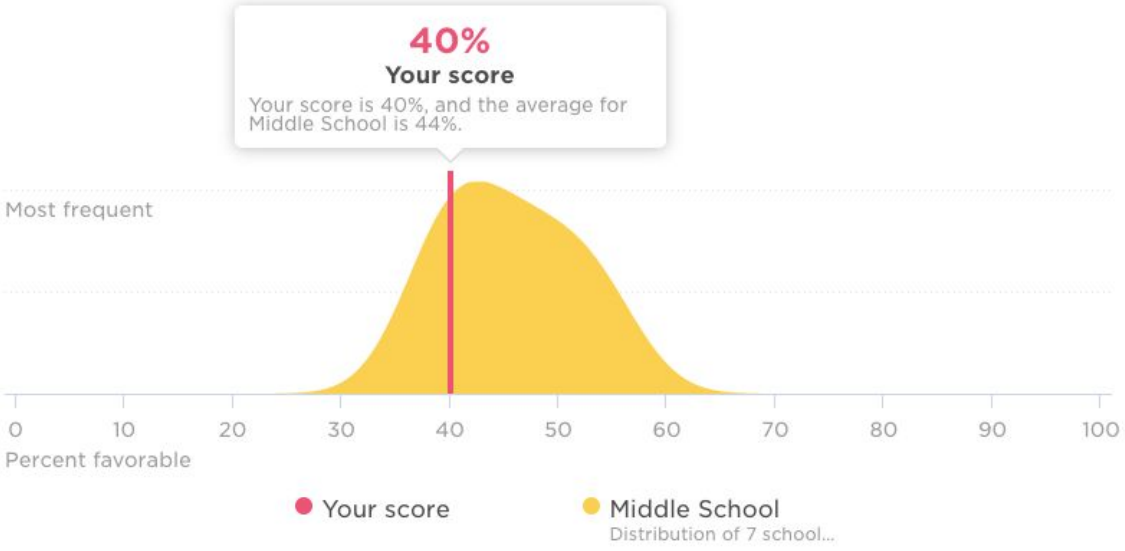



7th Fall NWEA Math Mean RIT
250
200
150
100
50
0
240.8
222.3
230
236.4
236.1
243
228.5
225.9
228.8
235.3
242.7
221
226.8
232.4
236.6
19-20
18-19
17-18
MATH-Grade 7
Asian
Black
Hispanic
Multi
White


8th Fall NWEA Math Mean RIT
300
200
100
0
253.5
250
249
237.3
227.4
225.3
234.6
232.7
234
233.8
239.8
239
243.6
244
243.3
Asian
Black
Hispanic
Multi
White
19-20
18-19
17-18



Panorama Data: "Sense of Belonging" compared to other middle schools in the nation.



Section 3: Conclusions about Current Educational Programming and Learning Environment

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

Conclusions about Student Achievement Based on ILEARN and Other Assessments:

English/Language Arts Data Statements
Strengths:

- Grade 7 ELA = 74% overall proficiency rate
- Grade 7 ELA = 5% higher proficiency rate than HSE District
- Grade 7 ELA = 43% of students scored in the "Above Proficiency" range
- Grade 8 ELA = 3% higher proficiency rate than HSE District

Challenges:

- Grade 7 = 27% Special Ed population at or above proficiency rate
- Grade 8 = 41% Black/African American Students at or above proficiency
- Grade 8 = 24% Special Education Students at or above proficiency

Mathematics Data Statements
Strengths:

- Grade 7 = 28% higher proficiency rate than the State of Indiana
- Grade 7= 4% higher proficiency rate for special education students than special education students in HSE District.
- Grade 8 = 5% higher proficiency rate overall than HSE District.

Challenges:

- Grade 7 = 34% Black/African American Students at or above proficiency
- Grade 7 = 32% Special Education Students at or above proficiency
- Grade 8 = 20% Special Education Students at or above proficiency
- Grade 8 = 10 % lower proficiency rate for Black/African American Students than Black/African American Students in HSE District

Social Emotional Learning Data: Panorama Survey
Strengths:

- 77% of students reported 4.3 or above on self management on 18-19 SEL survey.
- 74% of students reported 4.3 or better on social awareness on 18-19 SEL survey.
- 70% of students reported a strength in at least ½ of SEL topics.

Challenges:

- 17% of FCJ students responded favorably to the question: “How connected do you feel to the adults in your building” on 18-19 Panorama Survey.
- 49% of FCJ students responded favorably to benchmark “Teacher-Student Relationships. This is 8% lower than the comparison schools on Panorama Survey.
- 67% of FCJ teachers responded favorably to benchmark “Educating All Students”. This is 4% lower than the comparison schools on Panorama Survey.

Parental Participation in the School

Parents actively support Fall Creek Junior High by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming students. Falcon Preview welcomes families during the summer for students and parents to gather needed materials and information and tour the school. Back to School nights are well attended by parents in August after school begins. In October, two evenings of parent-teacher appointments are conducted. Throughout the year, teachers, counselors and administrators meet with families on an as needed basis.

Parent Communication: School-to-home communication most frequently relies on technology, either emails or the school website. Families without internet access can elect to receive paper copies of all communication. Other means of communication include: phone calls, Remind 101, Canvas and Skyward. Settings in both Canvas and Skyward can prompt alerts to parents of changes in assignments and grades nearly instantly. School e-newsletters are emailed monthly to parents to communicate the most important happenings and information at Fall Creek Jr. High. The Skylert Messenger system is used frequently to send more urgent or time sensitive information via email and phone. Students are provided a digital student handbook that is also posted online. Daily student announcements are shown during the day at school and posted online for parents.

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

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

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

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

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

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

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

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

Technology as a Learning Tool

FCJH is a 1:1 learning environment using iPads. This use of technology supports best practices in teaching and learning. The devices allow teachers to differentiate, which gives more students the opportunity to succeed. Available technology also increases engagement and enhances student interest. HSE School District believes that responsible use of technology can enhance the learning experience through collaboration, critical thinking, and creativity.

Professional Development

At the beginning of each school year, the staff analyzes ILEARN and other data to determine the direction of the improvement initiatives and areas of needed professional development (PD) for the following school year. These areas then become the focus of faculty meetings and early release days that provide time for departments and professional learning communities to collaborate. Thirty-minute early release days occur each Monday and allow PLC, department, and whole-school professional development. Certified staff participates in book studies, leadership, and department meetings. Some of the topics of these PD conversations include curriculum mapping, NWEA training, curating resources, effectively using technology to increase engagement, literacy strategies, increasing rigor, differentiation, data analysis and progress monitoring.

Section 4: School Improvement

Specific areas where improvement is needed immediately

Immediate improvement is needed in closing the achievement gap between our highest performing groups and our lower performing subgroups in standardized assessments. Not addressing the achievement gap will allow these students to fall further behind their peers and put them at a disadvantage academically. This deficit will negatively impact students' ability to reach their high school and post secondary goals and careers. The need for all students to master grade level Indiana Academic Standards is a goal in all discipline areas. Professional development must also continue in effective curriculum design and differentiation promoting student transfer and application of knowledge and skills.

It is our belief that academic goals cannot be attained without solid social and emotional supports in place. Hamilton Southeastern Schools desires to focus on developing a renewed sense of purpose, shared

vision, and sense of belonging across our learning community. This goal emcompasses both the students in our schools, but the adults educating and supporting these children.

Section 5: Action Plan

School Improvement Goals and Strategies
2019-2020 School Year

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

Building Based Problem Statement with Baseline Data:

At FCJ students in Special Education are performing at a lower rate on State Assessments than their general education peers. On the 2019 ILearn assessment, special education students achieved mastery significantly below their general education peers.

Grade 7- ELA = 52% below
Grade 8- ELA = 51% below
Grade 7 – math = 41% below
Grade 8 – math = 51% below

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

Year 1 Expected Outcome __6__% reduction in gap
Year 2 Expected Outcome __6__% reduction in gap
Year 3 Expected Outcome __6__% reduction in gap

ACTION PLAN:

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Teachers will implement literacy strategies within all disciplines.	PD	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs

Teachers will expose students multiple types of texts.	PD Variety of texts	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Teachers will teach and model solving multi-step and complex problems.	PD	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Curriculum written to push student to a deeper understand and application of knowledge. ● In PLCs, teachers will unpack standards. ● Use of DOK chart	PD Access to curriculum maps	FED Report Card ILearn 18-19 NWEA SFS and TDS Panorama Staff survey: "Educating All" baseline 67%	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Teachers will use curriculum maps based on state standards to tailor instruction based on academic level of student.	PD Access to curriculum maps	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs

Program review of Special Education services.	Intensive Behavioral Supports Curriculum addressing lagging skills. Off-site visits Content connectors	Office referrals decrease by 50% Increase usage of student hot pass Decrease number of students in ISR by 50%	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Teachers will teach and reinforce executive functioning skills.	PD:executive functioning SOAR lessons on executive functioning skills	Discipline Data Minutes out for behaviors	2019-2020 2020-2021 2021-2022	Teachers Students Administration Counselors
Teachers will use research based Co-teaching strategies.	PD Planning time	ILearn NWEA SFS and TDS Teacher feedback Testing Data Panorama Staff Survey: "working with students with...needs"=49%	2019-2020 2020-2021 2021-2022	Teachers Administration

Inquiry Questions:

- Which instructional strategies can staff use to better support special education students?
- What school support systems and structures do we have in place to ensure that special education students can be successful?
- How do we build shared responsibility for students on the parts of general education and special education teachers?
- How do we build stronger teacher-student relationships for our special education students?
- How do we reinforce model attendance (97% or above) with those special ed students with poor attendance?

Hypothesis:

- If we engage all learners based on their specific needs, then all students will show appropriate growth.
- If we provide opportunities and support differentiation in the classroom, special education students will benefit.
- If we provide professional development for teachers on how to use data to drive instruction, responsive instruction will increase.
- If we identify and build upon individual student core character strengths, a positive rapport between teacher and student will occur.
- If we monitor individual student attendance and pursue those frequently absent, individual attendance will improve.

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

Building Based Problem Statement with Baseline Data:

At FCJ black students are performing at a lower rate on State Assessments than their white peers. On the 2019 ILearn assessment, black students achieved mastery significantly below their peers.

Grade 7 – math = 38% below
Grade 8 – math = 37% below

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

Year 1 Expected Outcome __6__%
Year 2 Expected Outcome __6__%
Year 3 Expected Outcome __6__%

ACTION PLAN:

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible

Train all staff on equity and inclusion	PD time Substitute teachers	Current number of teachers attending: Intro to Equity or Undoing Racism Panorama Staff Survey: baseline	2019-2020 2020-2021 2021-2022	Equity Coaches Administration Teachers
Teachers will implement literacy strategies within all disciplines.	PD	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Teachers will offer more voice and choice in their classes.	PD Access to curriculum maps VIA survey and resources	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs
Teachers will facilitate class discussions and collaboration, celebrating multiple perspectives.	PD on Socrative seminar or other discussion strategies.	SFS Classroom observations	2019-2020 2020-2021 2021-2022	Teachers Students
Teachers will expose students to multiple perspectives in classroom texts.	PD Variety of texts	FED Report Card ILearn 18-19 NWEA SFS and TDS	2019-2020 2020-2021 2021-2022	Teachers Administration Department Chairs

Inquiry Questions:

- Which instructional strategies and resources can staff use to better support the learning of black (and all minority) students?
- What school support systems do we have in place to ensure all students can be successful?
- How do we build parent-school relationships with all populations?
- How do we build teacher-student relationships with all populations?

Hypothesis:

- If we engage all learners based on their specific needs, then all students will show appropriate growth.
- If we provide opportunities and support through the MTSS (PBIS/RTI) process, then students will have their needs met on multiple levels (academic, social, and emotional).
- If we provide opportunities to meet with families within the communities of all of our students, then positive relations will be developed.
- If we provide more resources showing cultural diversity, students of color will have more opportunities to connect with their learning.

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

Building Based Problem Statement with Baseline Data:
At FCJ students shared a 40% favorable rating in category "sense of belonging" as reported by Panorama.
*17% of students responded favorably to question, "How connected do you feel to the adults at your school?"

Expected SMART outcome: The results of the Panorama survey will show an increase in the area of "sense of belonging" of 20% in the next 3 years. Students will be equipped with a stronger connection to Fall Creek Junior High, so they can find success in school and beyond.

Year 1 Expected Outcome ___10_____ %
Year 2 Expected Outcome ____5___ %
Year 3 Expected Outcome ____5___ %

ACTION PLAN:

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible

Student advisory panel	Diverse Student group Discussion questions Open dialogue between staff and students.	Panorama Data: questions relating to sense of belonging	2019-2020 2020-2021 2021-2022	Teachers Students Administrators Counselors Classified staff Parents Students
School Climate Committee	Staff Recognitions Staff/admin collaboration time Resources for recognition	Panorama Staff Question: How positive are the attitudes of your colleagues? 62% baseline Teachers shared a 56% favorable rating in category "school climate" as reported by Panorama.	2019-2020 2020-2021 2021-2022	Teachers Administrators
Students will participate in anti-bullying and empathy lessons.	Mind Up and Second step curriculum and training. Reduce administrative tasks of counselors	Push in guidance lessons exit tickets Survey associated with counseling lessons	2019-2020 2020-2021 2021-2022	Teachers Students Administrators Counselors
Train all staff on equity and inclusion	PD time Substitute teachers	Current number of teachers attending: Intro to Equity or Undoing Racism Panorama Staff Survey	2019-2020 2020-2021 2021-2022	Equity Coaches Administration Teachers

Increase opportunities for students to be involved at FCJ.	More clubs More times to meet Transportation solution Club supervision	Percentage of students in club or activity.	2019-2020 2020-2021 2021-2022	Staff Administration Counselors Students Parents
PBIS Committee work: celebrate student individual success	PBIS incentives and practices. Student of the Month celebration	Panorama Data CSS-Goals Data Summary Discipline Data Attendance Data	2019-2020 2020-2021 2021-2022	Teachers Administration
Goal-setting and future ready planning with all students.	NAVIANCE Counseling Meetings Career Day Mindful morning announcements	NAVIANCE Exit Tickets	2019-2020 2020-2021 2021-2022	Counselors Teachers Administrators Students
Monitor and address attendance concerns in proactive, supportive process	Regular taking of attendance Sharing of data	Attendance reports and data Quarterly grades	2019-2020 2020-2021 2021-2022	Teachers Attendance secretary Administration Counselors
Implement SEL curriculum in SOAR period	Second Steps	Pilot course surveys Exit surveys	2019-2020 2020-2021 2021-2022	Teachers Administrators Counselors

Inquiry Questions:

- How might we impact sense of belonging in the eyes of the students?
- How do we boost student confidence and ownership in their individual growth and learning?
- How do we build a growth mindset culture?
- How are our implicit bias impacting the environment and sense of belonging for our minority students?
- How does the staff climate impact the learning environment for all?

Hypothesis:

- If we consult with our student advisory group and ask them to share from their perspective, then students will see this reflected in our daily practices.
- If we establish a clear learning goal and purpose for learning, then students will be able to monitor their own progress towards the goal.
- If we allow students to struggle and foster independent thinking, students will develop the fortitude to come to deeper conclusions and meaningful connections. They will also increase stamina in working through difficult tasks.
- If all teachers participate in "Undoing Racism" or other learning experiences, our practices will become more inclusive.
- If the adults in the building have a positive attitude and outlook, the environment for students will be enhanced.

Statutes and rules to be waived

No waivers of statutes or rules have been requested.

Research Supporting Instructional Strategies	Brown, D., Knowles, T. (2014). *What Every Middle School Teacher Should Know.* Kay, K., Greenhill, V., (2013). *The Leader's Guide to 21st Century Education.* Hattie, J., Fisher, D., and Frey N. (2018). *Developing Assessment Capable Learners.* *VIA Classification of 24 Character Strengths 2017 VIA Institute on Character* (https://www.viacharacter.org/www/). Dawson, P. and Guare, Richard. (2019). *Smart but Scattered.* Tomlinson, C. and Murphy, M. (2015). *Leading for Differentiation : Growing Teachers Who Grow Kids* Dufour, R. and Fullan, M. (2013) *Cultures Built to Last: Systemic PLC's at Work.* Venables, Daniel. (2014) *How Teachers Can Turn Data Into Action.*

	Venables, Daniel. (2017) *Facilitating Teacher Teams and Authentic PLC's*

Assessments: Standardized and/or locally developed measures of progress toward the goal
ILEARN NWEA-BOY and MOY WIDA Locally developed end of course assessments or common assessments