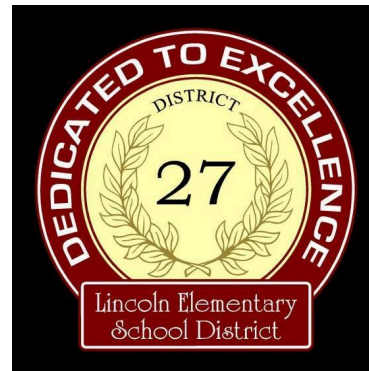


2023-2024

School Improvement Plan



Lincoln Junior High School
Lincoln Elementary District #27

Michael T. Workman
Principal

Submission Date: December 20th, 2023

Preliminary Information			
RCTD Number:	380540270021001		
District Name:	Lincoln Elementary District #27	School Name:	Lincoln Junior High School
Superintendent:	Kent Froebe	Principal:	Michael Workman
District Address:	304 8 th St.	School Address:	208 Broadway St.
City/State/Zip:	Lincoln, IL 62656	City/State/Zip	Lincoln, IL 62656
District Phone #:	217-732-2522	School Phone #:	217-732-3535
District Email:	kfroebe@lincoln27.net	School Email:	mworkman@lincoln27.net
Is this plan for a Title I School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Vision

It is the vision of the Lincoln Junior High staff that all students at LJHS should be empowered to be creative, independent thinkers, equipped with the skills that will enable them to become lifelong learners and productive citizens.

Beliefs

The LJHS community believes that all students are capable of learning. We have a dedicated and committed staff whose mission is to provide the highest quality of education possible for students. This is achieved best when the school is synchronized with students, parents, and community members.

Building Profile

Building Type: Lincoln Junior High is a multi-level building which houses students from 6th through 8th grade. This building contains 22 classrooms, a main office, conference room, gymnasium, cafeteria, library, a STEM lab, storage areas, and an athletic field which is located across the street

Unique Characteristics

As the only junior high in District #27, LJHS has the largest student population of any district school. We also offer various student incentives weekly in order to promote increased academic achievement.

Mission

The mission of Lincoln Junior High School is to meet the intellectual, social, physical, and emotional needs of all students through high standards of learning and the development of a sense of community and pride.

Community Make-Up

The community of LJHS is primarily made up of middle class and low income families. The school is centrally located and is close to downtown businesses, police and fire departments, and residential neighborhoods.

Student Make-Up

The student population usually ranges between 340 and 360 students. The students attending LJHS are primarily white with a consistent population of minority students enrolled.

Demographics & School Information

	2016	2017	2018	2019	2020	2021	2022	2023
School Population	409	391	365	350	-	361	340	343
Attendance Rate %	92.0%	91.2%	93.2%	94.0%	-	91.0%	89.4%	91.0%
Truancy Rate %	1.3%	2.5%	3.8%	8.0%	-	2.6%	8.7%	8.0%
Mobility Rate %	14.0%	10.2%	14.7%	9.0%	-	8.0%	11.0%	9.0%
Low Income %	37.9%	42.2%	43.8%	49.0%	-	57.0%	60.3%	61.0%
Limited English Proficient %	N/A	N/A	N/A	N/A	-	N/A	N/A	0.1%
Students with Disabilities %	15.2%	15.1%	13.7%	19.0%	-	20.0%	17.0%	18.0%
White, Non-Hispanic %	88.5%	91.6%	91.2%	89.0%	-	89.0%	94.7%	86.6%
Black, Non-Hispanic %	5.4%	4.3%	4.9%	4.0%	-	4.0%	3.2%	3.5%
Hispanic %	0.2%	N/A	N/A	1.0%	-	1.0%	0.1%	0.3%
Asian/Pacific Islander %	0.5%	0.3%	N/A	N/A	-	N/A	N/A	0.1%
Native American or Alaskan Native %	N/A	N/A	N/A	N/A	-	N/A	N/A	N/A
Multiracial/Ethnic %	5.4%	3.8%	3.3%	6.0%	-	6.0%	7.6%	7.3%

2023 Testing Information

	Percentage Meeting/Exceeding Standards	
Student Groups	Reading	Math
All	60.1%	26.3%
White	61.4%	27.7%
Black	63.6%	20.0%
Hispanic	30.0%	10.0%
Asian/Pacific Islander	100.0%	100.0%
Native American	N/A	N/A
Multiracial/Ethnic	43.5%	9.1%
LEP	0.0%	0.0%
Students with Disabilities	14.3%	7.2%
Economically Disadvantaged	51.5%	18.0%

Includes students enrolled as of 5/1/2023. Subgroups with fewer than 45 students are not reported.

Average Class Size	Enrollment	# of Teachers	Student Mobility
22	343	27	9.0%

Data & Analysis Students Meeting & Exceeding Standards on ELA State Tests

Student Race/Ethnicity											
	Year	All	White %	Black %	Hispanic %	Asian %	Native America %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
School	2023	60%	61%	64%	30%	100%	N/A	44%	0%	14%	52%
	2022	53%	53%	33%	25%	N/A	N/A	57%	N/A	1%	44%
	2021	43%	44%	50%	24%	N/A	N/A	30%	N/A	1%	34%
District	2023	60%	61%	64%	30%	100%	N/A	44%	0%	14%	52%
	2022	53%	53%	33%	25%	N/A	N/A	57%	N/A	1%	44%
	2021	43%	44%	50%	24%	N/A	N/A	30%	N/A	1%	34%
State	2023	35%	46%	17%	23%	63%	28%	39%	10%	15%	21%
	2022	30%	40%	13%	19%	59%	22%	34%	7%	12%	16%
	2021	30%	37%	11%	18%	58%	24%	31%	0%	11%	15%

Data & Analysis Students Meeting & Exceeding Standards on Math State Tests

Student Race/Ethnicity											
	Year	All	White %	Black %	Hispanic %	Asian %	Native America %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
School	2023	26%	28%	20%	10%	100%	N/A	9%	0%	7%	18%
	2022	25%	27%	0%	29%	N/A	N/A	0%	N/A	2%	19%
	2021	22%	21%	50%	28%	N/A	N/A	30%	N/A	2%	14%
District	2023	26%	28%	20%	10%	100%	N/A	9%	0%	7%	18%
	2022	25%	27%	0%	29%	N/A	N/A	0%	0%	2%	19%
	2021	22%	21%	50%	28%	N/A	N/A	30%	0%	2%	14%
State	2023	27%	37%	8%	14%	61%	21%	30%	8%	12%	13%
	2022	26%	35%	0.4%	13%	60%	19%	28%	11%	0.4%	11%
	2021	25%	32%	0.3%	12%	59%	19%	26%	10%	0.3%	11%

Data & Analysis Students Meeting & Exceeding Standards on **ELA State Tests**

Reading – By Grade Level							
	Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
School	2023	-	-	-	52%	55%	71%
	2022	-	-	-	48%	57%	52%
	2021	-	-	-	44%	31%	57%
District	2023	-	-	-	52%	55%	71%
	2022	-	-	-	48%	57%	52%
	2021	-	-	-	44%	31%	57%
State	2023	-	-	-	34%	38%	41%
	2022	-	-	-	28%	32%	30%
	2021	-	-	-	30%	33%	34%

Data & Analysis Students Meeting & Exceeding Standards on **Math State Tests**

Reading – By Grade Level							
	Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
School	2023	-	-	-	27%	24%	28%
	2022	-	-	-	19%	38%	17%
	2021	-	-	-	24%	16%	27%
District	2023	-	-	-	27%	24%	28%
	2022	-	-	-	19%	38%	17%
	2021	-	-	-	24%	16%	27%
State	2023	-	-	-	23%	27%	26%
	2022	-	-	-	28%	32%	30%
	2021	-	-	-	30%	33%	34%

Data & Analysis School Benchmarking Data

		STAR 360 Reading									STAR 360 Math							
	Year	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
School	2023	-	-	-	-	-	-	38%	34%	34%	-	-	-	-	-	48%	41%	44%
	2022	-	-	-	-	-	-	44%	39%	37%	-	-	-	-	-	55%	56%	40%
	2021	-	-	-	-	-	-	44%	39%	31%	-	-	-	-	-	53%	41%	41%

% of students meeting grade level target

Data Analysis – What does the School Report Card & Benchmarking data tell you about student performance in your school?

The School Report Card data shows that Lincoln Junior High School has experienced a slight decline in attendance rate since the COVID-19 pandemic struck during the 2019-2020 school year. Our mobility rate has remained consistent with a range of 8.0% - 11.0% over the past four years. This can be attributed to many factors, including, but not limited to some of the following: socio-economic trends, the impact of COVID-19, the local colleges shutting down, and the continued increase in the percentage of low-income students being enrolled in the district. The data also reveals that the percentage of low-income students enrolled at the junior high has remained above 57% for several years and this trend is not showing any signs of decreasing in the near future. Our disaggregated demographic information reveals that our student population is primarily composed of white students with a consistent level of black, multi-racial, and other minority students being enrolled annually. Data also shows the number of students with disabilities has increased slightly over the past several years with an average of approximately 18.3% of the student population qualifying for these types of services since the 2020-2021 school year.

The junior high continues to be one of the highest performing schools in Logan County on the IAR assessment year in and year out. We routinely outperform other area schools despite having a Financial Adequacy percentage of just 69% compared to some districts that are funded well over the 100% Financial Adequacy percentage benchmark. Although I still firmly believe that state assessment data should only be used as an indicator, and not a true measure of school success or failure, the data acquired from last year's IAR test provides beneficial information moving forward. The data showed that 60.1% of our student population met or exceeded the standards in ELA. It also revealed that 26.3% of our students met or exceeded the standards in Math. These numbers have continued to improve steadily since the transition to the IAR assessment several years ago. After comparing our IAR results to other schools of similar size and demographic, the data shows we are performing significantly higher than most other schools in central Illinois. We are also performing significantly higher than the state average in ELA and slightly higher in Math as well. As always, there is room for improvement and that is my focus at the junior high annually. I remain confident that as teachers and students continue to get more comfortable with the demands and expectations of IAR, achievement will continue to climb in Math and maintain our current trajectory in ELA. Unfortunately, the data continues to show that most of our minority and special education student populations continue to perform lower when compared to other demographics in our building and across the state of Illinois. This will need to be addressed moving forward.

When analyzing benchmarking data, it becomes apparent that since the introduction of more Common Core questions, both into daily instruction, and on state/ building level assessments, students are beginning to make the necessary adjustments to achieve greater success in the classroom. This can be proven by the increases we are starting to observe over the past couple of years in both state and building level assessments. (STAR Assessment) These same trends are being observed at other schools in our district as well as across the state of Illinois.

Behavior Data										
		Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2023	Expulsions	-	-	-	-	-	-	0	1	2
	Out of School Suspensions	-	-	-	-	-	-	7	22	15
	In School Suspensions	-	-	-	-	-	-	22	24	35
2022	Expulsions	-	-	-	-	-	-	0	0	0
	Out of School Suspensions	-	-	-	-	-	-	5	12	15
	In School Suspensions	-	-	-	-	-	-	15	23	28
2021	Expulsions	-	-	-	-	-	-	0	0	0
	Out of School Suspensions	-	-	-	-	-	-	6	14	12
	In School Suspensions	-	-	-	-	-	-	23	54	37

of students

Data Analysis – What does the behavior data tell you about your school?

The junior high has always experienced its fair share of unwanted or negative behaviors. This fact remains true for just about every school, especially in a post COVID-19 world. Although there is always room to improve, that data indicates that the years of positive behavioral interventions, student & staff incentives, and administrative methodologies that are used to combat unruly behavior have worked for the most part. When they do fail, it is encouraging that steps are taken at the building and district levels to combat these negative behaviors in order to limit their impact upon the educational environment of LJHS. Maintaining student discipline continues to be the primary focus of the junior high administrative team. When looking at the data, it is important to understand that the actual number of students who are causing disruption is relatively low when compared to the total school population. The number of in-school & out of school suspensions has remained fairly consistent from year to year.

This can be attributed to many factors, including, but not limited to the following: the breakdown of family units and personal accountability, the mental or physical baggage that many of our students bring to school on a daily basis, and the general lack of respect shown to educators by both parents and students in the classroom. Also, many incidents, which are worthy of out of school suspension, occur with greater frequency at the junior high than at the elementary schools. These incidents typically remain isolated to a limited number of students, but we have still seen an increase in frequency of unwanted behaviors among other students as well. The majority of suspensions continue to result from instances of disrespectful behavior exhibited toward staff members, other students, and general mischief which is not untypical of junior high age students. Strategies are continuously developed, refined, and implemented to help reduce and remedy the instances of poor student behavior with the intention of improving the school's culture and learning environment.

What factors are likely to have contributed to these test results and behavioral data? Consider external and internal factors as well as demographics and building profile information.

External Factors

Our student body, which is composed of 61.0% low-income students and a 9% mobility rate, deals with a wide range of factors which can negatively influence student achievement. Many students simply do not value or prioritize their education. This lack of educational focus is typically inherited by students, from parents or guardians, who prioritize meeting basic needs instead of valuing their education. As a result, vital school functions (reinforcement of ideas, completion of homework, reading and writing practice, etc.) fail to be addressed properly outside of regular school hours. The increased use of technology, which can be useful when utilized properly, may also contribute to the inability of many students to comprehend what they read, write legibly, and perform basic arithmetic. The amount of distractions that students encounter on a daily basis, combined with increased expectations for these same students, continues to create difficult challenges for educators, students, and parents.

Internal Factors

The transition to the Eureka Math curriculum and the IAR assessment continues to present challenges to educators, students, and parents. Teachers are required to provide deeper and more thorough explanations of content and are expected to develop student's critical thinking skills in shorter periods of time. Combine these factors, along with a general shift from prioritizing education by students/parents/guardians, and the ability, initiative, and focus to achieve becomes an afterthought. There are many possible reasons for these results, but I fully expect improvement to continue in the future. Teachers are continually required to learn new skills, they continue to be evaluated using the Charlotte Danielson's Framework for Teaching model, and our students will still be expected to face the challenge of increased academic and social/emotional expectations.

Educator Support – What types of professional development are offered to help teachers continue to meet student needs?

Lincoln Elementary School District #27 offers four days of professional development throughout each school year. The district also uses early dismissals each month as in-house professional development opportunities. The district uses resources from Tri-County to provide professional development as well. We are currently using Educational Impact to provide professional development on the Danielson Teacher Evaluation Model. We have vertically aligned planning periods within each department for collaboration opportunities. The district has focused on technology professional development for the past several years. The teachers have received training on how to use Promethean Boards, Chromebooks, and several types of software. It is critical for our staff to understand how to use the technology and the benefits for student learning. We have also partnered with Lincoln Memorial Hospital to incorporate the CATCH program. This is a program that works to promote healthy eating and physical activity to combat the growing obesity rate in Logan County.

Interventions – Describe intervention strategies provided to students.

Interventions include the following: Lexia Core 5, Read 180 Computer Program, Close Reading, Writing Activities, Reflex Math, IXL, Great Leaps, Rewards, Vocabulary through Morphemes, Six Minute Solution, Do Math, Behavioral Interventions, Before School Interventions, IXL block time (20 minutes), and the Homework Help Assistance Program. Many of these programs focus on the development of reading comprehension, vocabulary comprehension, basic math computations, homework completion, and improving written expression. Our problem solving team meets regularly to discuss student progress and make necessary modifications or adjustments to these interventions when needed. The duration of these interventions can last anywhere from five to forty-five minutes in length with a frequency of up to five days per week. Teachers are provided with monetary funds that are used to fund behavioral incentive programs within their individual classrooms.

Student Services – Describe services available to students and families.

Lincoln Junior High School offers a vast array of services for students and members of their families. Programs such as After-School Special and tutoring services are available everyday after school Monday through Thursday from 3:00-4:30 p.m. We have a full time interventionist on staff as well. Teachers are routinely available and willing to work with students before and after school to receive individualized instruction. We offer Special Education services for qualifying students and an alternative school is now available for disruptive students. Our Problem Solving Team meets frequently to identify at-risk students and develops the appropriate intervention strategies for these students. Additionally, we provide a Homework Help Program which takes place everyday during the sixth hour. This program is designed to assist struggling learners by providing them with additional time for homework completion and the opportunity to receive individualized instruction as well. We also maintain a school website and utilize our TeacherEase system to keep parents and students informed of their academic progress, daily homework assignments, attendance, and disciplinary information. Counseling services are also available for every student.

LJHS also offers the following athletic opportunities for students: Softball, Baseball, Golf, Girls & Boys Basketball, Wrestling, Volleyball, Cheerleading, Pom-Poms, and Girls & Boys Track and Field. We also offer the opportunity to join, audition, or try-out for the following groups or organizations: Speech, Scholastic Bowl, Builders Club, Photography Club, Circuit Rider, Student Council, Choir, Pep Band, Jazz Band, Concert Band, Robotics Club, and Drama.

Parent Involvement & Community Involvement – Describe ways the school involves families and the larger community.

We offer several opportunities for parents to become involved within the school community. We inform and encourage all parents to sign up for access to our Teacherease system. This system tracks important data and helps parents to stay informed of their child's progress throughout the school year. We also have a Parent-Teacher Organization that meets one Wednesday each month. They are directly involved in organizing events such as the Pancake-Sausage Breakfast, creating and delivering Christmas baskets for families in need, and running concession stands at athletic events. We host an open house and ice cream social event at the start of every school year which remains successful. We host quarterly events, such as honors assemblies, that recognize student achievement where parents are always welcome and many of them attend. We also are involved with several local churches which supply us with items, such as school supplies and coats, for our needy students during the winter months. Additionally, we run a large youth basketball tournament every year which has become the largest event held in Logan County each year. This has been extremely beneficial, not only for the junior high, but to the local business community as well. Many of these local businesses have assisted us in making this a showcase event for both LJHS and the Lincoln community as a whole.

Next Steps – What next steps are implied by the analysis of all the listed factors and data.

After careful analysis of the data and listed factors, it is apparent that many positive things are taking place at the junior high. We have observed dramatic increases in student achievement, especially in ELA. This has undoubtedly resulted from a collective team effort across every academic discipline, and not only within the ELA department itself. Our Math scores continue to trend in the right direction, but obviously more work is needed moving forward. I continue to believe that more focus needs to be directed in providing more support to classroom teachers, on finding more effective ways of dealing with student discipline issues, and how to minimize their impact upon the educational environment. We must continue to improve on our ability to inform students, parents, and teachers about the educational changes taking place. This is especially true with regards to areas of curriculum, instructional strategies, and grading practices within the classrooms. Professional development, for both teachers and administrators, should remain focused on improving instruction in the classroom in order to improve results on various state assessments as well developing the intellects of the most important commodity, our students.

Improving these elements will be critical in order to impact student growth as we move forward. Curriculum alignment and continued collaboration amongst staff, both in the junior high and throughout the district, will continue to be very important as well. This will ensure that our students are receiving focused and consistent instruction regardless of what age level or classroom they are located. Important decisions will need to be made regarding the types of instructional and intervention strategies that will be utilized as we acquire more reliable data. Additional research and PD will also be needed in order to discover methods that can improve student attitudes and increase student initiative toward their education.

Teaching & Learning		
Focus of Review	What is Working	What is Needed
Learning Environment <ul style="list-style-type: none"> Provides comfort, security, support Reflects diversity and collaboration Captures interest Communicates honor and respect Developing empathy and understanding 	<ul style="list-style-type: none"> Building security (office door locks, security cameras, etc.) Emergency management procedures Use of technology TeacherEase Teacher collaboration Common Plan Time 	<ul style="list-style-type: none"> Continuous updating of security procedures Enforcement of security procedures Reform/modify incentive program Better educate students/parents about the TeacherEase system and its capabilities Increased focus on student discipline issues and their educational impact
Learning Process <ul style="list-style-type: none"> Learning styles Connections Thinking and questioning Resources and tools 	<ul style="list-style-type: none"> Use of Technology Differentiated instructional practices PST/ RTI services Development of higher order thinking and questioning skills 	<ul style="list-style-type: none"> Additional resources for Science, STEM, and History instruction Continued Professional Development on how to better utilize the Danielson Framework for Teaching into daily teaching methodologies Continued Professional Development for improving teacher instructional strategies
Instructional Strategies <ul style="list-style-type: none"> Communication Delivery Facilitation Student tasks 	<ul style="list-style-type: none"> Direct Instruction Collaboration Emphasis on use of technology Use of various grouping methods Aligned curriculums 	<ul style="list-style-type: none"> Increased use of differentiation strategies More PD for strategies in dealing with behavioral issues in the classroom Increased focus on ways to improve questioning skills in classrooms
Student Learning, Progress and Achievement		

Focus of Review	What is Working	What is Needed
Curriculum Design and Alignment <ul style="list-style-type: none"> Common Core Standards and Initiatives Local Standards and Initiatives Mission and Vision School's Assessment System 	<ul style="list-style-type: none"> Increased collaboration among department members The transition to Eureka Math Increased rigor and academic expectations Curriculum coordinator position Technology incorporation into daily instructional practices 	<ul style="list-style-type: none"> Increase in student achievement on IAR specifically within our special education and minority subgroups Vertical alignment throughout district specifically in areas of math and science Update available resources in all subject areas
Assessment Systems <ul style="list-style-type: none"> Purpose Alignment Relevance Formative Summative 	<ul style="list-style-type: none"> STAR Assessments PST data analysis RTI Read 180 Progress Monitoring IXL 	<ul style="list-style-type: none"> More training for reading/interpreting data PST improvements – more understanding of roles and responsibilities Creating common math assessments
Leadership & Administration <ul style="list-style-type: none"> Support for achieving goals Shared decision making Collaborative culture 	<ul style="list-style-type: none"> Weekly correspondence to staff Grade level meetings once a month Open Door Policy Teacher support and guidance Holding people accountable when needed 	<ul style="list-style-type: none"> Increased visibility in classrooms Development of a mentoring program Better communication with stakeholders explaining the school's vision
Professional Development <ul style="list-style-type: none"> Opportunities to learn and develop new skills Time Support to achieve goals 	<ul style="list-style-type: none"> Two early dismissal/month Four full days of School Improvement/year Monthly grade level meetings 	<ul style="list-style-type: none"> Continuing PD on most topics Ability to collaborate with other teachers who teach the same subject at different grade levels Ability to observe how other districts and the methodology they are using to reach students

Objective Number	Objective	Deficiencies Addressed
1	Maintaining/Improving overall teacher morale	Improve building culture

2	Increase student achievement in math for regular education classrooms and students with disabilities			Increasing knowledge and skills of students not meeting expectations
3	Decrease chronic truant rate of our students			Increase student attendance
Objective #1: Maintaining/Improving overall teacher morale				
SMART Goal: Eighty percent of the staff will increase their rating of school culture from the beginning of the year to the end.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	Providing staff meals/food items & participating in spirit days on Fridays.	Aug. 15, 2023	May 25, 2024	We will have a sign up for food days quarterly or more. We will participate in spirit days weekly.
2.	Leaving handwritten notes celebrating successes with greater frequency in teacher mailboxes.	Aug. 15, 2023	May 25, 2024	Creating an affirmation board for our LHS teacher's lounge. All staff is included and can leave notes for anyone they choose.
3.	Implementing Capturing Kids' Hearts practices on a consistent basis.	Aug. 15, 2023	May 25, 2024	Use social contracts, good news meetings, and door greetings between class periods daily.
4.	Keeping an open door policy at all times.	Aug. 15, 2023	May 25, 2024	Administration will have this policy throughout the year.
Objective #2: Increase student achievement in math for regular education classrooms and students with disabilities				
Description: Sixty percent of our students with disabilities subgroup will show growth in math proficiency on IAR.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	Developing and implementing effective classroom strategies for fixing "COVID lag"	Aug. 15, 2023	May 25, 2024	Use AimsWeb Math benchmarking and progress monitoring monthly to analyze increased growth and learning patterns.
2.	Developing and establishing relationships with more students and parents	Aug. 15, 2023	May 25, 2024	Utilized Capturing Kids' Hearts practices to get to know students and their struggles in math. Check in with students that seem to be struggling. Create a contact log every time you communicate with parents through Teacherease.
3.	Use IXL Math to review skills or concentrate on skill deficit.	Aug. 15, 2023	May 25, 2024	Observe and discuss progress on IXL with the student so that the student understands their personal math goals.
Objective #3: Decrease chronic truant rate of our students				
Description: The chronic truant rate of our students will decrease to ten percent.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	Teachers will build relationships with students that do not have a staff member that they connect with so that every student has a connection to a staff member.	Aug. 15, 2023	ongoing	The staff created a spreadsheet that staff members mark which students they have a connection with. The staff then looked at students who don't have a connection with a specific adult. They used this information to make the extra effort to improve student/teacher relationships. This spreadsheet is updated in the middle and the end of the year so that relationships are monitored and all staff can see improvement.
2.	Increase parent communication with students that are truant.	Aug. 15, 2023	ongoing	Office staff will communicate when students aren't called in for an excused absence. If needed the School Resource Officer will make a home visit to check on the child's well being. All monitoring information will be put into Teacherease.