SCHOOL INFORMATION

School Name	Indian Creek Middle School
School Number	3418
Street Address	801 S Indian Creek Drive
City	Trafalgar
Zip Code	46181

SCHOOL CONTACT INFORMATION

Principal	Kim Davis
Phone number	317-878-2130
Email	kdavis@nhj.k12.in.us
Superintendent	Dr. Matt Prusiecki
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Grant contact	
Phone number	
Email	
Other contact	
Position	
Phone number	
Email	

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2024-27 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

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 ▾

(TSI and ATSI only)

Choose from the drop-down box, underperforming student groups identified by the federal government.

Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SECTION A
NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS
[Required for CSI Schools]

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
☑ Statewide Assessments	☑ Statewide Assessment Data	☐ English Language Learner (ELL) Assessment(s)	☑ Attendance*
☐ Federal (ESSA) Data	☐ Federal (ESSA) Data	☑ Individual Education Plans (IEPs)	☑ School Discipline Reports*
☑ District Assessments	☑ IAM Assessment	☑ Individual Learning Plans (ILPs)	☐ Bus Discipline Reports*
☐ Dyslexia Assessments	☐ Aptitude Assessment(s)	☐ Staff Training	☐ Surveys (parent, student, staff) *
☑ Common Formative Assessments	☐ Special Education Compliance Rpt	☐ Aptitude Assessment (e.g. CogAT)	☐ Daily Schedule Configuration
☐ PSAT/SAT/ACT	☑ Subgroup Assessment Data	☐ Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		**Link:**	
Link:		**Link:**	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✔) for further discussion, note them below and discuss considering the following two questions:

- Do these issues significantly impact our current school goals as strengths or problems?
- Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a SIOT analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	A 96% attendance rate will be the attendance goal.	**Measurable Outcome Met?**	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We will adjust our proactive strategies to prevent students from missing days.		
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

Previous Year Goal #2	ICMS will score at or above the state average in ELA on the ILEARN at 6th, 7th, and 8th grade levels.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We will change our data analysis strategies along with staff professional development strategies.		
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

Previous Year Goal #3	ICMS will score at or above state average in Math on the ILEARN at 6th, 7th, and 8th grade levels.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	We will continue the strategies that have been implement and increase time for staff to work collaboratively to grow strategies that are working.		
If the goal was not met, should the school continue to work toward this goal?	Choose ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.			

SECTION B

SCHOOL IMPROVEMENT PLANNING
[Required for all schools]

PLANNING COMMITTEE

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	SIP	*ELA, Wht, SpEd, Multiracial*
Kim Davis	Principal	Both ⌄	
Troy Burkhart	Assistant Principal	Both ⌄	
Lindsey Crouch	Counselor	Both ⌄	
Mike Elmore	Teacher	Both ⌄	
Laura Summers	Teacher Association Rep	Both ⌄	
		Choose ⌄	
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		Choose ⌄	
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		Choose ▾	
Link additional information here (if necessary) ☐			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

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 ▾	☐
ELA	6-8	EB Writing	Yes ▾	Tier 1 ▾	Common Assessments and vertical alignment	Yes ▾	☐
Math	6-8	IXLs	Yes ▾	Tier 1 ▾	Support fact fluency	Yes ▾	☐
Math	6-8	Maneuvering the Middle	Yes ▾	Tier 1 ▾	Core math curriculum	Yes ▾	☐
ELA	7-8	Scope Magazine	Yes ▾	Tier 1 ▾	Support nonfiction curriculum	Yes ▾	☐
Reading	6-8	Achieve3000	Yes ▾	Tier 2 ▾	Reading Intervention	Yes ▾	☐
Reading	6-8	Accelerated Reader	Yes ▾	Tier 1 ▾	Reading supplement	Yes ▾	
Link additional information here (if necessary) ☐							

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	No ▾	☐
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)
School website: **www.indiancreekschools.com**
Link additional information here (if necessary) ☐

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	☐
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 ▾	☐

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Math Benchmark Assessments	6-8	Benc... ▾	Locally created standards-based assessments	Yes ▾	☐
Common Writing Rubric	6-8	Form... ▾	EB Writing rubric across grade-levels	Yes ▾	☐
ELA Power Tests	6-8	Benc... ▾	Locally created standards-based assessments	Yes ▾	☐
Classroom exit tickets	6-8	Form... ▾	Daily checks for understanding	Yes ▾	☐
Final Exams	6-8	Sum... ▾	End of semester exams	Yes ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐

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 ▾	☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.
Students all have a school assigned chromebook for use in the classroom. Teachers implement a variety of program via the chromebook to engage students in learning. As a Google school, staff utilizes Google Forms for learning checks. Students create Google websites for projects in some classes. Students utilize Google slides and docs to collaborate with peers on assignments and projects as well. Outside of Google, staff utilizes web-based programs like IXL, Peardeck, and Canvas to engage students and support learning. All classrooms have a teacher desktop, projector, and document camera to facilitate presentations. Some Tier II and Tier III interventions are also facilitated with technology - Achieve3000 for reading intervention and some social skills games as well.
Link additional information here (if necessary) ☐

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

Answer the questions for the grade levels in your school.

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ⌄	Career-related courses	Yes ⌄
Career-focused classroom lessons	Yes ⌄	Job-site tours	Yes ⌄
Guest speakers	Yes ⌄	Career day/fair or community day	Yes ⌄
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ⌄	Online career navigation program	Yes ⌄
Not currently implementing career exploration activities		Choose ⌄	
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.
Link additional information here (if necessary) ☐

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	☐
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?
Our student handbook provides clear guidance on school rules and expectations. Staff have classroom management systems to support safety in the classrooms. We practice safety drills monthly. We also provide professional development annually for staff regarding school safety. Students have a monthly lesson in homeroom sharing skills for regulation, advocacy, and navigating social situations. Further, the guidance team has small groups that focus on special needs - organization skills, confidence, or social skills.

Link additional information here (if necessary) ☐	

CORE ELEMENT 7: CULTURAL COMPETENCY

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.
Groups are identified by parents at registration.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
School administration and staff analyze subgroup achievement on assessments alongside schoolwide numbers to be sure students needs are being met. Any student or student group identified as needing extra support is pulled during WIN (What I Need) time daily. Instruction and practice meets students where they are and supports their mastery of content.

Link additional information here (if necessary) ☐	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Staff has been trained on implicit bias to bring attention to differences in how they navigate situations. Professional development on best practices and supporting minorities in the classroom is also something that is provided regularly via our staff newsletter or during schoolwide professional development time.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Teachers strive to include books and topics that are inclusive of all cultures, so students can identify with characters and historical events that are personally significant to them.

Link additional information here (if necessary) ☐	

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

What may be contributing to the attendance trend?	Stress and anxiety contribute to some absences that we see in the middle school. There are also some students that have family circumstances which pull them away for extended periods - from funerals to travel plans.
What procedures and practices are being implemented to address chronic absenteeism?	A new attendance intervention plan was created for this year in response to Indiana Code updates. Students have a conference with administration after three unexcused absences. Families are asked to come in for a team meeting after five unexcused absences. A contract is created in that meeting to identify strategies both home and school can implement to foster improved attendance. Johnson County Juvenile Probation receives a family referral after ten unexcused absences. Finally, a probable cause is filed for students that have fifteen unexcused absences. Also we have increased incentives for good attendance this year. Quarterly rewards are offered for students that have one or less unexcused absences.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	We are tracking numbers of the current school year to compare data to previous school years to best understand if our new process is effective.
Number of students absent 10% or more of the school year:	

Last Year:	45	**Two Years Ago:**	63	**Three Years Ago:**	41

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
Link additional information here (if necessary) ☐	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
Families are welcomed into our school throughout the year for events - from athletics to academics. Our district has also begun utilizing ParentSquare to improve communication with our families. Parents are able to provide feedback at parent meetings or via email with the administration. Parents are also able to view instructional standards and resources via Canvas and the school website.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Families are able to connect with staff via ParentSquare messages, email, or phone. Ideas, concerns, and suggestions are also able to be shared in person, which families do schedule regularly.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Attendance phone calls go out daily when a student is absent. Attendance meetings and letters go home at five, ten, and fifteen days unexcused. Each communication includes suggestions for how to support good student attendance. Attendance meetings are specific to the individual student needs and plans are created in collaboration with families.

How do teachers and staff bridge cultural differences through effective communication?
ParentSquare offers translation for families that need messages in a language other than English.

| Link additional information here (if necessary) ☐ | |

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS
[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?
Middle school students are able to earn high school credit in 8th grade for Spanish, Preparing for College and Careers, Agriculture, and Health classes. This allows them greater opportunity to take advanced courses in high school. Further, vertical articulation meetings are held each year to ensure instruction at the middle school level is preparing students for success at the high school level.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
All students are challenged in their courses through differentiation provided by teachers. Academic proficiency is assessed with state and local assessments. Students not achieving proficiency receive Tier II and Tier III support within their school day.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
At the middle school level, we promote opportunities for AP, IB, and CTE with our related arts classes and especially during high school scheduling meetings. Students are able to work with their families and school counselors to create schedules that maximize their opportunities in these fields.

Graduation rate last year:	97.2%	Percent of students on track to graduate in each cohort:	100%
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. 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

GOAL TEMPLATE

GOAL (EXAMPLE)	
Goal	*Example:* *By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.*
Sub-Group focus	**SpEd/ ELL**
The Strategies we are going to implement are	**Gradual release, Data driven practices, and writing workshops**
To address the Root Cause	**Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.**
Which will help us meet this student outcome Goal*	**By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.**

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Gradual Release	*McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.*	*Administration and teachers*	*September 2024 - May 2025*
Link additional information here (if necessary) ☐			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
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**
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2025	In Progress ⌄
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2025	In Progress ⌄
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2025	Completed ⌄
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1	
Goal	By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be at or above the state level proficiency rate.
Sub-group focus	
The strategies we are going to implement are	Data-driven instructional practices and grade level data meetings regularly
To address the root cause	Schedule structures that support Tier I, Tier II, and Tier III opportunities for all students within the school day.
Which will help us meet this student outcome goal*	By encouraging data-informed instruction, we will be able to reach our goal of being above state proficiency rates.

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Common formative assessments & Bi-weekly department meetings to discuss instruction and student achievement	Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). Formative assessment and elementary school student academic achievement: A review of the evidence (REL 2017â€"259). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. https://eric.ed.gov Curry, K. A., Mwavita, M., Holter, A., & Harris, E. (2016). Getting assessment right at the classroom level: Using formative assessment for decision making. Educational Assessment, Evaluation and Accountability, 28(1), 89â€"104. Retrieved from https://www.researchgate.net	Teachers in ELA	Assessments will be given every 3-4 weeks, September 2024-May 2025
Link additional information here (if necessary) ☐			

Strategy #1	Common formative assessments					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Identify Assessments	Staff has access to a common curriculum via EB Academics. Grade levels need to utilize the resources available to identify what assessments they will rely on to review student achievement based on priority state standards	Classroom teachers	Assessments given in classroom	EB Academics curriculum	Aug/Sept 2024	In Progress ▾
Review Assessment Data with Colleagues	Once assessments have been given, the ELA department will collaborate on results and next steps. The Department Chair will lead the conversation, discussing what went well, where students showed mastery and also support teachers in planning instruction where students are showing deficits.	Department chair and classroom teachers	Meeting minutes	Allocated meeting times and potential classroom coverage	Sept 2024-May 2024	In Progress ▾
▾						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL #2	
Goal	Reduce the number of students that meet the Federal Chronic Absenteeism Rate by 10% each year.
Sub-group focus	
The strategies we are going to implement are	Attendance meetings, attendance incentives for students, and prevention programs in partnership with Johnson County Juvenile System
To address the root cause	Student and family awareness of the importance of attending school
Which will help us meet this student outcome goal*	By implementing these strategies we will increase our overall attendance rate and reduce our number of students meeting the Federal Chronic Absenteeism Rate by 10% each year.
How Will We Get There?			

Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Comprehensive Attendance Plan involving families and community partners	Allensworth, E.M., Gwynne, J.A., Moore, P., and de la Torre, M. (2014). Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public School. Chicago, IL: University of Chicago Consortium on Chicago School Research.	ICMS Administration	August 2024 - May 2025
Link additional information here (if necessary) ☐			

Strategy #1	Comprehensive Attendance Plan involving families and community partners

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
Collaborate with families regarding absences	Attendance meetings will be held with parents and student after five unexcused absences. Meetings will allow families to share hurdles in getting student to school and school will share hurdles of absences to student success. Supports will be identified and implemented by both the family and the school.	ICMS Administration	Meeting contract	None	Aug 2024-May 2025	In Progress ▾
Collaborate with Johnson County Juvenile Probation to support attendance	Johnson County Juvenile Probation Department has added staff to work with schools to help educate parents and students about the importance of attendance.	ICMS Administration & Johnson County Juvenile Dept.	Referral Forms to Probation	None	Aug 2024-May 2025	In Progress ▾
Reward students for positive attendance	Each nine weeks students will be rewarded for being in school consistently. Students with less than two unexcused absences each quarter will participate in the reward.	ICMS Administration	Number of eligible students	Rewards	October 2024-May 2025	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?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ⬚	

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL #3			
Goal			
Sub-group focus			
The strategies we are going to implement are			
To address the root cause			
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based <u>Strategies </u>to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Link additional information here (if necessary) ☐			

Strategy #1	

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
-						Choose ▾
-						Choose ▾
-						Choose ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) ☐	

Strategy #2						
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**
·						Choose ⁃
·						Choose ⁃
·						Choose ⁃
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						

Strategy #3						
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**
⁃						Choose ⁃
⁃						Choose ⁃
⁃						Choose ⁃
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

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)	Increase effective teaching in every classroom.
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Building level professional development fund.
Plan for coaching and support during the learning process	Staff will be given instructional strategies via our weekly Wednesday professional development time. Departments will have monthly time to review student achievement data and plan instruction collaboratively, deciding which strategies best serve the needs of the students.
Evidence of Impact	Increased student achievement on ILEARN.
How will effectiveness be sustained over time?	Time will be provided consistently for departments to meet. Administration will support departments in organizing their meeting agendas.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ⌄
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) ▯	