

Read through this section before beginning your work.

This template contains components that may or may not apply to all schools.

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

- **ESSA** - Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law.
- **TSI** - Targeted Support and Improvement – federal government school designation under ESSA.
- **ATSI** - Additional Targeted Support and Improvement – federal government school designation under ESSA.
- **CSI** - Comprehensive Support and Improvement – federal government designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

[If you are unsure of your school's identification as TSI, ATSI, and/or CSI, click Here for 2022-23 Federal school rating list](#)

SCHOOL INFORMATION
[Required for all schools]

School Name	Joseph L. Block Middle School
School Number	3693
Street Address	2700 Cardinal Ave
City	East Chicago
Zip Code	46312

SCHOOL and CONTACT INFORMATION

[Required for all schools]

Principal	Matthew Van Vlymen
Phone number	219-391-4593
Email	mvanvlymen@ecps.org

Superintendent	Dr. Stephen Bournes
Phone number	219-391-4100
Email	sbournes@ecps.org

Grant contact	
Phone number	
Email	

Other contact	Kelly Hildenbrand
Position	Assistant Principal
Phone number	219-391-4084
Email	khildenbrand@ecps.org

SCHOOL IDENTIFICATION
[Required for all schools]

Choose the appropriate response from the drop down box.

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	Yes ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	Yes ▾
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.	No ▾

(TSI and ATSI only)

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

English Language Le... ▾	Special Education ▾	Free/Reduced Lunch ▾	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 : Checkpoint Data		Link: Academic Data	
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.

Goal	Students testing at or above proficiency in ELA and Mathematics on the 24-25 iLearn administration will increase by 10% Mathematics- 3% to 13% ELA- 19%-29%	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 continue to focus on appropriate interventions and supporting students through the MTSS process.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	70% of teachers will score effective or highly effective in their evaluation growth data.	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?	Focus on differentiation, intervention, and strategies to support student academic outcomes.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Culture/Parent & Community Involvement Create a Parent Group at Block with at least 10 regular members.	Culture/Parent & Community Involvement Create a Parent Group at Block with at least 10 regular members.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	. We have hired a Community Engagement Liaison to continue planning parent events, on-boarding volunteers, and supporting families needs.		
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?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
• CIS, Tutoring, SEL, EL Program, Strong Counseling Programs, Camera System and Security • PLCs • Instructional Coach • Introduction of Math and ELA Labs	Areas of Improvement: • Growth in Math and English • Literacy • Attendance • Suspensions • Teacher retention & Recruitment • Parent involvement
Opportunities	Threats
Opportunities: Positive Forces • Infinity • MTSS • PBIS • Restorative practices • Instructional frameworks. • Labs	Threats: • Students entering the middle school lacking required skills • Teacher retention • Frequent Administrative movements • Reliability of programs • low income demographics • Lack of highly qualified teachers

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Students at Block Middle School have low proficiency rates in Mathematics and English Language arts compared to their peers statewide according to the ILEARN assessment.

Why is it happening? (Reasons must be conditions that the school can control)

1. Majority students are one or more grade levels behind in Math and ELA. ☐ Why?
☐

2. Students do not have prerequisite skills to fully master grade level material. ☐ Why?
☐

3. Ineffective tier 1 instruction & interventions. ☐ Why?
☐

4. We have many subs and emergency permits. Lack of highly qualified teachers. ☐ Why?
☐

5. ☐ Why?
☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Students underperform in Mathematics according to Ilearn	Block was only able to secure one highly qualified teacher to service our entire 8th grade population. Lack of qualified teachers.	- Actively recruit highly qualified teachers. - Long term professional development with all teachers specifically new and those on Emergency Permits. - Recruit our qualified EP teachers to take advantage of district partnerships and enroll in programs towards licensure. - Provide additional opportunities to strengthen skills in mathematics. Targeted interventions - Ongoing professional development to address the needs of students and support teachers in meeting those needs.
2. Students underperform in ELA according to Ilearn.	Lack of highly qualified teachers. Student achievement not meeting the level of rigor called for by state standards and assessments.	-Actively recruit highly qualified teachers. -Long term professional development with all teachers specifically new and those on Emergency Permits. -Recruit our qualified EP teachers to take advantage of district partnerships and enroll in programs towards licensure. - Provide additional opportunities to strengthen skills in ELA. Targeted interventions - Ongoing professional development to address the needs of students and support teachers in meeting those needs.
3. Suspension Rate	- Lack of classroom management training and strategies for teachers. - Lack of a system in place as an alternative to suspension.	- Professional development around classroom management strategies. - Clear consequence ladder - Restorative justice training for all staff. - Implement PBIS Rewards - Create systems that are alternatives to out of school suspensions. - In School Solutions
3.		
4.		
5.		

7.		
8.		
9.		
10.		
Link additional information here (if necessary) ☐		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

[Required for all schools]

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Matthew Van Vlymen	Principal	Both ▾	Student Support, MTSS, Instruction
Kelly Hildenbrand	Assistant Principal	Both ▾	Student Support, MTSS, Instruction
Hannah McCafferty	Instructional Coach	Both ▾	Student Support, MTSS, Instruction
Angela Romero	Counselor	Both ▾	Student Support, MTSS
Maria Lopez	Counselor	Both ▾	Student Support, MTSS
Veronica Ayala	EL Specialist	Both ▾	English Language Learner
Darrell Scott	Dean	Both ▾	Student Support, MTSS
Nicole Ford-Moore	Dean	Both ▾	Student Support, MTSS
		Choose ▾	
		Choose ▾	
		Choose ▾	

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		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
Link additional information here (if necessary) ☐			

SCHOOL AND COMMUNITY NARRATIVE
[Optional for all schools]

A narrative description of the school, community, and educational programs.

Link additional information here
(if necessary) ☐

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

[Optional for all schools]

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

District Vision

School Vision

District Mission

School Mission

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

District Goal(s)

Does the school's vision support the district's vision?	Choose ▾
Does the school's mission support the district's mission?	Choose ▾
Does the school's vision and mission support the district's goals?	Choose ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Link additional information here (if necessary) ☐	

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

[Optional for all schools]

Use the space below to add additional information about educational programming and the learning environment.

Link additional information here
(if necessary) ☐

CURRICULUM AND INSTRUCTIONAL STRATEGIES

[Optional for all schools]

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Link additional information here
(if necessary) ☐

STUDENT ACHIEVEMENT
[Optional for all schools]

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

Link additional information here
(if necessary) ☐

STUDENT DATA
[Optional for all schools]

Use the space below to add information about data, including graphs, from the annual performance indicators.

Link additional information here
(if necessary) ☐

PROPOSED INTERVENTIONS

[Optional for all schools]

Use the space below to add information about proposed interventions based on the school improvement plan.

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

[Required for all schools]

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

CORE ELEMENT 1: CURRICULUM

[Required for all schools]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	☐
Reading	7-8	Reading Horizons	Yes ▾	Tier 3 ▾	We have added a reading curriculum into the schedule to support literacy among the student population at a tier 3 level.	Yes ▾	☐
Math	7-8	McGraw Hill-Reveal/Curriculum Maps	Yes ▾	Tier 1 ▾	Maps and materials to facilitate standards based instruction.	Yes ▾	☐
ELA	7-8	Savvas, Curriculum maps	Yes ▾	Tier 1 ▾	Maps and materials to facilitate standards based instruction.	Yes ▾	☐
Science	7-8	Discovery Education - Curriculum maps	Yes ▾	Tier 1 ▾	Maps and materials to facilitate standards based instruction.	Yes ▾	☐
Social Studies	7-8	Savvas, curriculum maps	Yes ▾	Tier 1 ▾	Maps and materials to facilitate standards based instruction.	Yes ▾	☐
EL	7-8	Language Power	Yes ▾	Tier 2 ▾	EL Intervention program	Yes ▾	☐

Link additional information here
(if necessary) ☐

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

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

The public may view the school's curriculum in the following location(s)	
https://www.scec.k12.in.us/	
Link additional information here (if necessary) ☐	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

[Required for all schools]

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

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

FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY

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

- Reading intervention groups to support literacy skills.
- After school tutoring through communities in school.
- After school tutoring based on assessment- targeted groups.
- Differentiated instruction- Ongoing professional development on remediation, closing the achievement gap, and differentiated instruction.
- Small group instruction
- Individualized planning sessions to examine student work and outcomes to inform instructional decisions.
- Additional support for EL students-Resource time every day. ILIT.
- Math and ELA Labs
- Revised instructional frameworks

Link additional information here
(if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

[Required for all schools]

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
WIDA	7-8	Form... ▾	Benchmarks towards English proficiency.	Choose ▾	☐
Common Assessments- From curriculum or Teacher Created	7-8	Form... ▾	Teachers collaborated to create common formative assessments that are given bi-weekly & standards aligned.	Choose ▾	☐
iLearn Checkpoints	7-8	Benc... ▾	Opted in to pilot ilearn checkpoints to start using the data to inform instruction during the school year.	Choose ▾	☐
		Choose ▾		Choose ▾	☐
		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 ▾	☐

FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

- PLC's- examine school wide data to determine gaps in achievement and strategize on how it can be addressed
- Planning meetings/coaching cycles- analyze end goal tests, build assessments prior to teaching units/chapters, plan lessons to rigor of the assessment & standards. Examine individual student work for trends in misconceptions. Plan to adjust instruction and pacing to address needs.
- Department meetings- Examine content specific data
- After school department meetings- Time for additional planning and examining student data to make instructional decisions. Facilitated by building administrators and instructional coaches.
-

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

[Required for all schools]

Briefly describe how technology is used by students to increase learning.	
- One to one- All students have a personal Chromebook to use. - Online curriculum and resources for Math, ELA, and Science. - Interactive applications to support multiple learning styles across content areas. - Canvas platform for all classes. - Newline boards support several styles of teaching and learning - Building level technology coordinator to support students and teachers in use of technology and programs. - Online assessments for quick turnaround in formative data for staff and students. - Curriculum integration with Canvas	
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

[Required for all schools]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Choose ▾	Career day/fair or community day	Choose ▾
Career simulation (JA/Biztown, etc.)	Choose ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Choose ▾
Career-focused classroom lessons	Choose ▾	Guest speakers	Choose ▾
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 5: CAREER AWARENESS AND DEVELOPMENT
(continued)
[Required for all schools]

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 5: CAREER AWARENESS AND DEVELOPMENT
(continued)
[Required for all schools]

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Job shadowing	Choose ▾
Job-site tours	Choose ▾	Career-related courses	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Choose ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	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

[Required for all schools]

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?
- Regular safety meetings with building leadership and security specialists. These meetings ensure that the physical space and day to day operations support a safe learning environment. - Ensure that school and classroom rules are clearly communicated to all stakeholders and enforced. - Visitors sign in and out - ID Checks - Security camera system - Weapons detectors at entrances - Drills - Safe Visitor Program - Hall supervision

- **Radios**
- **Background check and orientation for all volunteers**

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY

[Required for all schools]

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

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

Group	X	Group	X	Group	X
American Indian/Alaskan Native	☐	English Language Learner	☒	Multiracial	☒
Asian	☐	Free/Reduced Lunch	☒	Native Hawaiian or Other Pacific Islander	☐
Black	☒	Hispanic Ethnicity	☒	White	☐

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

- Home Language survey
- Enrollment forms.
- Free/reduced lunch.

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

- Bilingual reading resource interventions introduced.
- Additional staff to support English Language Learners
- Additional staff to support special education.
- Math and ELA Labs
- Targeted small group interventions
- Additional resource time for students that need it.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)
[Required for all Schools]

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

- Professional development for non bi-lingual teachers on supporting English Language learners.
- Professional development on accommodations and modification to support students with IEP's.
- Differentiated instruction strategies to support materials and tasks that align to student interest and culture.
-
-

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

- Bilingual supports used select materials to support EL with literacy.

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

[Required for all schools]

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

What may be contributing to the attendance trend?	- Transience- Many families move throughout the year. Some will leave the country to for weeks at a time with limited notice to the school. - Students living out of district.
What procedures and practices are being implemented to address chronic absenteeism?	- Attendance incentives - Attendance contract between school, students, and parent/guardian when student reaches 5 days of absences. This intervention includes an informational session on the importance of attendance and what happens when students fall into truancy. - Truancy officer supports by making home visits and finding families that we have not been able to reach by other means. - Rewards for attendance. - PBIS rewards.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	- Individual letters sent to families at 3, 5, 7, and 10 days absent. - Attendance meetings - Regularly running attendance report. - MTSS Team meets bi-weekly to discuss individual student attendance and academic concerns.
Number of students absent 10% or more of the school year:	
Last Year:	39
Two Years Ago:	33
Three Years Ago:	84

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

[Required for all schools]

How does the school maximize family engagement to improve academic achievement?

- Parent nights
- Open house
- Instructional Frameworks
- Town Hall Meetings
- Multicultural events
- Communities in Schools events to work with teachers and build their capacity to support students academically.
- Hired a community Engagement Liaison
- Hired Bilingual Family Outreach Coordinator

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

- Parent meetings
- Parent nights
- Scheduled meetings with administration or teachers
- Creation of Parent Group
- Town Halls
- Open lines of communication

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Individual & Group attendance meetings.
- Letters sent home.
- Robo calls for absences
- Orientation
- Open House
- Parent conferences.
-

How do teachers and staff bridge cultural differences through effective communication?

- EL Specialist & Bilingual Family Outreach coordinator work together to ensure that all communication to families is accessible to those who do not speak English as a first language.
- EL Family nights
- Informational Sessions

Link additional information here
(if necessary) ☐

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Title I schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.	
- Parent nights - Open house - Multicultural events - Hired a Community Engagement Liaison - Hired a Bilingual family outreach coordinator. - Communities in Schools events to work with teachers and build their capacity to support students academically. - Lunch With Someone Special- Opportunities for families and other loved ones to have lunch with their student during scheduled lunch time.	
How does the school provide individual academic assessment results to parents/guardians?	
- Sent home with a student. - Sent via Skyward - Sent home via mail - Available upon request.	
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?	
● Parents are included on several school committees. The parent liaison heads and coordinates efforts to involve parents in all applicable committees.	
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?			
We offer 5 courses for high school credit: Prep for College and Careers, Spanish, Algebra 1, English 9, and Intro to Computer Science.			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
- Visits from HS counselors- classroom lessons. - All school informational sessions with our counselors at the middle school. - Visits to the high school to observe CTE courses.			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
n/a			
Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) ☐			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

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

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

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

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

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

N/A

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.

- The district supports Block Middle School by providing specific strategies to address the needs of the school and providing technical support as vacancies occur.
- New Teacher Orientation- Ongoing PD for new teachers specifically. Held after school hours.
- Ongoing Professional development to address the needs of students and support teachers in meeting those needs.
- District partnerships with teacher preparation programs.
-

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

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title / schoolwide only]

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Staff list linked here		
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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
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 Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>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.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
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	5.24.2024	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	5.24.2024	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	5.24.2024	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			
Goal	Students testing at or above proficiency in ELA on the ILearn assessment will be 21%. This is a 5% increase from last year.		
Sub-group focus	EL, Free reduced Lunch		
The strategies we are going to implement are	Ongoing PLC's with staff to review data and make instructional decisions. Coaching cycles will address needs of individual students, classes, and teachers to support instruction and improve academic achievement. ELA lab has been introduced for all students to identify specific academic needs and provide intervention. Ongoing support with instructional framework and pacing guides will allow teachers to utilize the time to meet the needs of students using differentiated instructional strategies.		
To address the root cause	Students performing below proficiency in ELA.		
Which will help us meet this student outcome goal*	Using data as well as tier 2 and 3 interventions to support the needs of students. .		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
PLC's	Brown, B., Horn, R.S., & King,G.(2018).The effective implementation of professional learning communities. <i>Alabama Journal of Educational Leadership</i> . 5, 53-59.	Administration, Instructional Coaches, Teachers	September 2025--May 2026

Link additional information here
(if necessary) ☐

Strategy #1	PLC's					
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
Set norms and purpose of PLC's with all staff.	First PLC used to set norms with teachers, describe purpose and need for ongoing PD.	Principal	Survey responses	Interactive Slides	August 2025	Completed ▾
Determine need of students to drive PLC topics	Examine ILEARN and Checkpoint data	Administration, Instructional Coaches, teachers	Assessment Data	Assessment Reports	August 2025-September 2026	In Progress ▾
Develop long term plan	Determine long term plan for PLC topics based on observed trends in classrooms and data. Monitor and Adjust as needed.	Administration, Instructional coaches, teachers	Classroom observation, Assessment data	Assessment reports. Observation data and feedback.	August 2025- May 2026	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?	- PLC's began the first week of school and are conducted on a weekly basis. - Teachers are accustomed to weekly PLC's. Refining to address the needs of students and teachers to create buy in. - Weekly attendance.					
How has student achievement been impacted? What is the evidence?	- Achievement- Observations of increased engagement. Achievement evaluated by benchmark NWEA assessments and teacher created assessments.					
How will implementation be adjusted and/or supported moving into next year?	- Achievement data and student work will drive PLC's and instructional decisions.					
Link additional information here (if necessary) □						

Strategy #2		Coaching Cycles.				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Introduce coaching cycles to teachers.	Communicate process and purpose to staff.	Administration, Instructional coaches.	Staff attendance	Interactive Slides	August 2025	Comple... ▾
Coaching Cycles Begin	PLC and Teacher Learning communities are in place for collaboration.	Admin and Instructional Coaches	Lesson Plans, Student outcomes, classroom observations.	Curriculum materials. Student work. Achievement reports.	September 2025-May 2026	In Progr... ▾
Collaborative Planning	The schedule has been modified this year to include time for teachers to collaborate, plan, and create assessments with their teams in departments prior to student arrival. Additionally, Math and ELA courses are now 90 minutes daily. Teachers have additional opportunities to collaborate with their departments after school.	Administration, teachers, Instructional coaches.	Lesson plans, pacing guides/calendars.	Time, curriculum, planning templates.	August 2025- May 2026	In Progr... ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This process has begun with an initial group of teachers. Some teachers were a bit resistant. However, it is approached as a collaborative opportunity to improve instruction and student outcomes, not evaluative.				

How has student achievement been impacted? What is the evidence?	This will be an ongoing process of implementation, evaluation, and revision. Evidence will come from student achievement.
How will implementation be adjusted and/or supported moving into next year?	An ongoing process that will continually be revised to meet the needs of students.
Link additional information here (if necessary) ☐	

Strategy #3	Targeted Intervention						
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
Baseline assessment data	- Beginning of year common assessment Administration - Content pre-assessments.		Teachers, Admin, Instructional coaches.	Completion of assessment.	Student Chromebooks, achievement reports.	August 2025-September 2026	Completed
Use data to determine needs of students/gaps in proficiency.	- PLC will be conducted with teachers to review and analyze beginning of the year assessment data.		Instructional coaches, teachers.	Assessment data	Achievement reports.	Sept. 18th 2025- May 2026	In Progress
Targeted Interventions	- Differentiated instruction based on student need. - After school tutoring targeting common		Teachers, Admin, Instructional	Lesson Plans Assessment data.	Assessment data, student work, lesson	August 2025- May 2026	In Progress

	trends and gaps in achievement.	coaches.		plans.		
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	PLC's on differentiated instruction have begun. BOY assessment data will be analyzed to drive instructional decisions. Some teachers are resistant to new strategies but are getting additional support. Fidelity will be determined through observation, lesson plans, and student outcomes.					
How has student achievement been impacted? What is the evidence?	Achievement impact will be determined through teacher created assessments aligned to state standards and the growth shown in the second administration of the benchmark NWEA.					
How will implementation be adjusted and/or supported moving into next year?	Adjustments will be made based on student academic data.					
Link additional information here (if necessary) ☐						

GOAL	
Goal	70% of teachers will score effective or highly effective in their evaluation growth data. This is a 10% increase from last year.
Sub-group focus	EL
The strategies we are going to implement are	Ongoing PLC's with staff to review data and make instructional decisions. Coaching cycles will address needs of individual students, classes, and teachers to support instruction and improve academic achievement.
To address the root cause	Students performing below proficiency in ELA and Math. High percentage of teachers without a professional educators license.
Which will help us meet this student outcome	Using data, instructional frameworks, and tiered interventions to improve student growth data.

goal*			
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
PLC's	Brown, B., Horn, R.S., & King,G.(2018).The effective implementation of professional learning communities. <i>Alabama Journal of Educational Leadership.</i> 5, 53-59	Administration, Instructional Coaches, Teachers	September 2024-May 2025
Link additional information here (if necessary) ☐			

Strategy #1	Professional Learning Communities					
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
Set norms and purpose of PLC's with all staff.	First PLC used to set norms with teachers, describe purpose and need for ongoing PD.	Principal	Survey responses	Interactive Slides	August 2025	Completed ▾
Determine need of students to drive PLC	Examine ILEARN and Benchmark data	Administration, Instructional	Assessment Data	Assessment Reports	August 2025-Sept	In Progress ▾

topics		Coaches, teachers			ember 2026	
Develop long term plan	Determine long term plan for PLC topics based on observed trends in classrooms and data. Adjust as needed. Support teachers in identifying groups and setting targeted goals.	Administration, Instructional coaches, teachers	Classroom observation, Assessment data	Assessment reports. Observation data and feedback.	August 2025- May 2026	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?		- PLC's began the first week of school and are conducted on a weekly basis. - Teachers are accustomed to weekly PLC's. Refining to address the needs of students and teachers to create buy in. - Weekly attendance.				
How has student achievement been impacted? What is the evidence?		- Achievement- Observations of increased engagement. Achievement evaluated by benchmark NWEA assessments and teacher/curriculum provided assessments.				
How will implementation be adjusted and/or supported moving into next year?		- Achievement data and student work will drive PLC's and instructional decisions.				
Link additional information here (if necessary) ☐						

Strategy #2	Coaching Cycles					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

Introduce coaching cycles to teachers.	Communicate process and purpose to staff.	Administration, Instructional coaches.	Staff attendance	Interactive Slides	August 2025	Completed ▾
Coaching Cycles Begin	Admin and instructional coaches will begin cycles with teachers.	Admin and Instructional Coaches	Lesson Plans, Student outcomes, classroom observations.	Curriculum materials. Student work. Achievement reports.	9/1/2025- May 2026	In Progress ▾
Collaborative Planning	The schedule has been modified this year to include time for teachers to collaborate, plan, and create assessments with their teams in departments prior to student arrival. Teachers have additional opportunities to collaborate with their departments after school.	Administration, teachers, Instructional coaches.	Lesson plans, pacing guides/calendars.	Time, curriculum, planning templates.	August 2025- May 2026	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?		This process has begun with an initial group of teachers. Some teachers were a bit resistant. However, it is approached as a collaborative opportunity to improve instruction and student outcomes, not evaluative.				
How has student achievement been impacted? What is the evidence?		This will be an ongoing process of implementation, evaluation, and revision. Evidence will come from student achievement.				
How will implementation be adjusted and/or supported moving into next year?		An ongoing process that will continually be revised to meet the needs of students.				
Link additional information here (if necessary) ☐						

Strategy #3		Targeted Intervention				
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
Baseline assessment data	- Beginning of year common assessment administration - Content pre-assessments.	Teachers, Admin, Instructional coaches.	Completion of assessment.	Student Chromebooks, achievement reports.	August 2025-September 2025	Completed ▾
Use data to determine needs of students/gaps in proficiency.	- PLC will be conducted with teachers to review and analyze beginning of the year assessment data.	Instructional coaches, teachers.	Assessment data	Achievement reports.	Sept. 18th 2025- May 2026	In Progress ▾
Targeted Interventions	- Differentiated instruction based on student need. - After school tutoring targeting common trends and gaps is achievement.	Teachers, Admin, Instructional coaches.	Lesson Plans Assessment data.	Assessment data, student work, lesson plans.	August 2025- May 2026	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?		PLC's on differentiated instruction have begun. BOY assessment data will be analyzed to drive instructional decisions. Some teachers are resistant to new strategies but are getting additional support. Fidelity will be determined through observation, lesson plans, and student outcomes.				
How has student achievement been impacted? What is the evidence?		Achievement impact will be determined through teacher created assessments aligned to state standards and the growth shown in the second administration of common assessments and checkpoints.				
How will implementation be adjusted and/or supported moving into next year?		Adjustments will be made based on student academic data.				
Link additional information here (if necessary) ☐						

GOAL			
Goal	Students testing at or above proficiency in ELA on the ILearn assessment will be 21%. This is a 5% increase from last year.		
Sub-group focus	EL, Free reduced Lunch		
The strategies we are going to implement are	Ongoing PLC’s with staff to review data and make instructional decisions. Coaching cycles will address needs of individual students, classes, and teachers to support instruction and improve academic achievement. Math lab has been introduced for all students to identify specific academic needs and provide intervention. Ongoing support with instructional framework and pacing guides will allow teachers to utilize the time to meet the needs of students using differentiated instructional strategies.		
To address the root cause	Students performing below proficiency in ELA.		
Which will help us meet this student outcome goal*	Using data as well as tier 2 and 3 interventions to support the needs of students. .		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
The Effects of Comprehensive Parent Engagement on Student Learning Outcomes	Brown, B., Horn, R.S., & King,G.(2018).The effective implementation of professional learning communities. <i>Alabama Journal of Educational Leadership. 5</i> , 53-59.	Administration, Instructional Coaches, Teachers	September 2025-May 2026

Link additional information here (if necessary) ☐			

Strategy #1	PLC's					
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
Set norms and purpose of PLC's with all staff.	First PLC used to set norms with teachers, describe purpose and need for ongoing PD.	Principal	Survey responses	Interactive Slides	August 2025	Completed ▾
Determine need of students to drive PLC topics	Examine ILEARN and Checkpoint data	Administration, Instructional Coaches, teachers	Assessment Data	Assessment Reports	August 2025-September 2026	Completed ▾
Develop long term plan	Determine long term plan for PLC topics based on observed trends in classrooms and data. Monitor and Adjust as needed.	Administration, Instructional coaches, teachers	Classroom observation, Assessment data	Assessment reports. Observation data and feedback.	August 2025- May 2026	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?		- PLC's began the first week of school and are conducted on a weekly basis. - Teachers are accustomed to weekly PLC's. Refining to address the needs of students and teachers to create buy in. - Weekly attendance.				
How has student achievement been impacted? What is the evidence?		- Achievement- Observations of increased engagement. Achievement evaluated by benchmark NWEA assessments and teacher created assessments.				

How will implementation be adjusted and/or supported moving into next year?	- Achievement data and student work will drive PLC's and instructional decisions.
Link additional information here (if necessary) ☐	

Strategy #2	Coaching Cycles.							
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)								
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status		
Introduce coaching cycles to teachers.	Communicate process and purpose to staff.	Administration, Instructional coaches.	Staff attendance	Interactive Slides	August 2025	In Progress		
Coaching Cycles Begin	PLC and Teacher Learning communities are in place for collaboration.	Admin and Instructional Coaches	Lesson Plans, Student outcomes, classroom observations.	Curriculum materials. Student work. Achievement reports.	September 2025-May 2026	In Progress		
Collaborative Planning	The schedule has been modified this year to include time for teachers to	Administration,	Lesson plans,	Time, curriculum,	August 2025-	Not Started		

	collaborate, plan, and create assessments with their teams in departments prior to student arrival. Additionally, Math and ELA courses are now 90 minutes daily. Teachers have additional opportunities to collaborate with their departments after school.	teachers, Instructional coaches.	pacing guides/calendars.	planning templates.	May 2026			
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This process has begun with an initial group of teachers. Some teachers were a bit resistant. However, it is approached as a collaborative opportunity to improve instruction and student outcomes, not evaluative.						
How has student achievement been impacted? What is the evidence?	This will be an ongoing process of implementation, evaluation, and revision. Evidence will come from student achievement.							
How will implementation be adjusted and/or supported moving into next year?	An ongoing process that will continually be revised to meet the needs of students							
Link additional information here (if necessary) ☐								

Strategy #3	Targeted Intervention					
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

Baseline assessment data	- Beginning of year common assessment - Administration - Content pre-assessments.	Teachers, Admin, Instructional coaches.	Completion of assessment.	Student Chromebooks, achievement reports.	August 2025-September 2026	Completed ▾
Use data to determine needs of students/gaps in proficiency.	- PLC will be conducted with teachers to review and analyze beginning of the year assessment data.	Instructional coaches, teachers.	Assessment data	Achievement reports.	Sept. 18th 2025- May 2026	Completed ▾
Targeted Interventions	- Differentiated instruction based on student need. - After school tutoring targeting common trends and gaps is achievement.	Teachers, Admin, Instructional coaches.	Lesson Plans Assessment data.	Assessment data, student work, lesson plans.	August 2025- May 2026	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?		PLC's on differentiated instruction have begun. BOY assessment data will be analyzed to drive instructional decisions. Some teachers are resistant to new strategies but are getting additional support. Fidelity will be determined through observation, lesson plans, and student outcomes.				
		Achievement impact will be determined through teacher created assessments aligned to state standards and the growth shown in the second administration of the benchmark and common assessments.				
How will implementation be adjusted and/or supported moving into next year?		Adjustments will be made based on student academic data.				
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)	Checkpoints & Common assessments. Agenda & Attendance Log	Checkpoints & Common assessments. Agenda & Attendance Lo	Checkpoints & Common assessments. Agenda & Attendance Lo	Checkpoints & Common assessments. Agenda & Attendance Lo
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)	Differentiated Instruction- Teachers will partake in professional development and implement differentiated strategies which will be evident in student achievement outcomes.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II
Plan for coaching and support during the learning process	. Ongoing PLCs, PD, and coaching cycles.
Evidence of Impact	Student assessment outcomes. ILearn Checkpoints
How will effectiveness be sustained over time?	Monitored and adjusted through PLC's, classroom observations, and coaching cycles.
Link additional information here (if necessary) □	

Professional Development Goal(s)	Rigor- Teachers will partake in professional development around rigor and ensure strategies are in place where students are exposed which will be evident in student achievement outcomes. Differentiation- Teachers will work with best practice strategies on determining and implementing tier 2 supports in the classroom and small group instruction.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II
Plan for coaching and support during the learning process	Aligning with district wide initiatives to support instructional strategies and ongoing feedback and support we will be working with all teachers on instructional strategies, small group instruction, and cycles of observation, feedback, and coaching.
Evidence of Impact	Impact will be evident through assessment data from teachers, and Ilearn.
How will effectiveness be sustained over time?	This will be monitored through assessment data, lesson planning, and classroom observations. It will be sustained through individual coaching sessions and PLC's
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) ☐	

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) ☐	