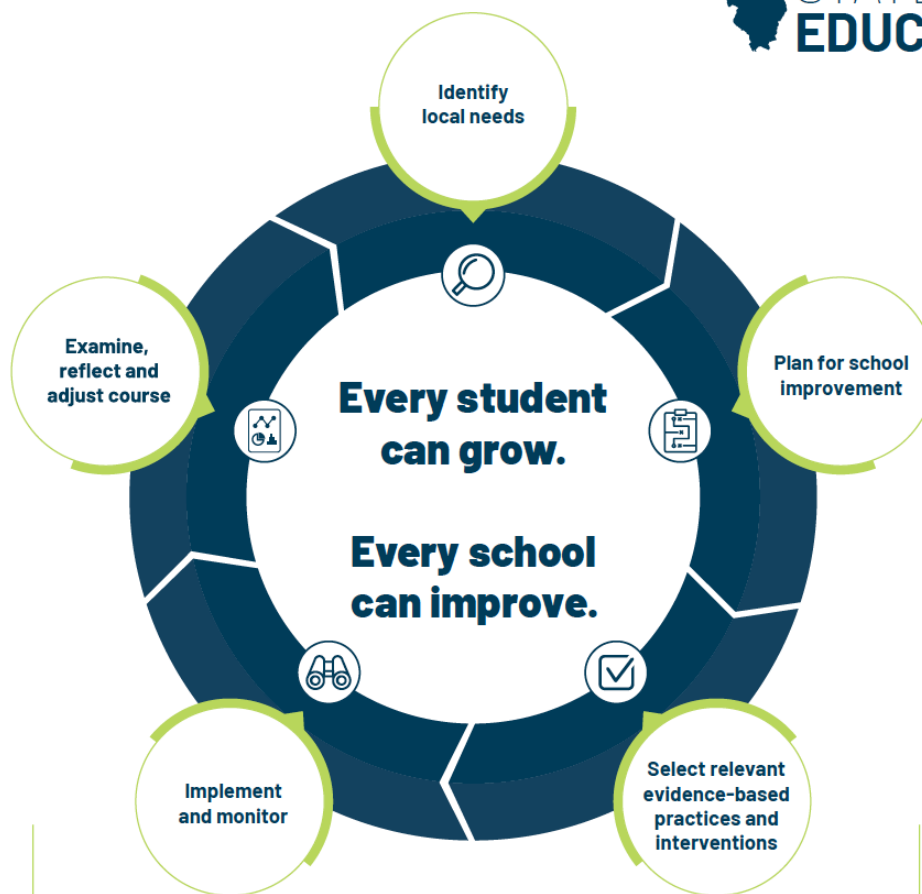


School Improvement Plan

School:	Midwest Central Middle School
Year:	2025-2026
Date Completed:	June 26 th , 2025
Local Board Approval Date:	July 16 th , 2025

School Improvement Planning Team	
Name	Title/Role
Connie Matthews	Principal
Nicole Bracken	Success Team Member/Content Rep
Nick Gerndt	Success Team Member/Grade Level Teacher Rep
Alexandria Henry	Success Team Member/ Grade Level Teacher Rep
Danielle Madero	Success Team Member/Special Education Teacher Rep
Paige Bush	Success Team Member/ Content Rep



Identify local needs (PLANNING YEAR)

- [Identify a school leadership team](#)
- [Build a stakeholder advisory group](#)
- Conduct a school-level needs assessment
- [Conduct a root cause analysis](#)
- Present results to the stakeholder advisory group

Identify local needs (IMPLEMENTATION YEAR)

- Review composition of school leadership team
- Review composition of stakeholder advisory group
- Survey staff on implementation of school improvement plan and future professional development needs



Plan for school improvement

- [Develop a school improvement plan](#) with the following elements:
 - [SMART goals](#)
 - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
 - Local assessment(s) to measure academic progress
 - Monitoring plan that includes all SMART goals
- [SIP Template](#)
- [Elementary SIP Example](#)
- [Middle School SIP Example](#)
- [High School SIP Example](#)



Select relevant evidence-based practices and interventions

- [Confirm evidence-based practices align with ESSA](#)
- [EdReport](#)
- [What Works Clearinghouse](#)
- [Evidence-based funding best practice recommendations](#)



Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals



Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
 - SMART goals
 - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
 - Local assessment(s) to measure academic progress
 - Monitoring plan that includes all SMART goals

Resources to Support School Improvement Efforts

- [Year in the Life of School Improvement: Getting Started](#)
- [Monthly Topics and Tasks: Getting Started](#)
- [Year in the Life of School Improvement Implementation](#)
- [Monthly Topics and Tasks Implementation](#)

This step is meant to focus on prioritizing school needs.

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))






School Designation	Report Card Year
Targeted	2024-25
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for any identified school-based improvement needs? (Ex: Attendance data, grade reports, student discipline data, etc.)	
IAR, STAR Fall, Winter & Spring Benchmarks, Attendance data, Discipline Reports, Student and Staff surveys	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: Curriculum ELA and math curriculum needs to be better aligned to state standards. All curriculum needs to be research based and have increased rigor.	
Priority 2: Engagement All content and curriculum should be taught using best practice engagement strategies.	
Priority 3: Inclusion General Education teachers and Special Education teachers need to work to improve inclusion practices for students with IEP's. This includes more co-teaching, better communication between staff, and greater emphasis of LRE in the general education setting.	

The Importance of SMART Goals

What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes – measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	 SPECIFIC	 MEASURABLE	 ACHIEVABLE	 RELEVANT	 TIMEBOUND
Definition	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
Guiding questions	Answer the “W” questions: <ul style="list-style-type: none">• Who should be involved?• What do we want to accomplish?• When do we want to accomplish the goal?• Where will the goal have an impact? (school, grade level, department)• Why do we want to accomplish the goal?• Which requirements or constraints could influence the goal?	How much? How will I know when it is accomplished? What are indicators of progress?	What steps are necessary to achieve the goal? What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school? Will achieving this goal help our students and school? Does this match our identified need? How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline? What is the timeline to achieve this goal?

GOAL #1		
Based on STAR benchmarking data, the total number of students grades 6-8 with disabilities (IEPs & 504s), will increase their total percentile scores in Reading from 33% in Spring 2025 to 38% in Spring of 2026.		
<p align="center">Action Plan</p> <p align="center">Additional key activities may be added as needed</p>		
Key Activities – Focused on <u>adult practices</u>	By whom	By when
Book Study, “Your Students, My Students, Our Students”, to increase inclusion practices for students with disabilities into the general education classroom	All certified and non-certified paras	August 2025
Implementation of new ELA curriculum	ELA/Reading Teachers	Aug – May 2025-26
Data Days following Fall and Winter Benchmark screening to monitor progress of Students with Disabilities.	All Certified Staff Members	Sept 2025 and Jan 2026
Implementing student goal setting for STAR benchmark testing	Jeff Hyde, School Academic Counselor	Prior to Winter Benchmark testing – Dec. 2025
ELA/Reading consultant coming in to work with teachers on best practice and implementation of new curriculum	ELA/Reading teachers and consultant	Aug – May 2025-26
Multiple teachers attending a Writing Co-hort with the local ROE to help learn research based best practice for implementing writing standards	Noah Zuercher, Alex Henry, Nicole Bracken	Aug-May 2025-26
What resources do you already have to support executing these key activities?		
Books for both book studies were previously purchased.		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?		
What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
The curriculum in the Special Education direct Instruction classes needs to be more aligned to state standards. Principal and District Special Education director are going to be working with the Special Education teachers to give them more time to co-teach in the general education classes to allow more exposure to the content that they are teaching.		

GOAL #2		
Based on STAR benchmarking data, the total number of students grades 6-8 with disabilities (IEPs & 504s), will increase their total percentile scores in Math from 36% in Spring 2025 to 40% in Spring of 2026.		
<p align="center">Action Plan</p> <p align="center">Additional key activities may be added as needed</p>		
Key Activities - Focused on adult practices	By whom	By when
Book Study, "Your Students, My Students, Our Students", to increase inclusion practices for students with disabilities into the general education classroom	All certified and non-certified paras	August 2025
Continue curriculum study of the math curriculum in grades 6-8 to find math curriculum that aligns with state standards and is research based, with best practice strategies for implementation.	Math Teachers, Special Education Math Teacher and Principal	Aug – May 2025-26
Data Days following Fall and Winter Benchmark screening to monitor progress of Students with Disabilities.	All Certified Staff Members	Sept 2025 and Jan 2026
Implementing student goal setting for STAR benchmark testing	Jeff Hyde, School Academic Counselor	Prior to Winter Benchmark testing – Dec. 2025
What resources do you already have to support executing these key activities?		
We have started gathering math curriculum samples from multiple companies. Math teachers are receiving supports from the ROE math coach quarterly.		
What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?		
What funding source will cover these expenses?		
Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
The curriculum in the Special Education direct Instruction classes needs to be more aligned to state standards. Principal and District Special Education director are going to be working with the Special Education teachers to give them more time to co-teach In the general education classes to allow more exposure to the content that they are teaching.		