

FRANKLIN COMMUNITY

MIDDLE SCHOOL

School Improvement Plan 2025-2026



*FCMS is a place where we plug in,
show we care and value growth.*

***Franklin Community Middle School #3457
625 Grizzly Cub Drive
Franklin, IN 46131***

Franklin Community Middle School (3457)
Franklin Community School District (4225)

Signature Page

I have read and approved the Franklin Community Middle School Improvement Plan.

Dr. David Clendening, Superintendent

Date

Rita Holman, Principal

Date

I have read and approved the Franklin Community Middle School's Professional Development Plan.

Mr. Joe Setnor, President
Franklin Community Teachers Association

Date

Mrs. Becky Nelson, President
Board of School Trustees

Date

Table of Contents

1. Vision, Mission, and Guiding Principles
 - Committee Members
2. Educational Climate
 - Support for Academic Standards
 - Parental Involvement
 - Technology as a Teaching Tool
 - Career Development and Awareness
 - Safe & Disciplined Environment
3. Student Data & Assessment Plan
 - GPS Dashboard Link
 - Summary of Data
 - Assessment Plan & Data Collection Timeline
4. School Improvement Plan
 - Student Performance Goal for Literacy
 - Student Performance Goal for Math
 - Student Performance Goal for Attendance
 - Goal
 - Strategies/Interventions
 - Timeline & Progress Indicator

1. Vision, Mission, and Guiding Principles

Franklin Community Middle School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.

Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.

Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.

Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Franklin Community Middle School Mission Statement

“Franklin Community Middle School is a place where we plug in, show we care, and value growth.”

SIP Committee Members:

Rita Holman, Principal	Jenny Pieper, Assistant Principal
Cole Zook, Assistant Principal	Monica Anderson, School Counselor
Cassidy Hunter, Teacher	Grace Perkins, Teacher
Presleigh Heuchan, Teacher	Allyson Sever, Teacher
Casey McBrier, Teacher	Lauren Pfister, Teacher
LeeAnn Uecker, Teacher	Alysha Sherry, Parent/PTO President

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Parental Involvement

Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our Parent Teacher Organization. Parents can expect consistent communication via building, team and individual teacher weekly newsletters. FCMS staff will provide timely responses to parent inquiries, responding within 24 business hours when at all possible.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their student's academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark

while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Guest Speakers	Career-focused clubs (robotics, ag, STEM, etc.)
Career-focused classroom lessons focused on Employability Skills	Career-related courses: Exploring Colleges & Careers; Preparing for College & Careers; Introduction to Agriculture
Welcome to Reality - 8th Grade Career Event	Learn More Indiana, 21st Century Scholars, EduPlanner

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support like Response to Intervention (RTI), monthly intervention team meetings, and positive behavioral interventions and supports (PBIS) support students with academic, behavioral, and mental support and early intervention. Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school

develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

- GPS Dashboard Links
 - [GPS Dashboard](#)
- Summary of Data

Student Attendance - % of Students with at least 94% Attendance Rate

YEAR	FCMS	STATE
2018	73.2	75.1
2019	80.2	74.3
2020	76.3	76.5
2021	64.8	69.3
2022	62.6	60.1

YEAR	FCMS	STATE
2018	73.2	75.1
2019	80.2	74.3
2020	76.3	76.5
2023	66.8	61.1
2024	71	63.4

8th Grade Students Earning HS Credit Prior to 9th Grade

YEAR	FCMS	STATE
2018	62.9	31.4
2019	85.1	34.7
2020	85	34.7
2021	73.9	35.2
2022	5.4	36.5
2023	50.1	48.4

% Students At/Above Proficiency on ILEARN

7th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	42	41	54	49
2021	27	31	43	41
2022	33	31.9	50	42.4
2023	34	33	45	40
2024	35	34	48	42

8th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	46	37	54	50
2021	22	28	41	44
2022	24	29.8	40	43.1
2023	37	31	48	44
2024	34	31	45	43

% Students Meeting Growth Targets on ILEARN

	Math		ELA	
	FCMS	State	FCMS	State
2019	37.4	36.3	57.2	49.4
2021	26.2	22.8	41.6	34.2
2022	25.6	33.5	42.3	44.1
2023	36.5	34.9	47.7	43.6
2024	32.5	33.5	48	44.8

Assessment Plan & Data Collection Timeline:



AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	★	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12						18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25				29
30						

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY

S	M	T	W	T	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- ILEARN Practice Test
- ILEARN Checkpoints
- ILEARN Operational Test
- School Breaks
- eLearning Days

- Math
- ELA
- ★ TA Certification Available
- ⚙️ Practice Test Available
- All Staff Training

Schoolwide Plan to Achieve our Goals:

In an effort to increase our proficiency scores on the ILEARN assessment, we have analyzed ILEARN/IXL and classroom assessment data alongside our current practices and have made some structural building wide changes to maximize student learning and growth.

- All teachers work within Professional Learning Communities. Weekly meetings are structured around the PLC 4 Questions:
 - What is it we want students to know and do?
 - How will we know if they have learned it?
 - What will we do if they haven't learned it?
 - What will we do if they already know it?
- All PLC's have identified and mapped high priority standards, and broken them down into individual learning targets. Math and Reading teachers have adjusted their scope and sequences to align with the ILEARN benchmark exam schedule.
- Teachers create quality Formative and Summative Assessments, and data track the results of individual learning targets.
- The focus of PLC's this year is to create a culture of learning that focuses on increasing rigor within our instruction and assessment.
- As a building, we have redesigned our Enrichment/Remediation period (Focus)
 - Students will rotate through four 3-week rotations in two separate 12 week cycles.
 - Each student will participate in a 3 week enrichment rotation and 9 weeks of instructional rotation.
 - Math/Reading/Special Education teachers will pull students for 9 weeks of intensive intervention based on data and individual need.
 - Math/Reading teachers will participate in professional development with the instructional coach in structuring these 9 week cycles. They will use benchmark data to determine success.
 - Non math/reading teachers will teach 3 week rotations on topics that interest them incorporating essential math/reading skills into their content.
- Staff will analyze ILEARN benchmark data to determine progress toward goals.

4. School Improvement Plan

Progress Indicators Math 7			
Check-In Schedule	BOY	MOY	EOY
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			

On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

Progress Indicators Math 8			
Check-In Schedule	BOY	MOY	EOY
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

Progress Indicators ELA 7			
Check-In Schedule	BOY	MOY	EOY
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			

Next Steps			
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Progress Indicators ELA 8			
Check-In Schedule	BOY	MOY	EOY
Assessment	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints
Results			
On Track to Meet Goals?			
Strengths			
Areas for Growth			
Next Steps			

State Testing

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
ILEARN ELA	46.6%	46.2%	43.2%	50%
ILEARN Math	35.6%	34.1%	35.9%	40%

Student Performance Goal for Attendance

We understand as a staff the need for students to be present in school. The overall attendance for Franklin Community Middle School will meet or exceed the overall state average for the ensuing year. All staff members promote programs and strategies within their environments to encourage excellent attendance. A focus on relationships and connections will encourage student attendance. In addition, the following is in place:

- Students are permitted five excused “Parent Calls” per semester, after which parent calls will be recorded as unexcused. Absences accompanied with a doctor’s note will be considered excused.
- Upon the fifth unexcused absence, parent/guardian will be receive a warning notice informing him/her of the students number of absences

from school. Per the State of Indiana, a meeting will be held once a student reaches five unexcused absences within a rolling ten week period.

- Upon the tenth unexcused absence, parent/guardian will be receive a warning notice informing him/her of the students number of absences from school.
- Upon the unexcused fifteenth absence, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.
- Excessive and/or repeated unexcused absences, may lead to additional disciplinary actions, including but not limited to:
 - Loss of participation in extracurricular activities including attending after school events, school dances, participation in school athletics or clubs, and participation in the 8th grade Washington DC trip.
 - Potential legal action under Indiana's Compulsory Attendance Law (I.C. 20-33-2)