

WE'RE ALL IN.

Indian Knoll Elementary Leman Middle School

2025 Targeted Designation Update





Targeted Status Summative Designation *Overview*

Illinois Summative Designation

Elementary & Middle Schools

75%

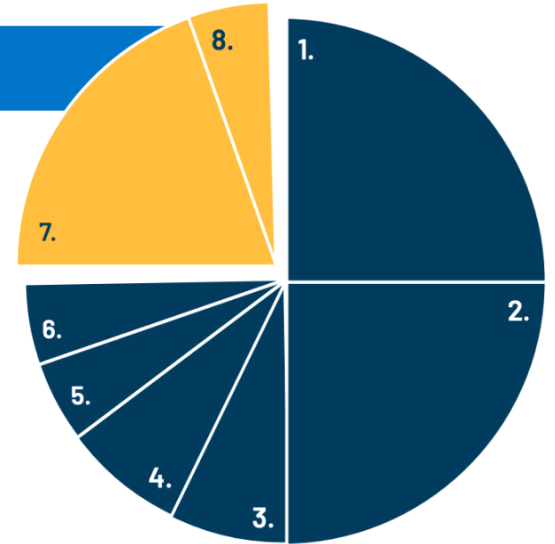
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%



Targeted Status

One or more student groups performing at or below the “all students” group of the lowest performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic.

STUDENT GROUPS Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.

ELA Growth

Math Growth

Chronic Absenteeism

ELA Proficiency

Math Proficiency

Science Proficiency

EL PtP (Progress to Proficiency)

Climate Survey

Targeted Status for IK and Lemman

- During the 2024-2025 school year, Indian Knoll and Lemman received the targeted status rating for their summative designation.
 - Both schools had a subgroup whose performance was below that of the bottom 5% of schools in Illinois.
 - This subgroup was “Children with Disabilities”

The indicators that placed the two schools into targeted status are:

1. ELA Proficiency
2. Math Proficiency
3. Science Proficiency
4. Math Growth
5. ELA Growth (IK only)
6. EL Progress to Proficiency (Lemman only)

ISBE Requirements for Targeted Status

- 4 years of school improvement
 - Planning Year 1 - Needs Assessment, Root Cause Analysis, Action Plan
 - Year 2 - Action Plan, Professional Development
 - Year 3 - Action Plan, Professional Development
 - Year 4 - Action Plan, Professional Development
- Continue to stay in targeted status for 4 years
- Receive a commendable rating by 2028-2029 school year



IK and Lemman School Improvement Plan

Indian Knoll/Leman - Planning Year

- Established a Targeted Action Group
- Needs Assessment
- Root Cause Analysis
- Develop Action Plan





IK Needs Assessments



- **There are a lack of instructional practices that engage and support all students to grow academically.** (IL Quality Framework Standard VII: Student and Learning Development; Indicator B.1)
- **There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students** (IL Quality Framework Standard VII: Student and Learning Development; Indicator C.2-4)
- **There is a lack of continuous learning opportunities for professional growth designed to improve professional performance specific to special education.** (IL Quality Framework Standard V: Educator and Employee Quality; Indicator C.2-3).

Indicator	Level of Performance			
	Ineffective	Emerging	Accomplished	Exemplary
Indicator C: <i>Delivery of Instruction</i>	Indicator C: <i>Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.</i>			
VII.C.1	Evidence suggests instructional staff are not supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are minimally supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are supported by district/school leadership to utilize research-based strategies	Evidence suggests instructional staff are fully supported by district/school leadership to utilize research-based strategies
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Leman Needs Assessment

- Findings:

- There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students.
- There are a lack of instructional practices that engage and support our students with disabilities to grow academically.
- There is no clear coordinated system of support for the whole child. Educators do not communicate regularly with caregivers and various community agencies, nor encourage them to participate as active partners in the development of that coordinated system.



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Indian Knoll – Action Plan

- Goal 1 Highlights:
 - Building systems and accountability for staff collaboration
- Goal 2 Highlights:
 - Disability awareness for all staff
 - Analyzing instructional practices
 - Normalizing collaboration between SST and general education teachers
 - Staff book study: *You're Gonna Love This Kid* by Paula Kluth
- Goal 3 Highlights:
 - Professional development and support for Specially Designed Instruction and Differentiation

Leman Middle School – Action Plan

- Goal 1 Highlights:
 - Building systems and accountability for staff collaboration
- Goal 2 Highlights:
 - Professional development and support for Specially Designed Instruction
 - Staff book study: *You're Gonna Love This Kid* by Paula Kluth
- Goal 3 Highlights:
 - Building family capacity for navigating the world of Special Education
 - Connecting families to resources and networks through streamlined meeting structure
 - Incorporating student participation in their IEP/504



Professional Development Plan

Partnering with Dr. Teri Marx



Dr. Teri Marx is nationally recognized as an expert in special education with over fifty combined publications and presentations on topics spanning from setting ambitious IEP goals, SDI within the least restrictive environment, and the importance of teaming and collaboration. Dr. Marx provides professional learning and consulting to schools and districts to ensure all students, receive an appropriate and equitable education.



Pre-Work with Dr. Teri Marx



Spring/Summer 2026

Task	Task Description	Task Assumptions
Needs Assessment: Classroom Walkthroughs	<p>Conduct classroom walkthroughs to understand classroom context and identify what is/isn't working in terms of service delivery across settings.</p> <ul style="list-style-type: none">- Half-day at Indian Knoll Elementary School- Half-day at Lemman Middle School <p>Prepare a brief summary of key findings to incorporate in larger needs assessment.</p>	<p>Includes one full-day to conduct in-person walkthroughs (May 22).</p>
Strategic Planning Session	<p>Facilitate structured coordination meeting with district and school leadership to confirm logistics and ensure alignment across all components of the work plan.</p>	<p>Includes one, full-day, in-person strategic planning meeting with district and school leaders (June 10)</p>

Year 1 with Dr. Teri Marx



Year 1. Build Foundations and Establish Systems

The primary focus of Year 1 is to establish a strong foundation for consistent instructional practices, clarify expectations across roles, and begin implementation of key systems that support student learning. By the end of Year 1, the district will:

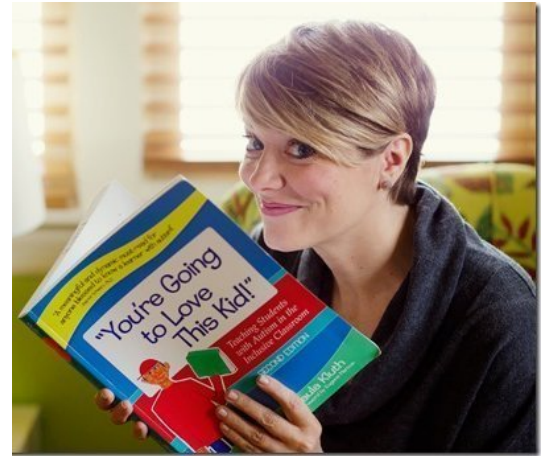
- **Establish a shared understanding of specially designed instruction (SDI)** across general and special education, including its purpose and application within core instruction.
- **Increase consistency in co-teaching and collaborative planning practices**, with clearer roles, structures, and expectations for how educators work together to support all students.
- **Strengthen instructional planning practices** to ensure alignment to grade-level standards while addressing identified student needs.
- **Improve the quality and use of IEPs**, including the development of meaningful, measurable goals that are aligned to daily instruction.
- **Develop initial coherence across instructional systems**, including core instruction, intervention, and special education services.
- **Begin implementing structures for ongoing collaboration and data use**, including more effective use of PLCs and team meetings to support student-centered decision-making.
- **Build leadership and team capacity to support implementation**, including the ability to monitor progress, support staff, and adjust practices as needed.

Paula Kluth February 2027

Paula is a consultant, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners.

Presentation: *You're Going To Love This Kid!*

Outcome: Learning practical ways to support students with disabilities in the general educational classroom.



Next Steps for Indian Knoll and Leman

- Board of Education - Vote to approve action plan for both Indian Knoll and Leman
- ISBE - Both schools will submit the board approved plan to ISBE by June 30
- Schedule professional development sessions for both schools.
- Carry out year one of action plan for the 2026-2027 school year.



THANK YOU.

Questions?



WE'RE ALL IN.

All of us. *All for them.*





IK School Improvement Plan

Indian Knoll - Planning Year 1

- Established a Targeted Action Group
 - Representation includes general education teachers from Kindergarten and 4th grade, two LBS1s, a self-contained teacher, an SLP, and an instructional coach



Indian Knoll - Action Steps Year 1



- Deep dive into IAR and MAP data of all students with an IEP
- Illinois SLD Project *empowerED* Conference in Springfield
- May 15th SIP Day presentation





IK Needs Assessments






- **There are a lack of instructional practices that engage and support all students to grow academically.** (IL Quality Framework Standard VII: Student and Learning Development; Indicator B.1)
- **There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students** (IL Quality Framework Standard VII: Student and Learning Development; Indicator C.2-4)
- **There is a lack of continuous learning opportunities for professional growth designed to improve professional performance specific to special education.** (IL Quality Framework Standard V: Educator and Employee Quality; Indicator C.2-3).

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Indian Knoll Root Cause Analysis

Once we determined our greatest areas of need, we completed a Root Cause Analysis to determine why these areas for growth exist.

Focus Area 1	Focus Area 2	Focus Area 3
<p>There are a lack of instructional practices that engage and support all students to grow academically.</p> 	<p>There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students</p> 	<p>There is a lack of continuous learning opportunities for professional growth designed to improve professional performance specific to special education.</p> 
<p>Why? There is a lack of understanding of what differentiation is and how it looks, and of how to use it intentionally to meet specific student needs.</p>	<p>Why? We, as a staff, do not prioritize collaboration with a targeted purpose of lesson planning.</p>	<p>Why? Professional development/Para training is not targeted or differentiated based on the needs of the staff, to improve student outcomes.</p>

Indian Knoll - Action Plan Goal 1



Planning and Collaboration

By the Spring of 2027, school staff will rate Indian Knoll Elementary School as “Exemplary” on the IL Quality Framework Standard VII, Indicator B.1 from a winter 2025 baseline of “Emerging.”

Standard VII:

Indicator B: Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, native/home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.

- **VII.B.1-** Evidence suggests instructional staff and district/school leadership almost always collaborate in planning and reviewing relevant aspects of the instructional environment.

Indian Knoll - Action Plan Goal 2



Instructional Practices



By the Spring of 2027, school staff will rate Indian Knoll Elementary School as “Exemplary” on the IL Quality Framework Standard VII: Student and Learning Development; Indicator C.2-4 from a winter 2025 baseline of “Emerging.”

Standard VII

Indicator C: Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.

- **VII.C.2-** Evidence suggests instructional staff almost always utilize research-based strategies for instruction, evaluation, and assessment
- **VII.C.3-** Evidence suggests instructional staff almost always use strategies to continuously monitor Instruction.
- **VII.C.4-** Evidence suggests instructional staff almost always utilize multiple sources of data to adjust strategies and supports to meet the needs of the whole child.

Indian Knoll - Action Plan Goal 3



Professional Development



By the Spring of 2027, school staff will rate Indian Knoll Elementary School as “Exemplary” on the IL Quality Framework Standard V: Educator and Employee Quality; Indicator C.2-3 from a winter 2025 baseline of “Emerging.”

Standard V

Indicator C: All support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.

- **V.C.2-** Evidence suggests virtually all professional learning opportunities almost always provide targeted knowledge and skills to significantly improve professional practice.
- **V.C.3-** Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioral programming needs.



Indian Knoll - Action Plan



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Leman School Improvement Plan

Leman Middle - Planning Year 1

- Established a Targeted Action Group
 - Representation includes general education teachers from ELA, Math, Science, Social Studies, Special Education teachers, social workers, a counselor, an instructional coach, and a paraprofessional
 - Two members are current or former LMS Special Education parents



Leman Middle – Action Steps Year 1



- Mentor program for students with disabilities
- Curriculum and coursework for Special Education courses in our core content areas
- Coteaching Professional Development series
- Illinois SLD Project *empowerED* Conference in Springfield
- May 15th SIP Day presentation



Leman Needs Assessment

- Findings:

- There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students.
- There are a lack of instructional practices that engage and support our students with disabilities to grow academically.
- There is no clear coordinated system of support for the whole child. Educators do not communicate regularly with caregivers and various community agencies, nor encourage them to participate as active partners in the development of that coordinated system.



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Leman Root Cause Analysis

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Focus Area 1	Focus Area 2	Focus Area 3
<p>There is a lack of collaboration on purposeful lesson planning for specially designed instruction to meet the needs of all students.</p>	<p>There is a lack of instructional practices that engage and support all students to grow academically.</p>	<p>There is no clear coordinated system of support for the whole child. Educators do not communicate regularly with caregivers and various community agencies, nor encourage them to participate as active partners.</p>
<p>Why? We, collectively, do not see all of our students as all of our students - ownership of planning for and support students lives in disjointed silos.</p>	<p>Why? Student disabilities are not understood and instructional practices are content-focused rather than student-focused.</p>	<p>Why? Our support systems are not fully implemented and clear for all staff, departments, and families. We have a lot of systems but they are not aligned, and our families need support to navigate the Special Education world.</p>

Leman - Action Plan Goal 1

Collaboration and Planning

By the Spring of 2027, school staff will rate Leman Middle School as “Exemplary” on the IL Quality Framework Standard VII: Student Learning and Development, Indicator B.1-3 from a Winter 2025 baseline of “Emerging.”

Standard VII

Indicator B: Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, native/home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.

- **VII.B.1:** Planning and reviewing relevant aspects of the instructional environment
- **VII.B.2:** Ensuring that instruction engages virtually all students
- **VII.B.3:** Ensuring that instruction is effective and utilizes research-based practices

Leman - Action Plan Goal 2

Instructional Practices

By the Spring of 2027, school staff will rate Leman Middle School as “Exemplary” on the IL Quality Framework Standard VII: Student Learning and Development, Indicator A.1 and Indicator C.2-C.4 from a Winter 2025 baseline of “Emerging.”

Standard VII

Indicator A: Instructional staff and district/school leadership ensure that instructional planning is based on the district’s curriculum as aligned with established learning standards and as supported by appropriate resources, funding resources, program and professional development.

- **VII.A.1:** Evidence suggests instructional staff almost always documents instructional planning [such as use of curriculum maps] and that planning is always based on district curriculum

Indicator C: Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.

- **VII.C.2:** Utilizing research-based strategies for instruction, evaluation, and assessment
- **VII.C.3:** Using strategies to continuously monitor instruction
- **VII.C.4:** Utilizing multiple sources of data to adjust strategies and supports to meet the needs of the whole child

Leman - Action Plan Goal 3

Family Support Systems

By the Spring of 2027, school staff will rate Leman Middle School as “Exemplary” on the IL Quality Framework Standard VI: Family & Community Engagement: Indicators B&C from a Winter 2025 baseline of “Emerging.”

Standard VI

Indicator B: The district and school leverage existing resources to provide a coordinated system of support for the whole child.

- **VI.B.1:** Regularly prioritizing resources to include a well-coordinated system of support for the whole child

Indicator C: Communicating regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of a coordinated system to address the needs of the whole child.

- **VI.C.1:** Regularly communicating and soliciting input with primary caregivers and virtually all relevant community agencies/partners
- **VI.C.2:** Regularly partnering with virtually all relevant community agencies to provide supports to meet the

→ Leman - Action Plan ★

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