

Custer Baker Intermediate School

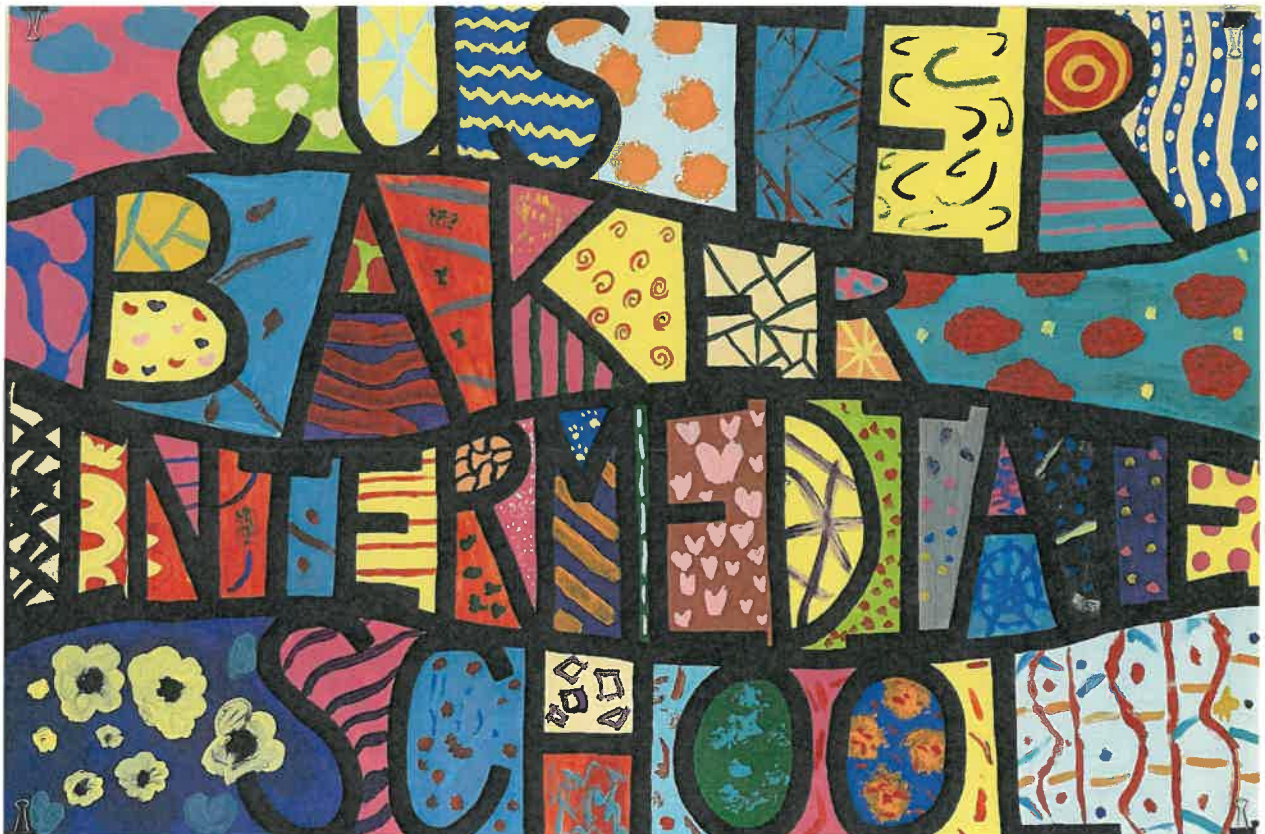
School Improvement Plan

2023-24

101 West State Road 44

Franklin, IN 46131

(317) 346-8600



Franklin Community Schools

SCHOOL	Custer Baker Intermediate School
ADDRESS	101 W. St. Rd. 44
CITY/STATE	Franklin, IN 46131
PHONE	(317) 346-8600
CORPORATION #	#4225
SCHOOL #	#3458
GRADES	5th and 6th
ENROLLMENT	732

School Improvement Plan Committee Members

Committee Member	Role
Mrs. Cheryl Moran	Principal
Mrs. Tamara Schneider	Assistant Principal
Mr. Brian Harbin	Dean of Students
Mrs. Amanda Ramey	Instructional Coach
Mrs. Angie Heuchan	Teacher
Mrs. Becky Skeel	Teacher
Ms. Melissa Bryant	Counselor
Mrs. Stacy Devenport	Teacher
Mr. Logan Miller	Teacher
Mr. Jason Cole	PTO President
Mrs. Jonalyn Palmer	Parent

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Introduction

Description of the School, Community, and Educational Program

Description of the Curriculum

The organization of Franklin Community School Corporation includes five elementary schools grades Kindergarten through fourth, Custer Baker Intermediate School, grades five and six, Franklin Community Middle School, grades seven and eight, and Franklin Community High, grades nine through twelve. CBIS provides a quality education for approximately 730 students. Franklin community students come from the City of Franklin, and the areas of Needham Township, outside of the eastern city limits and Union Township, outside of the western city limits.

Franklin is a small suburban city located in an urban fringe area approximately 20 miles south of Indianapolis. Franklin has the personality of a small town wrapped in a small city. Franklin is located in the heart of Johnson County and serves as the county seat. The location of Franklin has allowed it to maintain its small town identity and integrity while benefiting from the growth and economy of Indianapolis.

Custer Baker Intermediate School has a faculty and staff that include a principal, assistant principal, dean of students, two school counselors, a school social worker, 53 general education instructors, 8 special education instructors, 9 special education assistants, 1 In-school- suspension supervisor, 9 custodians, 1 school nurse (and 1 clinic assistant), 9 cafeteria workers, and 4 secretaries. The teachers at CBIS work in Professional Learning Communities organized by content and grade level. Teachers meet weekly to analyze testing data and classroom performance data based on common assessments to plan for the instructional needs of all students.

In the curricular areas, students at Custer Baker Intermediate receive classes in English/Language Arts, Mathematics, Social Studies, Science, Physical Education & Health, Art, STEM, World Cultures, Music, Career Exploration, Genius Hour, and the choice of Choir or Band.

Professional Learning Communities work together to map curriculum, focusing on essential learnings that drive instruction. Additionally, FCS allows opportunities for vertical alignment of these learnings. Students are organized in grade level teams composed of two core teachers at fifth grade and three core teachers at sixth grade. Teaming creates strong individual relationships and improves individual student growth. Teachers get to know their students well as they strive to meet the academic and social emotional needs of each child.

There are a variety of extracurricular activities offered at CBIS. The programs include: Math Bowl, Science Bowl, Spell Bowl, Student Council, Girls on the Run, Robotics Club, Helping Hands, Art Club, and Drama Club. The planning of intramural activities for 5th graders is taking place now. In addition, CBIS partners with Franklin Community Middle School which allows for sixth students to participate in following athletic opportunities: cross country, soccer, basketball, wrestling, swimming, golf, tennis, track and field, and cheerleading.

Custer Baker Cubs Get Involved

Research supports students getting involved in their school community to enhance future success. Our Custer Baker Cubs are offered a variety of opportunities in hopes that students will learn new skills, develop positive relationships, and find purpose or direction for their lives. Baseline data was collected in the 2021-22 school year to determine the level of participation in extracurricular activities and to plan for and encourage new opportunities.

School Year	Percentage of Students Involved	Actual
2022	51%	Baseline Data
2023	Goal > 51%	68%
2024	Goal>68%	

General Information

Statement of mission, vision, and beliefs

Vision

Franklin Community Schools - Where education is student-centered and innovative and learners are inspired to become great!

Mission

Custer Baker Intermediate School provides a safe and engaging learning environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.

Motto

Be respectful, be responsible, be ready to learn!

Improvement of Individual Student Growth and ILearn Proficiency

Building Goals to Improve NWEA Proficiency

Academic Achievement Building Goals	Baseline Data NWEA FALL 2022	Basis for Evidence of Progress	End of Year ILEARN Results	End of Year NWEA Results
The percentage of students in 6th grade will increase proficiency on NWEA ELA from average RIT of 210.2 to at least an average RIT 219.0	210.2	NWEA Projected Proficiency Cut-Score		
The percentage of students in 5th grade will increase proficiency on NWEA ELA from average RIT of 204.5 to at least an average RIT of 213.0 .	204.5	NWEA Projected Proficiency Cut-Score		
The percentage of students in 6th grade will increase proficiency on NWEA Math from an average RIT of 214.7 to at least an average RIT of 223.0 .	214.7	NWEA Projected Proficiency Cut-Score		
The percentage of students in 5th grade will increase proficiency on NWEA Math from average RIT of 209.1 to at least an average RIT of 218.0 .	209.1	NWEA Projected Proficiency Cut-Score		

2023 ILEARN- Summary of Data from Annual Performance

Grade Level	Content	Percentage of Proficiency 2021	Conclusion for 2021	Percentage of Proficiency 2022	Conclusion for 2022	Percentage of Proficiency 2023	Conclusion 2023	GOAL for 2024
5th Grade	ELA	36.5%	below state average	45.0%	above state average	45.0%	above state average	48%
5th Grade	Math	35.5%	at state average	37.0%	below state average	43.0%	above state average	46%
5th Grade	Social Studies	44.0%	above state average	44.0%	below state average	46.0%	above state average	49%
6th Grade	ELA	39.0%	at state average	40.0%	above state average	45.0%	above state average	48%
6th Grade	Math	39.2%	above state average	33.0%	below state average	40.0%	above state average	43%
6th Grade	Science	44.0%	above state average	42.0%	above state average	46.0%	above state average	49%

Subgroup Data- Special Education

Content	Subgroup	Pass rate	Non-Sped pass rate	GOAL
6th Grade Science	Special Education	17%	54%	20%
5th Grade Social Studies	Special Education	22%	51%	25%
6th Grade ELA	Special Education	10%	55%	15%
5th Grade ELA	Special Education	10%	51%	15%

6th Grade Math	Special Education	14%	48%	17%
5th Grade Math	Special Education	12%	48%	15%

Subgroup Data- Free/Reduced

Content	Subgroup	Pass rate	Full Pay Pass rate	GOAL
6th Grade Science	Free/Reduced	36%	54%	40%
5th Grade Social Studies	Free/Reduced	32%	57%	40%
6th Grade ELA	Free/Reduced	34%	54%	40%
5th Grade ELA	Free/Reduced	26%	60%	35%
6th Grade Math	Free/Reduced	28%	51%	35%
5th Grade Math	Free/Reduced	26%	55%	30%

Immediate Improvement Needed

- NWEA Fall > Spring
- Narrow gap in subgroup categories
- ILEARN Math/ELA proficiency
- Use of data from NWEA/IXL

Need	Resources	Outcome
<ul style="list-style-type: none"> NWEA growth 	<ul style="list-style-type: none"> IXL Student Learning Plan Focused Instruction Time 	<ul style="list-style-type: none"> Meet or exceed individual typical growth
<ul style="list-style-type: none"> Improvement in 5th Grade ELA 	<ul style="list-style-type: none"> NWEA Data IXL Data ILEARN Data 	<ul style="list-style-type: none"> Individual Student Growth Increased Grade Level ILEARN Score

Description of the Curriculum

Custer Baker Intermediate School's curriculum is directly linked to the Indiana Academic Standards. These standards are taught using the following curriculums: Reading Reconsidered, Reveal Math, Savva/Pearson - My World, Inspire Science, and HA uses William and Mary/IDOE/Caesar's English/Practice Voyage units. These are located in the teacher classrooms. The Essential Learnings are posted on the shared drive for the Franklin Community School Corporation. We commenced a district initiative to develop a curriculum map in each subject and will continue this process over the next several years. Essential Learnings have been identified and common assessments are a tool to assess proficiency and to identify areas of needed remediation. These, too, are located on a shared drive, accessible by all school personnel. CBIS has a parent resource room located across from the office. All curriculum is made available upon request.

Formative Assessment

ILEARN, Indiana's statewide assessment, allows CBIS staff to make decisions regarding the direction of curriculum and teaching strategies. In addition to ILEARN, the staff uses NWEA, another major assessment tool, to support our

educational decision-making. NWEA will continue to be the dominant assessment choice during this school year as it provides ongoing formative assessment with predictive data regarding the ILEARN test. Teachers will use IXL as a remediation and/or enrichment tool depending on the needs of individual students.

NWEA, Northwest Evaluation Association, is a math and reading assessment administered three times during the year (fall, winter and spring). NWEA offers an ongoing, comprehensive evaluation of each student in our building. Students, and the test proctor, are able to view each student's results immediately upon conclusion of the test. Teachers are provided individual student and classroom data in a timely manner, which is utilized to plan and modify classroom instruction. Teachers set individual student goals based on the data and help students to develop action plans to meet these goals. Additional teacher training to interpret this data and how to use it to differentiate instruction to meet the educational needs of all learners will be provided.

Teacher observation and assessment becomes the third means of assessing progress of students. By combining the data from ILEARN, NWEA, and teacher assessments, the staff triangulates data to form conclusions about student progress and develop appropriate instructional plans.

Data from the formal assessments becomes the foundation for the professional goals developed by the staff. Professional evaluation includes assessment of progress in reaching these personal and school goals.

Addressing the Needs of all Learners

Custer Baker Intermediate School has an interdisciplinary team, "Kids' Team", which is a collaborative process to refer students who may be struggling academically/behaviorally/emotionally. The KIDS Team is composed of building administrators, dean of students, counselors, social worker, instructional coach, school psychologist, general education teachers, and exploratory teachers. Strengths and areas of growth are identified and academic and behavioral data is discussed. Interventions are documented and new interventions are brainstormed. A plan is developed, implemented and reviewed in six-week increments to assess success and/or develop new plans.

How Curriculum Supports Achievement

The curriculum utilized by CBIS teachers supports and is aligned with national and Indiana Academic Standards.

CBIS staff will continue to build a curriculum designed to include local, state, and federal guidelines to meet the needs of the 21st century student.

Individual Teaching Teams in conjunction with Professional Learning Communities continually address formative assessment results to group students for enrichment and remediation during our Focused Instruction Time (FIT) which occurs 4 days per week. Goals are set, instruction occurs, and results are evaluated at least once per quarter.

How Instructional Strategies Support Achievement

CBIS has implemented Professional Learning Communities (PLCs) designed to ensure that educators work collaboratively to:

- focus on student learning and implement specific interventions necessary to guarantee student achievement for all students.
- focus on creating a culture of collaboration within the school and avoiding the isolationism of individual teacher/team efforts.
- focus on results by routinely administering common formative assessments that evaluate the success level of our programs, strategies and interventions for individual students and the overall student population.
- determine the essential learning outcomes that we expect all students to master.
- employ methods of 21st century instruction that integrate innovative and research-proven teaching strategies, modern learning technologies, and real-world resources and contexts
- Introduce Building Thinking Classroom strategies school-wide
- increase rigor and relevance in our curriculum, programs and strategies.
- use weekly department grade level PLC meetings to evaluate our efforts and create specific interventions for individual students in need of additional educational support.

CBIS has implemented FIT Time (Focused Instruction Time). Math and ELA will be given equal intention. This provides for flexible grouping for pre-teaching, remediation or enrichment to meet the specific needs of students.

CBIS has implemented a formal Response to Intervention (RTI) program to specifically identify and address individual student deficiencies in the area of

reading fluency. Identified students meet daily and use the program “Read Naturally”.

Staff and students work together to review previous individual academic goals, assess needs, and set new individual goals. CBIS students celebrate their own accomplishments and those of others throughout the school year with LUNCH WITH THE PRINCIPAL, HONOR ROLL, Bi-WEEKLY Prize DRAWINGS and CELEBRATIONS.

Teachers employ a variety of improvement strategies to respond to the needs of CBIS students. Instructional strategies and best practices include team teaching, professional development, varied assessments, gradual release of responsibility (GRR), Building Thinking Classrooms, and differentiated instruction.

CBIS curriculum is enhanced by providing opportunities for at least one off-campus learning experience each semester, collaborating with classmates, employing simulations, and applying technology. Choir, band, art, physical education/health and wellness, STEM, and World Cultures connect students’ interests to experiences in the real world.

Students will learn the CBIS core values. CBIS core values include FLEXIBILITY, HONESTY, INITIATIVE, RESPONSIBILITY, PERSEVERANCE, INTEGRITY, and RESPECT. These core values are prominently displayed, reinforced, and modeled daily by CBIS students, counselors, teachers, support staff, and administrators. Team incentive plans, lunch with the principal, ticket drawings for displaying life skills, and student honor logs are used to track whether or not students are modeling CBIS core values.

Students will learn additional skills associated with character education. In addition to homeroom lessons, school counselors will use Second Steps to provide character education curriculum. CBIS students and staff are offered a variety of service learning and community involvement activities throughout the school year.

Professional development opportunities at staff meetings, and other workshop-type experiences will be provided on the topics of best practices. Teachers reflect, collaborate, analyze, and interpret data to determine strategies that are considered best practices based on the needs of the students and content being taught. Teacher evaluations reflect the expectation that best practice instructional strategies are used in the classroom.

Instructional strategies are evaluated for effectiveness by individual teachers, teaching teams, and PLC teams. Teachers routinely assess student progress and use this information to evaluate the effectiveness of instructional strategies. Teachers employ a variety of assessment techniques including PLC common formative and summative tests, benchmark tests, and group or individual discussions.

English Learners

Custer Baker Intermediate School has a team of educators to assist our English Learning population. The students have been identified through a Home Language survey and are tested yearly with the WIDA assessment. Assessment results are reviewed to determine the language needs of each learner. Our certified EL instructor works closely with an EL Assistant to provide support to all identified students.

Parent Participation

CBIS recognizes that educating students and helping them achieve success is a shared responsibility between the school and parents.

CBIS supports the development, implementation, and continuing evaluation of activities that promote:

- Communication between Parents and Schools: Weekly School Newsletter, ParentSquare, Phone, Text, and Email messaging
- Parents and their contributions as welcomed assets
- Parents as vital members of the decision-making body of CBIS
- Community partnerships that expand horizons for Students
- Parent Teacher Organization (PTO)

CBIS Parents are encouraged to be actively involved in their Students' Education by supervising homework completion, reading school and classroom newsletters, and volunteering for school or classroom activities.

Areas for improvement include encouraging parental participation in the parent support organization (PTO).

The PTO is involved with many activities throughout the school year. PTO activities include:

- Fundraisers
- Bi-monthly meetings
- Staff Appreciation (PTO provides school lunches throughout the school year, and special activities during Teacher Appreciation Week.)
- End of the Year experiences

- Additional Teacher requests pending available funding
- School-Wide Family Activities- Fall Movie Night and a *FREE* Winter Family Fun Night

Other opportunities for parent involvement include:

- Classroom Volunteers
- School Programs
- Family Nights or Grade-Level Nights- Outdoor activities such as Family Fun Night or Movie Under the Stars
- School Improvement Planning participation
- School activity assistants
- Fundraisers
- Serving as GUEST Teachers in child's classroom

Safe and Disciplined Learning Environment

Custer Baker Intermediate School is a safe and disciplined learning environment with high expectations for all students. Students know what is expected and act accordingly. Our Student Handbook contains all of our policies, rules, and expectations. BE RESPECTFUL, BE RESPONSIBLE, & BE READY TO LEARN. These expectations are explained in great detail during the first week of school by our homeroom teachers and constantly reinforced throughout the course of the school year. Teachers and staff work to create strong individual relationships that establish a positive environment in an effort to limit discipline issues.

Our Principal, Assistant Principal, and Dean of Students share the same philosophy when dealing with discipline issues. Students receive consequences for poor behavior and are held accountable for their actions and decisions, via the Honor Card. We have also implemented a Positive Behavioral Intervention and Support program where students earn Paw Stamps when they are recognized for exceeding school expectations. Paw Stamps can be turned in for incentives and rewards throughout the year. Discipline data is analyzed weekly to continually find more effective ways to handle/restore behaviors and maintain a positive learning environment.

Discipline options at Custer Baker Intermediate School begin with the teachers. Misbehaviors are defined and listed into three categories: Minors, Mids & Majors. Minors are handled by the classroom teacher or attending adult. Mids are handled initially by the attending adult, but are referred to the administration if they become chronic. Majors are immediately referred to the administration. Teachers may sign a students behavior log for small infractions and can fill out a misbehavior notice for larger infractions.

Misbehavior notices may result in consequences assigned by our dean of students or an administrator. These consequences include lunch/recess detentions, after-school detentions, In-School Suspension (ISS), Alternate Supervised Instruction (ASI), Out of School Suspension (OSS). These consequences are utilized to discourage repeated misbehaviors.

Technology Initiatives

All Stakeholders of CBIS utilize technology as a learning tool. Technology is used to help meet student, parent, staff, and community learning goals. Technology is embedded into the school culture and curriculum.

Students:

Technology is being used to provide curricula, instructional, and assessment opportunities that meet individual student needs. Each student receives a Chromebook for their use during the school year. Students are responsible to maintain their Chromebook in good condition. This device is the medium by which all students will receive assignments and curriculum. Responsible Chromebook use is monitored by each individual teacher classroom policy.

Students are:

- Using technology to improve academic knowledge and skills by using a variety of media and technology resources such as Reveal Math, Reading Reconsidered, McGraw Hill Social Studies, and Discovery Science for directed and independent learning activities.
- Using appropriate multimedia resources to locate information on a subject.
- Searching and sorting information using more than one criterion and explaining strategies used to find the information.
- Utilizing appropriate tools such as databases, spreadsheets, and Google Sheets as appropriate for sorting and analyzing data.
- Using software such as IXL for problem solving and extended learning activities.
- Utilizing technology for personal expressions (essays and compositions.)
- Utilizing technology presentation stations in the classroom.
- Utilizing the video studio daily for announcements and other special projects.

Teachers, Administrators and Classified Staff:

- A variety of opportunities for staff, e.g. teachers, administrators, and classified personnel to develop their technical skills and conceptual understanding of how people might learn better with technology are provided at the building level and district level.
- Staff attend district and school sponsored workshops on how to use the new technology resources selected to enhance the teaching and learning process.
- Teachers design, deliver and access student-learning activities using computers/technologies to meet the needs of student populations.
- Teachers use PowerSchool to record student attendance and grades.
- The school uses a telephone calling/email system, ParentSquare to inform parents of important news and upcoming events.
- The staff and administration regularly use email as well as ParentSquare to send newsletters, important documents and current events to parents.

Parents:

- In order to help parents become an active participant in their child's education, technology is used as a tool to provide easy access to student data and as an extended learning tool.
- Parents utilize email as a form of communication with the school and teachers.
- Parents are offered computer access to student attendance, grades, discipline records, and other school information through a program called ParentAccess.
- Parents access the school website to stay current on school and classroom events.

College and Career Readiness

Custer Baker Intermediate School offers both fifth and sixth grade education and this year we are excited to offer more career opportunities to our students. All CBIS students will participate in "College GO Week," engage in career counseling lessons delivered by school counselors, as well as access to *Learn More Indiana* curriculum. It is important that we expose students to as many career options as possible. Second semester, the plan is to continue the career journey. Counselors, the STEM teacher, and general education teachers will continue sparking the interest of students by introducing the *Biz Town* curriculum. The counselors, the STEM teacher and general education teachers will lead 12 lessons in the classroom with the understanding that these lessons will end with a trip to the hands-on simulated community of Biz Town! Students will take a trip to Indianapolis, Indiana for a culminating trip to practice the learned skills. To improve the

financial literacy of our students, Biz Town creates an exciting reality-based learning environment for the students. While students are at Biz Town, they see, touch, and live the experience of personal finance in a “real-life” setting of stores, shops and financial institutions, by becoming “an adult for the day.” Students get to apply for the job they would like to have for the day, clock in and out, play out their role in the community and experience the ins and outs of everyday work life. While there, they “live” like they will as an adult in the real world.

After the students complete the curriculum and experience at Biz Town, we will continue experiences in their sixth grade school year. In 6th grade, the STEM teacher will teach Junior Achievement’s curriculum, “It’s My Future.” This curriculum consists of (6) forty-five minute lessons on the following themes: My Brand, Career Paths & Clusters, High Growth Careers, Career Mapping, On the Hunt, and Soft Skills. In the Career Paths & Clusters lesson, there is a career interest inventory to help our students explore a variety of career paths. Following the interest inventory, we will have a presentation for all sixth grade students by our local career center. The Career Center, Central 9, serves both Marion and Johnson counties. Last year alone, they served over 1,500 students. They have 27 programs that students can choose from with each individual student in mind. This experience is important to our students for awareness of career paths and training options available to them in High School. Central 9 offers programs in: landscape, health science, human services, media and information tech, manufacturing, protective services, transportation and work based learning. After students have participated in *It’s My Future* and have attended the presentation by the Central 9 Career Center, we will hold a Career Day.

American Middle Level Educators encourage the engagement of families as an integral part of the learning experience. Parents will be surveyed on their career expertise and asked to volunteer for a 6th grade career day. Our career day plan includes 15 different speakers. Students have the opportunity to sign up for the speaker of their choice which corresponds to the survey data collected in *It’s My Future* career interest inventory. In addition to parents, we integrate local businesses, inviting them to speak at our career day.

Cultural Competency of Stakeholders

Custer Baker Intermediate School demonstrates the five building blocks of cultural competence: open attitude, self-awareness, awareness of others, cultural knowledge and cultural skills. The world around us is continuously changing and becoming more culturally diverse. When walking through the doors of Custer Baker Intermediate School, one might suspect that our

student body does not reflect the change going on around us. Although we are not a racially diverse group, our diversity in other areas is significant. Roughly one half of our students are free and reduced lunch, and one fifth are part of our special education population. Our emphasis when it comes to cultural competency is in educating our students about the importance of not only embracing your own culture, but also in accepting and valuing the culture of others. Our Passport to World Cultures exploratory class studies a variety of cultures. In addition, our ML (Multilingual Learner) program, fine arts curriculum, and classroom activities throughout the year allow teachers to have many open discussions with the students about various cultural issues.

Professional Development

Skills: Instructional Coach, FIT, and Building Principal will provide or conduct intentional trainings so that teachers are equipped to use data to remediate or enrich instruction.

Incentives: Highlighting growth in classrooms. Written shout outs. (Continue student celebrations.)

100 Day Plan - Reviewed Bi-weekly

- CBIS will demonstrate significant growth in ILEARN- Within 5% of County Average
- Priority standards will be taught to proficiency utilizing best practices, formative assessments, common assessments, and reteaching
- CBIS will analyze formative data, including NWEA and IXL, creating rich intervention opportunities for students.
- PLCs should be considering formative assessment data weekly. What is working? What is not?
- CBIS math teachers will teach the board approved math curriculum with fidelity.
- Building Thinking Classrooms (BTC) will be implemented in content areas to increase student engagement and collaboration.

Professional Development aligned to State Board Core Principles


Custer Baker Intermediate School aligns professional development to the Indiana State Board of Education's Core Principles. The implementation of IXL Individual Learning Plans, the intentional use of Benchmark Assessment Data from NWEA, Instructional Coaching Cycles and researched based Differentiation strategies are incorporated into all disciplines in the building.

Custer Baker Intermediate School is equipped with its own Instructional Coach. The use of Instructional coaching is a promising job-embedded form of professional development . This model is grounded in day-to-day teaching practice and is designed to enhance teachers' instructional practices with the intent of improving student learning.

Intentional focus on the use of data to inform instruction will be revisited often during the current school year. Faculty meetings, Professional Learning Communities, and Instructional Coaching Cycles help all stakeholders to interpret and utilize data to inform grade level and individualized instruction.

School Improvement Plan
Custer Baker Intermediate School
Signature Page
2023

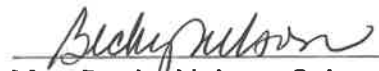
I have read and approved the 2023 School Improvement Plan for Custer Baker Intermediate School.


Dr. David Clendening, Superintendent


9/13/23
Date


Mrs. Cheryl Moran, Principal

9/11/23
Date


Mrs. Becky Nelson, School Board President

9/11/23
Date


Mr. Anthony Harris, Teacher Assoc.
President

9/13/23
Date