Niles Community Schools
2023-2026
MICIP

GOALS

Use data-driven decisions to improve student academic and achievement growth in all curricular areas, by 5%, through a rigorous academic environment using best instructional practices by 2026.		Utilizing a whole-child approach, create a safe, respectful, and positive learning environment that promotes all students' social, emotional, and behavioral growth in order to increase graduation rates by 10%, decrease disciplinary actions by 10%, and decrease absenteeism by 6% by June 2026.

STRATEGIES

MTSS Framework (Academic)	Guaranteed and Viable Curriculum	MTSS Framework (Behavior)

ACTIVITIES

MTSS Framework (Academic)	Guaranteed and Viable Curriculum	MTSS Framework (Behavior)
Incorporate College and Career Readiness and innovative programs (STEM, CODING, etc.) at all Grade-Levels	Professional Learning Communities: Teachers will engage in PLC meetings by grade level and content areas to review data, update/create common assessments, scales, and cycles.	Incorporate Tier 2 and Tier 3 behavior interventions to support student behavior
Provide academic opportunities for family engagement and involvement	Professional Learning on best instructional practices: focusing on student engagement and Depths of Knowledge	Behavior Specialists will be available to help support students and staff. Professional learning will be provided for behavior specialists throughout the school year.
Professional Learning to support all Tier 1 Instruction, Advanced Placement Courses, Using Technology as a Tool, and Summative Assessments	Technology that staff and students utilize as a tool.	Behavior IA's are available in buildings to support teachers, students, and behavior specialists.
WINN Time and Seminar students will utilize IXL, Delta Math, Read Naturally, Read 180, and other forms of research-based interventions to help	Digital programs that support students learning through individual paths and instruction.	SEL curriculum available to students and training available for staff- Second Step (PK-8), and TRAILS (9-12)

students at Tier 2 and Tier 3		
Interventionists will meet with small groups and individually with students who need to have remediation in order to reach grade-level	Ed Tech Facilitators, Implementation Facilitators, and PLC Facilitators will be available at each building and grade level as lead teachers to support the PLC process	PBIS Teams in each building promote positive reinforcements such as incentives, monthly themes, routine practice, student of the month, Fidelity Inventories, and training for staff
Summer Programming and after-school programming for students who are at risk in one or more categories	Provide opportunities for teachers to work with mentors, receive onsite training, and be involved in the Niles Induction Communities.	Professional Learning for staff around Restorative Practices, Youth Mental Health First Aid, Classroom Management, PBIS, and SEL
All staff will work to analyze data, identify student needs, and develop intervention plans based on identified needs	Focus on academic language through Tier 1 instruction- encourage students to use it daily in both written and oral communication- specific to grade-level	SEL facilitators in each building to support learning for staff and students
Alternative methods of instruction are provided, through Cedar Lane, WAY, and Virtual School, for students who need more intensive support and guidance to gain credits and stay on track to graduate		Incorporating training for staff using SWIS to help decrease disciplinary actions and analyze data
Provide Kindergarten to ensure all students have the foundation skills to be successful. We also will provide Kinder Connections to students who need extra support		Training for staff using SWIS to help decrease disciplinary actions and to analyze behavior data
New Teacher training to support transitions into teaching		
Support for homeless, EL students, and other sub-groups by eliminating barriers- transportation, academic support, ancillary supports, and professional learning for staff		
Utilize Lab mentors, provide intensive, individualized support to students, and monitor the progress of all students to proactively intervene in order to support academic progress in the WAY program.		