

Hal E. Clark Middle School
Lake Central School Corporation
8915 W. 93rd Avenue, St. John, IN 46373



School Improvement Plan 2015-2016

TABLE OF CONTENTS

TOPIC	PAGE
School Improvement Committee Member Roster	3
Introduction, including the following:	
(A) Narrative description of the school	4 - 6
Narrative description of the community	6
Narrative description of the educational programs	6 - 7
(B) Description and location of curriculum	7
(C) Titles and descriptions of assessment instruments to be used in addition to ISTEP+	8
Statement of Mission & Belief Statements of Corporation	9
Advanced Education Standards for Clark Middle School	9 - 11
Conclusions about the current educational programming, derived from an assessment of the current status of education programming, including the following:	
(A) Parental participation in the school	11
(B) Technology as a learning tool	11 - 13
(C) Safe and disciplined learning environment	13
(D) Professional development	13 - 14
Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:	
(A) Attendance rate	14
(B) Student Achievement Objectives	14
Specific areas where improvement is needed immediately	14 - 16
Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.	16
Academic Honors Diploma and Core 40	16
Implementation Plan	17 - 19
Cultural Competency Component	20
Statutes and rules to be waived	20
Three (3) year timeline for implementation, review, and revision	20 - 22

School Improvement Committee 2015-2016

Scott Graber	Principal
Joe Stanisz	Assistant Principal
Gina Mielcarek	Language Arts Teacher
Susan Sciupider	Language Arts Teacher
Gina Campagna	Language Arts Teacher
Mandy Giannini	Computer Teacher
Bob Gustas	Math Teacher/Department Head
Angela Guzman	Science Teacher
Roxann Whitcombe	Social Studies Teacher

Narrative Description of the School

Hal E. Clark Middle School (CMS) is located in St. John Indiana. Clark is one of three middle schools in the Lake Central School Corporation. Clark serves the students that live in the Schererville, St. John, and Crown Point areas. Enrollment for the 2015 - 2016 school year was 1,106 students in grades five through eight. As of the start of the 2015 -2016 school year, enrollment is 1134 students. Enrollment is anticipated to grow as the area surrounding Clark is open to the continued development of residential areas. A teaching staff of 58 members, 9 special education teachers, 29 para-professionals , two guidance counselors, one student dean, 2 school service providers, 22 support staff, one principal, and one assistant principal and 1 Dean of Students (Monday & Friday) comprises CMS staff. Visiting specialists include a psychologist, 1 speech pathologist, an occupational therapist, a physical therapy assistant, a vision therapist, and an assistive technology coordinator.

Clark's mascot is the Proud Coyote and colorful representations can be seen everywhere within the school.

Clark is a diverse school as noted with the following information: 2.4 percent Multiracial: 0.5 percent Native America: 1.3 percent Asian: 12.2 percent Hispanic: 4.7 percent African American and 78.9 percent Caucasian. Additionally, in regards to the lunch program Clark has: 11.8 percent free, 4.2 percent reduced, and 84.0 percent paid.

The town of St. John reported a population of 15,335 in 2012. Additionally, the racial makeup is as follows: Caucasian 86.9 percent; African American 1.0 percent; Hispanic 8.4 percent; American Indian .1 percent; Asian 1.9 percent; other races .4 percent. The median age is 40.2 years, and the median household income is \$95,496 in 2012 dollars.

The town of Schererville currently has a population of 29,101 in 2012. The racial makeup of Schererville is as follows: Caucasian 80.9 percent; Hispanic 11.1 percent; Asian 2.4 percent; African American 4.5 percent; other races .04 percent. The median age is 40.9 years, and the median household income is \$66,356 in 2012 dollars.

Currently, teachers at Clark are certified to teach various subjects at different grade levels. A teacher in 8th grade who is certified to teach one subject might also teach 5th, 6th, or 7th grade level classes. Students are provided the opportunity to know more teachers throughout the school day while teachers have opportunities to interact with all of the students within Clark's population. Students are provided with a chance to participate in all advanced classes at the middle school level. math students are given an opportunity to receive high school credit for taking algebra (grades 7 and 8) and Honors Geometry (grade 8). Additionally, all students may participate in advanced courses by submitting a completed Waiver form with a parent's signature.

Clark Middle School is the home of several West Lake Special Education Cooperative programs. Students diagnosed with Autism Spectrum Disorder, as well as Emotionally Disabled, Specific

Learning Disabled, Mild Cognitive Disability, Orthopedically Impaired, Visually Impaired, Hearing Impaired, Speech and Language Impairment, Moderate to Severe Cognitive Disability, Multiple Disability and Other Health Impairment attend programs that are provided at Clark. The Structured Learning Program for students with Autism has been recognized as one of three instructional sites for the State of Indiana. In addition, the therapeutic Synergy program is designed as an alternative school providing an education for students with emotional needs. Individual therapies are also incorporated throughout the day for Clark students.

In addition to providing a high quality curriculum, the students and staff at Clark are also presented with a state of the art facility. The cafeteria seats approximately 400 students. The café was specifically designed by the Palmer Hamilton group. Students have an opportunity of eating lunch at the regular café tables, bar height tables, or booths. All seating styles have been an enormous hit for the students. In addition, multiple pieces of brightly-colored Coyote artwork, as well as a range of color schemes, decorate the café.

The media center is located on the second floor. It includes two additional classrooms in the back area for teacher direction prior to entering the media center. In addition, the media center has twelve Dell computers available as well as the Dynix system for student check out. A 52" flat screen Vizio television screen is mounted on the back wall of the media center. The media center is monitored by a librarian and paraprofessionals.

Clark Middle School is well equipped with technological equipment. Students have access to 6 computer lab classrooms, each department/specials has a rotating set of 35 chrome books, 4 smart boards, interactive white boards for the 5th grade classrooms, a computer program called Plato that provides academic remediation and an incredible Modular Technology program in shop classes. In addition, students have access to over 300 student computers for accessing information and completing research projects.

All classrooms at Clark are equipped with a 27" Vizio flat screen TV, phone, DVD/VCR combination and a computer. Certain classrooms have also been equipped with Smart Boards, while teachers have access to Elmo's, Mobi's, Tablets, and Live Scribe Pens etc., which are abundant in the building. All teachers have voicemail access for phone communication with phone extensions and email addresses available on the Clark school web site. The school also has a computerized phone program whereby messages can be transferred to staff phone mailboxes every morning. In addition, the after school message system allows parents the opportunity to leave messages in the general mailbox system. These messages are received and transferred to the appropriate person in the morning when the secretary arrives.

To strengthen our security system, staff members have been provided with an identicard, a computerized pass code ID, which allows teachers secured access into the building. Monitoring the identicard is the responsibility of the principal. This program is currently on the principal and assistant principal's computers. There are four doors where staff may enter the building using the computerized card. With this system, teachers have access to the school on the weekends and many have utilized this opportunity. To assist visitors and maintain a secure environment, a cart has been placed by the office doors for student item drop offs. Parents are asked to deposit student lunches, books, gym clothes and any other minor items to limit the number of disruptions of classroom time during the day.. Parents needing entrance into the school building must press a buzzer to gain

access and are only allowed entrance through the front door. Additionally, thirty-two cameras monitor daily occurrences throughout the building.

Since its opening in January 2008, the Clark staff is proud of its efforts to ensure CMS remains a state of the art facility. As needs change, the staff continues to evaluate their effectiveness in curriculum development, teacher effectiveness, data collection, safety and student based issues and concerns. Safety, excellent educational opportunities and constructive parent relationships have driven Clark Middle School toward its successful status.

Narrative Description of the Community

St. John, Indiana is located in Northwest Indiana, approximately 43 miles southeast of Chicago, Illinois. Numerous cultural and recreational facilities are available within a short driving distance. St. John is experiencing rapid residential growth, and the Schererville housing market is attractive to young families as retirees move out. Business and industry have traditionally been very supportive of the school corporation. In addition to providing financial assistance for special school projects, our area businesses have provided resource personnel and programs to assist our students.

The Lake Central Education Foundation supported and funded by local businesses and community members, offers grant opportunities for innovative teaching opportunities. Clark teachers received many LCEF grants over the past several years. The teaching staff utilizes this opportunity to expand student learning opportunities and connect with the community in a positive method.

Higher education facilities exist locally. They include regional campuses of Calumet College, Indiana University, Indiana Vocational University, and Purdue University. Representatives from these institutions consistently support career exploration and teacher education programs.

Narrative Description of the Educational Programs

The Hal E. Clark Middle School strives constantly to give students a broad range in programming opportunities at the middle school level. During the school day, students at each grade level are scheduled into a rotation of two special classes, as well as a basic core of academia. Each student has five daily classes, 47 minutes in length, of English, literature, math, science, and social studies. In grades 5th through 8th, students take the DCTI class (Digital computer and Technology Integration class) as part of the semester rotation. This course was previously taught at the high school level but due to changes within the state, it was moved to the middle school.

The fine arts department at Clark is very strong. Currently our program is divided into band and choir as a full year course. In addition to the fine arts, Clark Middle School offers several exploratory programs in rotation. All sixth-eighth grade students take a semester of physical education/health, followed by a semester of computers. Additionally, exploratory classes are offered in the areas of general art, enrichment and technology education. All 5th grade students participate in a nine week rotation of physical education, computers, art and music during the course of the school year.

Those students that qualify for academic assistance on the basis of ISTEP+ test results receive

remediation in the “lab-style” class (Plato), Virtual Reading Coach and I-Readymath. This class takes the place of one of the student’s special classes. In addition, students that have an Individualized Education Plan, I.E.P., may have a resource lab daily in place of one of the special classes, as well as a specialized reading class called, “READ 180.” This class provides students with the opportunity to receive daily assistance in reaching their goals/objectives as prescribed by the I.E.P. For some students, a collaborative class is available in science, social studies, and English to assist those students who do not need a self-contained class but may need additional assistance to be successful.

Students may also participate in a variety of extra-curricular offerings. These are designed to give the students opportunities to explore their talents in athletic, academic, and social arenas, while building relationships with peers and adults.

Description and Location of the Curriculum

The Department Chairpersons have created a document for their disciplines that explains, analyzes, and describes the standards for their department. Staffs from all 3 middle schools and the high school have continued to meet throughout the year to create a curriculum map that incorporates all content standards. This document is revised and updated regularly. This process, reflective of the Lake Central School Corporation, has lead various departments in evaluating the curriculum and aligning the curriculum and instructional strategies to national, state, and local standards. Part of this process includes the department chairpersons meeting regularly with the administrative team and members of the department, assuring that departmental expectations are being addressed.

Department Chairpersons meet bi-monthly with the administrative staff to discuss concerns, instructional assessments, and student progress. Additionally, other concerns are addressed as necessary. Teachers meet with their department chairpersons monthly. It is through these meetings that information is shared and discussed with the department teams.

A copy of the middle school standards for each department is available upon request to parents and members of the community.

Titles and Descriptions of Assessment Instruments to be Used in Addition to the ISTEP+ Test

Lake Central School Corporation has a tradition of academic excellence. Clark Middle School will continue to provide proof that the needs of the community have been met through the use of the following assessments:

1. STAR Reading/AR – These combined programs created by Renaissance Learning, Inc. provide teachers with the technology necessary to assess student reading abilities and create an individualized approach to improving those reading skills.
2. Formative/Summative assessments/CEPA
3. I-STAR
4. IIEP
5. Social skills survey
6. Plato
7. Progress Monitoring
8. Write Source Tests
9. Student/teacher observations (RtI) process/documentation
10. Standard Assessments/ECA within certain departments
11. Read 180
12. My Virtual Reading Coach
13. NWEA testing - Math and English predictive assessment taken 3 times a year
14. MATRIX-RDS Data Warehouse system/moving forward with Skyward
15. I-READY/RtI
16. RAPS 360/RtI
17. Wilson Reading Program.

18. Collections test

19 Canvas - A simplified digital tool teachers can use to put classroom information in one place

Mission Statement

In partnership with family and community and through an educational system driven by clearly defined learner outcomes, all Clark students will learn skills, values, and knowledge which empower them to be contributing, responsible citizens confidently directing their own lives and adapting to rapid change in an increasingly complex world.

Belief Statements

We believe:

- *Each individual has dignity and worth.
- *Students are our number one priority.
- *People are responsible for their actions.
- *Excellence will only be achieved through continuous improvement.
- *Everyone can learn.
- *People learn in different ways and at different rates.
- *Teachers are critically important in every student's education.
- *Education is a responsibility shared by students, staff, families, and the entire community.
- *School provides a foundation for a lifetime of learning.
- *A positive school environment is essential for learning.
- *Success builds self-confidence.
- *Educated and involved citizens are necessary to sustain a democratic society.

Advanced Education Standards for Clark Middle School

During the month of November, each department discussed and rated the Advanced Education

Standards from 1 to 4, with 1 being Ineffective and 4 being highly effective.

The standards were ranked as follows: Standard 1 - 2, Standard 2 - 3, Standard 3 - 3, Standard 4 - 2, Standard 5 - 2. These ratings are an average score of all departments ratings. See the complete standards below.

Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Areas for Improvement:

- No process to review, revise, and communicate our school's purpose
- More input from staff is requested
- Not all staff members are available of special programs and the continuum of services
- Administrative support is needed to support the fidelity/professional practice for student learning

Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.

Areas for Improvement:

- Rules are not enforced equitably across the student body
- Not equal representation of all stakeholders
- Professional growth ideas are not shared with everyone
- All stakeholders are not collectively accountable for student learning. We believe all stakeholders would like to support us in meeting school wide goals but not always receiving the training needed to accomplish that.

Standard 3: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Areas for Improvement:

- No evidence that students are prepared for the next level
- No summer school or retentions
- No graduation follow-up surveys
- Students taken out of class for standardized testing
- Scheduling needs to be a priority
- Class sizes in the upper 30's along with the clumping together of students with IEPs for the sake of maximizing our support staff results in difficult to manage classes.
- Differentiating becomes difficult due to large class sizes. There are students who slip through the cracks because class sizes prohibit personalizing instruction.
- Teachers removed from their classrooms for testing.
- Buddy Program great program but more direction of expectations would be nice.

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

Areas for Improvement:

- Send out alerts quarterly for checking grades, report cards, etc. to parents
- One to One technology would be nice
- Teachers are not informed of the consequences when students are sent to the office for discipline problems
- Support staff is stretched too far to be effective in many classrooms
- Much of what we do is reactive not proactive when it comes to social and emotional needs of our students
- Sometimes substitutes hinder the educational process rather than help
- Is there follow-up to how many times the same students are being saw in the office
- Things are being taken from the specials classrooms without being replaced or returned or even asked to take
- Instruction time is not protected due to standardized testing

Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Areas for Improvement:

- No accommodations provided for NWEA Testing
- The standardized testing changes too often with minimal testing (example: Acuity to NWEA)
- Students who were absent or did not finish assessments were missing instruction in other classes during critical times.
- Seems to be a lack of ownership in the data as an entire staff we need to understand that it is for everyone, not just language arts and math.
- Having the whole staff analyze the data and discuss how to address weaknesses would be both effective and productive.
- RTI Process needs to be evaluated
- Specials would like to be more involved in vertical planning would be beneficial

Parental Participation in the School

Parental participation is encouraged in a variety of areas at Clark Middle School. We look forward to an increase in this participation. Parental attendance at our Open Houses, band and choral concerts have been outstanding. We continue to see parental assistance in planning, supporting, decorating, and cleaning up for the end of the year eighth grade dance. Parents are always welcome to visit, attend conferences, and help with a variety of PTO projects. PTO makes all parents aware of all projects through their computerized e-mail system and social media.

For the 2015 - 2016 school year, the PTO has continued to encourage parent involvement in many areas. Information pertaining to meetings has indicated the following areas of concern regarding parental participation in the school. PTO continues to sponsor the 5th grade back to school "party", which is held after school. The "Mix-Mingle" is scheduled to be immediately after school in an attempt to have many of the students stay and socialize. The PTO provided games, activities, and food for all students at no cost.

Technology as a Learning Tool

The Clark staff is committed to providing lessons that incorporate technology as a method of engaging students. The staff has been trained in a variety of technological components that are available at Clark. In addition, training is on-going as we continue to develop and embrace the new facets of technology with help the technology trainers. All teachers have individual access to the following technology:

- Laptop computers
- Printers
- Flat screen TVs
- DVD/VCR players
- Wizards
- Telephones
- Voice Mail
- Internet
- Overheads
- Textbook Computer Programs
- Excel and PowerPoint Presentations
- Flash drives
- Alert Now

In addition, students and teachers benefit from the use of the following:

- Smart Boards
- Modular Technology (In Shop)
- Keyboard Lab
- Finale Software for Band and Choir
- Accelerated Reader
- Plato
- RDS-Parent access
- CANVAS-Parent access
- School Web Site
- STAR Reading
- Mobi's/Tablets/New projectors in math/science classes
- Dynix System in the Library
- Opaque projectors
- Scantron Testing System
- Cal Tutor software for Hoosier Spell Bowl
- Student Computers and Printers
- Online textbooks
- Scanners
- Twelve digital cameras
- Adobe Photo Shop
- I-STAR
- Elmos
- Class responders
- Class headsets for special needs students
- Reading/listening lab

- Required typing program for grades 5th through 8th
- Introducing and integrating CANVAS for all staff
- Live Scribe Pens
- TapIT
- iPads

Safe and Disciplined Learning Environment

The Clark staff is committed to providing a safe and disciplined learning environment. Meetings are held with the safety committee to look at areas of concern. All staff are empowered to share their concerns with the administration and/or maintenance staff within the building. In analyzing the current system at Clark, the following are in place:

- Specialized system to alert administration to areas of concern.
- Key lock entry system with staff ID entry cards
- Emergency drills on a regular basis
- Student handbook containing rules and regulations contained within agendas.
- Students identified as at risk because of social isolation are invited to join the Friendship Club which meets regularly in a totally safe and non-threatening environment
- High level of proactive teacher and staff presence throughout the building during the school day
- Revised exit and entrance procedures
- Bullying assembly for all grade levels
- Adult/student buddy program

Professional Development

The staff at Clark Middle School is committed to being involved in Professional Development activities. As educators, it is important that we continue to be challenged as we strive to educate the students of the future. The Clark staff continues to be involved in the following types of staff development at Clark:

- Autism awareness training
- CRISS training
- Curriculum coordination meetings between the three middle schools/elementary transitions to middle school/middle school to high school
- HASTI conference
- IASP Conference
- IIEP use for West Lake Staff
- RtI (response to intervention)
- ICE conference
- Purdue University and IUN Student Teachers
- ISTAR training
- Media Center Fall Regional Conference
- High Ability Programs
- Midwest International Band Clinic

- PE conference
- Athletic Directors Conference
- Master Scheduling training and workshops
- West Lake team meetings
- Non-violent Crisis Prevention Training
- National STEM conference
- CHAMPS training with Safe and Civil Schools
- Smekens training

Attendance Rate

Clark's attendance average for all grades is 96.4%. Our goal is for our average attendance to be at 97% or above. Student attendance at Clark has always been strong. We will continue to work on closely monitoring student attendance. We plan to have parents come in to meet with administration when student unexcused absences number between 5 and 10 days. In addition, for students with unexcused absences numbering more than 10 days, a referral will be made to the courts.

Student Achievement Objectives

It is our goal to remain above the state average. It is our goal to continue to improve on the data as recognized by the State of Indiana and become a 4 STAR SCHOOL. In addition, the staff has set the goal of becoming a National Blue Ribbon School of Excellence as noted for the future based on the documentation and data that we have available.

	Passing Rate – Clark 5th grade	6th grade	7th grade	8th grade
English/Language Arts	74.6%	65%	69.5%	75.1%
Math	76.3%	61.5%	50.9%	64.4%
Science		74%		
Social Studies	80.75%		78%	

Specific Areas Where Improvement is Needed Immediately

An identified immediate needed area of improvement ISTEP testing scores in all areas at all grade levels. Administration and Department chairs will contact area corporations that have been successful at maintaining and improving ISTEP scores at all grade levels. Visiting these corporations and meeting with their staff will enable Clark staff to learn and incorporate what has been successful at other area school corporations in improving ISTEP scores.

In addition, Staff is looking at utilizing homeroom time as an opportunity to reinforce concepts and skills. Utilizing the 12 minute homeroom period will allow teachers to gain 36 hours of instruction time per school calendar year.

At Clark Middle School we are addressing the decrease in ISTEP scores by working on the following items within the departments:

Social Studies

- Incorporating more essay writing with Social Studies using the English Department's "YES MA'AM" Strategy/Constructed Response and grading rubric (2 long 5 paragraph essays and multiple shorter essays on tests etc.)
- Using any available technology to enrich lessons, show "real world" applications of information, and increase student engagement and achievement.
- Increase professional development participation opportunities for staff.

Science

- After attending the vertical team meeting in science, we are making sure to incorporate the strategies that the high school is utilizing not only in their teaching but in how they are testing (format of tests and types of questions being asked). This will better prepare our Clark students for success at the high school level.
- Requiring a higher level of mastery performance percentages on our quarterly/semester End of Course Assessments is one way of monitoring the progress of our students AND expecting more from them. This should qualify as a way toward expecting more from faculty and student performance to improve on the School Improvement Performance Plan.
- Incorporating more short answer responses on assessments.

Language Arts

- As a department, we have all implemented the "Yes, MA'AM" Strategy/Constructed Response from Smekens to improve student use of textual evidence in order to address this problem.
- Use of Notice and Note Signposts, a close reading strategy developed by Kylene Beers, a nationally renowned expert in reading comprehension. Students in grades 5 - 8 are learning the signposts so that we can develop a common language for close reading of literary text. Our goal is to have all students fluent in applying the strategies by the time they leave Clark.
- Professional development of Language Arts staff.
- Created UBD unit plans and are following them with fidelity
- A website was established to share material
- Vocabulary focus is on Greek and Latin roots
- We have also identified the need to work on academic vocabulary lists at all grade levels. Working to get staff trained in process.

Math

- ISTEP prep problems daily
- Continue attending professional development workshops to improve teaching strategies
- Continue looking at data for student weaknesses
- Increase emphasis on tutoring
- Professional development for staff with math expert consulting with the IDOE

School Wide

We will continue to promote a positive school culture surrounding ISTEP testing by incorporating the following activities leading up to and during the ISTEP testing window:

- Tip of the day throughout second semester

- Student generated positive posters/signs posted throughout the building
- Use of media (teacher video)
- Yearly T-Shirts
- Spirit Week
- ISTEP preparation in homeroom during February

Benchmarks for Progress

The School Improvement Committee continues to rely primarily on the data that is received from the state regarding the ISTEP+ tests. Unfortunately, with the continued delay of ISTEP results from the State of Indiana, we were unable to implement remediation programs in a timely manner based on that data. We had to use the data based on the previous year's score from that, we did ISTEP preparation in our homerooms during the month of February.

For the 2015-2016 school year, an ISTEP Committee will be established to look at data, potential changes, concerns, etc. in regard to student performance and student expectations. We hope to see this committee work with scheduling to formulate classes to provide remediation.

Academic Honors Diploma and Core 40

Students' grades 6-8 at Clark Middle School can be placed into advanced courses in ALL subject areas. Parents have the option of signing a Waiver form to place their son/daughter into an advanced class if their child did not originally qualify.

High school credit is given for those students that successfully pass the Algebra and Geometry class. Students that were in the Advanced 6th grade math class were administered the Hannah Orleans Algebra test. The purpose of the test was to determine the aptitude of the students. Students scoring high enough are placed in Algebra as a 7th grader, with the intention of taking Honors Geometry as an 8th grader. Currently, Clark has 22 seventh grade students who are in Algebra and 81 eighth grade students in Algebra. Also, Clark has 25 eighth grade students who are taking Honors Geometry.

Currently, Clark Middle School does not have an Academic Honors Diploma or Core 40 curriculum. It provides the required components of a middle school schedule with additional classes that challenge and enrich the student's curriculum.

CLARK MIDDLE SCHOOL

Implementation Plan

GOAL #1 Staff will prepare and equip students to achieve higher than the state average on the 2015-2016 ISTEP+ Test.

SUPPORT DATA Spring 2015 ISTEP data	STANDARDIZED Assessments Spring 2016 ISTEP+	LOCAL ASSESSMENTS 1. NWEA 2. End-of-Course Assessment 3. STAR reading 4. Collection Unit Tests
Intervention: Staff will focus instruction on new Indiana College and Career Ready state standards.		Research/Best Practice for Intervention: Staff will collaborate within each team to incorporate new state standards cross-curriculum. Building time in the school day for professional development and collaboration are essential components in this process.

Activity	Person(s) Responsible	Timeline	Resources Required	Staff Development
Re-evaluate and re-structure master schedule	Administration and Central Office	August 2015-May 2017	ISTEP Data NWEA Data Student Enrollment Teacher Licensure	Teacher recommendation
Academic Content Vocabulary master list	Department Chairs, Teachers	August 2015-May 2017		Content area vocabulary development strategies
Ongoing Professional development for all staff	Administration, Department Chairs, Teachers	August 2015-May 2017	Release time	Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum
Cross-curriculum writing in all content areas	All teachers at each grade level	August 2015-May 2017	Release time for staff training and collaboration	Professional development for cross curriculum writing for all content area teachers
Homeroom time to focus on ISTEP prep	All Teachers	October 2016-May 2017	Available ISTEP prep materials	

questions months leading up to the test				
School culture	Administration, Guidance, teachers, all staff	August 2015-May 2017	Funding for various ISTEP related activities	Collaboration for developing and implementing ISTEP related activities throughout the school.

CLARK MIDDLE SCHOOL

Implementation Plan

GOAL #2 Staff will effectively utilize resources available within the building for student success.

SUPPORT DATA Spring 2015 ISTEP data	STANDARDIZED Assessments Spring 2016 ISTEP+	LOCAL ASSESSMENTS 1. NWEA 2. End-of-Course Assessment 3. STAR reading 4. Collection Unit Tests
Intervention: Staff will focus instruction on new Indiana College and Career Ready state standards.		Research/Best Practice for Intervention: Staff will collaborate within each team to incorporate new state standards cross-curriculum. Building time in the school day for professional development and collaboration are essential components in this process.

Activity	Person(s) Responsible	Timeline	Resources Required	Staff Development
Utilizing before school tutoring more efficiently	Administration, Department Chairs, and Teachers	August 2015-May 2017		Schedule and assign teachers by grade level/subject area for tutoring
Create academic focus class that targets students who are in the range of not passing ISTEP+	Administrators, Department Chairs, and Teachers	August 2015-May 2017	Release time, Assessment Data	Analyze available data and identify students at risk. Ongoing staff development to respond to the needs within the building

Differentiate advanced classes	Administration, Department Chairs, Teachers	August 2015-May 2017	Assessment Data	
-----------------------------------	---	-------------------------	-----------------	--

Cultural Competency Component

As Clark Middle School's population becomes increasingly diverse, staff members will need to be aware of the unique needs of certain subcultures in the building. The School Improvement Committee spoke at length and agree this is an ongoing issue to increase tolerance among subgroups. Currently, we have Disability Awareness Month, Autism Awareness Month, and a Disability Awareness Basketball Game. We hope to improve this area through professional development, books in the library, and community public speakers.

Statutes and Rules to be Waived

Clark Middle School is not making any requests for waivers of statutes or rules for the 2014-2015 school year. A request is made, however, to reserve the right to seek waivers for subsequent years of implementation. The need for any such waivers could conceivably arise during the research, study, and implementation phases of the plan.

THREE YEAR TIMELINE	IMPROVE TEACHER COMPETENCY	LITERACY AND RIGOR	CREATING COMMUNITY	PERSON (S) RESPONSIBLE
August 2015 - May 2017	-Share professional development opportunities with staff		Create means of identifying at-risk students	-Administration, Guidance, and Teachers. -Administration, Guidance, and Teachers
	- Ongoing RISE evaluation training for all staff.			Administration
	Skyward Training and ongoing Canvas training			Technology Trainers and Administration
		Differentiate between assessments		Teachers
			Continue character education	Administration and Guidance
			Promote school-wide theme	Administration, Guidance, and Teachers
October 2015 – February 2016	Analyze RISE data			Administration, Department Chairs, and Teachers
January – February 2016		Identify weak areas of development as		Administration, Teachers, and Department

		assessed on the standard assessments		Chairs
September 2015 – May 2017	-Peer Observation -Peer Mentoring	Obtain more technology and increase tech support so that computation learning can be used to enrich the basic curriculum (Provide a document camera and SMART technology for each classroom)		-Administration and Teachers -Administration and Department Chairs
August 2015 – May 2017	Providing professional development for staff		-Continue open line of communication between students and counselors -Explore and implement programs to reduce bullying issues	Administration, Guidance Counselors, and Teachers
August 2015 – May 2017	Professional development for areas of weakness	- Work collaboratively to develop common, formative assessments with rubrics of expectations in order to add rigor to the curriculum -Add at least one STEM-based activity in each classroom including but not limited to: -problem solving activities -scenario based activities -computational (using computer/technology resources) learning activities.	Promote student involvement in creating school traditions	-Administration - All teachers at each grade level. - Administration, Guidance Counselors, and Teachers.
November 2016	Evaluate all programs. Revise school		Evaluate all programs. Revise school	Administration, School Imp. Committee and

	improvement plan accordingly		improvement plan accordingly	Teachers.
January 2017	Implement Revisions	Implement Revisions	Implement Revisions	Administration, Guidance, and Teachers
August 2015- May 2017	Professional development on implementing standard-based activities for use in all content areas and specials.			Administration, Department chairs, teachers
August 2015 - May 2017		Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum		Administration, Department Chairs, Teachers
January 2016 - May 2017		Evaluate all programs and class offerings		Administration, Department chairs
October 2015 - May 2017			Develop and implement ISTEP related activities throughout the school.	Department chairs, Teachers
August 2015 – May 2017	-Ongoing RISE evaluation training for all staff.		Ongoing open communication w/ ALL staff.	Administration
			Continue promotion of community events (i.e. Veterans Day, Red Out, NJHS	Administration, Guidance, and Teachers
			Testing new students (RAPS360)	Administration