

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



**School Improvement Plan
2016-2017**

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School Improvement Committee 2016-2017

Scott Graber	Principal
Joe Stanisz	Assistant Principal
Gina Mielcarek	Language Arts Teacher
Brett Wartman	Science 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 2016 - 2017 school year was 1,136 students in grades five through eight. 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 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: 3 percent Multiracial: less than 1 percent Native America: 1 percent Asian: 14 percent Hispanic: 5 percent African American and 77 percent Caucasian. Additionally, in regards to the lunch program Clark has: 19.6 percent free/reduced, and 80.4 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 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 dollars.

The city of Crown Point reported a population of 27,317 in 2010. The racial makeup is as follows: Caucasian 88.2 percent; African American 6.3 percent; Hispanic 8.1 percent; American Indian .2 percent; Asian 1.8 percent; other races 1.6 percent. The median age is 41.6 years, and the median household income is \$64,250 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 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 chromebooks, interactive whiteboards, a computer program called Plato that provides academic remediation and an Modular Technology program in Project Lead the Way Classes. In addition, students have access to 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 table 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. We are in the process of updating these cameras and software.

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 Digital Citizenship 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 Project Lead the Way. 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 state approved assessment 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 continue to meet 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 regularly with the administrative staff to discuss concerns, instructional assessments, and student progress. Teachers meet with their department chairpersons and administrator as needed.

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 state approved assessment 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. AR – This program provides 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. I-Ready 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. AIMSWeb/RtI
17. Wilson Reading Program
18. Unit test

19. Canvas - A simplified digital tool teachers can use to put classroom information in one place for student and parent access

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 2016 - 2017 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 ongoing as we continue to develop and embrace the new facets of technology with the help of technology trainers. All teachers have individual access to the following technology:

- Chromebooks
- 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
- Project Lead the Way
- Keyboard Lab
- Finale Software for Band and Choir
- Accelerated Reader
- Plato
- Skyward-includes parent access
- CANVAS-includes parent access
- School Web Site
- STAR Reading
- Mobi's/Tablets
- 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 Photoshop
- 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
- Voice Recording software (Dragon, Google)
- Voice output for nonverbal students
- Unique Learning System for progress monitoring
- IReady Online Instruction

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:

- Community-wide emergency alert system, which uses universal language to direct students and staff during an emergency situation
- Specialized system to alert administration to areas of concern.
- Key lock entry system with staff ID entry cards
- Safe Visitor
- 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
- 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
- School wide expectation assembly

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
- Smekens training
- Indiana Gifted and Talented Conferences

Attendance Rate

Clark's attendance average for all grades is 97.9%. 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

We are striving to improve our scores to be 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	73.1%	72.8%	73.3%	66.9%
Math	63.5%	56.6%	48.4%	49.5%

Specific Areas Where Improvement is Needed Immediately

An identified immediate needed area of improvement state approved assessment 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 state approved assessment 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 state approved assessment 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 state approved assessment scores by working on the following items within the departments:

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 Kyleene 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
- Working to get staff trained in process.
- Weekly iReady lessons

Math

- state approved assessment 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
- Hired a math coach
- Meet to incorporate tests/quizzes into Canvas
- Incorporate iReady practice
- Incorporate tests and quizzes into canvas
- New textbooks incorporated into curriculum

School Wide

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

- Tip of the day
- Student generated positive posters/signs posted throughout the building
- Use of media (teacher video)
- Yearly T-Shirts
- Spirit Week
- State approved assessment preparation in homeroom
- We have also identified the need to work on academic vocabulary lists at all grade levels.
- Co-labs for math and English Language Language Arts
- Class caps on co-labs (no more than 30 students)
- Make a conscious effort to reduce class size and/or more para support in large class sizes
- Teacher input on student grouping when scheduling classes
- Visit other schools with similar demographics with higher standardized state approved assessment scores and school letter grades

Benchmarks for Progress

The School Improvement Committee continues to rely primarily on the data that is received from the state regarding the state approved assessment tests.

For the 2016-2017 school year, a state approved assessment Committee will be established to look at data, potential changes, concerns, etc. in regard to student performance and student expectations.

Academic Honors

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. Students who score "do not pass" on the state approved assessment cannot be in advanced classes.

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 29 seventh grade students who are in Algebra and 47 eighth grade students in Algebra. Also, Clark has 16 eighth grade students who are taking Honors Geometry.

It provides the required components of a middle school schedule with additional classes that challenge and enrich the student's curriculum.

There were 58/255 23% sixth graders, 18/319 6% seventh graders, and 13/293 4% eighth graders who had waivers to enter one or more advanced courses. There is currently no cut off date to apply to be in an advanced course.

CLARK MIDDLE SCHOOL

GOAL #1 Staff will prepare and equip students to achieve higher than the state average on the 2016-2017 state approved assessment test.

SUPPORT DATA Spring 2015 state approved assessment data	STANDARDIZED Assessments Spring 2017 state approved assessment	LOCAL ASSESSMENTS 1. IREADY 2. End-of-Course Assessment 3. Unit assessment 4. Collection Unit Tests 5. CEPA
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 by creating multi grade level lunch periods and split the specials block.	Administration and Central Office	August 2016-May 2018	State approved assessment and NWEA Data IReady Student Enrollment Teacher Licensure	Teacher recommendation
Academic Content Vocabulary master list	Department Chairs, Teachers	August 2016-May 2018		Content area vocabulary development strategies
Ongoing Professional development for all staff	Administration, Department Chairs, Teachers	August 2016-May 2018	Release time	Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum *Smekens Training

Cross-curriculum writing in all content areas	All teachers at each grade level	August 2016-May 2018	Release time for staff training and collaboration	Professional development for cross curriculum writing for all content area teachers
Homeroom time to focus on state approved assessment prep questions months leading up to the test	All Teachers	January 2017-May 2017	-Available state approved assessment prep materials -Teacher designed questions	
School culture	Administration, Guidance, teachers, all staff	August 2016-May 2018	Funding for various state approved assessment related activities	Collaboration for developing and implementing state approved assessment related activities throughout the school.
Provide training opportunities for co-teaching pairs	Administration, Co-teaching pairs	August 2016-May 2018	Training opportunities and release times for staff	

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

SUPPORT DATA Spring 2015 state approved assessment data	STANDARDIZED Assessments Spring 2017 state approved assessment	LOCAL ASSESSMENTS 1. IReady 2. End-of-Course Assessment 3. 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 2016-May 2018		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 state approved assessment	Administrators, Department Chairs, and Teachers	August 2016-May 2018	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 2016-May 2018	Assessment Data	
Waiver to be included in advanced academic classes	Guidance, Administration, Parents	May 1 - July 31, 2017	Signed Waiver	
Students cannot be in advanced classes if they score "do not pass" on state approved assessments	Guidance and Administration	August 2016-May 2018	Assessment Data	

Teacher input on student grouping when scheduling classes	Guidance, Administration, Teachers	August 2016-May 2018		
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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 2016-2017 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 Implementation Timeline

THREE YEAR TIMELINE	IMPROVE TEACHER COMPETENCY	LITERACY AND RIGOR	CREATING COMMUNITY	PERSON (S) RESPONSIBLE
May 2016 - May 2018	-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 and Canvas ongoing training -Whiteboard training			Technology Trainers and Administration
		Differentiate between assessments		Teachers
	-Training for		Continue	Administration

	teachers on how to utilize support staff.		character education	and Guidance
			Promote school-wide theme	Administration, Guidance, and Teachers
October 2016 – February 2017	Analyze RISE data			Administration, Department Chairs, and Teachers
January – February 2017		Identify weak areas of development as assessed on the standard assessments		Administration, Teachers, and Department Chairs
September 2016 – May 2018	Providing professional development for staff	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 2017 – May 2018	-Peer Observation -Peer Mentoring		-Continue open line of communication between students and counselors -Explore and implement programs to reduce bullying issues - Promote student involvement in creating school traditions	Administration, Guidance Counselors, and Teachers
August 2016 – May 2018	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		-Administration - All teachers at each grade level. - Administration, Guidance Counselors, and Teachers.

		STEM-based activity in each classroom including but not limited to: -problem solving activities -scenario based activities -computational (using computer/technology resources) learning activities.		
November 2017	Evaluate all programs. Revise school improvement plan accordingly		Evaluate all programs. Revise school improvement plan accordingly	Administration, School Imp. Committee and Teachers.
January 2018	Implement Revisions	Implement Revisions	Implement Revisions	Administration, Guidance, and Teachers
August 2016- May 2018	Professional development on implementing standard-based activities for use in all content areas, special needs, and specials .			Administration, Department chairs, teachers
August 2016 - May 2018		Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum		Administration, Department Chairs, Teachers
January 2017 - May 2018		Evaluate all programs and class offerings		Administration, Department chairs
Jan 2016 - May 2018			Develop and implement state approved assessment related activities throughout the school.	Department chairs, Teachers
August 2016 – May 2018	-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, Operation SOS, Pink-Out, Food Drive Game)	Administration, Guidance, and Teachers
			Testing new students AIMSWeb	Administration