

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



**School Improvement Plan**  
**2018-2019**

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## **School Improvement Committee 2018-2019**

Scott Graber	Principal
Joe Stanisz	Assistant Principal
Sidney Algozine	Special Education Teacher
Gina Campagna	Language Arts Teacher
Mandy Giannini	Digital Citizenship Teacher
Bob Gustas	Math Teacher/Department Head
Angela Guzman	Science Teacher
Roxann Whitcombe	Social Studies Teacher
Nicole Saulters	Special Education 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 2018 - 2019 school year was 1,090 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, 8 special education teachers, 29 para-professionals, two guidance counselors, one student dean (for only 3 days a week), 2 school service providers, 22 support staff, one principal, and one assistant principal 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: 1.7 percent Multiracial: .6 percent Native American: .8 percent Asian: 15.3 percent Hispanic: 5.6 percent African American and 76.2 percent Caucasian. Additionally, in regards to the lunch program Clark has: 13.6 percent free, 3.8 percent reduced, and 82.6 percent paid.

The town of St. John reported a population of 16,800 in 2016. 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 \$95,777 dollars.

The town of Schererville currently has a population of 28,701 in 2016. 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 \$65,661 dollars.

The city of Crown Point reported a population of 29,176 in 2016. 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 \$63,754 dollars.

Currently, teachers at Clark are certified to teach various subjects at different grade levels. A teacher in 8<sup>th</sup> grade who is certified to teach one subject might also teach 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> 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 core curriculum 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).

Clark Middle School is the home of several 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 school program 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 Kindle's 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, math and English have rotating sets of chromebooks while specials, science, and social studies have one chromecart to share per department. 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 website. 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. Parents are notified by phone/text message when students miss two consecutive class periods.

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, of English, literature, math, science, and social studies. In grades 5th through 8th, students take digital citizenship as part of the semester rotation.

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 digital citizenship. Additionally, exploratory classes are offered in the areas of general art and Project Lead the Way. All 5<sup>th</sup> grade students participate in a nine week rotation of physical education, digital citizenship, 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-Ready. 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 math to assist those students who do not need a self-contained class but may need additional assistance to be successful. We have several bridged classes where students are provided with additional support to fill in academic gaps. At the end of the 2018-2019 school year the West Lake Program as is will be dissolved. The program will be restructured to meet the needs of the students.

Students may also participate in a variety of extracurricular 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. Throughout the year, we offer several programs for character education.

## **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.

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. Skyward
15. I-READY/RtI
16. AIMSWeb/RtI
17. Wilson Reading Program
18. Unit tests
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.

## **Parental Participation in the School**

Parental participation is encouraged in a variety of areas at Clark Middle School. Parental attendance at our Open Houses, band and choral concerts have been outstanding. We continue to see parental assistance in planning and supporting all activities at Clark. Parents are always welcome to visit and attend conferences. There is currently a PTO at Clark consisting of two parent volunteers and one teacher; this would benefit from increased parental participation.

## **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 Website
- 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
- 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
- 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
- Desmos

## **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.
- 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
- Grade level expectation assemblies
- Police presence daily at student lunches

## **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
- RtI (response to intervention)
- ICE conference
- 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

- Non-violent Crisis Prevention Training
- National STEM conference
- Smekens training
- Indiana Gifted and Talented Conferences
- iReady Training
- Teach Like a Pirate
- Indiana Music Educators Association Conference
- AdvancED Educator Conference
- Challenger Learning Center Training
- National Business Education Association Conference
- Middle Level Education Association Conference at Valparaiso
- NCTM Conference
- The Book Whisper Conference
- Co-teaching Conference
- IEP Resource Conferences

## **Attendance Rate**

Clark's attendance average for all grades is 95.9%. 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 students with poor attendance habits. We have letters sent to parents when student unexcused absences number at least 5 days per grading period. Students can be reported to the Geminis truancy program if deemed necessary. In addition, for students with unexcused absences numbering more than 10 days, a referral may 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.

	<b>Passing Rate – Clark 5<sup>th</sup> grade</b>	<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> grade</b>	<b>8<sup>th</sup> grade</b>
<b>English/Language Arts</b>	<b>77%</b>	<b>71%</b>	<b>79%</b>	<b>75%</b>
<b>Math</b>	<b>80%</b>	<b>69%</b>	<b>49%</b>	<b>59%</b>
<b>Science</b>		<b>70%</b>		
<b>Social Studies</b>	<b>78%</b>		<b>81%</b>	

## **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 continuingly addressing how to increase our 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.
- 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 the "Yes, MA'AM" Strategy/Constructed Response Process.
- Weekly iReady lessons
- Emphasis on tutoring
- Implement strategies learned at Book Whisperer training
- Incorporate tests and quizzes into Canvas
- Administer district-wide grade level semester ECAs
- Collaborate with all three middle schools for curriculum development

### **Math**

- State approved assessment prep problems daily
- Continue attending professional development workshops to improve teaching strategies
- Continue looking at data for student weaknesses
- 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
- Weekly iReady lessons
- iReady training
- Incorporate tests and quizzes into Canvas
- New textbooks incorporated into curriculum
- Process standard posters are in each math classroom
- Collaborate with all three middle schools for curriculum development
- Administer district-wide grade level semester ECAs

## **School Wide**

We will continue to promote a positive school culture by incorporating the following activities:

- Tip of the week
- Student generated positive posters/signs posted throughout the building
- Use of media (teacher video)
- Yearly T-Shirts
- Spirit Days
- We have also identified the need to work on academic vocabulary lists at all grade levels.
- Co-labs for math, science, and social studies
- 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
- Administrative team to make an effort to check student groupings before the start of the school year
- 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 2018-2019 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 core subject areas.

High school credit is given for those students that successfully pass the Algebra and Geometry class. The 2018-2019 school year will be the last year that students can transition to taking Geometry at Clark Middle School. Currently, Clark has 15 eighth grade students who are scheduled to take Geometry for this year.

There were 58/255 23% eighth graders who had waivers to enter one or more advanced courses. At the end of the 2016-2017 school year, no waivers were accepted after August 1. Based on the school corporation high ability audit, it was recommended no students' should be accepted into advanced courses.

# CLARK MIDDLE SCHOOL

## Implementation Plan

**GOAL #1** Staff will prepare and equip students to maintain a higher state average on the 2018-2019 state approved assessment test.

SUPPORT DATA Spring 2018 state approved assessment data	STANDARDIZED Assessments Spring 2019 state approved assessment	LOCAL ASSESSMENTS 1. IREADY 2. End-of-Course Assessment 3. Unit assessment 4. CEPA
Intervention: Staff will focus instruction on Indiana College and Career Ready state standards.		Research/Best Practice for Intervention: Staff will collaborate within each team to incorporate 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
Reevaluate and re-structure master schedule by creating multi grade level lunch periods and split the specials block.	Administration and Central Office	August 2018-May 2019	State approved assessment and IReady Student Enrollment Teacher Licensure	Teacher recommendation
Academic Content Vocabulary master list	Department Chairs, Teachers	August 2018-May 2019		Content area vocabulary development strategies
Ongoing Professional development for all staff	Administration, Department Chairs, Teachers	August 2018-May 2019	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 2018-May 2019	Release time for staff training and collaboration	Professional development for cross curriculum writing for all content area teachers

Homeroom/class time to focus on state approved assessment prep questions months leading up to the test	All Teachers	January 2018-May 2019	-Available state approved assessment prep materials -Teacher designed questions	
School culture	Administration, Guidance, teachers, all staff	August 2018-May 2019	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 2018-May 2019	Training opportunities and release times for staff	
Visit schools, with a similar demographic, outside of our district	Administration, department chairs, teachers	August 2018- May 2019	Release time for staff	Review data collected and share with staff strategies to prepare students for state assessment

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

SUPPORT DATA Spring 2018 state approved assessment data	STANDARDIZED Assessments Spring 2019 state approved assessment	LOCAL ASSESSMENTS 1. IReady 2. End-of-Course Assessment
Intervention: Staff will focus instruction on Indiana College and Career Ready state standards.		Research/Best Practice for Intervention: Staff will collaborate within each team to incorporate 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 2018-May 2019		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 2018-May 2019	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 and bridged classes	Administration, Department Chairs, Teachers	August 2018-May 2019	Assessment Data	
Students cannot be in advanced classes if they score "do not pass" on state approved assessments in that subject	Guidance and Administration	August 2018-May 2019	Assessment Data	
Teacher input on student grouping when scheduling classes	Guidance, Administration, Teachers	August 2018-May 2019	Assessment Data and review of records	
Cap collaborative classes at 25 students	Guidance and Administration	August 2018-May 2019	Clark Facilities, Assessment Data, and Staff Availability	
Better utilize Clark facilities (media center, football field, track, labs, gym, etc.)	Guidance, Administration, Teachers	August 2018-May 2019	Clark Facilities	

## **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 several programs focusing on disability awareness. Students with special needs participate in extracurricular activities with peer support. We have purchased books on diversity for the library. Our goal is to focus on more culturally diverse activities.

## Statutes and Rules to be Waived

Clark Middle School is not making any requests for waivers of statutes or rules for the 2018-2019 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
<b>August 2018 - May 2019</b>	- Add two days to our deans schedule to make them full time			-Administration
<b>August 2018 - May 2019</b>	-Add additional subs and paraprofessionals			-Administration
<b>August 2018 - May 2019</b>	Add additional counselors			-Administration
<b>January 2019 - May 2020</b>	- Add a colab for ELA classes			-Administration, Guidance, and Teachers
<b>August 2019 - May 2020</b>	-Increase the current number of colab and bridge classes		CPI training for all staff Awareness of all students in building	-Administration, Guidance, and Teachers
<b>August 2019 - May 2022</b>	-Each classroom has their own chromecart			Administration
<b>August 2018 - May 2021</b>	-Share professional development opportunities with staff		Create means of identifying at-risk students	-Administration, Guidance, and Teachers.  -Administration, Guidance, and Teachers
	- RISE evaluation training for new teachers.			Administration
	-Skyward and Canvas ongoing training -Smart Board training -Educational technology training			Technology Trainers and Administration
	-Training for teachers on how to utilize support		Continue character education	Administration and Guidance

	staff.			
			Promote positive staff morale - Sunshine Club, Book Club, Spirit Days, Staff Involvement in Pep Assembly, Teacher Swap Day, Staff Appreciation Week	Administration, Guidance, and Teachers
<b>October 2018 – February 2021</b>	Analyze RISE data			Administration, Department Chairs, and Teachers
<b>January 2018 – February 2021</b>		Identify weak areas of development as assessed on the standard assessments		Administration, Teachers, and Department Chairs
<b>September 2018 – May 2021</b>	Providing professional development using technology 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
<b>August 2018 – May 2021</b>	-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
<b>August 2018 – May 2021</b>	Professional development for areas of weakness	- Work collaboratively to develop common, formative		-Administration  - All teachers at each grade level.

		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.		- Administration, Guidance Counselors, and Teachers.
<b>September 2019</b>	Evaluate all programs. Revise school improvement plan accordingly		Evaluate all programs. Revise school improvement plan accordingly	Administration, School Imp. Committee and Teachers.
<b>January 2020</b>	Implement Revisions	Implement Revisions	Implement Revisions	Administration, Guidance, and Teachers
<b>August 2018 - May 2021</b>		Continue to provide professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum		Administration, Department Chairs, Teachers
<b>January 2019 - May 2022</b>		Evaluate all programs and class offerings		Administration, Department chairs
<b>August 2019-May 2020</b>	-Add a 5th grade representative to the School Improvement Committee			Teachers