

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



**School Improvement Plan
2023-2024**

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School Improvement Committee 2022-2023

Scott Graber	Principal
Ryan Stablein	Assistant Principal
Kim Beach	Assistant Principal
Sharon Vail	School Counselor
Sidney Hudi	Special Education Teacher
Lori Smith	PE/Health Teacher
Bob Gustas	Math Teacher/Department Head
Kendall Bonick	5th Grade Teacher
Angela Guzman	Science Teacher
Jolene Bogacki	Technology Trainer
Allison Castle	Language Arts Teacher/Department Head
Angela Craig	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 2023-2024 school year is 1,098 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/specialist staff of 61 educators, 29 para-professionals, three school counselors, two school service providers, 28 support staff, one principal, two assistant principals, and SRO (school resource officer) comprises CMS staff. At the start of the 2023-2024 school year we have five permanent subs that work either full-time or part-time to support our staff; however, we are short paraprofessionals. Visiting specialists include a psychologist, one 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: 2.6 percent Multiracial, 0.2 percent Native American, 1 percent Asian, 16.7 percent Hispanic, 6.4 percent African American and 73.1 percent Caucasian.

Additionally, in regards to the lunch program Clark has: 19.3 percent free, 3.5 percent reduced, and 77.2 percent paid.

Students are represented by various groups: 20.8 percent - Economically Disadvantaged, 2.5 percent - English Learners, 1.9 percent - Foster, 27.9 - High Ability, 0.5 percent - Homeless, 1.3 - Military Connected, 15.4 percent - Students with Disabilities.

The town of St. John reported a population of 22,847 in 2022. Additionally, the racial makeup is as follows: Caucasian 87.4 percent; African American 2.6 percent; Hispanic 11.1 percent; American Indian .2 percent; Asian 2.2 percent; and multi-racial 3.5 percent. The median age is 44.3 years, and the median household income is \$131,366.

The town of Schererville currently has a population of 29,668 in 2022. The racial makeup of Schererville is as follows: Caucasian 77.6 percent; Hispanic 10.5 percent; Asian 1.6 percent; American Indian 0 percent; African American 8.4 percent; and multi-racial 6.6 percent. The median age is 44 years, and the median household income is \$77,530.

The city of Crown Point reported a population of 34,526 in 2022. The racial makeup is as follows: Caucasian 82.9 percent; African American 7.5 percent; Hispanic 11 percent; American Indian 0.1 percent; Asian 2.2 percent; and multi-racial 5.1 percent. The median age is 39.1 years, and the median household income is \$87,500.

Currently, teachers at Clark are certified to teach various subjects at different grade levels. 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 (grade 8).

Clark Middle School is the home of several Special Education 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, a therapeutic program is designed as a 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 to eat lunch at the regular café 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. The media center has the Follett Destiny ILS catalog available online, including linked student accounts which students can access to place holds, renew items and create reading lists. In addition to a well-rounded print collection, the library also provides databases for student use. Database subscriptions include EBSCO's Explora, Encyclopedia Britannica and Culturegrams. eBooks are also available through Sora.

Clark Middle School is well equipped with technological equipment. Students have access to three computer lab classrooms. Each student is issued a Chromebook which they take home and use at school. Interactive whiteboards and a Modular Technology program in Project Lead the Way Classes are also available to the staff and students. In addition, students have access to student computers for accessing information and completing research projects.

All classrooms at Clark are equipped with a phone, a web camera, and a computer. Most classrooms have also been equipped with Smart Panel, while teachers have access to Elmos, Mobis, Tablets, and LiveScribe 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 in the entrance vestibule 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. There are procedures in place for parents and students who are entering and exiting the building during the school day: parent conferences, medication drop off, leaving / returning from appointments. Additionally, 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, Ivy Tech, 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 of 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 consisting of English, literature, math, science, and social studies. In grades 5th through 8th, students take digital citizenship as part of the semester rotation.

The Specials Programs at Clark are made up of physical education, digital citizenship, art, music, and Project Lead the Way. Students in fifth grade are on a nine week rotation and are able to explore different options within the specials department. Sixth through eighth grade students are given the option to choose their specials.

Those students who qualify for academic assistance on the basis of state approved assessment test results may receive remediation through a math lab class. This class takes the place of one of the student's specials classes. In addition, students who have an Individualized Education Plan, I.E.P., may have a resource lab daily in place of one of the specials classes, as well as a specialized reading and math class. 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 in fifth grade, a collaborative class is available in science, social studies. For some sixth through eighth graders, a collaborative class is available in ELA.

Our advisory program involves academic support and a social emotional learning (SEL) component based on neuroscience research. These lessons were developed to encourage a growth mindset, goal setting and create a positive school community. These lessons are modified and updated yearly. These are taught through videos developed by counselors, a committee and our curriculum director. Teachers facilitate discussions and activities surrounding these SEL lessons.

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 each discipline that explains, analyzes, and describes the standards for each department. Lake Central School Corporation, has led various departments in evaluating, developing, and aligning the curriculum and instructional strategies to national, state, and local standards.

Department Chairpersons meet with the administrative staff to discuss concerns, instructional assessments, and student progress. Teachers meet with their department chairperson and administrators 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:

Formative/Summative Assessments/CEPA

Career Interest Inventory

Learning Style Assessment

IAM

IIEP

Social Skills Survey

Student/Teacher Observations (RtI) process/documentation

Standard Assessments/ECA within certain departments

I-Ready Testing - Math and English predictive assessment taken three times a year.

I-Ready/ALEKS/RtI (MTSS)

AIMSWeb/RtI (MTSS)

PSAT

Mission Statement

The mission of the Lake Central School Corporation, as a family, community, and school partnership, is to ensure that each student becomes a self-directed learner and a contributing, responsible citizen through an instructional delivery system that engages students in achieving their personal best.

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 safe and 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 extra curricular, school wide and academic events has been outstanding. We continue to see parental assistance in planning and supporting all activities at Clark. There is an active and growing Parent Teacher Organization providing programs and incentives to staff and students throughout the year. IEP and 504 related conferences are being offered virtually and in-person.

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
- Web cameras
- Telephones
- Voice Mail
- Internet
- ELMO/SMART document projectors
- Textbook Online Programs
- Excel (Google Sheets) and PowerPoint (Google Slides) Presentations
- Alert Now
- Panorama

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

- Smart Panels
- Project Lead the Way
- Keyboard Lab
- Finale Software & Music First for Band and Choir
- Plato
- Skyward-includes parent access
- CANVAS-includes parent access
- Final Forms-includes parent access
- Clark Middle School Website
- Destiny
- Scantron Testing System
- Student Computers and Printers
- Scanners
- Digital cameras
- Adobe Photoshop

- I-STAR
- Class headsets for special needs students
- Reading/listening lab
- Live Scribe Pens
- TapIT
- iPads
- Naviance
- Voice Recording software (Dragon, Google)
- Google Translate
- Voice output for nonverbal students
- Unique Learning System for progress monitoring
- IReady Online Instruction (Math & ELA)
- ALEKS (McGraw Hill)
- Desmos (math calculator)
- Google Suite
- Screencastify
- ATRT (All the Right Type)
- Typing.com
- Keyboarding Online
- BrainPop
- Quizizz
- Blooket
- Kahoot

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. Staff are encouraged 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 presentations for all grade levels
- Grade level expectation assemblies
- Police presence daily during lunch hours
- School Resource officer assigned to building
- There are plexiglass shields in the front office
- Kitchen staff thoroughly disinfect tables upon the conclusion of lunch

- Vision and hearing screenings performed yearly

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
- Curriculum coordination meetings between the three middle schools/elementary transitions to middle school/middle school to high school
- IASP Conference
- IIEP use
- Student Teachers
- ISTAR training
- High Ability Programs
- Midwest International Band Clinic
- PE conference
- Athletic Directors Conference
- Master Scheduling training and workshops
- Non-violent Crisis Prevention Training
- 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
- Co-teaching Conference
- IEP Resource Conferences
- Suicide Prevention Training
- TECH training including additional Canvas, Google Applications, and Screencastify.
- Required yearly GCN Tutorials
- ISCA Conference
- Tough Kid Training
- Get Your Teach On
- DESMOS Training
- MTSS Training
- Building Thinking Classrooms

Attendance Rate

Clark's attendance rate for all grades in 2022-2023 is 94.4% model attendance (students who are in attendance for at least 96% of his or her enrolled days during the school year). Our goal is for our average attendance to be at 96% or above. We will continue to work on closely monitoring students with poor attendance habits through Panorama and Skyward. 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

The numbers provided below are from the 2022-2023 school year. 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 an **A** or **B** 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	5 th Grade	6 th Grade	7 th Grade	8 th Grade
ELA	44%	50%	56%	68%
Math	56%	28%	37%	32%
Science		35%		
Social Studies	55%			

SPECIAL NOTE: These percents show those students that scored "at proficiency & approaching"

Specific Areas Where Improvement is Needed Immediately

Schoolwide we would like to see the following changes:

- Add directions for how to access PLOPs for students with special needs including what type of information into the staff handbook.
- Release days per department to review state approved data and develop curriculum
- Additional time for teachers to plan
- Balanced class sizes for core academic classes
- Administrative team to make a continual effort to check student groupings with teachers' input (for behaviors) before scheduling at the start of the school year
- Training of what a paraprofessional should do in class
- Counselors continue the training of new students in the use of Skyward, Canvas, iReady, Gmail, etc.
- A student and staff committee will partner with existing school clubs/groups working together to foster a positive school community. (i.e. birthdays, spirit days, pep rallies)
- Visit neighboring schools to evaluate what they are doing to support student growth
- Teacher input into the yearly advisory curriculum, in order to address current topics
- Staff professional development from an expert on cultural diversity including understanding gender identity struggles and improving racial inequalities.
- Balancing students with supports throughout general education classes.

At Clark Middle School, we are continually 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 implemented a constructed response structure using text evidence in order to improve student ILEARN scores.
- Use of Notice and Note Signposts, a close reading strategy developed by Kyleene Beers and Robert Probst who are nationally renowned experts in reading comprehension. Students are learning the signposts so that we can develop a common language for close reading of literary text.
- Professional development of Language Arts staff
- A Google folder was established to share material
- Academic vocabulary, Greek/Latin prefixes, roots, and suffixes
- Weekly iReady lessons
- Encourage students to attend academic assistance during advisory
- Implement free reading and modeling strategies learned at Donalyn Miller and Penny Kittle's trainings
- Apply common writing tasks across the corporation
- Common assessments
- Incorporate assignments, tests and quizzes into Canvas
- Use of *Scope* magazine to integrate several language arts core skills
- Collaborate with all three middle schools for curriculum development
- Nearpod reading and listening activities
- A reading specialist supports struggling students during their ELA class

MATH

- State approved assessment prep problems daily
- Continue attending professional development workshops to improve teaching strategies
- Continue looking at data for student weaknesses
- Encourage students to attend advisory/tutoring when extra assistance is needed
- Professional development for staff with math expert consulting with the IDOE
- Hired a math coach to help with curriculum development, extra resources and extensions
- Meet to incorporate tests/quizzes into Canvas
- Weekly iReady lessons
- iReady training
- Common assessments
- Continuous work to bridge gaps through vertical alignment
- 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
- Use of *SuperStem (5th)* magazine to demonstrate real world math & applications.
- Incorporating *Building Thinking Classrooms* by utilizing Wipeboards.

SCIENCE

- State approved assessment prep problems
- Continue attending professional development workshops to improve teaching strategies
- Data analysis to address student weaknesses
- Continue to encourage students to attend advisory/tutoring when extra assistance is needed

- Incorporate tests and quizzes into Canvas
- Comprehension improvement using Scholastic's Science World Magazine for grades 5-8
- Continue collaboration within science department on grade level lesson planning
- Collaborate with all three middle schools for curriculum development
- Continue to utilize online resources to reinforce science concepts
- Utilize McGraw Hill online platform for assignments/tests/analytics

SOCIAL STUDIES

- Daily Geography lessons as warm-ups
- Continue attending professional development workshops to improve teaching strategies
- Encourage students to attend academic assistance during advisory and tutoring on Tuesdays and Thursdays.
- Incorporate tests and quizzes into Canvas
- Utilize Scholastic News & Super Stem articles in lesson plans
- Grade level team folders established to share material across all three middle schools
- Use of Essential Questions/Inquiry Arcs to address state standards and goals of understanding.
- Use of summative and formative assessments to gauge student learning.
- Use of CNN10 student news for current event assignments and discussions
- Grade 5 (Advanced) incorporates the We the People curriculum in the second semester

SCHOOL COUNSELING SERVICES

- Address student attendance concerns and how it directly impacts overall academic performance.
- Meet with students who are in danger of academic probation to set S.M.A.R.T goals to ensure academic success.

SPECIAL EDUCATION

- Students receive para support in core class to support academic success
- Co-taught classes in 6th through 8th grade language arts to promote student success
- Co-taught classes in 5th grade science and social studies to support students success

SCHOOL WIDE

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

- Student generated positive posters/signs posted throughout the building
- Use of media
- Yearly school wide themes
- Spirit Days
- Co-taught classes for all content areas
- Student of the Month
- Make a conscious effort to reduce class size and/or more para support in large class sizes
- Visit other schools with similar demographics with higher standardized state approved assessment scores and school letter grades
- Students can sign up to say the Pledge of Allegiance during the morning announcements.
- Reinstate the straight- A breakfast

Benchmarks for Progress

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

For the 2023-2024 school year, academic departments will look at data from state approved assessments to look at potential changes, concerns, etc. in regard to student performance and student expectations.

Academic Honors

Students' grades 5-8 at Clark Middle School can be placed into advanced courses in ALL core subject areas.

High school credit is given for those students who successfully pass the Algebra class.

CLARK MIDDLE SCHOOL

Implementation Plan

GOAL #1: The combined percentage of ILEARN Math & Language Arts scores will meet or exceed that of the previous year.

<p>SUPPORT DATA</p> <p>Spring 2023 state approved assessment data.</p>	<p>STANDARDIZED ASSESSMENTS</p> <p>Spring 2023 state approved assessment.</p>	<p>LOCAL ASSESSMENTS</p> <ol style="list-style-type: none"> 1. IREADY 2. End-of-Course Assessments 3. Unit Assessments 4. CEPA
<p>Intervention: Staff will focus instruction on Indiana College and Career Readiness state standards.</p>		<p>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.</p>

Activity	Person(s) Responsible	Timeline	Resources Required	Staff Development
Ongoing professional development for all staff	Administration, Department Chairs, Teachers	August 2023-May 2026	Release time	Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum
<p>Cross-curriculum writing in all content areas.</p> <p>For example:</p> <ul style="list-style-type: none"> • Incorporating CER writing in Science classes • Constructed response using text evidence in all subject areas 	All teachers at each grade level	August 2023-May 2026	Release time for staff training and collaboration	Staff collaboration for cross-curriculum writing for all content area teachers
Class time to focus on state approved assessment prep questions months leading up to the test	All Teachers	January 2023-May 2026	<p>-Available state approved assessment prep materials</p> <p>-Teacher designed questions</p>	
Utilize math coach, reading specialist, permanent substitutes, and administrators for staff observation and collaboration	Administration, Math coach, Reading specialist, Permanent subs	August 2023-May 2026	Training opportunities and release times for staff	

Disaggregate data from previous year's test to look at student performance	Administrators Team of teachers, School counselors	August 2023-May 2026	Release time for staff	Analyze data to see what worked well and what needs improved before the next state assessment
Students who fail ELA and math classes will do some form of remediation either through MTSS, Math Lab and / or summer school.	Administration, guidance, teacher recommendation	August 2023-May 2026	Student grades and teacher recommendations	Select administration
School Improvement committee to revisit the existing school improvement plan goals to evaluate the current status.	Committee Members	August 2023-May 2024	Release time for staff	Evaluate progress on goals
Utilize tutoring / advisory academic assistance days .	Administration, Department Chairs, and Teachers	August 2023-May 2026		Schedule and assign teachers by grade level/subject area for tutoring

GOAL #2: *The school community will effectively utilize the resources available within the building for social/emotional success.*

SUPPORT DATA 1. SEL Data 2. Teacher Surveys	STANDARDIZED ASSESSMENTS Spring 2023 state approved assessments	LOCAL ASSESSMENTS Panorama Support Notes Intervention Plans
Intervention: Staff will focus instruction on social emotional learning utilizing the SEL curriculum during advisory		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
Increase utilization of Clark facilities (media center, football field, track, labs, gym, etc.) to foster school spirit	School Counselors, Administration, Teachers	August 2023-May 2026	Clark Facilities	
Inclusive school culture (pep assembly, tailgate, t-shirts, banners, clubs, etc.)	Administration, School Counselors, teachers, all staff	August 2023-May 2026	Clark Facilities Student Activities Funds	

Use of Social/Emotional Learning program during advisory	Administration, School Counselors, teachers, all staff	August 2023-May 2026	1. Second Step SEL curriculum 2. SEL curriculum developed by the SEL committee	SEL Training for Second Step SEL curriculum
Teacher input on student grouping when scheduling classes	School Counselors, Administration, Teachers	August 2023-May 2026	Assessment Data and review of records	Assess student interactions and behaviors
Highlight student and staff successes in monthly newsletter.	All Staff, Secretaries, Administration, Counselors, PTO.	August 2023 - May 2026	Google forms	
Nominations for Student of the Month that demonstrate specific characteristics, with a semester reward-based activity..	All Staff, Secretaries, Administration.	August 2023 - May 2026	Google Form	
Professional development for staff on student cultural and gender diversity	All Staff, Administration, Counselors, Central Office, PTO Officers, School Board Members.	August 2023 - May 2026	Clark Facility, Central Office support for, Outside Resources.	

GOAL #3: All staff will collaborate to share resources and strategies to increase overall student academic and behavior performance.

SUPPORT DATA 1. Needs analysis/pre survey 2. Post analysis feedback 3. Administration initiatives	STANDARDIZED ASSESSMENTS N/A	LOCAL ASSESSMENTS N/A
INTERVENTION: Various staff members will share new and creative ways to accomplish our school improvement goals during staff meetings.	RESEARCH & BEST PRACTICE FOR INTERVENTION: Staff will work together to share ideas and strategies that are being used in the classroom to promote cross-curricular collaboration.	

Activity	Person(s) Responsible	Timeline	Resources Required	Staff Development
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Establish more opportunities for vertical alignment.	Teachers, Administration	August 2023 - May 2026	Clark Facilities, Release Time for Staff	Modeling, hand outs, post-share feedback/follow-up, and archive of shares
Staff "Short Shares" at faculty meetings and during early-release time (covering PD attended, classroom strategies, etc)	Teachers, Administration	August 2023 - May 2026	Clark Facilities, Release Time for Staff.	Modeling, hand outs, post-share feedback/follow-up, and archive of shares
<i>Departmental Meetings</i> - opportunity to share content specific strategies.	Teachers, Department Heads, Coaches,	August 2023 - May 2026	Clark Facilities	Modeling, hand outs, post-share feedback/follow-up
Utilize math coach, reading specialist, permanent substitutes, and administrators for staff observation and collaboration	Administration, Math coach, Reading specialist, Permanent subs	August 2023-May 2026	Training opportunities and release times for staff	Establish and share protocol for observation

Cultural Competency Component

As Clark Middle School's student population becomes increasingly diverse, staff members will need to be aware of the unique needs and outlooks of certain subcultures in the building. This is not limited to race but includes tolerance of various religions, gender identities, and cultural backgrounds. The School Improvement Committee spoke at length and agreed that we have an ongoing obligation to increase tolerance among subgroups. Cultural awareness training for both staff and students is important. We are looking at implementing professional development by bringing in speakers to raise awareness on cultural and gender diversity. A Restorative Practices Program is being implemented in the 2023-2024 academic school year starting with administration and school counseling staff.