

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



**School Improvement Plan
2024-2025**

TABLE OF CONTENTS

TOPIC	PAGE
School Improvement Committee Member Roster	2
Introduction, including the following:	
(A) Narrative description of the school	3 - 5
Narrative description of the community	5
Narrative description of the educational programs	5-6
(B) Description and location of curriculum	6
(C) Titles and descriptions of assessment instruments to be used in addition to state approved assessment test	6-7
Statement of Mission & Belief Statements of Corporation	7
Conclusions about the current educational programming, derived from an assessment of the current status of education programming, including the following:	
(A) Parental participation in the school	8
(B) Technology as a learning tool	8-9
(C) Safe and disciplined learning environment	9-10
(D) Professional development	10-11
Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:	
(A) Attendance rate	11
(B) Student Achievement Objectives	11
Specific areas where improvement is needed immediately	11-13
Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.	14
Academic Honors	14
Implementation Plan	15-18
Cultural Competency Component	18

School Improvement Committee 2024-2025

Scott Graber	Principal
Ryan Stablein	Assistant Principal
Kim Beach	Assistant Principal
Sharon Vail	School Counselor
Sidney Hudi	Special Education Teacher
Jason Putman	Social Studies Teacher/Department Head
Lori Smith	PE/Health Teacher
Bob Gustas	Math Teacher/Department Head
Tammy Hart	5th Grade Teacher
Allison Castle	Language Arts Teacher/Department Head
Becky Maniel	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 2024-2025 school year is 1,083 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 67 educators, 30 para-professionals, three school counselors, two school service providers, 26 support staff, one principal, two assistant principals, and SRO (school resource officer) comprises CMS staff. At the start of the 2022-2023 school year we now 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: 2.9 percent Multiracial: .2 percent Native American: 1.5 percent Asian: 19.6 percent Hispanic: 6.5 percent African American and 69.3 percent Caucasian. Additionally, in regards to the lunch program Clark has: 22.3 percent free, & reduced, and 72.7 percent paid.

Students are represented by various groups: .4 percent –Economically disadvantaged; 2.5 percent English Learners; 3.3 percent–Foster; 22.9 percent High Ability; .7 percent Homeless; 1.0 percent Military Connected; and 15.3 percent –students with disabilities

The town of St. John reported a population of 24, 686 in 2024. Additionally, the racial makeup is as follows: Caucasian 85.66 percent; African American 2.8 percent; Hispanic 12.44 percent; American Indian .11 percent; Asian 1.68 percent; and multi-racial 4.47 percent. The median age is 42 years, and the median household income is \$145,925.

The town of Schererville currently has a population of 29,655 in 2024. The racial makeup of Schererville is as follows: Caucasian 76.93 percent; Hispanic 15.26 percent; Asian 3.45 percent; American Indian .17 percent; African American 7.83 percent; and multi-racial 9.52 percent. The median age is 43.4 years, and the median household income is \$107,794.

The city of Crown Point reported a population of 35,179 in 2024. The racial makeup is as follows: Caucasian 81.13 percent; African American 7.97 percent; Hispanic 12.09 percent; American Indian 0.9 percent; Asian 1.24 percent; and multi-racial 7.93 percent. The median age is 39.4 years, and the median household income is \$109,713.

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, the therapeutic Synergy 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 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 an adult.

Clark Middle School is well equipped with technological equipment. Students have access to two 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. 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, 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 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. 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, 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 receive remediation with I-Ready for a math lab. 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 component based on neuroscience research. The lessons are taught by advisory teachers. Lessons are modified yearly by the advisory committee. 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 and committees 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. Learning targets have been developed for both ELA and math to support performance in student learning. Common Formative Assessments (CFA) have been developed to be used across the district in conjunction with the learning targets.

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/CFA

Career Interest Inventory

Learning Style Assessment

IIEP

Student/Teacher Observations (RtI) process/documentation

Standard Assessments/ECA within certain departments

I-Ready testing - Math and English predictive assessment taken two times a year.

Khan Academy

FitnessGram

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, 504, and RtI 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. Students and teachers benefit from the use of the following technology:

- Chromebooks
- Printers
- Flat screen TVs
- Web cameras
- Telephones
- Voice Mail
- Internet
- ELMO/SMART document projectors
- Textbook Online Programs
- Google Products
- Parent Square
- Smart Panels
- Project Lead the Way
- Keyboard Lab
- Finale Software for Band and Choir
- Edmentum
- Skyward-includes parent access
- CANVAS-includes parent access
- Final Forms-includes parent access
- Clark Middle School Website
- Mobi's/Tablets
- Destiny
- Scantron Testing System
- Student Computers and Printers
- Scanners
- Digital cameras
- Adobe Photoshop
- Class headsets for special needs students
- Live Scribe Pens

- iPads
- Voice Recording software (Dragon, Google)
- Voice output for nonverbal students
- Unique Learning System for progress monitoring
- IReady Online Instruction (Math & ELA)
- ALEKS (McGraw Hill)
- Desmos (math calculator)
- Screencastify
- Typing.com
- Keyboarding Online
- BrainPop
- Quizizz
- Blooket
- Kahoot
- Edpuzzle
- Raz-Kids
- Eventlink

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
- Digital student handbook containing rules and regulations contained within the school website
- 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
- Body Safety presentation for all grade levels
- Grade level expectation assemblies
- Police presence daily during lunch hours
- School Resource officer assigned to building
- Classroom doors are encouraged to be left open to improve airflow
- Kitchen staff thoroughly disinfect tables upon the conclusion of lunch
- Vision and hearing screenings performed yearly
- Advisory curriculum based on Sandy Hook Promise Program
- Stair Chair Training

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:

- Curriculum coordination meetings between the three middle schools/elementary transitions to middle school/middle school to high school
- IASP Conference
- RtI (response to intervention)
- Student Teachers
- 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
- Indiana Music Educators Association Conference
- AdvancED Educator Conference
- Challenger Learning Center Training
- IAG Conference
- NCTM Conference
- Co-teaching Conference
- IEP Resource Conferences
- Suicide Prevention Training
- Tech training
- Required yearly GCN Tutorials
- ISCA Conference
- Tough Kid Training
- DESMOS Training
- Building Thinking Classroom
- MTSS Training
- Indiana Youth Institute Kids Count Conference
- Professional Learning Communities
- Indiana Bar Association Workshops
- Vape-Free Indiana Conference
- Indiana Music Educators Association Conference
- Indiana Bandmasters Association Meetings

Attendance Rate

Clark's attendance rate for all grades in 2023-2024 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 Skyward and office procedures.. 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 2023-2024 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.

Passing Rate - Clark	5 th grade	6 th grade	7 th grade	8 th grade
English/Language Arts	47.2%	58.4%	52.5%	67%
Math	50.6%	44.8%	30.8%	41.3%
Science		%		
Social Studies	47.5%			

Specific Areas Where Improvement is Needed Immediately

Schoolwide we would like to see the following changes:

- Add direction for how to access PLOPs for students with special needs including what type of information into the staff handbook
- 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, 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
- Balancing students with supports throughout classes

At Clark Middle School, we are continually addressing how to increase our state approved assessment scores by implementing the following in each content area:

Language Arts

- Continued work and practice on writing a detailed constructed response
- Professional development of Language Arts staff when opportunities arise
- Utilize Google folder to share material
- Academic vocabulary, Greek/Latin prefixes, roots, and suffixes
- Weekly or bi-weekly i-Ready lessons (5th grade)
- Implement independent reading and bi-weekly visits to the library
- Apply common writing tasks across the corporation
- Use CFA data and ILEARN checkpoint data to drive further instruction, remediation and enrichment
- 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
- Utilize reading specialist to support struggling students during their ELA class
- Utilize instructional coach/tech trainer to assist teachers and students

Math

- State approved assessment prep problems daily
- Continue attending professional development workshops to improve teaching strategies
- Continue looking at data for student weaknesses
- Professional development for staff with math expert consulting with the IDOE
- Math coach to help with curriculum development, extra resources and extensions
- Meet to incorporate tests/quizzes into Canvas
- Weekly iReady lessons
- Common assessments
- Continue work to bridge gaps through vertical alignment
- Use of Aleks and Khan Academy lessons
- Incorporate tests and quizzes into Canvas
- New textbooks incorporated into curriculum
- Process standard posters are in each math classroom
- Use of *Super Stem* magazine to demonstrate real world math and applications
- Collaborate with all three middle schools for curriculum development
- Incorporate Building Thinking Classrooms by utilizing Wipeboards
- Observe other classrooms/buildings to improve teaching practices

Science

- State approved assessment prep problems
- Continue attending professional development workshops to improve teaching strategies
- Data analysis to address student weaknesses
- 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

Social Studies

- Daily Geography lessons as warm-ups
- Continue attending professional development workshops to improve teaching strategies
- Incorporate tests and quizzes into Canvas
- Utilize Junior Scholastics, Super STEM, and Scholastic News 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 and Grade 6 incorporates the We the People curriculum

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 all class to support 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
- Direct support in science, social studies, math, and language arts to promote student success
- Resource class in grade 6th through 8th to teach academic skills and support student learning

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 (teacher video)
- Clark Spirit Fridays and additional spirit days throughout the year
- Co-taught classes for all content areas
- Encourage students to attend academic assistance during advisory
- Encourage students to attend tutoring on Tuesdays and Thursdays
- 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
- Student of the Month recognition and rewards
- Students can sign up to say the Pledge of Allegiance
- Straight A breakfast
- New Student Breakfast
- NJHS window decorating

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 2024-2025 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. ELA and math will meet to review CFA and ILEARN Checkpoints data to discuss reteaching strategies to ensure all students have obtained the academic skills needed for the ILEARN Summative Assessment.

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: Both ILEARN math and language arts scores will exceed that of the previous year.

SUPPORT DATA Spring 2024 state approved assessment, CFA, ILEARN checkpoints	STANDARDIZED Assessments Spring 2024 state approved assessment ILEARN Checkpoints	LOCAL ASSESSMENTS 1. CFA assessments 2. ILEARN Checkpoints 3. iReady (5th grade only)
Intervention: Staff will focus on the five learning targets each quarter and adapt Instruction based on data providing either remediation or enrichment.		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
Ongoing professional development for all staff	Administration, Department Chairs, Teachers	August 2024-May 2026	Release time	Professional development for curriculum mapping, standard alignment, integrating standards cross-curriculum
Cross-curriculum writing in all content areas. For example: <ul style="list-style-type: none"> ● Incorporating CER writing in Science ● Constructed response using text evidence in all subject areas 	All teachers at each grade level	August 2024-May 2026	Release time for staff training and collaboration	Staff collaboration for cross-curriculum writing for all content areas teachers
Time to adapt instruction based on CFA and ILEARN Checkpoint data.	All Teachers, Instructional Coaches	October 2024-May 2026	-Committee designed CFAs -Release time	
Utilize instructional coaches, reading specialist, permanent substitutes, and administrators	Administration, Co-teaching pairs	August 2024-May 2026	Training opportunities and release times for staff	

for staff observations and collaboration				
Disaggregate data from previous year's test to look at student performance	Administrators Team of Teachers, School counselors	August 2024-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 be offered some form of remediation through MTSS, math lab, and summer school to fill in educational gaps	Administration, Guidance, Teacher recommendation	August 2024-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	School staff	August 2024-May 2026	Release time for staff	Evaluate progress on goals
Utilize tutoring / advisory academic assistance days	Administration, Department Chairs, and Teachers	August 2024-May 2026		Schedule and assign teachers by grade level/subject area for tutoring
Increase the amount of time available to 6th-8th grade math students	Administration, Department Chairs, and Teachers	August 2025-May 2026	Ongoing discussion with administrators and Director of Secondary Education to make schedule accommodations for the next school year	

GOAL #2: To foster a supportive and trusting environment where students and teachers build meaningful connections, enhancing emotional well-being and academic success.

SUPPORT DATA 1. SEL/advisory activities 2. Academic probation lists	STANDARDIZED Assessments 2024/2025 ILEARN Checkpoints	LOCAL ASSESSMENTS Active participation in the SEL advisory activities
Intervention: Staff will focus instruction on social emotional learning utilizing the advisory curriculum and work together to identify students at risk.		Research/Best Practice for Intervention: Staff will work together to plan and implement various non-academic activities to connect with the at-risk students throughout the school day.

Activity	Person(s) Responsible	Timeline	Resources Required	Staff Development
Increase utilization of Clark facilities (media center, football field, track, labs, gym, etc.) to foster relationships within the school and positive school community	School Counselors, Administration, Teachers	August 2024-May 2026	Clark Facilities	
Inclusive school culture (pep assembly, t-shirts, banners, clubs, advisory time, etc.)	Administration, School Counselors, Teachers, All Staff	August 2024-May 2026	Clark Facilities Student Activities Funds	
Use of Social/Emotional Learning program during advisory	Administration, School Counselors, Teachers, All Staff	August 2024-May 2026	1. Sandy Hook Promise Program 2. SEL curriculum developed by the SEL committee	
Teacher input on student grouping when scheduling classes	School Counselors, Administration, Teachers	August 2024-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 2024-May 2026	Google forms	
Nominations for Student of the month that demonstrates specific character with a semester reward-based activity	All Staff, Secretaries, Administration, and Counselors	August 2024-May 2026	Google forms	
Develop opportunities for more teacher-student non academic interaction	Teachers, paras, Secretaries, Administration, and Counselors	August 2024-May 2026	Time during lunch, before school, after school, and advisory	