

Public Law 221

2008-2009



Clifford Pierce Middle School
199 East 70th Place
Merrillville, Indiana 46410

Principal: Paul Mc Kinney

Clifford Pierce Middle School
Public Law 221 Report

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Glossary of Terms

- **AA** — Allied Arts
- **A I**— Academic Intervention
- **AR** — Academic Rotation
- **CIC** — Continuous Improvement Council
- **Core subjects** – Math, English, Science, Social Studies
- **E/LA** – English/Language Arts
- **ES** – Essential Skills
- **EH/ED** – Emotionally Handicapped/ Emotionally Disabled
- **IAS** – Indiana Academic Standards
- **ICARE** – Indiana Content Area Reading
- **ISTEP** – Indiana Statewide testing for Educational Progress
- **LRE** – Least Restrictive Environment
- **MSS** – Math Skills and Strategies
- **NCLBA** – No Child Left Behind Act
- **NWEA** – Northwest educational Assessment
- **PBIS** – Positive Behavior Intervention and Support
- **PDSA** – Plan, Do, Study, Act
- **PEP** – Preventing Expulsion Program

- **Pirate POWER** – advisory period that stands for Principal’s Perspective, Operation Read, Working Together, Energizing, Rejoice-Reflect-Reward
- **PL221** – Public Law 221
- **Power Writing** – A sequential process that begins with a word – moves to a phrase- to a sentence – to paragraphs – to multi paragraph essays. Power writing replaces writing terminology with a numbered structure.
- **PTO** – Parent – Teacher Organization
- **REM** – Remediation, Enrichment, Maintenance period
- **RSS** – Reading Skills and Strategies
- **Ruby Payne** – Ruby Payne’s Framework for Poverty techniques help the teacher and the entire school community by defining economic classes and their affects on behaviors, attitudes and mindsets.
- **SIP** – School Improvement Plan
- **SSP** – Student Success Process
- **WSS** – Writing Skills and Strategies

School Profile

Clifford Pierce Middle School is located in the town of Merrillville, Indiana. Merrillville is the 22nd largest community in Indiana and the second largest land mass community in northwest Indiana with 32.5 square miles of land. Merrillville is continuing to grow rapidly as families from other states, especially from nearby Chicago, and other parts of Indiana are moving into the area. The Merrillville Community School Corporation comprises all of Ross Township, which includes Merrillville, as well as parts of Crown Point and Hobart.

Many residents commute for work purposes to either the industrial areas of northern Lake and Porter counties, or to the urban or suburban areas of Chicago. The community is a mix of socioeconomic middle class and lower middle class. Merrillville community School Corporation has an enrollment of approximately 6200 students with 2000 students enrolled in five K-4 elementary schools, 1100 at Merrillville Intermediate School, 1100 at Pierce Middle School, and 2100 at Merrillville High School. Clifford Pierce Middle School reorganized in 2001-2002 as the only middle school comprised of exclusively 7th and 8th grade students within the school community. Prior to this transition, Merrillville had two 6-8 grade middle schools.

The school is a center of learning that reflects the profound changes occurring in the American landscape. It began in a small, rural community as a high school in 1928. Throughout the century, Merrillville became more suburban as heavy industry brought families to the area. Evolving from a high school to a junior high school, and now a middle school, Pierce has transformed into a state-of-the-art middle school within the shopping, entertainment, and growth center of northwest Indiana. In 1999 Pierce celebrated the beginning of a new era following a 2 ½ year, \$28 million renovation.

Pierce Middle School is a one-of-a-kind building, which has been featured in architectural publications. One of the unique features of Pierce Middle School is the planetarium, which serves over 26,000 visitors each year with programs for all Merrillville schools, the surrounding school districts, and the community at-large. The school is well equipped technologically with traditional computer labs, portable wireless laptop labs, and two modular multimedia labs for Industrial Technology and Family and Consumer Science classes. As a middle school, the building design incorporates the team concept into its floor plan and provides flexibility in instructional and meeting space.

Pierce Middle School faces challenges head-on with an eye on the future. In its lobby, suspended two stories above the entry, is a 15 foot model of the space shuttle, Endeavor. This symbol reflects a slogan that exemplifies the mood at Pierce Middle School. The school looks up the future with “A New Endeavor” as it seeks continuously to improve upon its great foundation.

Organizations

Various ethnic, racial, and religious groups and traditions are represented within the student population. Student success is reflected in the number of awards and recognition that individuals and the school have received in academic, athletic, and community service areas. Some examples of these honors are:

- National Blue Ribbon School, 2000
- Indiana Blue Ribbon School, 1999
- Indiana Academic Super Bowl, multiple state awards
- Indiana Spell Bowl, multiple state awards

- Band, Orchestra, Choir awards for the state and region
- Yearbook, state and national awards
- Indiana learning and Service Grant award by the Indiana youth Commission
- 1st Annual Birdsong Award from the Anti-Defamation league presented to STAND
- We the People, multiple regional and state awards
- Science Olympiad, multiple regional and state awards
- Indiana School Improvement Program School award
- Indiana Guidance Leadership Project, participant
- Athletic conference and state championships

In addition to the recognitions listed above, Pierce students have the opportunity to participate in the following extracurricular activities. Several hundred students are active participants in these groups. Their involvement reflects the sense of community established at Pierce.

- Academic Super Bowl
- Spell Bowl
- Science Olympiad
- Science Club
- Drama Club
- Art Club
- Pierce Newspaper
- Yearbook

- Planetarium Club
- Drama Club
- Chess Club
- Media Club
- Builders Club
- Young Men on a Mission
- Peer Mediation
- Athletic Teams
- National Junior Honors Society
- Socially Together and Naturally Diverse (STAND)

Special education services, guidance counseling, social work, speech, and remediation for essential skills are available for all students. Conflict resolution activities including peer mediation are options for students. Both co-curricular and extra curricular groups conduct community service projects.

Celebrations include quarterly awards breakfasts, quarterly academic recognitions, acknowledgements of success daily, evening family events, and sports invitational events.

Demographics

The enrollment at Pierce Middle School is approximately 1100 7th and 8th grade students. The mobility rate at this time is 29% and fluctuates from year to year. The ethnic makeup of the student population is diverse with African American 58%, Caucasian 21%, Hispanic 11%, Multiracial 8%, Asian 1%, and Native Americans 0%. Included in the student population are approximately 100 special education students and Limited English proficiency students. Students who qualify for free or reduced lunch number at 40% of the total population. Three administrators, two guidance counselors, one social worker, one school nurse, 66 teachers including 6 special education teachers, and 56 support staff serve the school.

Assessment Instruments

In addition to ISTEP+ and ISTAR, the Merrillville Community School Corporation uses the Northwest Evaluation Association's Measure of Academic Progress (NWEA-MAP), which is a computerized adaptive testing program in math, language arts, and reading. The test is administered to all students at all grade levels in the fall. In addition to the NWEA-MAP, the school applies the 6+1 writing rubric district-wide. In math and language arts Pierce utilizes an 8-step instructional cycle called the Student Success Process (SSP). As part of this system, math and language assessments take place bi-monthly. Applied Skills questioning is used in the enrichment component of SSP, as well as in the regular classroom.

Description and Location of Curriculum

Consistent throughout the Merrillville Community School Corporation is curriculum for all academic subject areas including mathematics, science, social studies, language arts, technology, art, music, physical education, family/consumer science, and industrial technology. The curriculum for each subject area is based on the Indiana Academic Standards. Malcolm Baldrige Criteria provides the basis for the design format of these plans. Copies of each department curriculum are available in the corporation administration office in addition to being posted on the corporation website. Each teacher is provided with a copy of the curriculum and map for their content area. Representation on curriculum design committees includes teachers and administrators from all levels.

Pierce Middle School Course Offerings:

The following courses are offered to all students at Pierce Middle School:

- Language Arts
- Math
- Science
- Social Studies
- Alcohol, Tobacco, and Other Drugs (ATOD)
- Band
- Choir
- Computer Applications
- Computer Lab
- Exploring Art/Music
- Industrial Tech/Metals
- Industrial Tech/Woods
- Math Strategies
- Multicultural/Multimedia Art
- Music
- Orchestra
- Personal Living Skills
- Physical Education
- Pirate Power
- Reading Skills
- Remediation, Enrichment, Maintenance (REM)
- Resource Management
- Spanish/French Art/Humanities

Special Courses:

The following courses are offered to students who qualify:

- Academic Intervention
- Honors English
- Honors Math
- Math Skills and Strategies
- Preventing Expulsion Program
- Special Education

The Student Success Process

Test Score Desegregation

Use student test scores to identify instructional groups.
Identify weak and strong objective areas.

Time Line Development

Develop a campus time line that encompasses all objective areas and time allocations based on the needs of the student groups.

Instructional Focus

Using the time line, deliver the instructional focus lessons using the schedule.

Assessment

Administer an assessment to identify mastery and non-mastery students.

Tutorials

Provide tutorial time to reteach non-mastered target areas

Enrichment

Provide enrichment opportunities for mastery students, concentrating on applied skills questions.

Maintenance

Provide materials for ongoing maintenance and reteaching

Monitoring

The principal assumes the role of instructional leader and is continuously involved in the teaching and learning process.

VISION

The Merrillville Community School Corporation has adopted a vision for its schools. This vision is a basis for the future and drives the mission of the middle school.

At the crossroads of Northwest Indiana, the Merrillville Community School Corporation creates a hometown feeling in a metropolitan area. The sprawling school community, nestled in comfortable neighborhood settings, offers attractive, well-maintained and safe schools with a comprehensive curriculum and state-of-the-art technology. A wide range of educational programs and activities are equally available to all, from preschoolers to senior citizens. Families are woven into a tapestry representing various ethnic, racial, and religious traditions united by the common bond seeking a quality education for the community.

People feel a close connection to the school system due to the emphasis on communication. Communication is the core that allows for a collaborative relationship among the school staff, parents and community. These relationships foster and support the learning experiences that challenge each student at a level appropriate to the individual's needs and interests.

Merrillville has long enjoyed a reputation for the professional competence and character of its faculty, staff, and administration. The professional staff understands and accepts personal responsibility for achieving the mission of the school corporation. The school system is committed to designing and organization of learning that seeks continuous improvement and quality, resulting in highest student achievement.

Clearly written goals, aligned with rigorous academic standards, have been established and reach far beyond the minimum standards required by the Indiana Department of Education. These goals also focus on developing independent, lifelong learners, and responsible, productive citizens.

Learning environments throughout the school corporation are energized by sense of awe, curiosity, and enthusiasm generated by knowledgeable, caring adults who ignite and sustain the desire to learn. Students are inspired by teachers who use a wide range of teaching methods in order to ensure that students are active learners. Students find the content of their subjects

to be meaningful and applicable to the next stage of their development as learners. Each student is motivated to take ownership for learning resulting in the mastery of basic skills, literacy in wide range of subjects, and proficiency in the use of technology.

Students are able to make intelligent academic, personal and career choices as a result of individual counseling and community-based learning opportunities. Career exploration activities are provided through internships and mentoring with local business people civic leaders, and government officials.

Clifford Pierce Middle School's Mission

Clifford Pierce Middle School provides a safe learning environment that prepares students for future success by fostering respect, responsibility, creativity and a desire to learn.

Adopted by the parents, students, and faculty of
Clifford Pierce Middle School

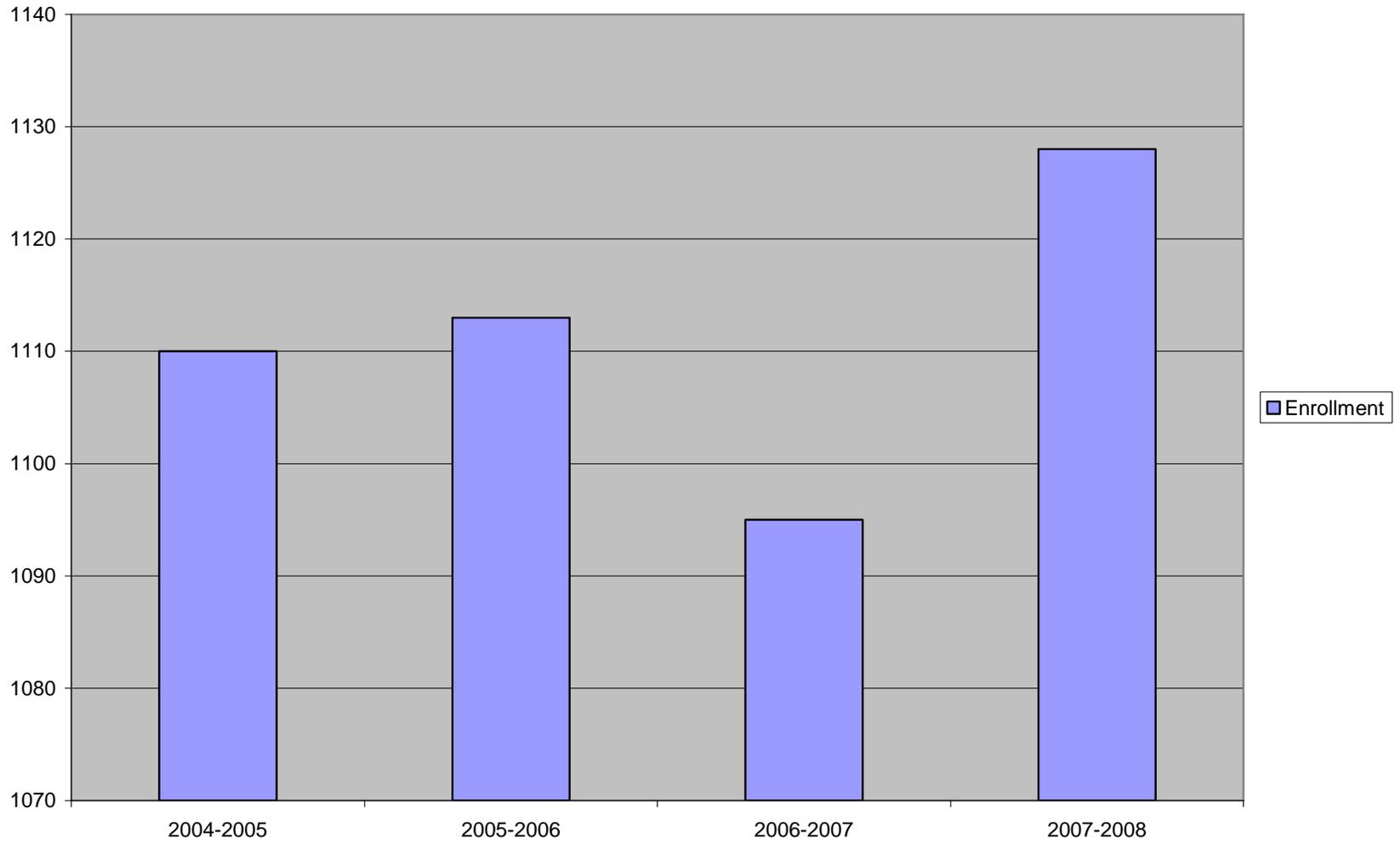
Summary of Data

Clifford Pierce Middle School Balanced Scorecard

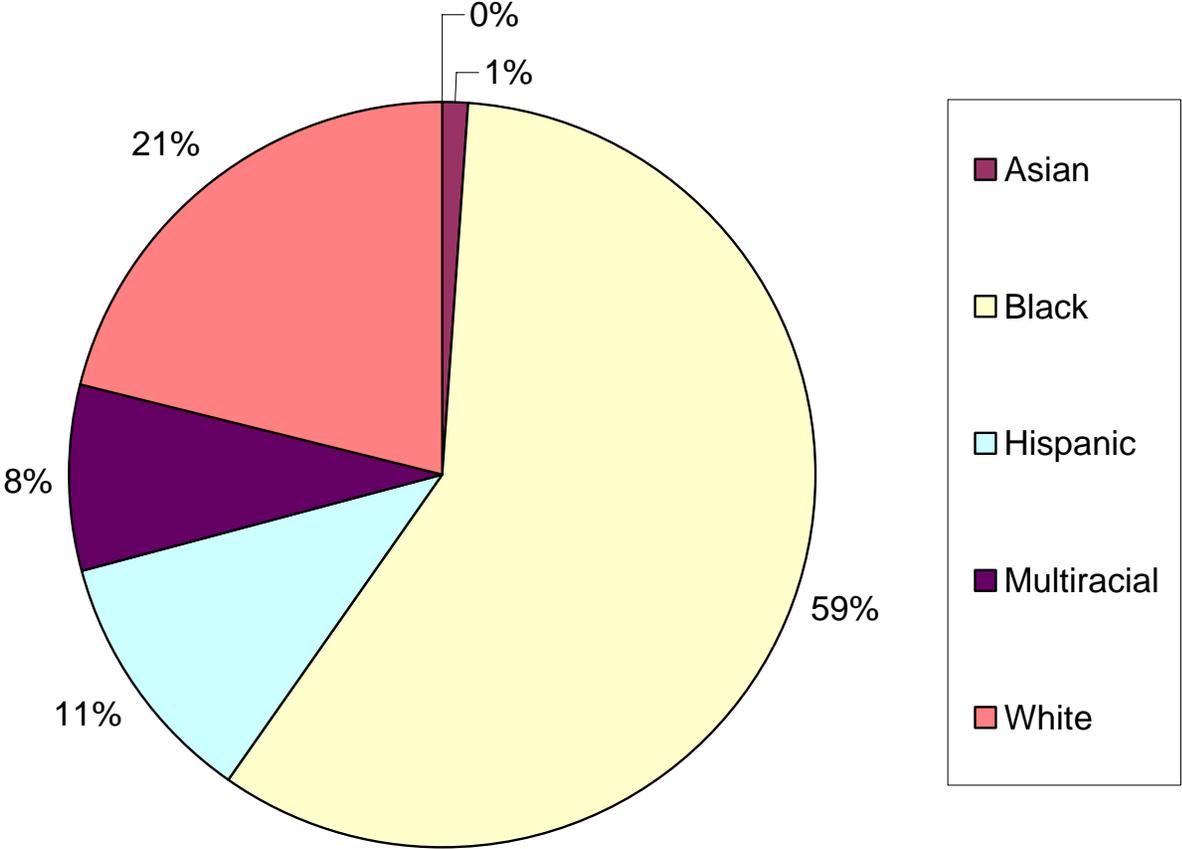
AIM: Provide highest students achievement using an integrated management system

<u>Indicator</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>State Results</u>
Student Enrollment	1110	1113	1095	1128	
Grade 7 Percent Passing ISTEP + Math Standard	68	66	65	66	80
Grade 7 Percent Passing ISTEP + Language Arts Standard	70	66	61	68	79
Grade 7 Percent Passing ISTEP + Science Standard		38	39	40	57
Grade 8 Percent Passing ISTEP + Math Standard	70	66	66	60	74
Grade 8 Percent Passing ISTEP + Language Arts Standard	73	67	67	62	69
Percent of 8 th Graders Enrolled in Algebra 1	12.6	11.7	11.6	11.8	22.4
Attendance Rate	96.6	96.3	97	97	95.8
Number of Students with more than 10 Unexcused Absences	34	34	6		
Number of Students who have Dropped Out	14	0	1		
Number of suspensions	249	345	329		
Number of expulsions	23	9	10		
Number of expulsions and suspensions involving drugs, weapons, or alcohol	9	18	17		

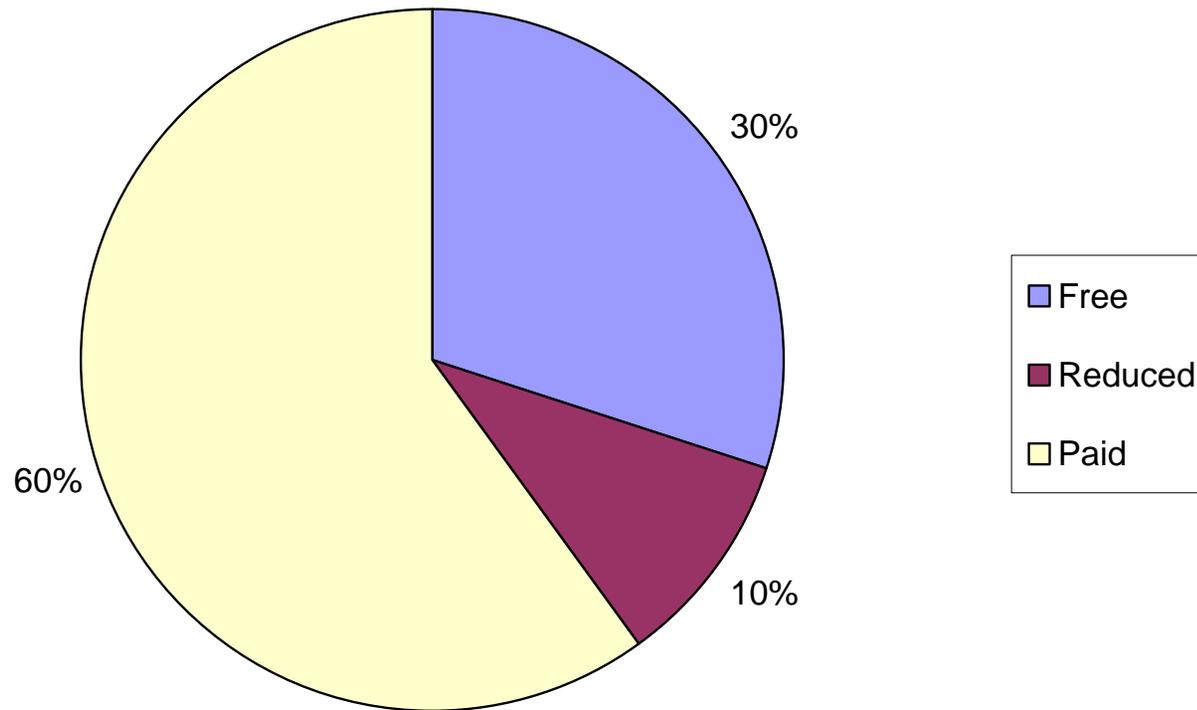
Enrollment



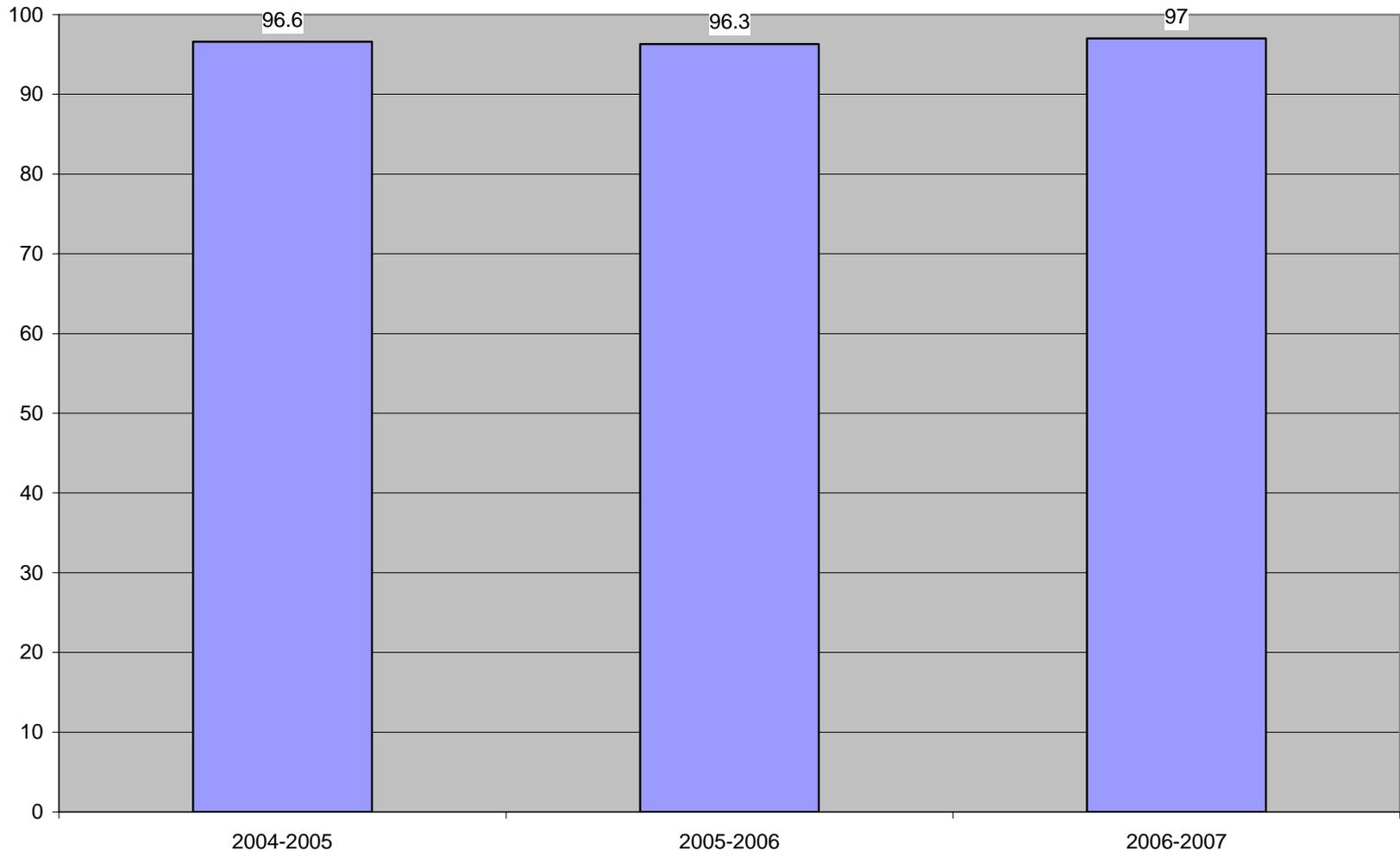
2007-2008 Ethnicity



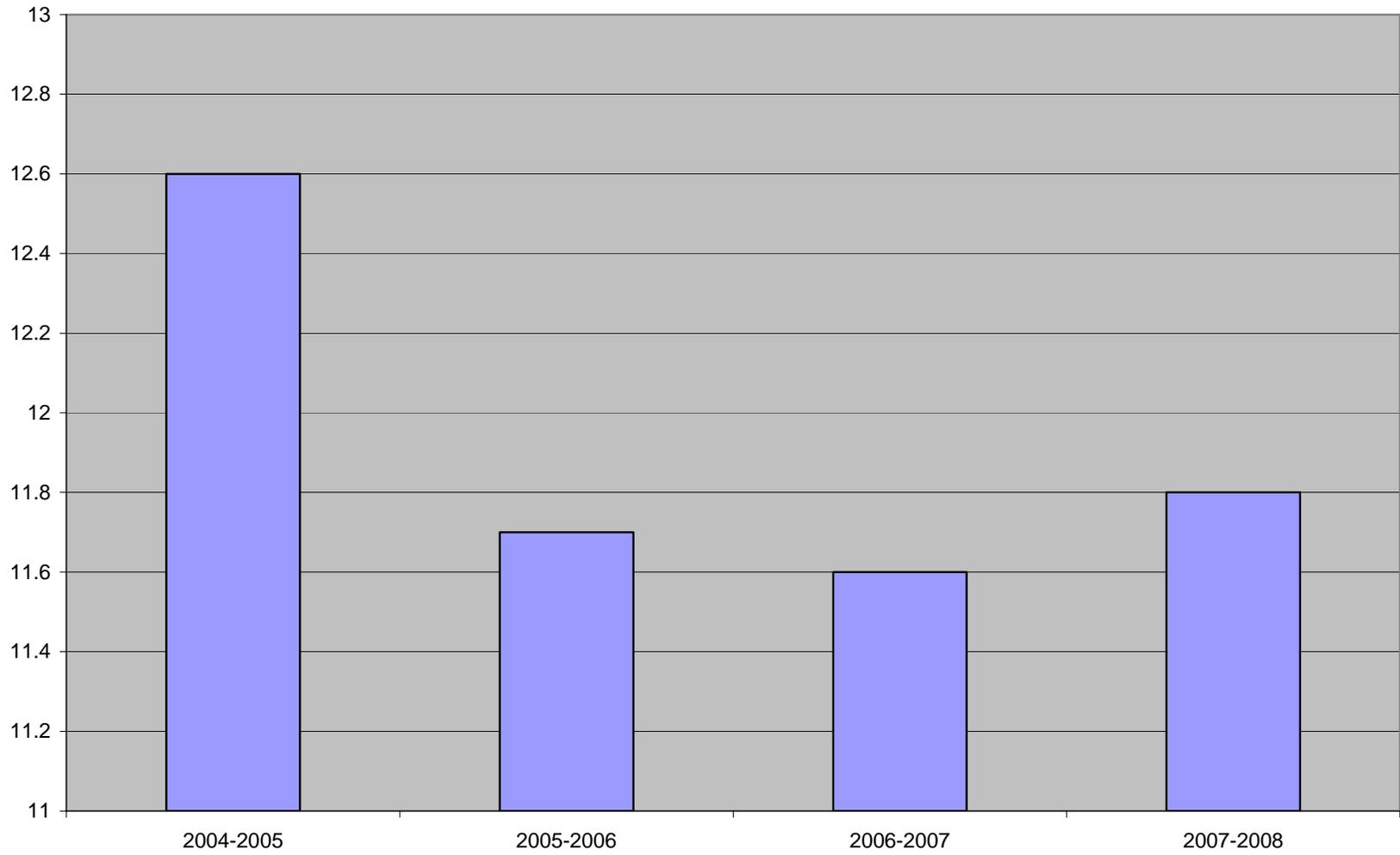
Free Lunch Report



Attendance Rate

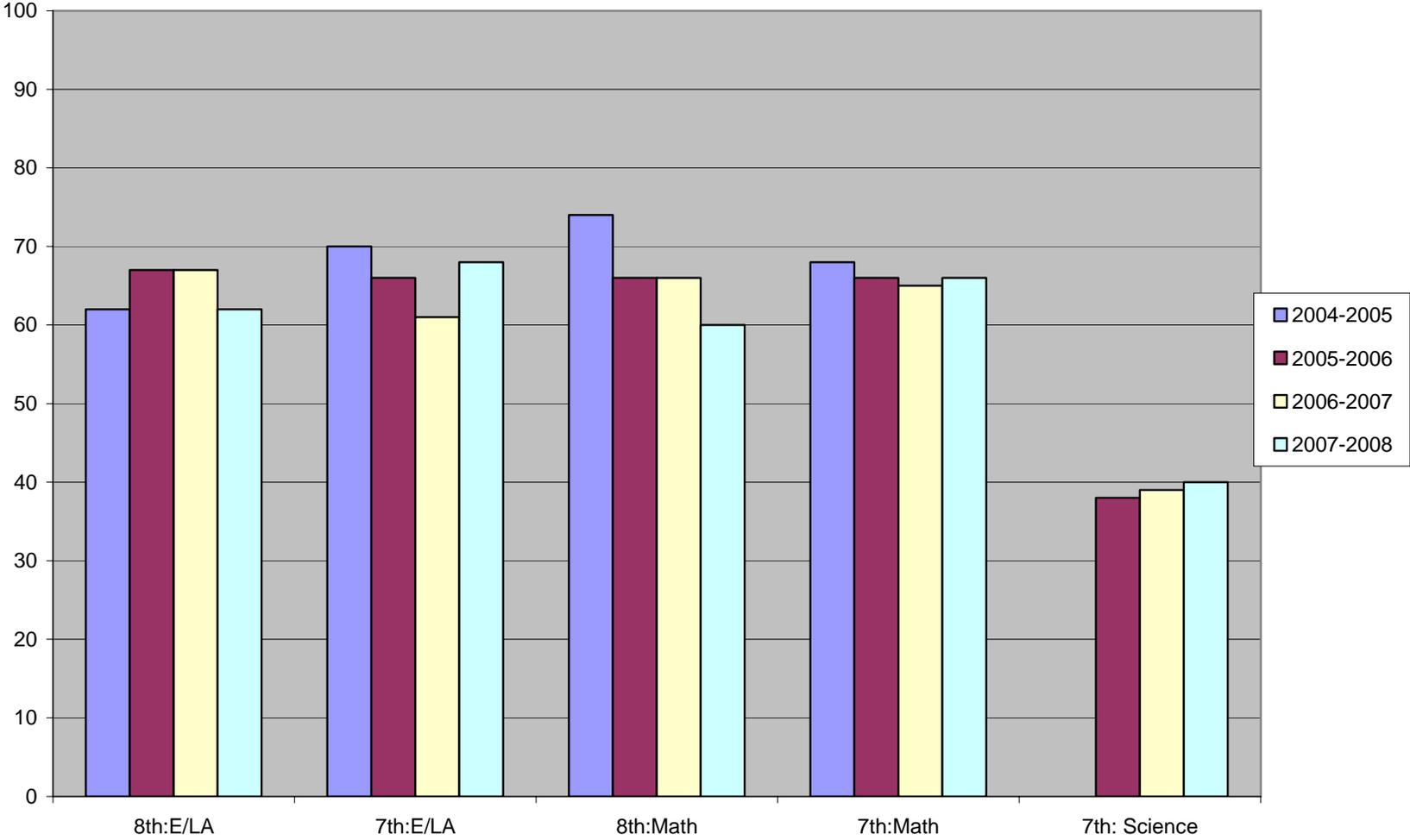


Algebra 1 Enrollment (%)

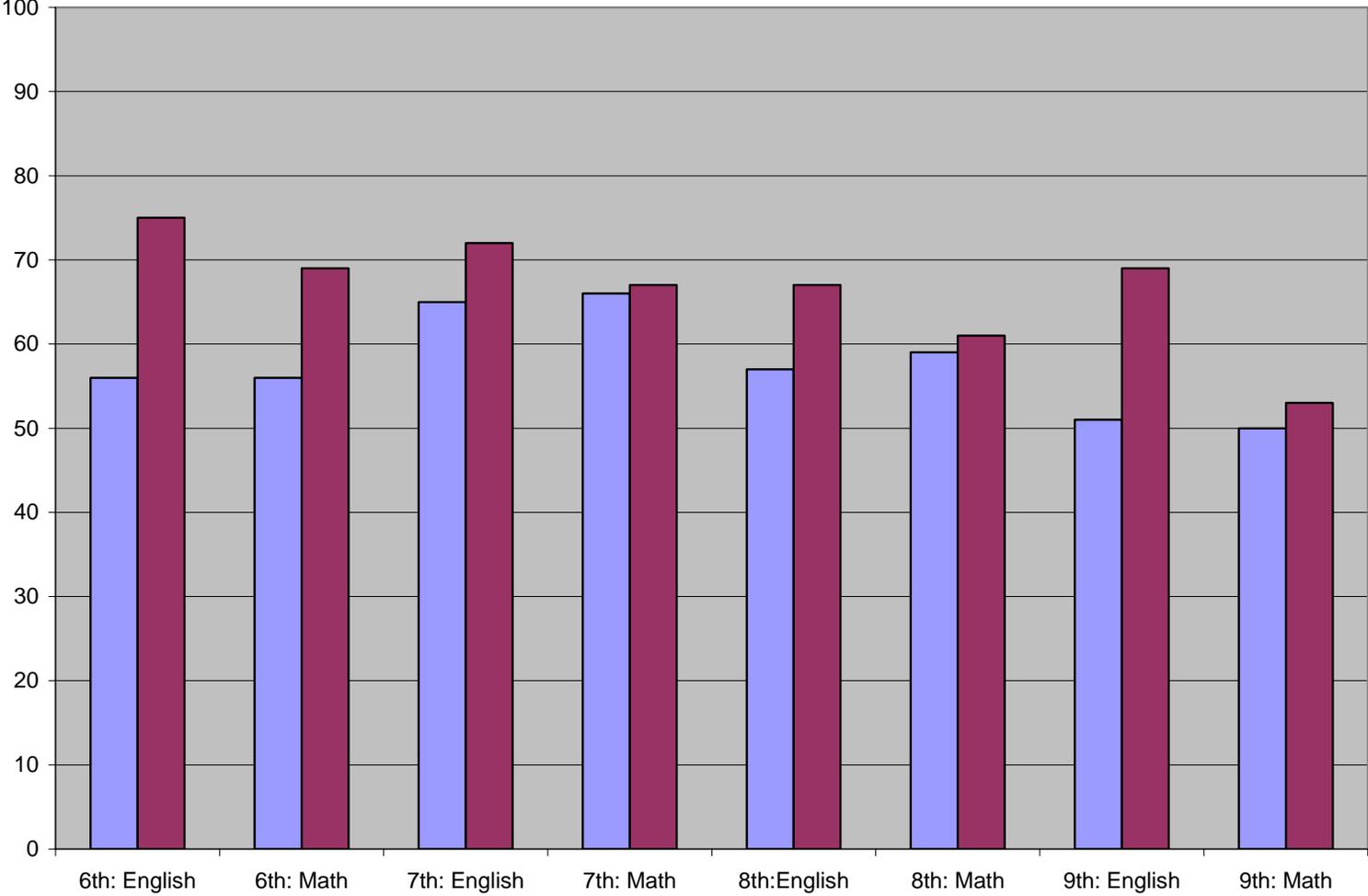


ISTEP DATA

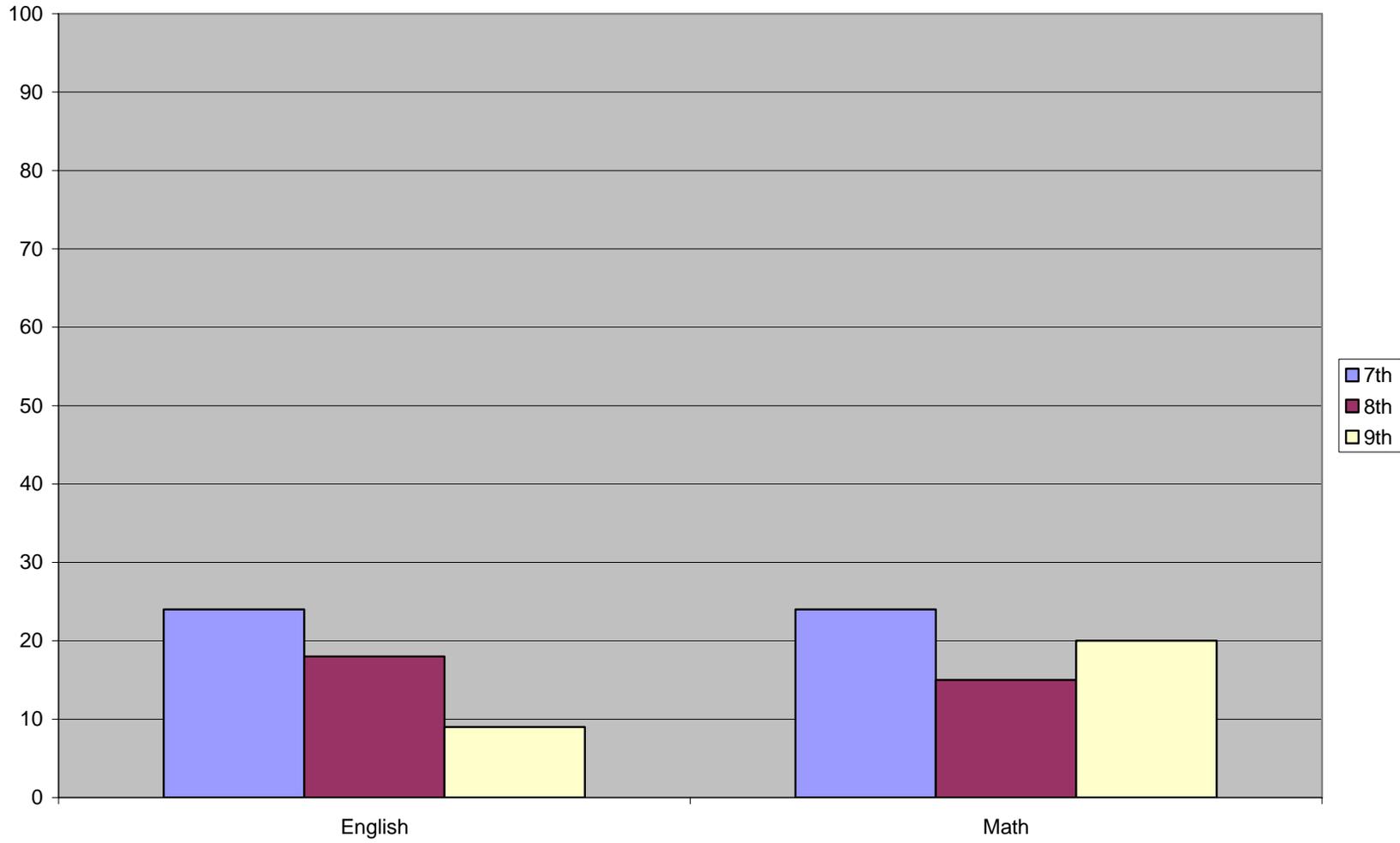
Percent Passing by Grade/ Subject



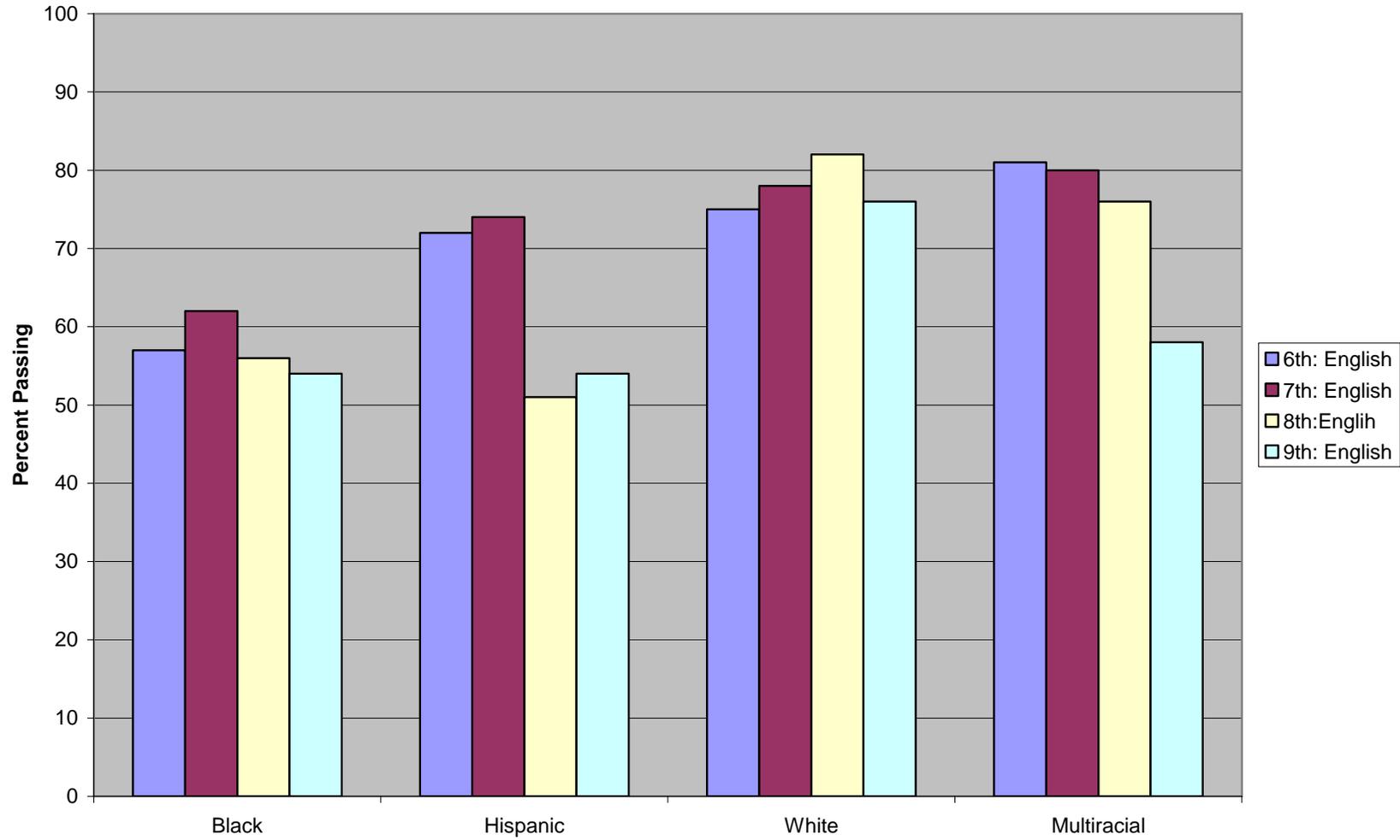
Percent Passing by Grade/ Subject/ Gender



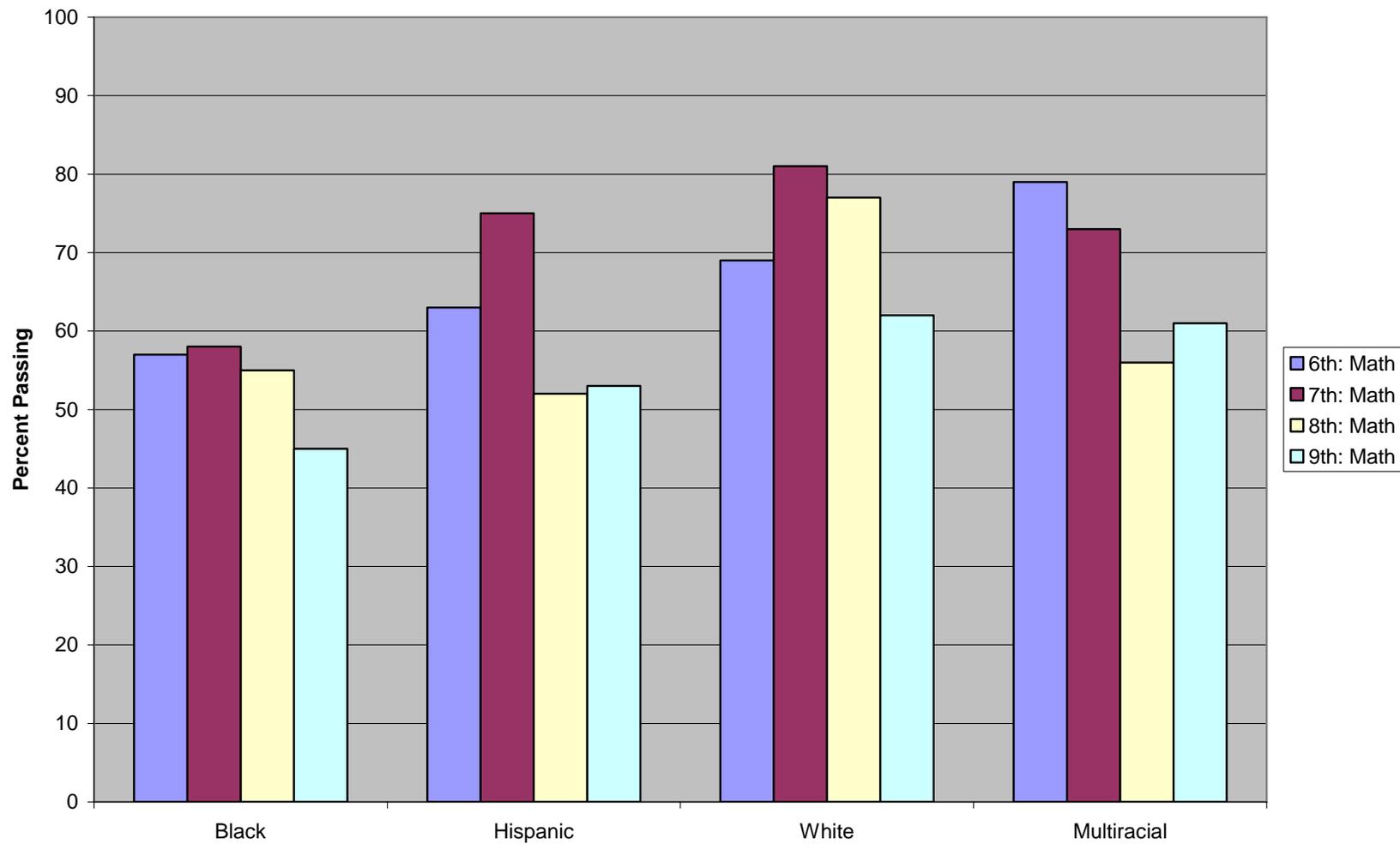
Special Education Comparison



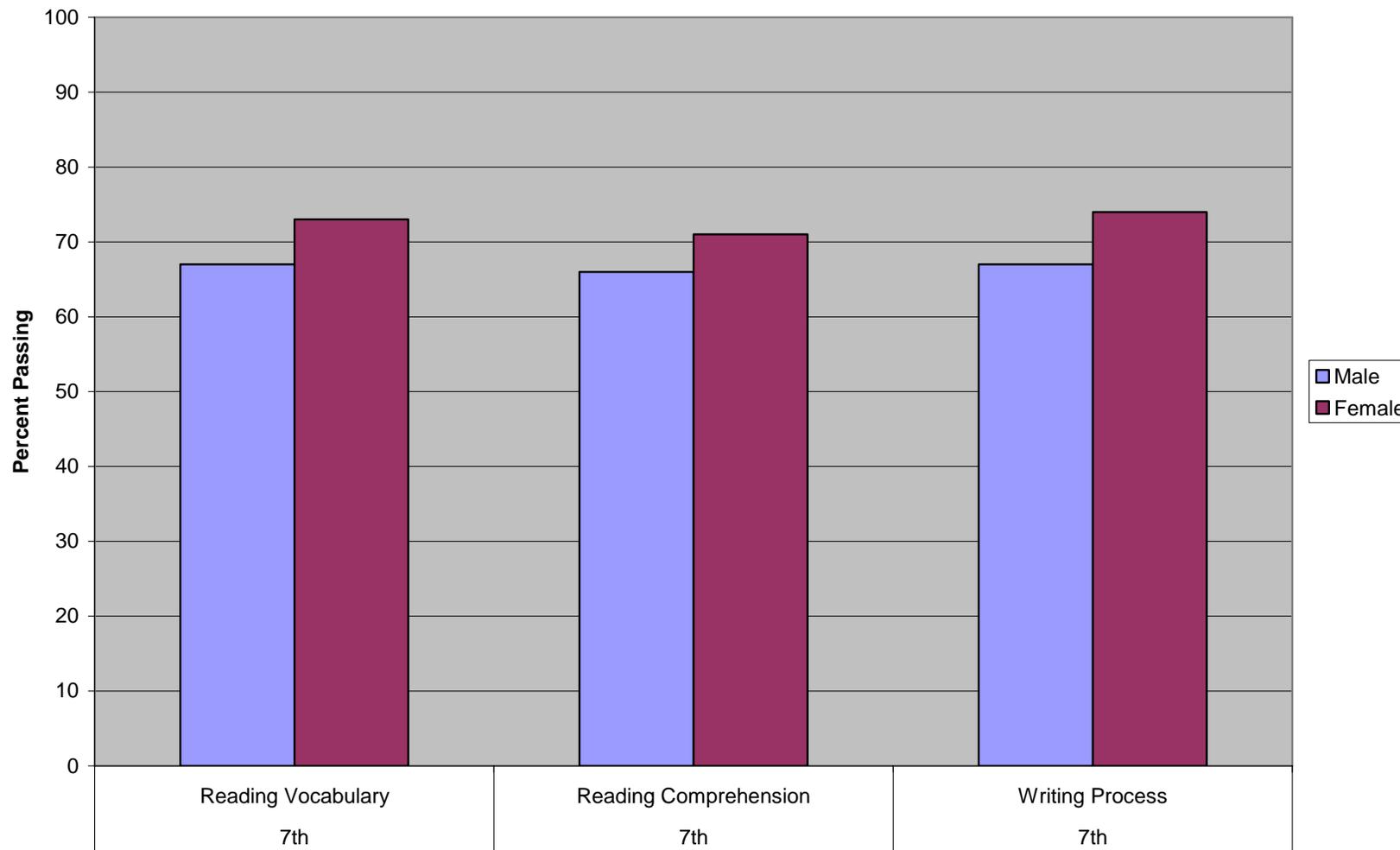
Ethnicity: English



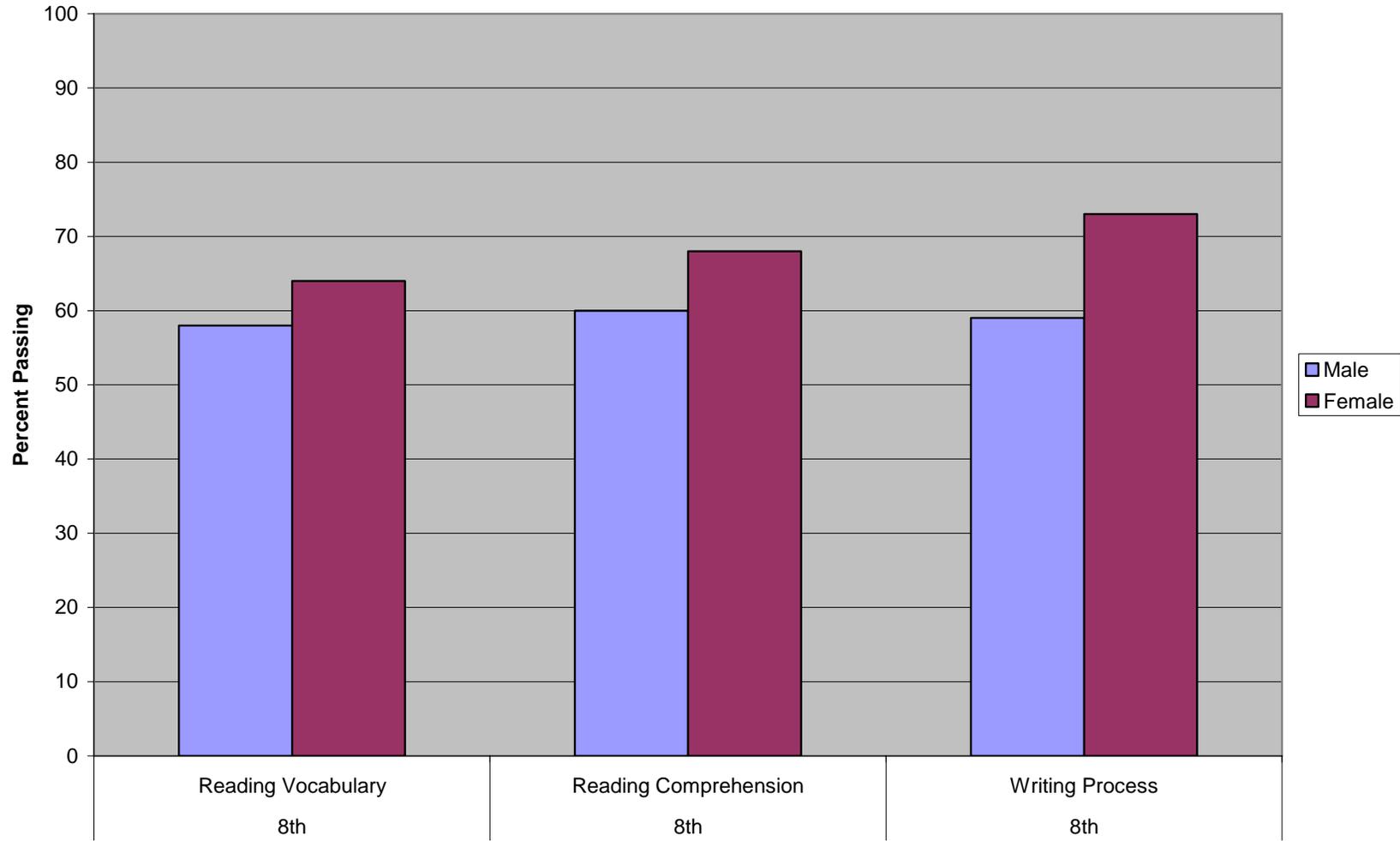
Ethnicity: Math



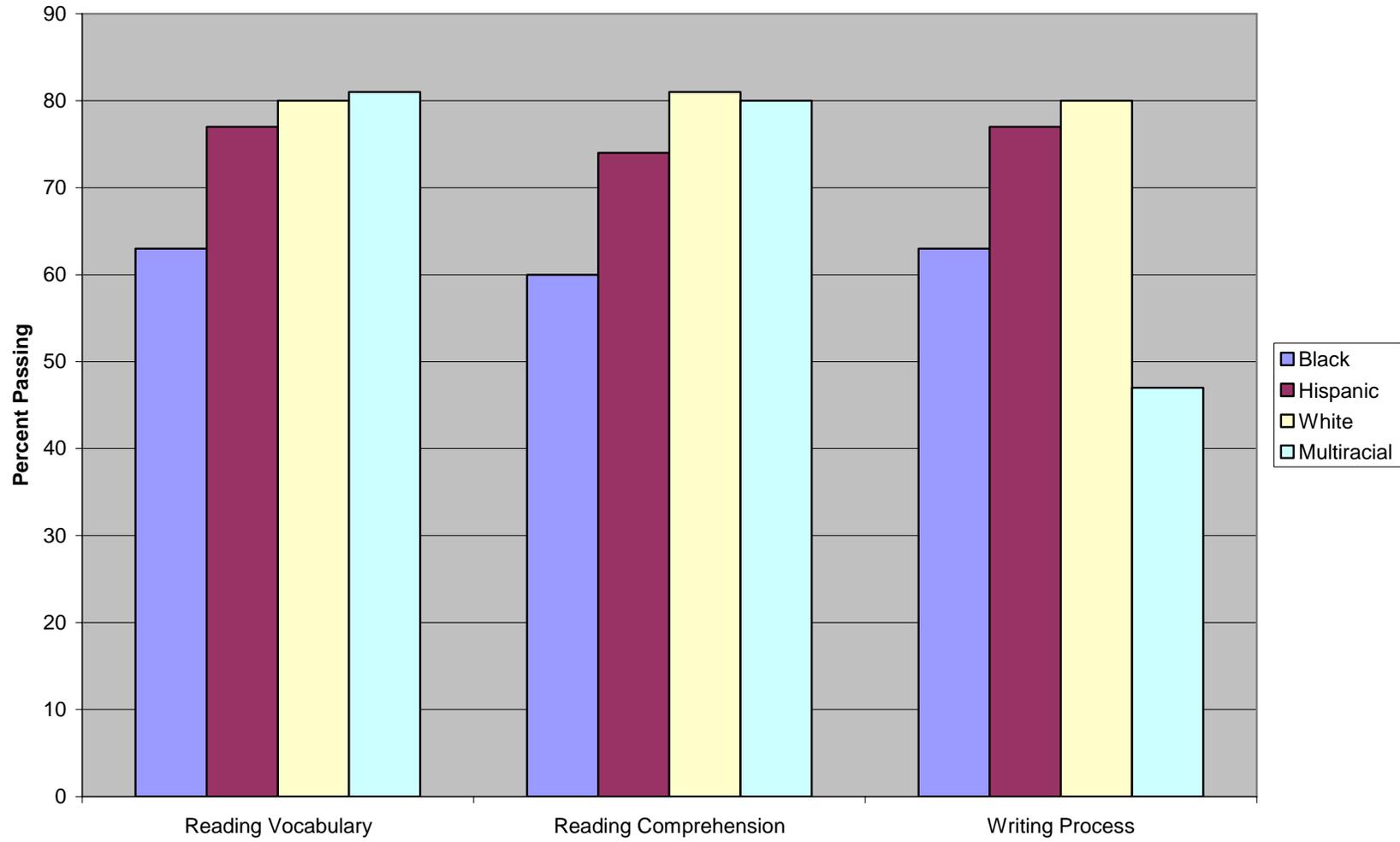
English Indicators: 7th Grade by Gender



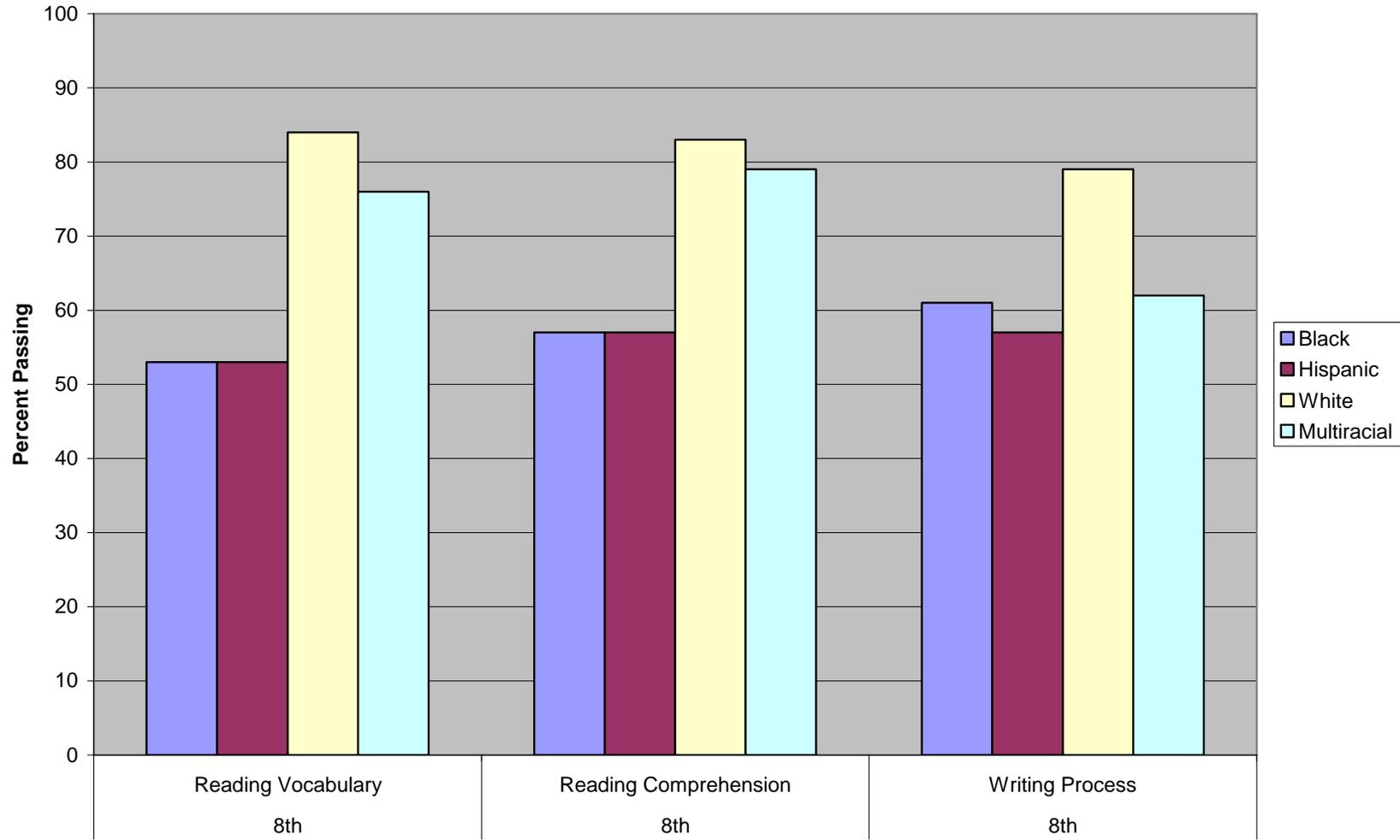
English Indicators: 8th Grade by Gender



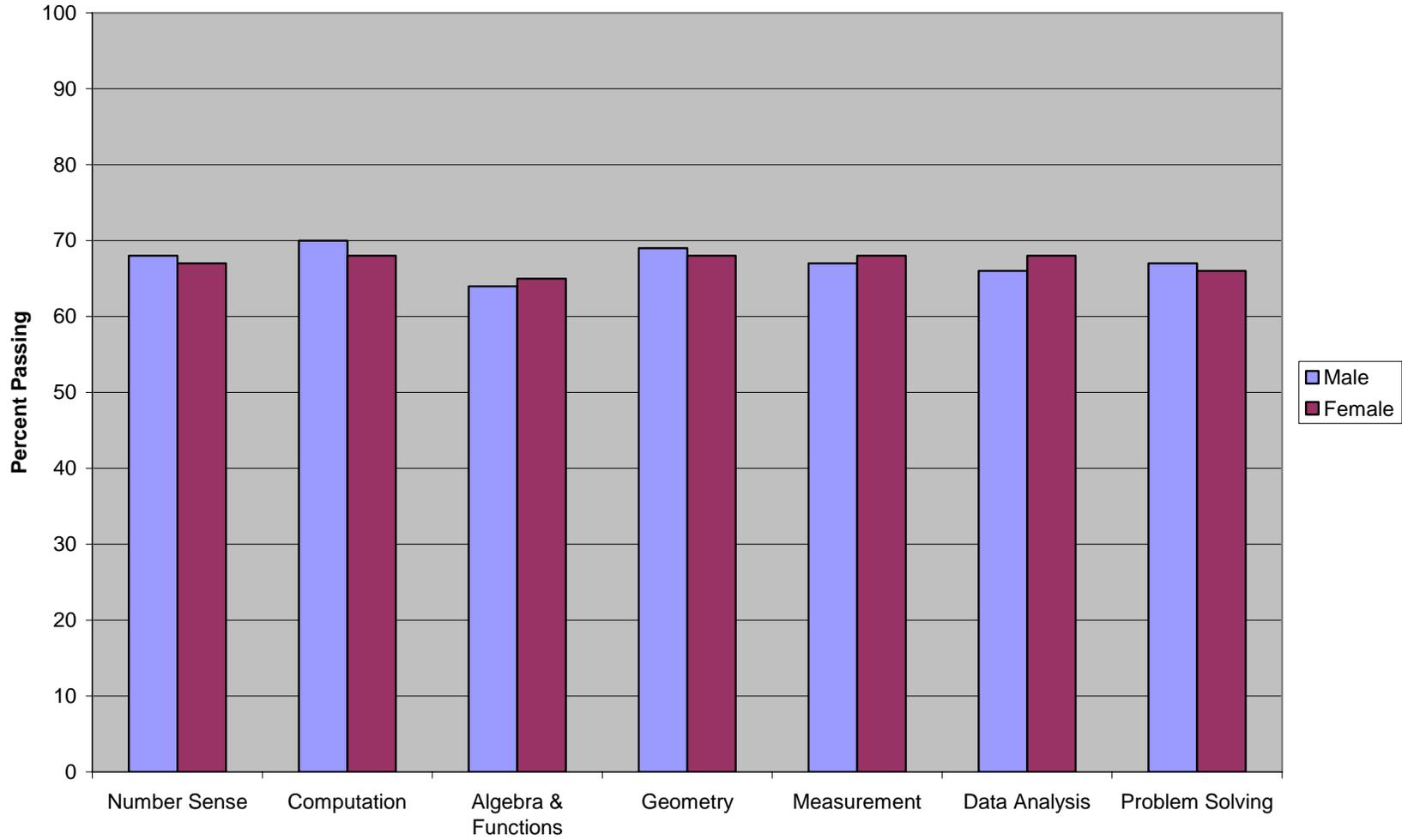
English Indicators: 7th Grade by Ethnicity



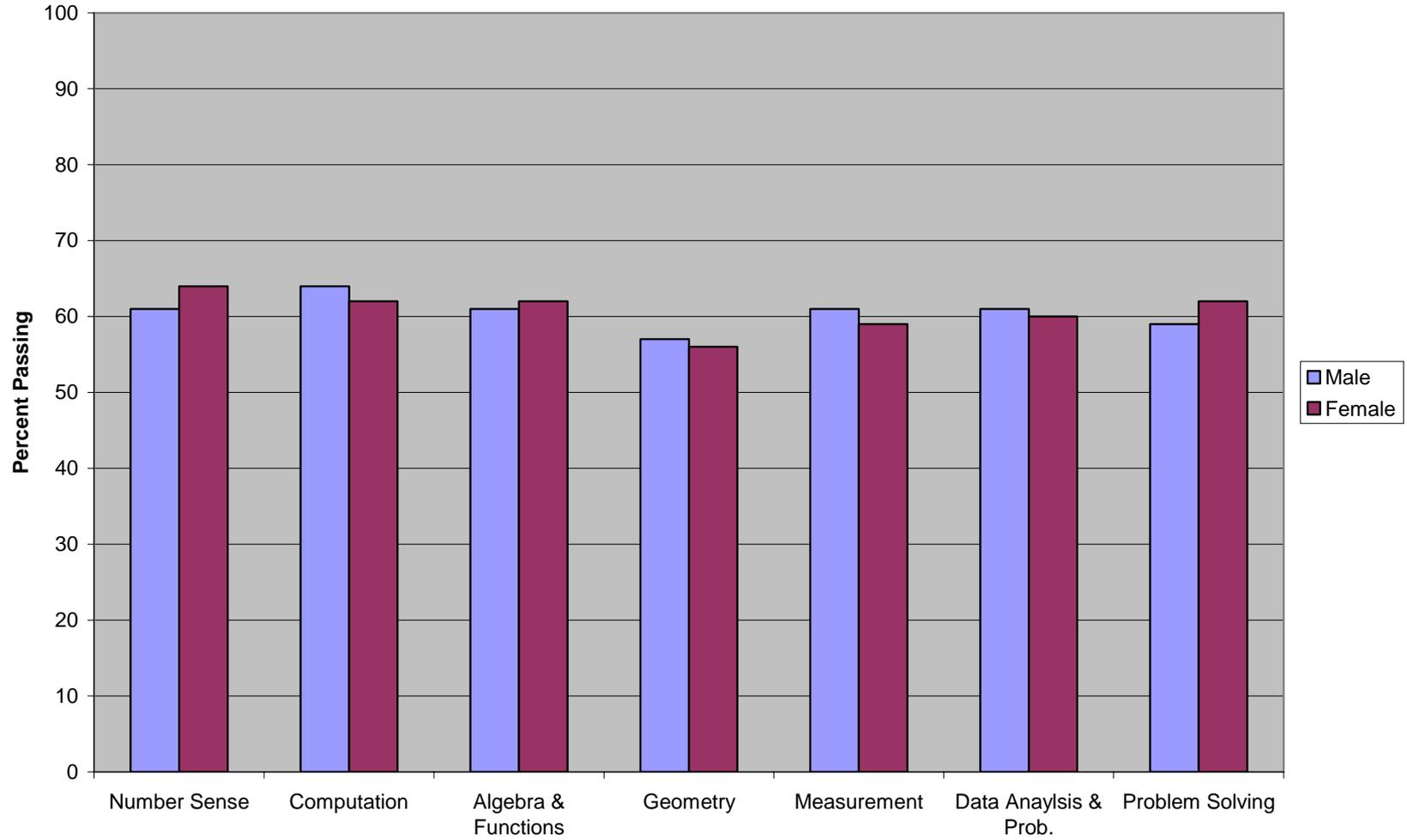
English Indicators: 8th Grade by Ethnicity



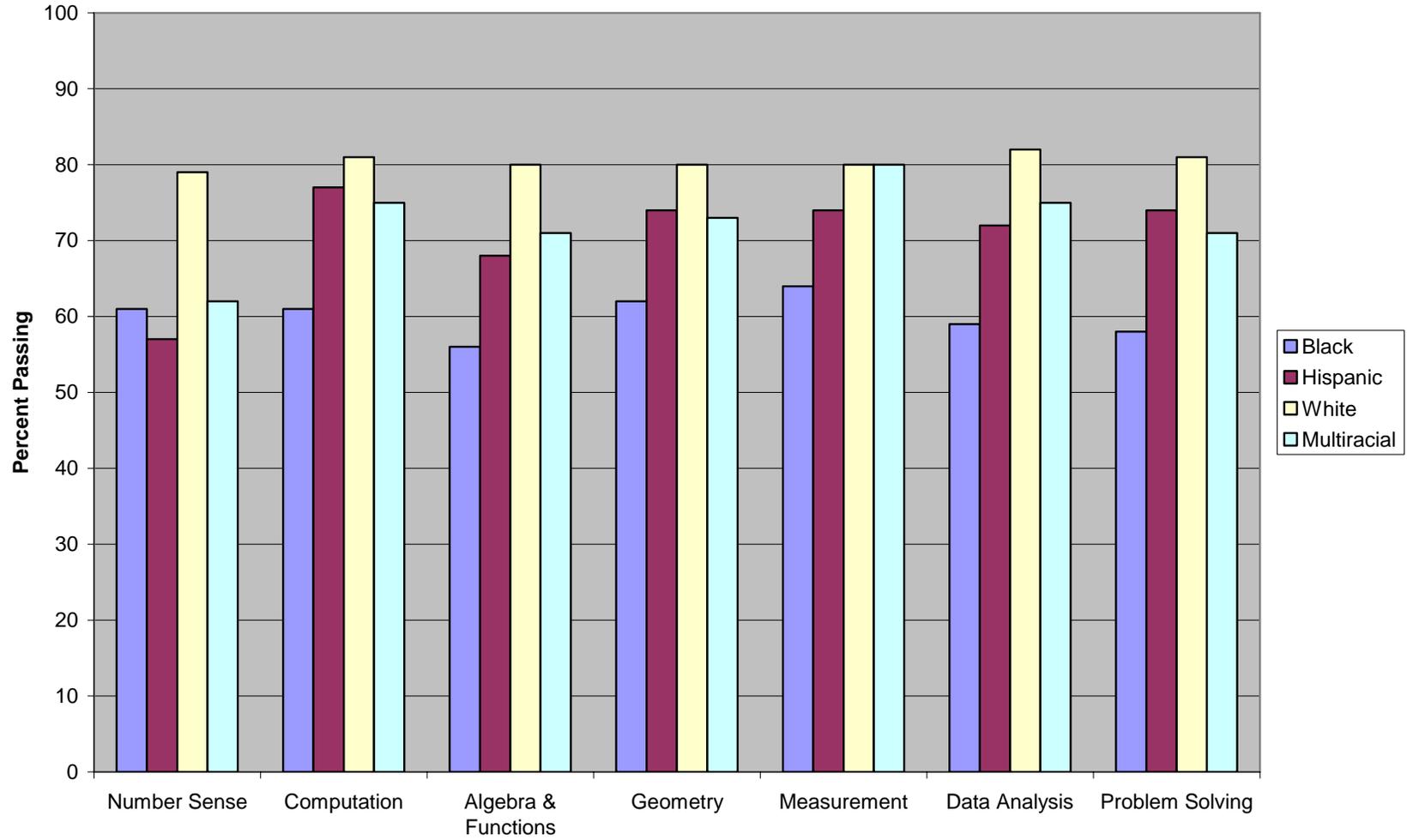
Math Indicators: 7th Grade by Gender



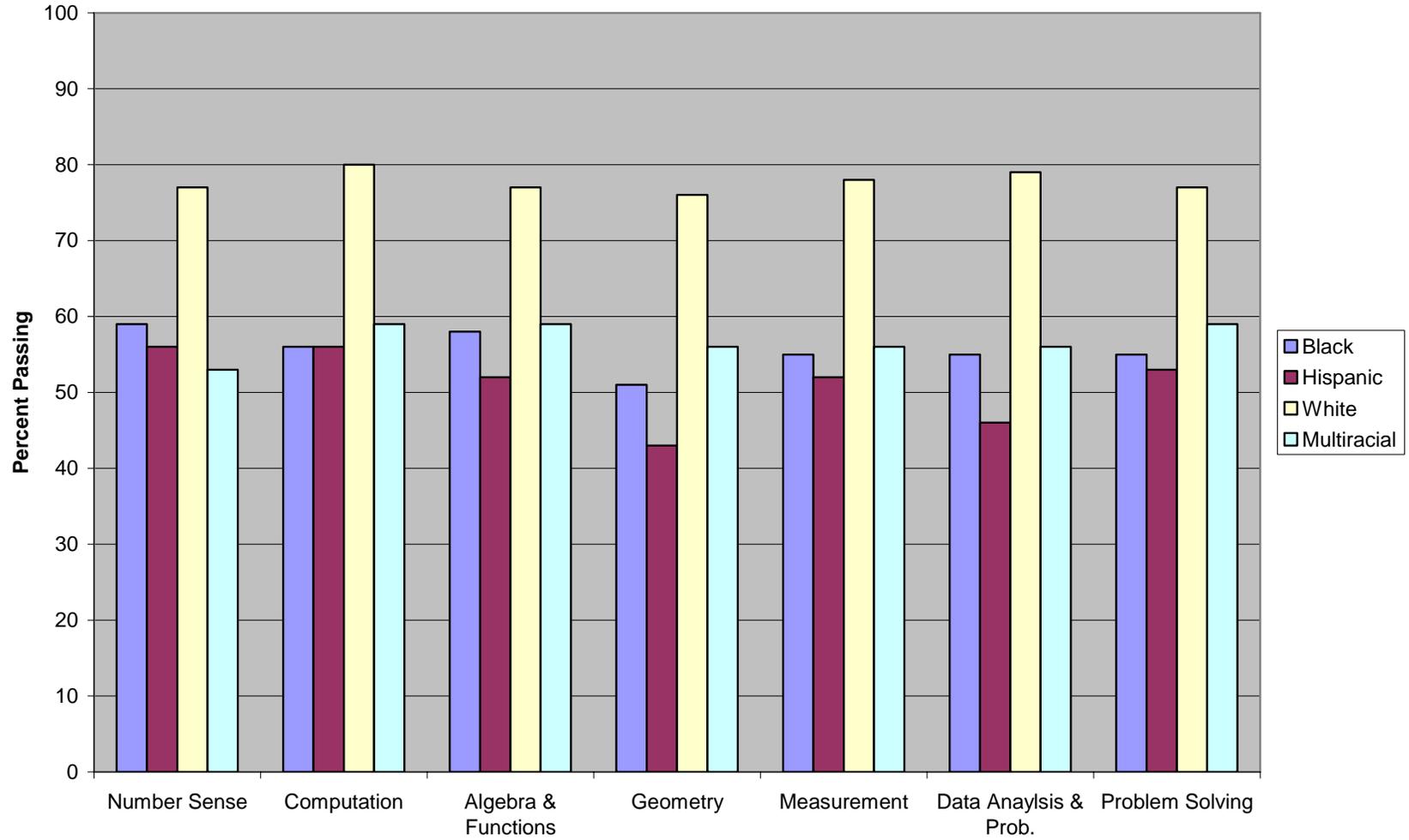
Math Indicators: 8th Grade by Gender



Math Indicators: 7th Grade by Ethnicity



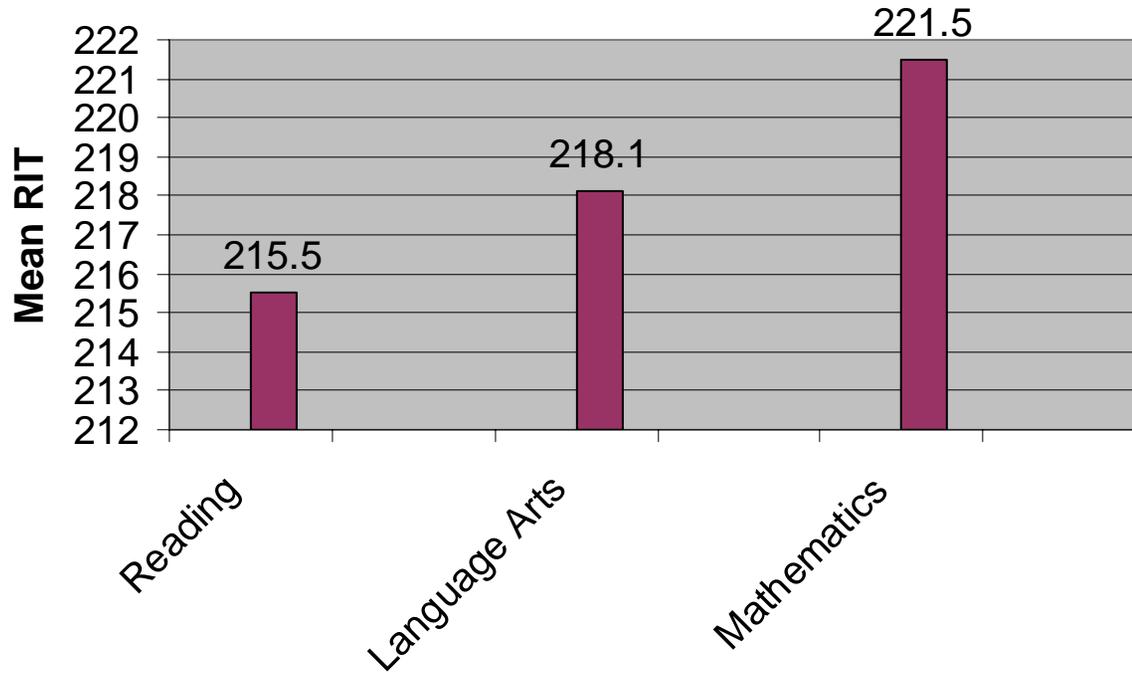
Math Indicators: 8th Grade by Ethnicity



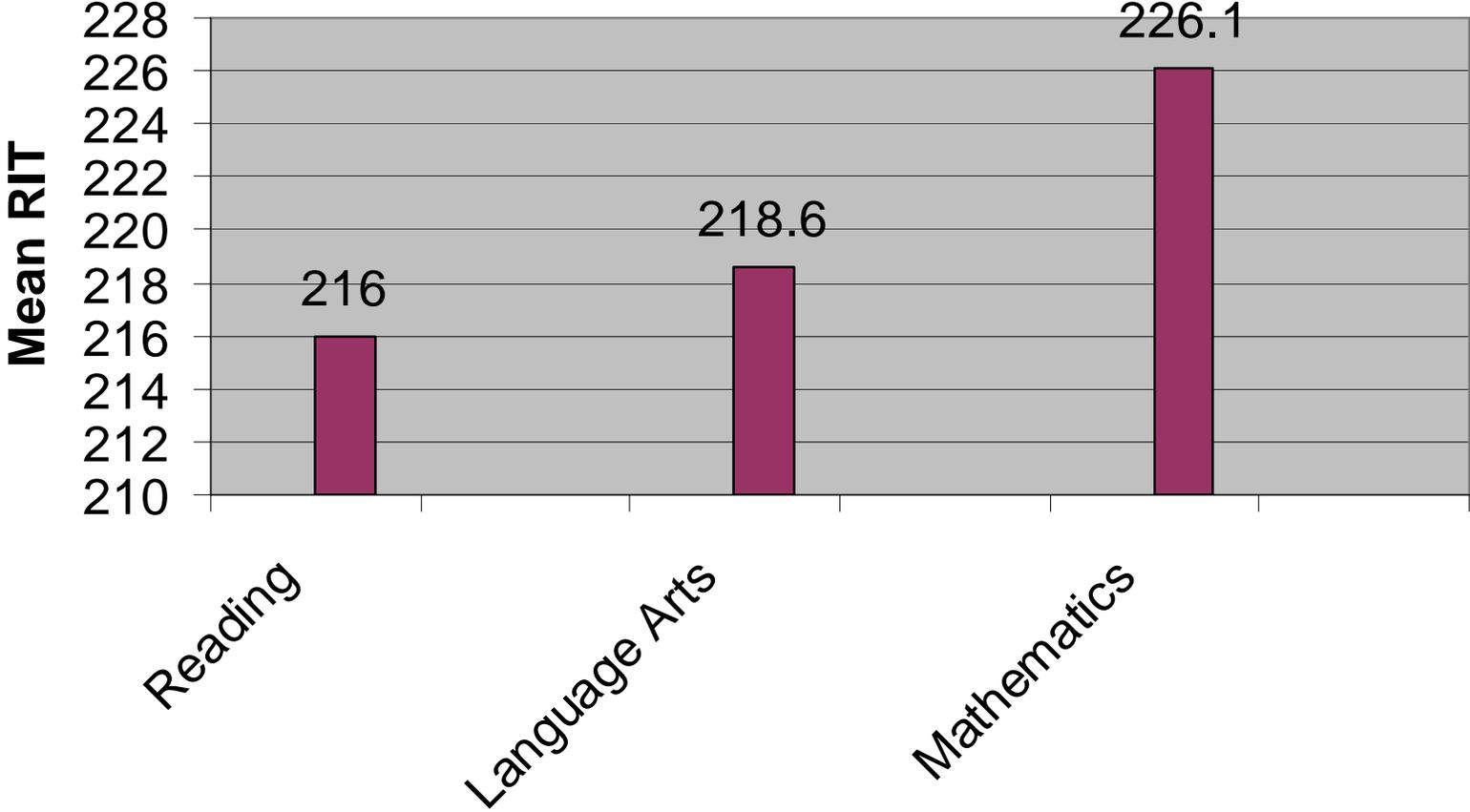
Summary of ISTEP data

- Summer school funding was cut which could have contributed to a decrease in test scores.
- 8th grade mathematics experienced a drop in scores. We attribute this to low applied skills scores. We have changed the SSP process to emphasize applied skills for math. We have also implemented a universal problem solving process throughout the school.
- 7th grade English experienced an increase.
- 7th grade Science has steadily improved each year.
- Achievement gaps by gender exist in English with females out performing males. We are addressing this concern by choosing reading material that has a high interest rate for males. Also, we are piloting an SSP change that includes reading novels to improve comprehension and vocabulary. There are no apparent gender achievement gaps in math.
- African American and Hispanic students are struggling to catch up in English/Language Arts. We are working on motivating students to achieve high goals by implementing 6+1 across the curriculum to reinforce the English/Language Arts standards.

7th grade 2008 NWEA Spring Testing

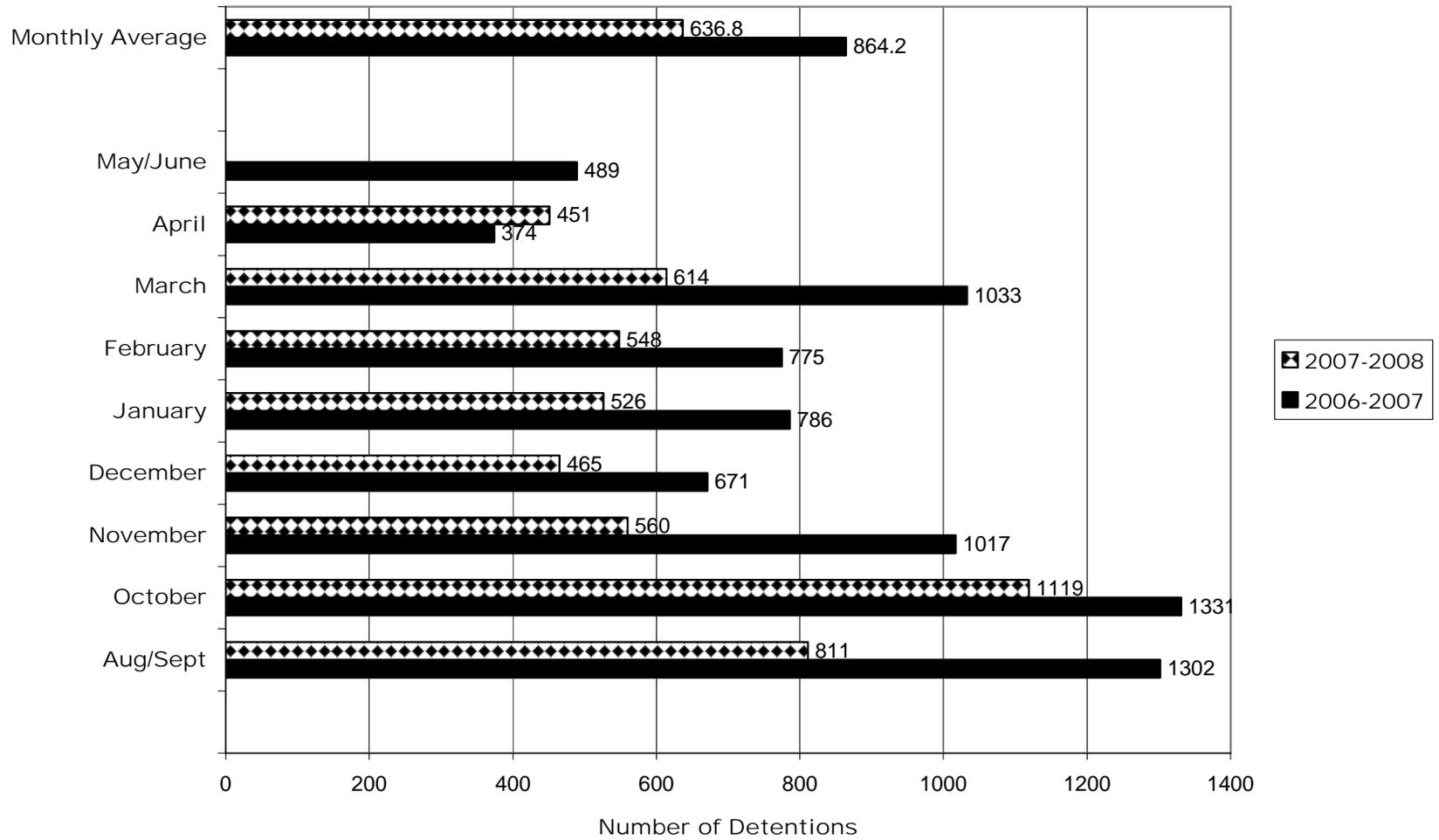


8th grade NWEA Spring Testing

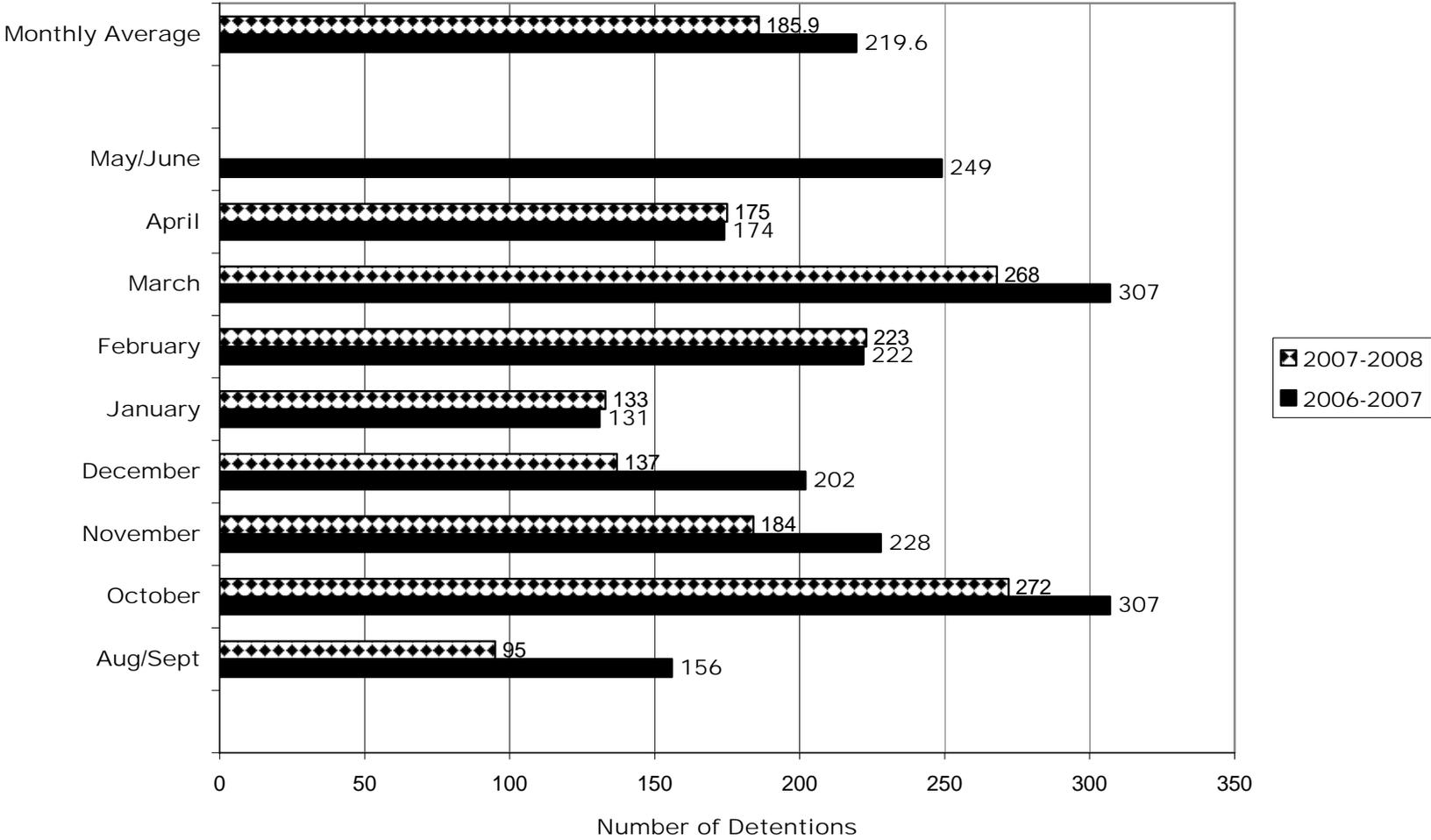


Discipline Data

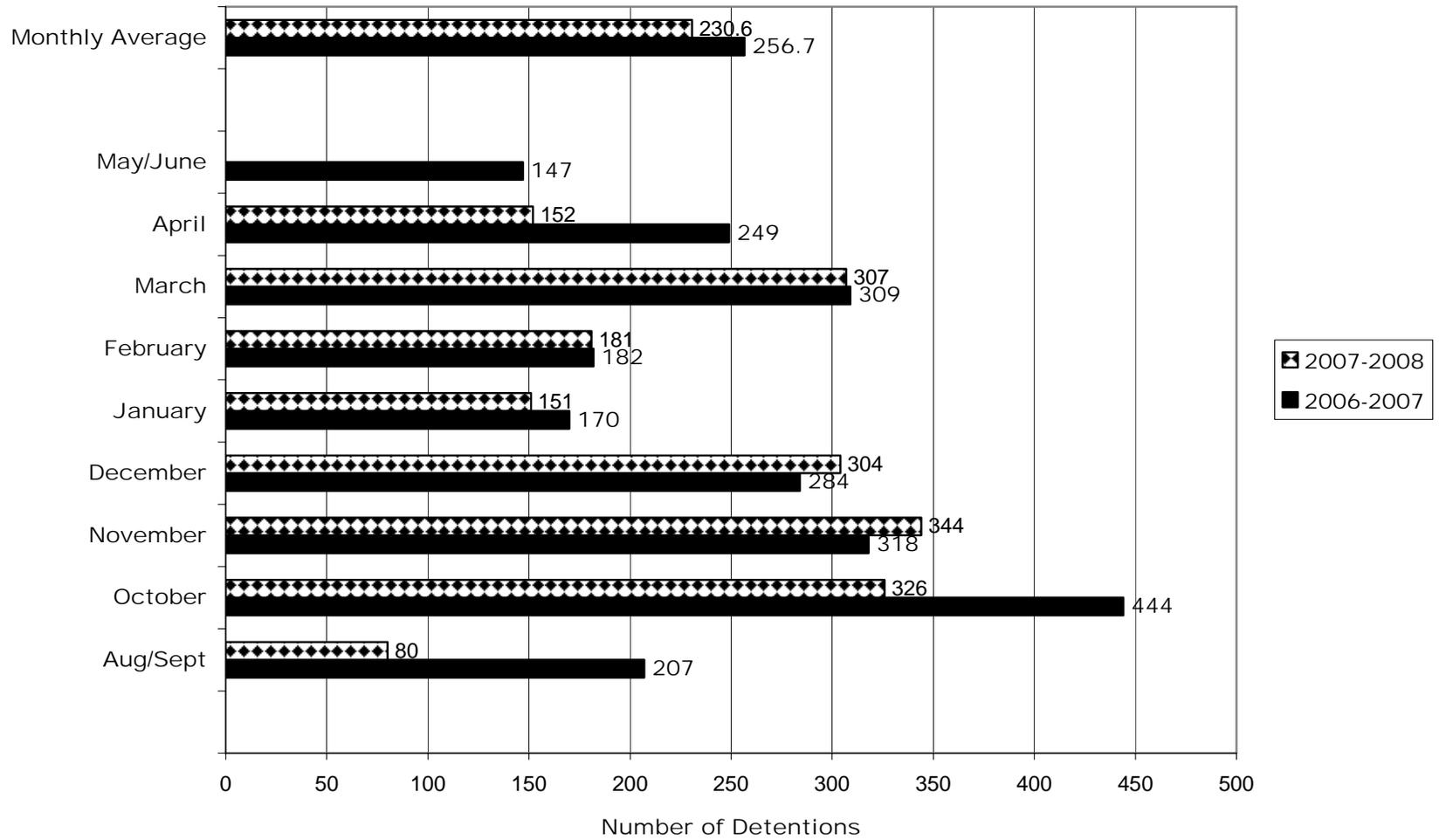
CPMS Discipline Data: Lunch Detention 2006-2007 vs 2007-2008



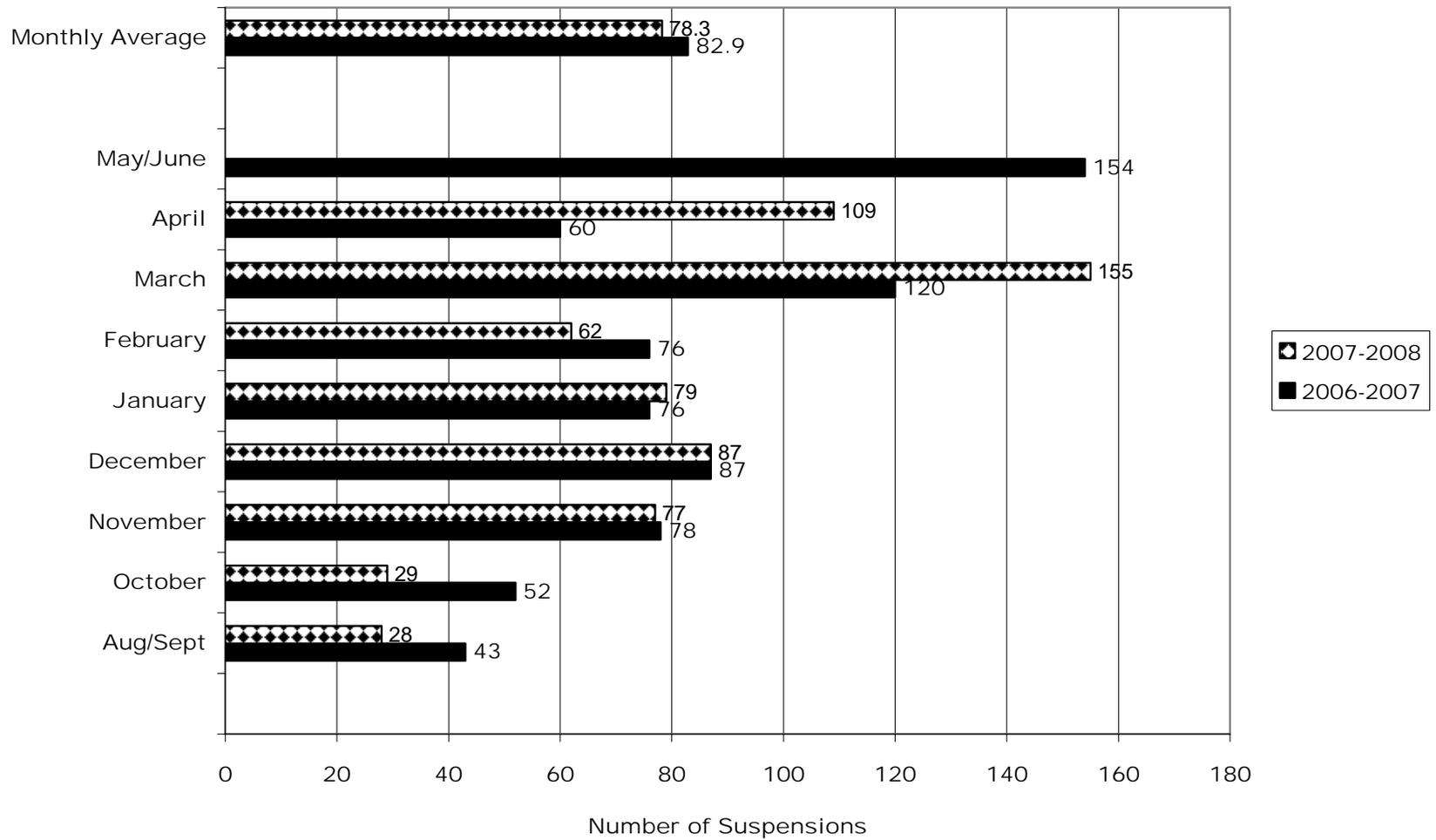
CPMS Discipline Data: After School Detention 2006-2007 vs 2007-2008



CPMS Discipline Data: Saturday School 2006-2007 vs 2007-2008



CPMS Discipline Data: Suspensions 2006-2007 vs 2007-2008

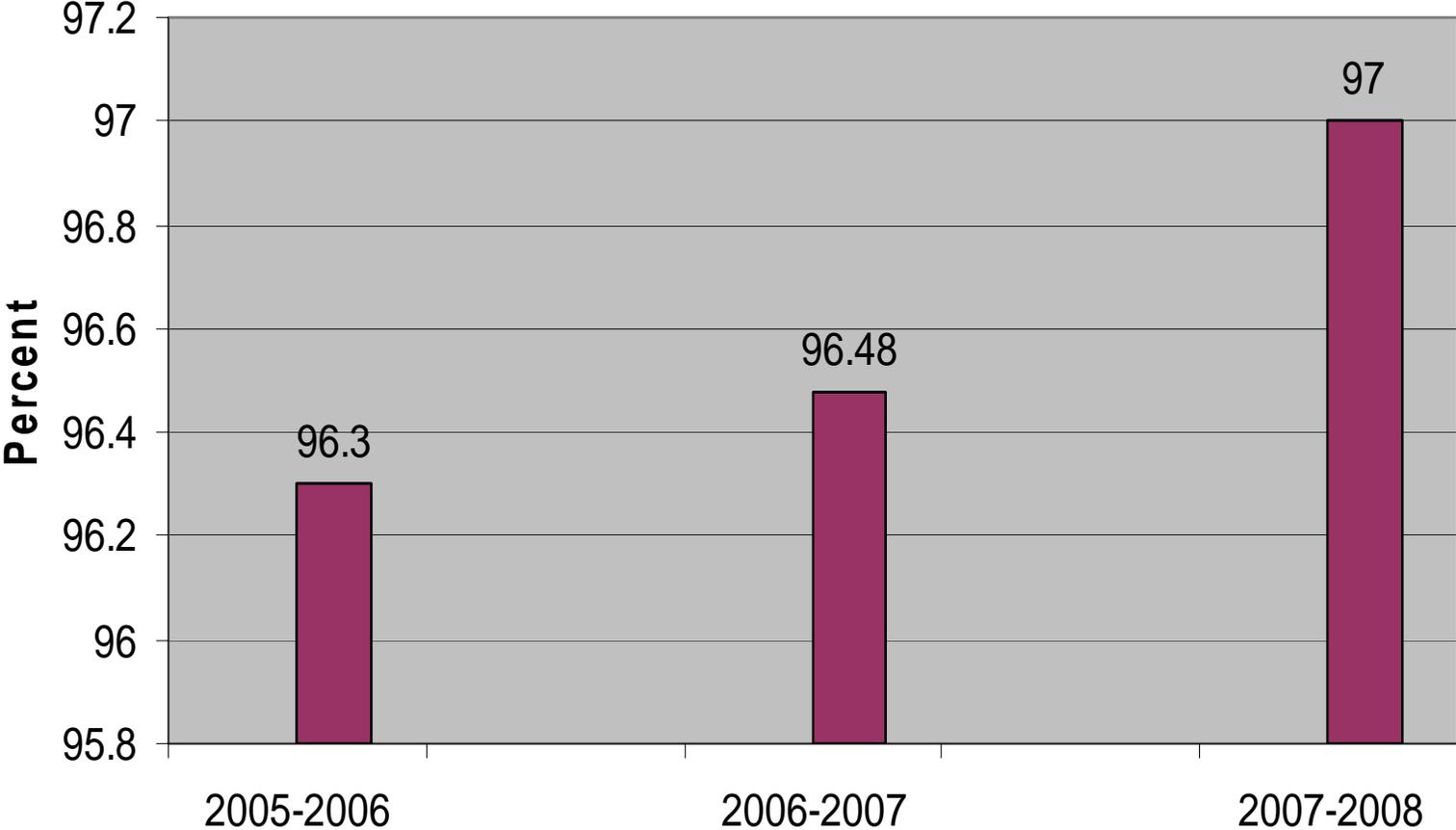


Summary of Discipline data

- Lunch detentions and after schools, comparatively to each month last year, have decreased.
- Saturday schools have increased. We believe this is caused by an increase in truancies to detentions.
- Suspensions have increased. This is partially because of an increase of fighting in the months of March and April, but also because of truancies to Saturday schools.
- Overall, we believe that the data shows the Positive Behavior Intervention Support system is working. By teaching the expected behaviors we are seeing increases in positive behavior.

Attendance Data

School Attendance



Conclusions about Current Educational Programming

Curriculum and Instruction

The ISTEP and NWEA results show that Pierce's educational program is effective. Performance on the ISTEP and NWEA has been maintained despite an increase in enrollment of students with limited academic and language skills. Despite our challenges of size, ethnic diversity, and socioeconomic diversity, all subgroups are performing within close proximity to the state average with the Hispanic subgroup moving ahead of all groups in some areas of mathematics.

The achievement gap continues to be a challenge for our school; however, in some areas we are able to observe the gap beginning to close. At seventh grade the multi-racial subgroup surpassed all other groups in English/Language Arts and performed exceptionally well in mathematics. The Hispanic subgroup performed exceptionally well in English/Language Arts while African Americans made improvement. In mathematics, the Multi-racial and Hispanic subgroups performed well in mathematics. At eighth grade the Multi-racial subgroup performed well in English/Language Arts. All subgroups lagged far behind in mathematics at eighth grade.

With the implementation of our Student Success Process, and with the increase in, and reorganization of supplemental instructional courses, we are able to target instruction and use best practices aimed toward subgroups that are achieving at a lower level. Examples of these interventions are Reading Skills and Strategies (RSS) which is now offered to all students for at least nine weeks, Math Skills and Strategies (MSS) which has been expanded to address both seventh and eighth grade students, Writing Skills and Strategies (WSS) which is now offered to all seventh grade students, Pierce Academic Intervention Program (AI) and the ISTEP workshop. A pilot is being conducted this spring to determine if improvements to the delivery of SSP would be beneficial to our school. A minimum change in its implementation could take place in the fall.

Pierce believes that technology plays a significant role in closing the achievement gap; that is why all teachers are encouraged to integrate technology in their instruction. Many forms of technology are made available through our Audio/Visual or Information/Technology department.

Safe and Disciplined Learning Environment

In order to secure a safe and disciplined learning environment, Pierce has implemented the Positive Behavior Interventions and Support (PBIS) program throughout the school. The PBIS program builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. The key focus areas of the program include: prevention based school-wide systems of positive behavior support, data-based decision-making for instruction of behavior and academics, and wraparound planning for students with complex emotional and behavioral needs and their families.

Parent Involvement Data

Parent Information Night	250 parents
Open House	66%
Parent Teacher Conferences	66%
Student Led Conferences	66%

School Climate Survey Result

Goal

The development of the student survey was used to ascertain information of satisfaction as well as concern with the academic and social environment at Clifford Pierce Middle School

The results of this survey will be utilized to improve the areas of concern to students, staff and parents, both academically and socially.

The results are presented in a Baldrige Format.

Plan

A survey was designed in 2003-2004 for the PL221 report, which was reviewed by the Pierce CIC committee. The committee chose to continue with the survey but to modify questions deemed necessary. The survey was updated to reflect the current modifications and issues of concern.

Do

The survey was administered to the students via the internet on May 7, 2008. Teachers could take the survey from April 28th to May 2nd. The Parent Survey was distributed with progress reports on May 2 to be returned by May 9th. Results of the surveys were totaled and calculated by CIC subcommittee and the Director of Technology Instruction.

Study

The results of the survey will be presented and charted in graph format to the CIC and administration to address areas of concern. CIC will discuss and make suggestions /strategies to those deemed of concern by students.

Act

The data will be presented to all faculty and central office staff for comment and/or addressing concerns.

Data Process

The Quality of Education Student Survey was given to all middle school students via the Internet. Of approximately 1,100 students, 1,183 students, with a margin of error +/- 5% due to technical difficulties, completed some or all of the questions. 27 items were answer using a Likert scale. (1-Strongly Agree; 2-Agree; 3-Disagree; 4-Strongly Disagree).

Participants of Survey

	Number of Participants	Percent of Participants
STUDENTS		
7 th grade	593	52.1
8 th grade	545	47.9
Females	600	52.7
Males	545	47.3
Caucasian	195	17.1
African-American	569	49.7
Hispanic	135	11.8
Multi-Racial	209	18.3
Asian	18	1.6
Native American or Alaskan Native	18	1.6
TEACHERS		n/a
PARENTS		n/a

2008 Quality of Education Student Survey Results

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Clifford Pierce Middle School
2008 Annual Quality of Education Student Survey

We appreciate your willingness to take a few minutes to complete this short survey. Your thoughtful responses to each of the items will help us to improve further the quality of education that is provided to you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel welcomed in this school.	23%	57%	13%	7%
2. I feel is safe at school.	15%	53%	21%	10%
3. The school is clean and attractive.	7%	43%	32%	17%
4. The school staff understands and respects cultural and racial differences.	16%	41%	29%	12%
5. The feel that my school is a drug free environment.	8%	25%	39%	26%
6. There are adults in this building I can trust and talk to.	29%	46%	15%	8%
7. Teachers feel pride in this school and in it's students.	12%	46%	30%	10%
8. My learning would improve if there were not so many behavior problems.	40%	34%	16%	7%
9. The school staff disciplines all students in a fair and constant way.	6%	26%	35%	30%
10. The teachers expect quality work from me.	34%	53%	6%	3%
11. The teachers in this school know how to teach and what to teach.	15%	49%	23%	10%
12. The teachers notify me of my academic progress.	16%	46%	23%	12%
13. The school is preparing me to be successful for the future.	26%	50%	13%	8%
14. The school prepares me for the ISTEP + test.	24%	51%	13%	8%
15. The school provides regular communication to me about school news, activities, and events.	21%	51%	16%	8%
16. My teacher uses Pirate Power to build relationships with students on my team.	14%	31%	27%	25%
17. I respect all the adults in the building.	24%	37%	23%	12%
18. I feel the adults in the building respect me.	11%	37%	30%	17%
19. I have been bullied this year.	13%	21%	20%	42%
20. I have bullied this year.	10%	23%	24%	39%
21. The school provides enough athletic programs, clubs, and after-school activities, so that all students have an opportunity to participate.	34%	40%	13%	9%
22. I am recognized and rewarded for following the rules.	7%	23%	33%	32%
23. I am recognized and rewarded for following the behavior matrix.	8%	32%	33%	22%
24. Pirate bucs have value to me.	14%	29%	23%	30%
25. I try to earn Pirate bucs.	22%	35%	19%	20%
26. The Pierce staff hands out Pirate bucs.	12%	39%	25%	20%
27. I understand the purpose of PBIS.	24%	39%	16%	17%

*Totals may not equal 100% due to insufficient question responses.

I am:
 2% Native American or Alaskan Native
 48% African American
 2% Asian
 11% Hispanic
 16% Caucasian
 18% Multi-Racial

I am:
 51% Female
 46% Male
 50% 7th Grade
 46% 8th Grade

2008 Quality of Education Staff Survey Results

Goal

The development of the staff survey was used to ascertain information of satisfaction as well as concern with the academic and social environment at Clifford Pierce Middle School.

The results of this survey will be utilized to improve the areas of concern to staff, both academically and socially.

These results are presented in Baldrige format.

Plan

A survey was designed in 2003-2004 for the PL 221 report, which was reviewed by the Pierce CIC committee. The committee chose to continue with the survey but to modify questions deemed necessary. The survey was updated to reflect the current modifications and issues of concern.

Do

The survey was administered to the staff via the Internet. The survey was taken between April 28 – May 2, 2007.

Results of the surveys were totaled and calculated by CIC subcommittee.

Study

The results of the survey will be presented and charted in graph format to the CIC and administration to address areas of concern.

CIC will discuss and make suggestions/strategies to those deemed of concern by the staff.

Act

The data will be presented to all faculty and central office staff for comment and/or addressing concerns.

Data Process

The Quality of Education Staff Survey was sent to all Clifford Pierce Middle School staff via the Internet. Of approximately 125 staff members, 77 completed some or all of the questions.

32 items were answered using a Likert scale (1-Strongly Agree; 2-Agree; 3-Disagree; 4-Strongly Disagree).

Participants of Survey

*52 Females *14 Males of whom:

- 61 were Caucasian
- 8 were African-American
- 0 were Hispanic
- 4 were Multi-Racial
- 0 were Asian
- 1 were Native American or Alaskan Native

Grade level taught:

7th Grade – 21

8th Grade – 21 Both - 15

Years teaching at CPMS:

1-3 yrs. – 23

4 yrs. or more – 34

Pierce Middle School
2008 Annual Quality of Education Staff Survey

We appreciate your willingness to take a few minutes to complete this survey.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe when I come to work everyday.	12%	40%	30%	18%
2. I feel that this school is a drug free environment.	1%	22%	43%	32%
3. I feel that the classroom environment, hallway environment is conducive to learning.	0%	27%	49%	22%
4. Physical facilities are clean and attractive.	5%	43%	32%	18%
5. My classroom, office and work space is cleaned daily.	8%	36%	36%	18%
6. Teachers regularly inform students of their educational progress and are specific about areas where improvement is needed.	23%	64%	12%	0%
7. Throughout this school, there is a high expectation for student achievement.	18%	58%	18%	3%
8. This school succeeds in preparing students for the ISTEP + test.	21%	48%	23%	6%
9. Teachers regularly inform parents of their child's educational progress and are specific about areas where improvement is needed.	16%	61%	18%	1%
10. This school is open to input from parents.	25%	69%	4%	0%
11. Parents of this school show a strong interest in their child's education.	3%	21%	51%	25%
12. Parents provide support to school personnel on discipline matters.	0%	25%	45%	29%
13. Discipline is administered by teachers in a fair and consistent manner.	9%	49%	23%	13%
14. Discipline is administered by administration in a fair and consistent manner.	1%	16%	42%	38%
15. Dealing with discipline problems in my class takes away from instructional time.	55%	36%	4%	3%
16. This school has clear, consistent rules for student behavior.	16%	39%	16%	29%
17. The staff supports, respects, and generally cares about each other.	21%	56%	16%	4%
18. Both students and staff respect individual differences.	5%	45%	43%	5%
19. The staff and administration is aware of	25%	51%	17%	6%

racial and cultural differences that impact student performances and have the ability to effectively deal with these differences.				
20. The staff is working toward highest student achievement by sharing ideas, plans, and projects.	12%	58%	25%	4%
21. Security staff is visible throughout the day.	1%	29%	29%	42%
22. During passing periods all staff is visible in their assigned areas.	6%	22%	51%	18%
23. At dismissal staff is visible in the hallways.	10%	49%	30%	8%
24. Administrative staff is visible before, during and after school hours.	18%	55%	18%	8%
25. REM is beneficial to the learning process of our students.	3%	29%	31%	36%
26. I recognize and reward students for following the behavior matrix.	16%	73%	9%	0%
27. I have seen other staff members hand out pirate bucs.	14%	75%	8%	0%
28. I understand the purpose of PBIS.	40%	48%	6%	3%
29. PBIS is a valuable tool used in improving our school climate.	14%	48%	17%	18%
30. I feel non-urgent phone calls to my classroom are a constant disruption.	35%	34%	26%	1%
31. I feel phone calls made to the office are answered in a timely manner.	25%	56%	14%	3%
32. I build positive relationships with students on a daily basis.	36%	57%	4%	0%

Totals may not equal 100% due to insufficient question responses.

For each item, please check the description that applies to you. Demographic data, which is used for summary analysis, will not be reported if individuals can be identified.

I am:	
<u>9%</u>	classroom teacher
<u>3%</u>	instructional support staff (para's, tech aides, PEP aides)
<u>0</u>	certificated staff (other than classroom teacher)
I am:	
68%	female
18%	male
10%	African American
5%	Multi-Racial
0%	Asian
1%	Native American or

79% Caucasian Alaskan Native
0% Latino/Hispanic

Items for Classroom Teachers Only

I teach:

Pierce:

27% 7th Grade

27% 8th Grade

19% Both (7th & 8th Grade)

I have been teaching at

30% 1-3 years

44% 4 years or more

STUDENTS

Top 3 Positive Responses

1. The teachers expect quality work.
2. I fell welcome in the school.
3. The school is preparing me to be successful for the future.

Top 3 Place needing improvement

1. I am recognized and rewarded for following the rules.
2. The school staff disciplines all students in a fair and constant way.
3. I have been bullied this year.

TEACHERS

Top 3 highest agrees

1. This school is open to input from parents
2. Teachers regularly inform student of their educational progress sand are specific about areas where improvement is needed.
3. Dealing with discipline problems in my class takes away from instructional time.

Top 3 Place needing improvement

1. Dealing with discipline problems in my class takes away from instructional time.
2. I feel that this school is drug free.
3. Security staff is visible throughout the day.

PARENTS

Top 3 highest agrees

1. The school expects quality work from my child
2. My child's ability to read continues to improve
3. The school provides regular communication to me about school news, activities, and events

Student Achievement Objectives/Goals

Goal 1.0 Improve the rate of student attendance.

Narrative Description

Continuous attendance at school is one of the most important phases of a student's life. Time lost because of absence or tardiness can never be made up or reclaimed. All learning is based upon continuance of instruction, therefore, it imperative that all students be in attendance in order to get the most from their class work. Students are given guidelines that must be met in order to maintain the high level of attendance required and to improve performance. Parents are required to participate by notifying the school, if their child is unable to attend school. Historically, the attendance rate has been good at Pierce Middle School.

Clifford Pierce Middle School has adopted a proven behavior researched program designed to minimize out of school suspensions and general misbehavior, Positive Behavior Intervention Support (PBIS).

Goal 2.0 Improve the percent of student mastery on ISTEP.

Narrative Description

This goal was created to maximize the fullest potential of student achievement and the processes to accomplish it. These processes are based upon data described in the Data Summaries Section of this plan, meetings, training, peer coaching, and activities in which the teachers share success from the use of adopted curriculum and plans for instruction. If carries on from the planning phase to the student instruction phase where the concepts of teaching and re-teaching are utilized. Teachers not only collaborate on instructional strategies but use measured progress results to re-organize learning efforts. The professional development plan is coordinated with Goal 2.0 to carefully describe for teachers how and when each step is to be taken. It provides a plan that includes time management.

Goal 2.0 focuses on the concept of first planning to incorporate the teaching of academic standards by ensuring integration of standards into the curriculum. It also focuses on designing instruction based upon this curriculum and providing support to the continuation of instruction through professional development, emphasizing peer collaboration. This goal is broken down into the processes and then followed by correlating pages in the Professional Development Section of the PL221 School Improvement Plan

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that describes how teachers will collaborate to ensure that the goal is accomplished. The professional development plan includes department and team leader meetings.

Goal 3.0 Improve the overall school climate for staff, students, and parents.

Narrative Description

An analysis of data regarding student behaviors that create a school climate that meets our aim of having a safe, friendly, healthy learning environment is included in the Data Summaries Section of the this plan. In addition to this data, staff and student surveys were completed to determine the status of climate issues in the building. The Pierce Continuous Improvement Council identified behaviors from this information that have been targeted based on this data and have created a plan that will provide a method by which the school can improve student behavior, and student/staff and parent satisfaction. Student and staff will work together to teach positive behaviors, but also reinforce their practice, celebrate their improvement and re-evaluate their progress.

Goal 4.0 Increase parent and community involvement in the school and improve parent satisfaction with the school.

Narrative Description

Pierce Middle School has the expectation that while students are enrolled at Pierce Middle School, all parents will take an active role in the school. Pierce also believes that it should provide opportunities for meaningful involvement of community members. The Merrillville Community School Corporation has adopted a civility policy which encourages members of the learning community to always converse in a civil manner.

Goal 1.0: Improve the rate of student attendance. (Baldrige 3.0)

AIM: Produce highest student attendance. (Baldrige 2.0)

05-05 Goal	05-06 Actual	06-07 Goal	06-07 Actual	07-08 Goal	07-08 Actual	08-09 Goal
97.8%	97.02%	98.2%	97.0%	97.0%	97.0%	98%

The administration and staff have implemented a program to improve the monitoring of student absences and tardies. Include in the program are:

- * A process for identifying students at-risk of forming a chronic attendance pattern.
- * Documentation procedures for monitoring student attendance.
- * An intervention plan for students with 5 or more absences in a quarter. The student will be referred to guidance for counseling
- * A partnership with the Juvenile Court system that supports school attendance, including part/student workshops, interagency communication agreements.

Goal 2—Improve the percent of student mastery on ISTEP. (Baldrige 2.0)

AIM: Increase percent passing. (Baldrige 3.0)

PROCESS Baldrige 6.0	WHEN	WHO Baldrige 1.0 & 5.0	PROF. DEV. Baldrige 5.0	Measure Baldrige 4.0 &7.0
2.1 Curriculum maps for all subject areas are organized on a quarterly basis and aligned with IAS. Reviewed and revised annually based on student performance.	Annually	Department Chairpersons Teachers	Departmental meetings to analyze student performance. Maps revised as needed.	Copy of curriculum maps for each subject area. ISTEP Results NWEA Results
2.2 Apply IAS in all classrooms within and across all content areas.	Annually	All teachers	Teachers review standards.	ISTEP Results NWEA Results
2.3 Distribute data from standardized testing and review the results and the process of data analysis.	Annually	Principal All teachers	Staff Mtgs. In-Service on data analysis Release time for data analysis.	ISTEP Results NWEA Results
2.4 Determine student rosters for teams insuring even distribution of diverse learners, including gender balance, and placement into Honors Classes, Special Education Classes using the following data:	Annually	Eng. &Math Department Chairpersons Merrillville Intermediate School NISEC teachers Teams Administrators	Meetings of Principal and Asst. Principal to create team rosters	Team Rosters

Lists from ISTEP results in 10 point increments from the mastery cutoff NWEA results in 5 point increments from the mastery cutoff Data by populations Special and Gifted Ed. Needs				
2.5 AI will be part of the Academic Rotation so that there can be a closer coordination of efforts between AI teachers and math and English teachers. AI will serve grade 7 students who are in the 10% minus or up to plus 10% range	Revised fall of 2006 and to be reviewed Annually thereafter	AI teachers Academic teams	In-service to develop instructional plans	NWEA and ISTEP results for students who participated in AI
2.6 Implement math strategies and Skills (MSS) and Reading Strategies and Skills (RSS) remediation classes. These courses will be part of the Allied Arts Block for MSS and the Academic rotation for RSS and WSS.	Revised January 2006 and to be reviewed Annually thereafter	MSS & RSS teachers	In-service to develop instructional plans	NWEA and ISTEP Results for students who participated in MSS. All students will take reading strategies for a quarter and all seventh grade students will take writing strategies for a quarter.
2.7 Math and English teachers will create and administer standards-based mini assessments	Yearly	Math & English department Chairpersons will designate someone for this purpose.	New teachers will be in-service before the start of the cycle.	Results will be analyzed from the mini assessments

as part of the Student Success Process				
2.8 Classroom teachers in all content areas will target specific standards to be emphasized based on standards in greatest need of improvement in English/language Arts & Math	Annually	Teams/ teachers	In-service to develop instructional plans Release time for data analysis	ISTEP Results NWEA Results
2.9 Teams will develop Team Instructional Plans to improve student achievement based upon Fall NWEA results	October Every department develop Pre and Post test	Teams/teachers	In-service to develop team instructions plans	ISTEP Results NWEA Results Team instructional plans
2.10 Increase Departmental meetings in order to create standards-based assessments, share successes and review results within English, math, and science	Monthly meetings for English, math, and science In-service days during school year for all 4 core subjects	Department chairpersons Principals Teachers	Staff release time for collaboration/coaching In-service days Half-day Meetings	NWEA results ISTEP results Results from standards-based mid –quarter and quarterly assessments Meeting agendas
2.11 Implement cross-curricular instructional activities that emphasize reading strategies and math strategies	Annually	POWER Writing and 6+1 strategies coaches RSS, MSS, and WSS teachers Department chairpersons	Staff release time for collaborative/coaching In-Service days. Need training in ICARE	ISTEP Results NWEA Results Meeting Agendas
2.12 Expand orientation of incoming students to	Annually	Guidance counselors Team Leaders/ teams	New student orientation process	NWEA results for new students attending Pierce

include NWEA tests given at enrollment and place new students in team's instructional plans based upon NWEA scores				
2.13 Institute a 4-year rotation of teams that teacher Honors/Special Education, with an opt-out mechanism. Place ED students on teams with LD services. ED students will be distributed equally between the LD teams and according to grade level.	Begin Fall 2005 Revised ED plan May 06	Principal Teams LRE Facilitators	N/A	Master Schedule Team assignments
2.14 Continue the implementation of Baldrige/Quality Schools principles at the classroom level.	Annually	Baldrige Trainers Teachers	Classroom management for new staff In-Service for 6+1 writing traits In-Service for PBIS	Student Portfolios Team Mission Statements Experimentation for the first year and implementation for the second year Review the data every two years % parent attendance at 2 nd quarter student-led conferences
2.15 Improve the	Schedule to begin Fall 2006	Principal	In-Services for new teachers	Master Schedule

<p>implementation of the SSP in math and English by daily remediation-enrichment (REM) period in the master schedule</p> <p>The plan includes a schedule change to Allied Arts teachers</p>	Annually	<p>Asst. Principals</p> <p>Math & English teachers & other licensed teachers in the areas but not limited to Allied Arts, social studies, and science.</p>		<p>NWEA Results</p> <p>ISTEP Results</p> <p>Language Arts and math assessments included but not limited to quarterly exams</p> <p>Meeting agendas</p>
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Goal 3—Improve the overall school climate for Staff, Students and Parents. (Baldrige 2.0)

AIM: Improve behavior of students by teaching expected behavior. (Baldrige 3.0)

PROCESS	WHEN	WHO	PROF. DEV. Baldrige 5.0	Measure Baldrige 4.0 &7.0
<p>3.1 Implement a progressive discipline approach that increases parental communication and emphasizes students respect. Also incorporated PBIS initiatives.</p>	Annually	<p>CIC</p> <p>Principal</p> <p>Asst. Principals</p> <p>Universal PBIS team</p>	<p>3 in-service days of PBIS training</p> <p>Bi-monthly meetings to review PBIS data</p>	Discipline data
<p>3.2 Develop and administer School Satisfaction Survey</p>	Annually	<p>CIC</p> <p>Parent Survey Safe Schools Committee</p>	Release time for committee member to develop surveys	Parent/Student/Staff Satisfaction Survey
<p>3.3 The Pirate POWER advisory program will be used to build community for character</p>	Annually	<p>Teachers</p> <p>Administrators</p> <p>Sub-Committee of CIC</p>	Planning sessions during planning time to organize	<p>Advisory period survey</p> <p>Discipline Data</p> <p>Detention Data</p>

education and for relationship building to develop social skills.		members and other staff		
3.4 PBIS is designed to create effective learning communities based on research and validated practices.	Annually	All Staff	3 in-service days for universal team	Discipline Data In-service Agendas Teacher feedback PBIS assessments
3.5 Devote the 1 st part of every in-service to team building activities that will be attended by the entire staff.	Periodically	CIC Staff Administrative Team		In-service agendas
3.6 Increase student positive incentive reward program and recognize good behavior	Quarterly	Teachers Students Administrators PBIS Coaches		List of Student Honorees Discipline Data Detention Data

Goal 4—Improve parent and community involvement in the school and improve parent satisfaction with the school. (Baldrige 2.0)

AIM: Create Healthy, Safe, Friendly Learning Environments (Baldrige 3.0)

Area of Focus	04-05 Goal	05-06 Goal	06-07 Goal	07-08 Goal	08-09 Goal
Decrease the # of Discipline referrals to the office by 10%	158/month	158/month	158/month	100/month	100/month
Decrease the # of Out of School Suspensions by 5%/year	61.6/month	46.3/month	40/month	40/month	40/month
Decrease rate of disrespect to staff by 5%	14.7/month	17.2/month	17/month	10/month	10/month
Decrease rate of # of fights	10/3/month	11.7/month	8/month	5/month	5/month
Decrease the rate of the # of students assigned to lunch detentions assigned	27.2/LD per day	41.6/LD per day	40/L.D. per day	15/L.D. per day	15/L.D. per day
Improve the rate of attendance at lunch detentions by 3%/year	89.6%	92.2%	94.9%	97.7%	97.7%
Improve the rate of attendance at After School Detention by 3%/yer	77.4%	79.2%	79.2%	90%	90%
Decrease the rate of the # of students assigned After	20.6/ ASD	22.2/ASD	21.1/ASD	20/ASD	20/ASD

School Detention by 5%/yr.					
Improve the rate of attendance at Saturday School by 5%	78.6%	82.5%	86.6%	90.9%	90.9%
Decrease the rate of the # of students assigned to Saturday school by 5%.	43.3	41.1	39.0	37.0	37.0

PROCESS	WHEN	WHO	PROF. DEV.	MEASURE Baldrige 4.0 & 7.0
4.1 Celebrate parent involvement	Annually	PTO		Copy of program for each event
4.2 Establish a committee of Parent Education Night for ISTEP	May 2008	Parent Education Committee		Survey of parent response
4.3 Open House to establish parental communication in the beginning of the school year	Annually	PTO Teachers, Administrators		Copy of program for each event
4.4. a Host a Reality Store with participants from community businesses	3 rd quarter	Merrillville Chamber of Commerce Pierce Administration PTO 8 th grade teachers Director of Public Relations		Copy of program for each event Results of student surveys on impact of event
4.4b Junior Achievement	1 st and 2 nd semester	Teachers Members of the community		

<p>4.5 Host Core 40 scholars Presentation with participants from community businesses.</p>	<p>Annually in the fall</p>	<p>Merrillville Chamber of Commerce Pierce Administration 8th grade teachers</p>		<p>Results of student surveys on impact of event</p>
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School Year 2008-2009 Student Release for Half-Day In-Service

For Program and Professional Development for Clifford Pierce Middle School

DATE	GOAL	PROCESS	REQUIRED RESOURCES	HOW WILL THE EFFECTIVENES OF THE DAY BE EVALUATED
September 10, 2008	Teaching Reading Across the Content area at the Middle School Level	Illinois Teacher of Year to lead workshop Consultant from Illinois Regional Office of Education	Presenter: Judy Trumble Assist: Trisha Serratore Fred Greene (Fee \$600 + mileage)	Workshop analysis sheet
November 18, 2008	Motivating The Unmotivated Learner	Speaker to lead workshop	Dr. Alvin Long Fee \$600 + mileage	Workshop analysis sheet
February 2, 2008	Teaching Mathematics Conceptually	Speaker to lead workshop	Dr. Diane Underwood Gregg Associate Professor of Mathematics Education Purdue University Calumet \$500.00	Workshop analysis sheet
March 3, 2008	What Great Teachers Do Differently?	Speaker to present workshop	Dr. Todd Whitaker \$4900.00	Workshop analysis sheet
April 23, 2008	Internal planning for team building	Teachers and Administrators to present workshop	Activities to promote staff unity	Workshop analysis sheet
May 8, 2008	Review new team configurations and develop contracts for parents/students	Teams of teachers	Rosters Sample Contracts	Completed contract for each team

FORM A

**INDIANA DEPARTMENT OF EDUCATION
PROFESSIONAL DEVELOPMENT PROGRAM**

DUE DATE: 01 JUNE 2008

School Information

School Name: Pierce Middle School

County/Corp/School #: 45/4600/3811

Address: 199 E. 70th Place
Merrillville In. 46410

Phone: (219) 650-5306

Fax: (219) 650-5463

Name of the Principal (include Title): Paul McKinney

Principal's e-mail address: pmckinney@mvsc.k12.in.us

Grade levels included in school: 7-8

FORM B

I, Debbie Argenta, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned school.

FORM C

Narratives: Please do not use less than a ten-point font. Make your answers as concise as possible and no longer than one page.

**1. What is your school’s vision toward which this Professional Development Program will lead?
(The vision may be taken from your school improvement plan or created for this document.)**

Merrillville has long enjoyed a reputation for the professional competence and character of its faculty, staff and administration. The professional staff understands and accepts personal responsibility for achieving the mission of the school corporation. The school system is committed to designing an organization of learning that seeks continuous improvement and quality, resulting in highest student achievement.

Learning environments throughout the school corporation are energized by a sense of awe, curiosity, and enthusiasm generated by knowledgeable, caring adults who ignite and sustain the desire to learn. Teachers who use a wide range of teaching methods to ensure that students are active learners inspire students. Career exploration activities are provided through internships and mentoring with local business people, civic leaders and government officials.

Parents are actively involved in the education of their children and have entered into a highly functional partnership with the schools. Exemplary programs are available to parents who seek more knowledge and skills related to effective responsible parenting. They establish and maintain high expectations for scholarship and citizenship. Citizens served by the Merrillville Schools take pride in the cultural diversity of their school community. Individuals respect the heritage and traditions of the many groups living compatibly together.

Clearly written goals, aligned with rigorous academic standards, have been established that go far beyond the minimum standards required by the Indiana Department of Education. These goals, which are in accordance with the Merrillville Community School Corporation Vision Statement, also focus on developing independent, life-long learners and responsible, productive citizens. This professional development program will lead us to the accomplishment of these goals.

2. What is (are) the goal(s) of your Professional Development Program?

To improve student achievement incrementally from grades 10 and 11 as noted in the School Improvement Plan. Further to attain 100% passage of the 10th grade ISTEP exam prior to eligibility for graduation in grade 12.

TARGET AREA GOAL: READING

Provide all teachers with instruction on how to teach reading to our students. A certified reading teacher will instruct staff on methods and strategies that will be used in classroom situations. This also includes trained ICARE teachers.

TARGET AREA GOAL: MATH

Analyze NWEA data and compare with data from classes (indicator tests). Meet with Guidance staff to communicate results and actions to implement strategies as noted in the School Improvement Plan.

Meet with Math teachers and Guidance staff to set consistent measures to recommend course registrations and enrollments.

Meet with teachers to ensure consistency with selection of students that are recommended for ISTEP remediation programs.

TARGET AREA GOAL: WRITING

Provide continuing Professional Development to English Department faculty to grade student writing using the classroom posted rubric. Each year, new members of the department will receive mentoring and professional development to attain a consistent level of utilization of the rubric.

English Department staff has continued to provide professional development for all faculty across content areas. These staff will conduct consistency workshops to aid teachers in the use of the rubrics.

English Department faculty will verify on-going vertical alignment of the writing curriculum of all high school grades.

FORM C (cont=d)

2. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

Clifford Pierce teachers continually strive to develop their teaching skills to provide quality tools for the students. By identifying the needs of the students Pierce teacher will be engaged in the following professional development.

- All staff members and stakeholders have been or are in the process of being trained on Baldrige Quality tools for school improvement. Including the Plan-Do-Study-Act (P-D-S-A) for student led conferencing.
- Follow up and refresher courses utilizing the tools of Baldrige will be available to faculty and staff.
- Staff members have or will be involved in diversity and/or sensitivity training to promote learning by all types of learners. Ruby Payne will be reviewed as well as learning strategy models to be introduced in this process.
- Staff to be trained in Anti-bullying/ Safe schools program to ensure a safe environment for all learners.
- Teachers will receive professional development in analyzing ISTEP and NWEA data on an on-going basis to assist in coordinating scheduling.
- All teachers will analyze departmental curriculum to be certain that vertical alignment exists on a continuous basis. This will enhance students' opportunities to improve mastery of skills including ICARE for reading in the content area and 6 + 1 writing traits across curriculums.
- A team of lead teachers will be trained in Positive Behavior Intervention Support systems (PBIS) to train teams of teachers. PBIS is a school wide initiative designed to create effective learning communities based on research and validated practices to improve the school climate
- Student Success Program (SSP) will be implemented school-wide by all teachers in targeting specific math and language arts indicators students have or have not mastered. Math and language arts departments to develop remedial work and Allied Arts, science and social studies departments to develop enrichment lessons aligned to specific indicators.

ACTION PLAN

FORM D -1A

School Goal #1 (SIP) The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal(1) Form D): **To improve the rate of student attendance from 97% to 97.5%.**

Activity	Intended Audience	Person(s) Responsible	Collaborative Partners Needed	Time Line (Include Completion date)	Resources (People, Materials, Time)
Positive Behavior Intervention and Support (PBIS) training with emphasis being placed on the tertiary level	Teachers Students Administrators	Principal PBIS Coaches	Other schools within the corporation; the intermediate and elementary schools	Summer/Fall 2008	\$3,000.00 for training teachers for the tertiary level
Anti-bullying— Safe School committee to provide workshops and information for teachers as well as ongoing activities throughout the year.	Teachers Students Administrators	Principal Chairperson/Safe Schools Committee	Other Schools within the school corporation; the intermediate and elementary schools	Began in the Fall of 2008 and will continue throughout the 2008-2009 academic school year	\$ 300 for school year planning
How to use our advisory time (Pirate Power) to be more effective in developing	Teachers Students Administrators	Principal Hinkle	CIC	Begins in Fall of 2008 and will continue through the academic 2008-2009 school year	\$300 for school year planning \$700 for materials and supplies

relationships with students					
Second Step Curriculum—Violence Prevention	Teachers Students Administrators	Principal Guidance	PEP CIC	Throughout the 2008-2009 academic school year	None
The school corporation's diversity committee to develop programs that affect our students and staff	Teachers Students Administrators Parents	Principal	Corporation's Diversity cohort CIC	None	None

ACTION PLAN

FORM D -2A

School Goal #2 (SIP) The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal(2) (Form D): **To improve the percent of student mastery on ISTEP—English/Language Arts, Mathematics, Social Studies**

Activity	Intended Audience	Person(s) Responsible	Collaborative Partners Needed	Time Line (Include Completion date)	Resources (People, Materials, Time)
Bring in Consultant on How to teach reading across the content areas	Teachers Administrators	Principal Reading teachers	CIC Feeder schools may be invited	September 10, 2008	\$600. plus mileage
Bring in Consultant on How to motivate the unmotivated learner	Teachers Administrators	Principal	Other Schools within the school corporation; the intermediate and elementary schools	November 18, 2008	\$600. plus mileage

FORM D -1B

<p>Bring in consultant on How to teach mathematics conceptually. All other teachers will analyze ISTEP data and devise plans for 2009 ISTEP</p>	<p>Math and Science teachers 7th & 8th grades</p>	<p><u>Principal</u> Principal</p>	<p><u>CIC</u> Principal CIC</p>	<p><u>February 2, 2009</u> February 2, 2009</p>	<p><u>\$600 plus mileage</u> None</p>
<p>Bring in consultant on What Great Teachers Do Differently</p>	<p>Administrators Teachers</p>	<p>Principal</p>	<p>Central Office Other schools within the corporation</p>	<p>March 3, 2009</p>	<p>\$ 4900.00 Plus Mileage</p>
<p>Add three additional employees: 1 Full time math teacher and 2 full time Language Arts aides</p>	<p>Administrators</p>		<p>CIC</p>	<p>School year 200 8-2009</p>	<p>None</p>
<p>There will be additional teachers participating in the Student Success Program which will reduce the class sizes for remediation as well as enrichment of the power indicators identified,</p>	<p>Math, Language Arts, Science, Social Studies and Allied Arts Teachers</p>	<p>Principal</p>		<p>School year 2008-2009</p>	<p>\$7,980 for release</p>

therefore; requiring more time to develop units of study for student mastery of skills identified.					
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FORM D -2B

School Goal #2 (SIP) The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal(2) (Form D): **To improve the percent of student mastery on ISTEP—English/Language Arts, Mathematics.**

Activity	Intended Audience	Person(s) Responsible	Collaborative Partners Needed	Time Line (Include Completion date)	Resources (People, Materials, Time)
Bring consultant on team building	Administrators Teachers	Principal CIC	Team leaders Department Chairs	April 23, 2009	\$600 Plus expenses
Review new team configurations and develop contracts for parents to sign for school year 2009-2010	Administrators Teachers	Principal CIC		May 8, 2009	None

FORM E

EVALUATION

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.
(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

School Goal # 1 To improve student attendance from 97% to 97.5%.

I. Summary of data and evidence upon which this school goal was based:

Clifford Pierce Middle School attendance has continued to fluctuate over the past three years. In school year 2007-2008 Pierce raised its attendance to 97%. The school's goal is continue this upward trend.

II. What new knowledge, skills, and attitudes towards learning will result in your Professional Development Program?

- * Staff members have or will be involved in diversity and/or sensitivity training to promote learning by all types of learners. Consultants will in- service the staff on such topics as: How to motivate the Unmotivated Learner.
- * Staff to be trained in Anti-Bullying/Safe Schools program to ensure a safe environment for all learners.
- * The school will continue with PBIS (Positive Behavior Intervention and Support). A team of teachers will receive training at the tertiary level of PBIS.

III. What data and evidence related to new knowledge, skills, and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal? (NOTE: If the data or evidence is quantitative, state the numerical goal you hope to achieve.)

- A reduction in the number of disciplinary actions by 5% + annually
- Results of NWEA: at grade level or above
- ISTEP: 70% at mastery or above

EVALUATION

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.
(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

School Goal #2 To improve the percent of student mastery on ISTEP—English/Language Arts, Mathematics.

I. Summary of data and evidence upon which this school goal was based:

For the first time over a 5 year period, student achievement in mathematics was below the state average. Student achievement in mathematics decreased by 6% in 2007-2008. It decreased by 5% in English/Language Arts.

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

- * Training to work with lower motivated students
- * Setting consistent measures for mathematics, language arts, specifically in reading and writing across the curriculum
- * Bring in consultant to work with staff on teaching mathematics conceptually.
- * Hire remediation math teacher to work with students on the bubble using pull out for and technology.
- * Hire remediation English aides for push in instruction.

III. What data and evidence related to new knowledge, skills, and attitudes toward learning will you collect to evaluate the Professional Development 's impact on progress toward this school goal? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

- * Results of NWEA: at grade level or above
- * ISTEP: at mastery or above
- * Comparison of Pre/Post NWEA data (**Quarterly**)
- * Improved attendance rate at 97.5 or above

